

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Assessment & Orientation

Date: September 21, 2016

**Program Type:
Unit**

Instructional

Student Services

Administrative

(circle the answer)

College or District Mission Statement:

The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

Student Success and Support Program (SSSP) (formerly Matriculation) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of Student Success and Support Program (formerly matriculation) are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the Student Success & Support Program (formerly matriculation) process: admissions, orientation, assessment and testing, counseling, and student follow-up.

Through college-wide consultation and collaboration, Assessment services at College of Alameda serve the needs of the community and fulfill the goals of the SSSP initiative by creating access and providing support to individuals who are interested in pursuing higher education opportunities at College of Alameda.

Date of Last Comprehensive Program Review: May 2016

Date of

Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

<p>Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)</p>	<p>Which institutional goals will be advanced upon completion? (circle all that apply)</p>	<p>Progress on goal or AUO attainment (choose one)</p>	<p>Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)</p>
<p>Assessment</p> <p>Students will know and be prepared to take the appropriate English; ESL and/or Math placement test. This will place them in the appropriate college/non college level courses that will allow them to succeed.</p> <p>Program level outcomes:</p> <ul style="list-style-type: none"> ensure assessment scheduling and facilities accommodate entering students accurately record scores to assist counseling in the placement of students into English, math and English as a Second Language courses direct students to counseling services college checkpoint for entering students: orientation, assessment MIS information upload for matriculation exemption with counselor approval maintain scheduling service: phones, email, eSARS, in person 	<p>1. PCCD Strategic Goals (list the specific goal here <u>A1, A2, A3, A4, D1, D2 Not sure about the B's</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p>	<p>Completed: _____ (date)</p> <p>Revised: <u>October 2015</u> (date)</p> <p>Ongoing: <u>None ending – this is a vital component of the Assessment Department through the SSSP program plan and an essential part of a students' success. Assessment Department and College of Alameda are in a constant revamp of services to ensure equity and success for all students.</u> (date)</p>	<p>Mandatory orientations ensures the student's familiarity with the array of programs and services offered at College of Alameda. Ensuring student success: transfer, degree, certificate.</p> <p>In October 2015 the Assessment Department became the gatekeeper for the implementation and documentation of orientation, MIS exemptions, assessment result, counselor referral.</p> <p>Orientation Services: October 2015 - launch of the College of Alameda's Online Orientation. Fall 2016 –Online orientation bolstered by the addition of Spanish and Chinese; Arabic and Vietnamese versions under development.</p>

<p>ensuring testing accommodations</p> <ul style="list-style-type: none"> ongoing maintenance: website, eSARS, PeopleSoft, literature 	<p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> <p>2. College Goals: (list the specific goal here <u>A1, A2, A3, B2, C2, D1, D2</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student</p>		<p>In person orientations: Regular English for native speakers ESL Orientation</p> <p>Assessment Department upkeeps eSARS database, website, and department literature; areas under constant revamping.</p>
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	<p>leadership development, service learning programs, learning communities, student employment, etc.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>		
<p>Curriculum (if applicable)</p> <p style="text-align: center;">N/A</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	N/A
<p>Instruction (if applicable)</p> <p style="text-align: center;">N/A</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal</p>	<p>Completed: _____ (date)</p> <p>Revised: _____</p>	

	here _____).	(date) Ongoing: _____ (date)	N/A
<p>Student Success and Student Equity</p> <p>New/entering students will have access to:</p> <ul style="list-style-type: none"> • information to schedule, prepare for, and sit for English, ESL, and/or math assessment test. • entering students will sit for English, math or /and ESL assessment • test results available upon completion - used by counselors for appropriate courses placement • equitable access to effective core services, including: counseling, academic advising, early intervention, EOPS, and Financial Aid. • new/ entering students will complete orientation services • students referred to counselors: SEPs, career exploration enrollment • Mobile Assessment to increase equitable access to matriculation services in surrounding communities. • Expand reach of social media, email, and other forms of community information sharing. • Promote College of Alameda as a community partner through student-service based events and initiatives. 	<p>1. PCCD Strategic Goals (list the specific goal here <u>A1, A2, A3, A4, B2</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-</p>	<p>Completed: _____ (date)</p> <p>Revised: <u>for placement during 2017 Testing (November – January & April – August)</u> (date)</p> <p>Ongoing: <u>There is no end date – this is a vital component of the Assessment Department through the SSSP program plan and an essential part of a students' success</u> (date)</p>	<p>With the current California State Chancellor's Office Common Assessment Initiative some of the tools previously available to students i.e. preparation materials for the test, test results available immediately after the test, will be compromised. The CAI platform for distributing/accessing scores is still under development per the state.</p> <p>Since the College of Alameda's main testing tool, COMPASS, will be sunset by ACT November 30 and the CAI tool will not be available for launch at the College of Alameda until November 2017. College of Alameda to employ alternate forms of placing students into appropriate courses to ensure success. Alternative modes of placements might not need a study key, like the one previously offered for COMPASS. Alternative forms of placement may include but are not limited to: MMAP, self-reported placement, valid writing samples, off the shelf tests.</p>

	<p>year institutions, local government, and regional industries and businesses.</p> <p>2. College Goals: (list the specific goal here <u>A1, A2, A3, A4, B2</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-</p>		<p>Mandatory orientation revamping:: In person, online or ESL Orientation.</p> <p>All of the changes that both the CAI testing tool and the new forms of orientation created by College of Alameda have been designed to assist students achieve success while creating equal access to services for all.</p>
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	<p>year institutions, local government, and regional industries and businesses.</p>		
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>Assessment Staff (have/will) participate in :</p> <ul style="list-style-type: none"> • CAI training • CCC Conferences- Sacramento • SSSP Committee • Orientation/s • Facilitation of Workshops: Scholarship, Financial Aid, follow up services • Multiple Measure implementation - English, math and ESL take a proactive role in the placement of students • Partnership initiation, formation, maintenance and evaluation with AUSD and OUSD schools and departments. • Spring 2016 - English department began conducting pilot testing for writing prompt for placement-assessment collaborated with department to give prompt to students sitting for assessment <p>Assessment to attend/attends:</p> <ul style="list-style-type: none"> • statewide and regional conferences 	<p>1. PCCD Strategic Goals (list the specific goal here <u>C1, C2, D1, D2</u>).</p> <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> <p>2. College Goals: (list the specific goal here <u>C1, C2, B2, D1, D2</u>).</p> <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: <u>There is no end date – this is a vital component of the Assessment Department through the SSSP program plan and an essential part of a students’ success</u> _____ (date)</p>	<p>During the transition from ACT COMPASS testing tool to the State mandated CAI, the Assessment Department staff have been encouraged to participate in workshops and conferences hosted by the State Chancellor’s Office to become educated on the new tool and its multiple benefits for College of Alameda students.</p> <p>The other professional development opportunities that have been presented to the Assessment Department are on-going and supported by the SSSP Administrative Unit, College of Alameda and the Peralta Community College District</p> <p>Both the District and the College of Alameda allow for professional development. They allow for about a week of professional development per semester. This development time is called Flex Week. The week is full of workshops on how to leverage partnerships and resources to better serve students. The professional development also hosts an array of self-care workshops to ensure employee wellbeing.</p>

<ul style="list-style-type: none"> Campus and district meetings for flow of ideas and best practices to ensure students are getting the best possible services. <p>2015-2016 academic year:</p> <ul style="list-style-type: none"> Assessment Department attended the California State Chancellor Office hosted CAI Ambassador Intensive Training; training designed around the CAI tool. 	<p>year institutions, local government, and regional industries and businesses.</p> <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>		<p>The College of Alameda has also hosted professional development to educated and train the Assessment Department, and all those who are interested, on budgets, personal action forms, travel. As staff we are constantly encouraged to participate in the multiple committees hosted at the college and the District.</p>
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <ul style="list-style-type: none"> College of Alameda expects to double the number of individuals assessing in the years to come. Expand Mobile Assessment testing to adult schools, local high schools and community space. Ensure completion of some form of orientation: online, in-person or ESL. The SSSP Unit has tasked itself with developing an internal information system to support clean data collection related to each core service area, while shrinking data discrepancies each year. 	<p>1. PCCD Strategic Goals (list the specific goal here <u>A1, A2, A3, A4, B1, B2, C1, C2, D1, D2</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: <u>There is no end date – this is a vital component of the Assessment Department through the SSSP program plan and an essential part of a students' success</u> (date)</p>	<p>The Assessment Department is in constant improvement mode through collaboration with the Administrative Unit.</p> <p>Through this collaboration, the Assessment Department ensures that program goals are met while providing the best services to all potential students.</p> <p>The teamwork exhibited among the Administrative Units and the Assessment Department can account for the swift change in modes of operation minimizing impact on students and services while delivering high quality customer service and information to external partners, future students and internal stake holders.</p>

<ul style="list-style-type: none"> • Ensure integrity of data collection systems and data synthesis through database retrieval tools and procedures • Provide targeted support and information to the public regarding college application, assessment testing, orientation, and counseling • Increase enrollment numbers served through SSSP core services • Provide support and information to public and College of Alameda partners regarding applying to the college, assessment testing, orientation and counseling. • Continual expansion of Mobile Assessment testing to adult schools, offer off-site orientation to partners. 	<p>learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> <p>2. College Goals: (list the specific goal</p>		<p>The collaboration among the administrative unit and the Assessment Department also allows for timely changes where modes of operation, best practices and new guidelines are concerned. Through the open lines of communication changes necessary to ensure continual compliance with guidelines, legislation and internal processes are conducted in a timely manner.</p> <p>Due to the new CAI assessment tool the Assessment Department will need to develop a strategic plan of implementation. Once the specifications for the rollout of the CAI tool are disclosed, close working relationships with IT and the vested departments will be necessary to ensure success. Assessment will spearhead all efforts to obtain the necessary technology, licensing, administrative access and tolls needed to ensure a smooth transition in testing apparatuses.</p>
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	<p>here <u>A1, A2, A3, A4, B1, B2, C1, C2, D1, D2</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and</p>		
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	<p>businesses.</p> <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>		
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <ul style="list-style-type: none"> • Revamp mandatory orientations – Online Orientation to include Spanish, Chinese, Vietnamese and Arabic. • Improve technology to support CAI tool. • Upgrade equipment as needed to support CAI testing tool. • Expand Mobile College of Alameda Assessment to new 	<p>1. PCCD Strategic Goals (list the specific goal here <u>A1, A2, A3, A4, C2</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: <u>There is no end date – this is a vital component of the Assessment Department through the SSSP program plan and an essential part of a students’ success</u> (date)</p>	<p>There are many improvements that will need to take place once the State Chancellor’s Office releases the specifications and implementation of the CAI tool. The improvements mentioned in this program update are the more essential changes that will occur and impact the Assessment Department. They are also the more pressing improvements. As the information for the mandated implementation of the CAI tool are released there will be more program improvement recommendations as well as a revamping of outcomes and new cooperation among the</p>

<p>community venues.</p>	<p>activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> <p>2. College Goals: (list the specific goal here <u>A1, A2, A3, A4, C2</u>).</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment,</p>		<p>Administrative Unit and the departments vested in the successful implementation of the new testing tool.</p> <p>The Assessment Department will also have to take note of the inventory that it currently has regarding technology and resources and personnel that will be needed to implement the new State mandated tool.</p>
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	<p>etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>		
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III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations).

Comments about changes:

The Assessment Department does not have information about student demographics. Current information about student enrollment for 2016 semesters has not been released by the California Community Colleges Chancellor's Office. Analyzing the information present in DataMart and eSARS the College of Alameda Assessment Department assessed 602 students in Fall 2014 and 527 in Spring 2015. The 75 student difference between the consecutive semesters can be attributed to high school graduates enrolling in college after spring graduation. College of Alameda traditionally matriculates more students in the Fall than in the Spring. Currently with the Mobile College of Alameda efforts this trend is more likely to increase due to the accessibility that the Mobile Assessment model presents to local schools and community partners. The mobile component is designed to take matriculation services to the local population that would otherwise not have access or support when applying to college. The mobile services have assisted local high school students and in particular seniors enroll in college.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc).

Comments about changes:

N/A

C. Student Success (retention and completion rates, # of student contacts, etc.).

Comments about changes:

The Assessment Department does not track retention and completion rates. All students after completing the placement test are referred to counseling to develop educational plans and enroll in courses.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable).

Comments about changes:

N/A

E. Other program specific data or unplanned events that reflect significant change in the program

The College of Alameda's Assessment Department is waiting on the California State Chancellor's Office to approve a new assessment tool. Currently the Common Assessment Initiative proposed by the State Chancellor's Office is not complete and ready for roll out as previously stipulated by the individuals heading the initiative during the CAI Ambassador Intensive Training held in Palm Springs. College of Alameda was going to be an early adapter of the tool in Fall 2016 but the state decided that further data collection was necessary and have pushed back the release date. This unplanned set back added to the proposed sunset of COMPASS, on November 30, 2016, has made the College of Alameda's Assessment Department look at alternative methods of placing students into the appropriate math, English and ESL courses. Proposed methods to use while the implementation of the CAI apparatus is complete have been using high school multiple measures, self-reported transcripts, and departmental recommendations.

Compass sunset will and the absence of CAI will impact data collection and reporting. Due to ACT's Discontinuance of all versions of the ACT Compass products and services the College of Alameda's agreement will be terminated effective December 31, 2016. This means that after December 31, 2016 the College of Alameda administration unit will no longer have access to any data information collected by Compass prior to testing. The information that was collected prior to starting the ACT Compass test included date of birth, ethnic origin, veteran status, home language, expected graduation date with unit load. Although this information may be captured in other databases like Data Mart, PeopleSoft, or SARS While the College of Alameda will do everything to ensure that all data accurately reflects the student population serviced, however, discontinuance of access to the Compass data could have an impact in future reporting.

The lapse in a validated testing tool for part of the academic year may result in some discrepancies when reporting data to the state for the semester that was impacted. Although College of Alameda does track all of its current operation in the Assessment Department through eSARS this database is limited in the information that it will be able to provide during the transitional period between COMPASS and CAI. The College of Alameda will do everything within its ability to accurately capture all incoming students receiving SSSP services, we would like to have this possible disruption in information gathering on record.

The College of Alameda also instituted mandatory orientations to be able to comply with SSSP program guidelines and provide equitable access to campus services to all students. The orientation process has been revamped to include an online orientation, accessible for disabled students, with Spanish and Chinese as alternative orientation languages, Arabic and Vietnamese expect to be incorporated in 2017.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

The Assessment Department cooperates on ongoing basis with several department to ensure that all students have equal access to the services outlined on the SSSP program, guide and align with the College of Alameda’s mission to “provide comprehensive and flexible programs and resources that empower students to achieve their goals”. With this focus in mind the Assessment Department coordinates special testing with the DSPS Department to provide accessible testing to students with special needs. We also conduct special sittings to accommodate other programs on campus like EOPS, Atlas, and high school partner testing. The ESL Department also synchronizes their availability to the Assessment schedule to be able to provide special faculty led testing to ensure English language learners achieve success.

There is demographic data available from two years ago to show the Assessment Departments ongoing efforts to make sure that the gaps, if any, in student success are addressed with any population that might be disproportionately impacted. Currently the data to be reported for this year has not been updated on the State Chancellor’s website and further analyses at this time are not possible.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

Assessment and Orientation services are matriculation components that are required by the SSSP program review. The SSSP program review is a guideline to ensure that all students receive the best access to services ensuring successful completion of a certificate, degree or a transfer. The plan creates opportunity for collaboration among the student services departments to provide holistic matriculation services through cooperation between all student services. For more information you may refer Section III part 3 of the SSSP program plan.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

There have been changes to the Assessment Department. In October of 2015 the Assessment Department was tasked with uploading completed orientations to SARS and PeopleSoft. MIS counselor approved exemption forms were also assigned to the Assessment Department for inputting into PeopleSoft. The Assessment Department is also assisting in the uploading of information for financial aid through tracking GetSAP workshops and follow up workshops from other area that are part of SSSP program.

The online orientation has also been revamped to have a more impactful reach to students, the College of Alameda added accessible measures for students with disabilities, like audio and visual components as well as inclusion of Spanish and Chinese as current alternative orientation languages. Arabic and Vietnamese are also popular languages at the College of Alameda and steps have been taken to translate the online orientation to incorporate those languages as well. Along with the revamping of the online orientation the College of Alameda has also developed an in-person orientation. This orientation will be in person for those individuals who like to a person to person orientation or who are not as savvy with technology or have limited access to a personal computer.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

The changes that were made to the Assessment Departments mode of operation are based on the need to provide students with equal access to matriculation services ensuring success for all who wish to apply to the College of Alameda. The SSSP plan developed by the College of Alameda also mandates that all services provided regarding student success and matriculation services be accessible to as many student populations as possible.

- Attach a summary depicting the program’s progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program’s progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

Insert TaskStream information – call out to Jamar 10/11/2016 for help

With the looming implementation of CAI the timeline that will be provide is a rough estimate of undertakings taking into account both CAI activities and department visions.

Year round / ongoing tasks:

- orientation information uploaded to several databases including PeopleSoft and SARS.
- MIS approved exemption forms, outreach to solidify excising partnerships while creating new ones documenting information of follow-up student support services- counseling workshops (SEPs and CompSEPs, GetSAP, program orientations (CTE), mental health, etc.)

- Assessment personnel to attend professional development and CAI workshops
- Internal documentation – run reports as needed
- Uploading of information to TaskStream
- Attend department meetings – SSSP Committee, Assessment Check-ins, program reviews, Student Service Counsel meetings, CAI –weekly phone conferences, CAI Taskforce –District meetings,
- Host workshops in Assessment lab: Financial Aid, budgeting, Research
- Professional development workshops – Flex week, program specific training (Excel, Publisher, HTML)
- Website maintenance
- Department up keep- create / distribute testing schedule, answer voice mails, emails regarding testing
- Up keep of scheduling services – eSARS, phone system, in person, email

Breakdown of activities scheduled for the next academic year from present to June 2017:

August – November – working on SSSP and APU reporting and information documentation in multiple databases

November - launch of new in person orientation for new / returning students
Addition of Arabic and Vietnamese languages to online orientation

November 30- final day of Compass testing

December 1- implementation of alternative method of placement in leu of CIA

December 1-31 – run reports needed from Compass Admin site
Sunset of feature December 31, 2016

November- January – Spring Testing

Outreach being conducted with local partners and networking with possible new community partners to extend SSSP services to the local community venues

January – April – Outreach to local community partners to start scheduling off-site testing dates
Early testing for high school partners and entering freshmen to College of Alameda (Spring into College)

February – Tentative CAI Ambassador Intensive – State Chancellors Office to set date

Tentative implementation of CAI - Current talks put roll out for early adapters in February 2017

February – April – Intensive work among IT, sister colleges, District, ESL, math, English and Counseling Departments to roll out CAI tool and get it working to assess students for summer and fall 2017 placement. Checking apparatus compatibility with offsite technology.
Revamping current campus technology to support CAI tool; licensing, software, units, machines, etc.

March- Attend California Community Colleges Student Success Conference

April –August – Testing both onsite and offsite – ongoing documentation of information to multiple data bases and counseling referrals

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

The Assessment Department collaborates with different departments within the college to ensure access and equity is being offered while sharing best practices and revamping services to better accommodate the needs of our student populations. This work is done through collaboration with the SSSP Working

Group, Student Services Counsel Meetings, Assessment Department Check-ins, CAI Assessment Coordinators District Meetings, as well as a number of one on one requests for assistance from the Assessment Department. The requests come from programs like ATLAS, DSPS, Deans and individual instructors looking to schedule testing for students with special needs or program specific groups. Meaningful dialog also takes place within the different conferences that are attended where industry colleagues share best practices and solutions to plaguing concerns and issues.

The evidence of these multiple dialogues can be seen in the transformation of the assessment area to incorporate technology accessible to all students wanting to enroll at the College of Alameda in the form of open computers to complete and submit orientations as well as to access college enrollment sites. Further evidence is visible in the scheduling of tests to incorporate departmental needs when testing ESL or scheduling testing for pilot prompts, in additional sittings added to accommodate all students including the incorporation of Super Saturday testing. Further confirmation of the Assessment Departments collaboration with the campus community is also visible in the Departments presence at various events as support staff and presenters and supporting an array of workshops in the assessment lab which benefit students and staff.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Improvements to the Assessment Department include in-person orientations, additional languages for the online self-paced orientation, CAI eventual implementation. The implementation of the CAI tool is supported by ongoing intensive trainings at the both the internal campus/district level and at a state wide open forum level where best practices are being shared and through weekly phone conferences regarding Project Glue/IT and assessment centers implementation.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
SSSP Analyst	No – With the plethora of information being collected for SSSP and the new CAI tool there is a need for an analyst that would assist with reporting, MIS coding, analyzing data to ensure information being sent to the State is accurate and most up to date.	The Assessment Department is committed to assisting students seeking a higher education at the College of Alameda by proctoring placement tests that accurately assess a student’s ability to solve problems and make decisions using critical thinking and quantitative reasoning; two skills necessary to succeed in school and life. These tests are used as a tool to accurately place students into the appropriate English, math, and English as a	With the additional assistance the Assessment Department would be able to extend its services at offsite locations while continue to make timely data updates to PeopleSoft, SARS and other databases that might be implemented through CAI.	By having support the Assessment Department will be able to continue to provide all of its services in a timely manner. All test results would be uploaded for counselors to access, orientation information would be updated several times a day and phone calls would be returned.	Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development,</p>

		Second Language courses. Successful and accurate placement ensures their successful completion of a given course, an educational plan or a degree path.				service learning programs, learning communities, student employment, etc. A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
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- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Licensing and technology compatibility in the form of software, memory, hard drives, new machines maybe needed to support CAI tool	With the CAI initiative information and program still under development technology and equipment requests may change to accommodate the new guidelines and technology. CAI changes may include upgrades to licensing,	The Assessment Department is committed to assisting all students seeking to start their higher education at the College of Alameda by proctoring placement tests. These tests are used as a tool to accurately place students into the appropriate English, math, and English as a Second Language courses. Successful and accurate placement	With up to date technology and equipment the Assessment Department will be able to continue to proctor placement tests that accurately assess a students' skill level and place them into the appropriate math, English and ESL courses.	By having updated technology and equipment the College of Alameda will be able to continue to give its entering student population access to a high quality education.	Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. A.3 Student Success: Using

	software, and equipment to properly support testing apparatus.	ensures student successful completion of a given course, and educational plan or degree path.			<p>baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
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- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
<p>Provide access to main entrance to library area during library closure: - Students with accommodations must use loading dock to access area.</p> <p>Creation of open lab for enrollment and matriculation purposes - students access to computers limited need internet for online orientation</p>	<p>No- request being made due to new implementation CAI guidelines and to comply with SSSP program review.</p>	<p>The Assessment Department is committed to assisting all students seeking to start their higher education at the College of Alameda. These changes/accommodations would assist College of Alameda and the Assessment Department in complying with equity standards proposed in the SSSP program review.</p>	<p>Providing students needing accommodations access to enter the building through the main entrance gives the students a sense of belonging and inclusion.</p> <p>Creating a lab that is open without the need to enroll in a non-credit class allows new/returning students with matriculation holds on their accounts access to computers and internet to complete mandated matriculation steps</p>	<p>Bolster new/returning student access to resources and area provides equal access to education and resources to enroll at the College of Alameda while ensuring that equity and SSSP guidelines are being met.</p>	<p>Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 <i>RES FTES</i>.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance,</p>

						student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
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Professional Development or Other Requests: How will the professional develop activity contribute to student success?

What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Attendance to all CAI State Chancellor hosted	Yes	The Assessment Department is committed to	Having as much information about the	Having all of the information	Solve problems and make decisions in life and work using	A.1 Student Access: Increase enrollment for programs and course offerings in the

<p>seminars. Inclusion in SSSP forums where Assessment is concerned and key stake holder. Participation in all training having to deal with new assessment tool – CAI.</p>		<p>assisting all students seeking to start their higher education at the College of Alameda by proctoring placement tests that accurately assess a student’s ability to solve problems and make decisions using critical thinking and quantitative reasoning; two skills necessary to succeed in school and life. These tests are used as a tool to accurately place students into the appropriate English, math, and English as a Second Language courses. Successful and accurate placement ensures their successful completion of a given course, an educational plan or a degree path.</p>	<p>outcomes, expectations, and new legislation affecting assessment will help the department better prepare to ensure that there is minimal to no disruption in the placement process for new students.</p>	<p>that could affect your method of operation and your placement model will ensure that the proper steps are taken to ensure all students are assessed on a level playing field. This would guarantee that all students regardless of socio-economical background, gender or ethnic origin are placed accordingly based on skills like the rest of the colleges affect by the new information. By having the same information as the rest of the campuses College of Alameda will ensure that all of its students have equal access to all</p>	<p>critical thinking, quantitative reasoning, community resources, and civil engagement.</p> <p>Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.</p> <p>Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</p>	<p>essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> <p>C.1 Student Success: Develop a District-wide first year experience/ student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> <p>D.1 Service Leadership: Provide professional development opportunities</p>
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				services to complete personalized education plans.		for faculty, staff and administrators that lead to better service to our students and colleagues. D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.
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Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>

D: Strengthen Accountability, Innovation and Collaboration

D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.

D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.