

**COLLEGE OF ALAMEDA
PEER REVIEW TEAM REPORT**

College of Alameda
555 Ralph Appezato Memorial Pkwy
Alameda, CA 94501

This report represents the findings of the Peer Review Team that conducted a virtual visit to College of Alameda from March 1, 2021 to March 4, 2021. The Commission acted on the accredited status of the institution during its June 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Julianna Barnes, Ed.D.
Team Chair

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College of Alameda
Comprehensive Peer Review Visit
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Summary of Peer Review Process

INSTITUTION: College of Alameda

DATES OF VISIT: March 1, 2021, to March 4, 2021

TEAM CHAIR: Julianna Barnes, Ed.D.

A 10-member accreditation team conducted a virtual visit to College of Alameda March 1st through March 4th, 2021 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the Spring 2021 comprehensive reviews was based upon state mandated health guidelines, and the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to College of Alameda relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on December 1, 2020 and held a pre-visit meeting with the college CEO on February 5, 2021. The entire peer review team received team training provided by staff from ACCJC via Zoom on February 3, 2021.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual college visit. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team

confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing two self-identified multiple action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. During the visit, on March 1, 2021, team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The College kicked off the virtual visit by meeting with 40 members of the campus community to provide an overview of the visit. During the visit, team members met with approximately 100 faculty members, administrators, classified staff, and students across 19 standing meetings, group interviews and individual interviews. During the visit, three members of the team met with Peralta Community College District representatives, including five board members, the Chancellor, and administrative staff. The team held two open forums, which were attended by 32 members of the campus community and provided the College community and others an opportunity to share their thoughts with members of the evaluation team. The team thanks the College's staff for coordinating and hosting the virtual visit meetings and interviews and ensuring a smooth process which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the Peer Review Team Report

Team College Commendations

Commendation 1: The team commends the College for advancing its mission in a collegial and collaborative manner that cultivates an inclusive environment and empowers its diverse community. The College's deep commitment to equitable student learning and achievement is pervasive and is woven throughout the College's programs, services, and practices. (I.A.1, I.A.3, I.B.1)

Team College Recommendations

None

District Commendations

None

District Recommendations to Meet Standards:

District Recommendation 1: In order to meet the Standards, the team recommends the district have appropriate internal control mechanisms and regularly evaluate its financial management practices and uses the results for improvement to ensure financial documents have a high degree of credibility. (III.D.5, III.D.6, III.D.8)

District Recommendation 2: In order to meet the Standard, the team recommends the district respond to all external audit findings and such responses are comprehensive, timely, and communicated properly. (III.D.7)

District Recommendation 3: In order to meet the Standard, the district must practice effective oversight of its financial aid programs. (III.D.10)

District Recommendation 4: In order to meet the Standard, the team recommends that the Board of Trustees assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1)

District Recommendation 5: In order to meet the Standard, the team recommends that once the Board of Trustees reaches a decision, all board members act in support of board decisions. (IV.C.2)

District Recommendation 6: In order to meet the Standard, the team recommends the Board adhere to their clearly defined policy for evaluating the CEO of the district. (IV.C.3)

District Recommendation 7: In order to meet the Standard, the team recommends the governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. (IV.C.4)

District Recommendation 8: In order to meet the Standard, the team recommends that the Board establish a formal process for regularly assessing its policies for effectiveness in fulfilling the district's mission and revise them as necessary. (IV.C.7)

District Recommendation 9: In order to meet the Standard, the team recommends the Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without Board interference. (IV.C.12)

District Recommendation 10: In order to meet the standard, the team recommends the District clearly delineate, document and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adhere to this delineation in practice. (IV.D.2)

District Recommendations to Improve Quality:

District Recommendation (Improvement): In order to increase effectiveness, the team recommends the District continue to maintain a sufficient number of administrators with appropriate qualifications in order to provide continuity and effective administrative leadership that support the District's mission and purposes. (III.A.10)

District Recommendation (Improvement): In order to increase effectiveness, the team recommends that the Board regularly review key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

Introduction

As one of four public, two-year colleges in the Peralta Community College District (PCCD), College of Alameda (COA) opened in 1970 and serves the Bay Area communities Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. As a comprehensive community college, College of Alameda offers career education and liberal arts programs.

The College includes two off-site facilities, as well as the Alameda Science and Technology Institute, an early college high school. COA serves approximately 6,000 students each semester. PCCD secured two voter-approved construction bonds, Measure A in 2006 and Measure B in 2012, which provided funding for new facilities and facilities upgrades.

During the visit, several COA representatives noted the efforts the College undertook to quickly transition to remote instructional and operations. During interviews and the open forums, COA employees mentioned the College's significant efforts to meet student needs in light of the pandemic. Examples of these efforts include student engagement events in virtual formats, expanded student services, some of which were offered in virtual formats even prior to the pandemic, librarian support embedded in online classes through the learning management system, and expanded training for faculty in distance education teaching methods, equitable approaches, and accessibility in an online environment. The College expressed a commitment to continue or expand some services and build upon lessons learned from its successful shift to remote instruction and operations in order to support and increase student learning and achievement.

Eligibility Requirements

1. Authority

The peer review team confirmed that College of Alameda is authorized to operate as a postsecondary degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC is authorized under a regional accrediting body that is recognized by the U.S. Department of Education.

The College meets ER 1.

2. Operational Status

The peer review team confirmed that the College is operational and provides instruction and educational services to 11,186 students. Approximately 59 percent of the students are pursuing goals leading to a degree, certificate, or transfer.

The College meets ER 2.

3. Degrees

College of Alameda offers 35 Associate Degrees and 20 Certificate programs. Degrees and majors offered by College of Alameda are listed in the 2020-2021 Catalog and online. A substantial portion of the College's educational offerings are in programs that lead to degrees, and a significant proportion of the College's students are enrolled in them. More than one of the College's degrees are two academic years in length.

The College meets ER 3.

4. Chief Executive Officer

The CEO was appointed in November 2020 and reports directly to the Chancellor. The peer review team verified that the CEO possesses the necessary qualifications for the position, is employed full-time at the College, and is granted the requisite authority to implement policies and provide leadership for the College's operations. Neither the Chancellor nor the CEO serve as the chair of the Board of Trustees. The College immediately notifies the accrediting commission when the

CEO changes.

The College meets ER 4.

5. Financial Accountability

The evaluation team verified Peralta Community College District (PCCD) undergoes an external financial audit by an independent and qualified audit firm annually. PCCD is Title IV eligible and maintains compliance with federal requirements. The team also verified that audit reports are available to the public.

The College meets ER 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The College meets the regulation.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The College meets the regulation.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The College does not have curriculum that necessitates clock hour to credit hour conversation.
The College meets the regulation.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

The College does not offer any correspondence courses. PCCD has an established policy, as well as a district-wide Distance Education Plan, for regular and effective contact for distance education. The College follows the PCCD Distance Education Plan for regular and effective contact for distance education courses and provides a checklist of best practices, as well as

multiple training opportunities in order to provide effective online instruction. The College's distance education team provides rubrics, resources, and professional development on equity in online teaching and learning thereby giving faculty the tools needed to build a more inclusive and empowering online learning experience that increases success and achievement for all students. In reviewing a sampling of 16 courses offered in the fully online format in Fall 2020, the team determined that the courses met the College's definition of Regular and Effective Contact.

The College meets the regulation.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The College meets the regulation.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

College of Alameda demonstrates collaboration across constituent groups and a deep commitment that is focused on student learning and achievement through its mission, vision, and values, which articulate its educational opportunities available based on identified student and community needs. Through its ongoing, data-informed comprehensive program review, planning, and resource allocation process, the College clearly aligns its programs, services, and resources to its mission and the communities it serves. The mission is widely published and available to students, staff, and the public and is regularly reviewed, updated, and approved by the College's participatory governance committees and PCCD Board of Trustees.

Findings and Evidence:

College of Alameda's mission, vision, and values address the institution's broad educational purpose, which is to serve the educational needs of its diverse community. The mission supports the intended student population pursuing educational, career, or personal development goals. The college mission references "comprehensive and flexible programs and resources that empower students to achieve their goals." Educational programs are listed on the college website and catalog and are approved by the Board of Trustees. The most recent reaffirmation of the college mission was completed in Spring 2020. The College demonstrates its commitment to inclusive student learning and achievement, as noted in its vision, through its ongoing assessment of and efforts to mitigate equity gaps and assess skills, knowledge, and behaviors acquired by students as they pursue their educational goals. (I.A.1)

The College uses data dashboards developed by PCCD Institutional Research Office and the College's Office of Institutional Effectiveness to determine its effectiveness in accomplishing its mission through its Comprehensive Program Review, Annual Program Update, and educational master planning process. Disaggregated student enrollment trend data and student achievement data were used to develop the College's Student Equity Plan and in the Full Time Equivalent Faculty (FTEF) allocation matrix to identify equity gaps and develop institutional priorities to ensure that the College is achieving its mission of meeting the diverse educational needs of its students. (I.A.2)

College of Alameda aligns its programs and services with its mission through its integrated program review, curriculum review, and the college- and district-wide planning processes, which include specific requirements to align with and advance the College's mission. The strategic goals and objectives established in the Educational Master Plan are aligned with the mission through strategic planning and integrated planning processes. All planning and resource allocation decisions are framed by a five-year planning cycle that includes the Institutional

Effectiveness Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President, with multiple checkpoints for mission alignment. The College's deep commitment to achieving its mission is evidenced in the collaborative, data-informed, equity-focused improvements it has undertaken across various functional areas, including instruction and student services. This commitment to collaborative decision-making to advance the college mission is evidenced by the deep engagement of each constituent group in the educational master planning, program review, and resource allocation processes. (I.A.3)

The College publishes its mission widely on the College website, in the College Catalog, in the Educational Master Plan, and other college publications. The mission is reviewed during each Educational Master Planning process through its participatory governance bodies and was most recently approved by the governing board on February 26, 2020. (I.A.4)

Conclusions:

The College meets the Standard.

Commendation 1: The team commends the College for advancing its mission in a collegial and collaborative manner that cultivates an inclusive environment and empowers its diverse community. The College's deep commitment to equitable student learning and achievement is pervasive and is woven throughout the College's programs, services, and practices. (I.A.1, I.A.3, I.B.1)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

College of Alameda has established robust and structured dialogue, which is embedded in the program review process, along with analyses focusing on outcomes assessment, student equity, academic quality, institutional effectiveness, and continuous improvement throughout the participatory governance structure. The College conducts data-informed program review and outcomes assessment on a three-year cycle with annual updates on student and program learning outcomes aligned with its mission and strategic goals. The College has institution-set standards in place that are linked to its mission through multiple institutional effectiveness indicators and other Key Performance Indicators (KPIs), and institution-set standards are published on its website. The College analyzes a variety of institutional data, including student learning outcomes, student demographics (age, gender, ethnicity), student and academic achievement, and college financial status to evaluate its effectiveness and identify gaps in achieving its mission. The College demonstrated broad engagement in planning and evaluation processes, centered on the college mission, across each of its constituent groups. In addition, through evidence presented in the ISER and through interviews with college community members, the College demonstrated its deep commitment to inclusive, data-informed planning and decision-making processes. The College has established an ongoing cycle of evaluation, planning, and implementation, including program reviews and planning connected to resource allocation, to advance the College's mission.

Findings and Evidence:

College of Alameda demonstrates structured, regular, and collegial dialog for student learning and achievement through participatory governance committees, program-level initiatives, and inclusive planning processes. The analysis of evidence and data, as well as research on student achievement and equitable outcomes, is presented at various campus venues and events, including department meetings, Flex Day workshops, Assessment Days, and is embedded with the program review and resource allocation process. The College assesses and works to eliminate equity gaps in student learning and achievement across both instructional and non-instructional areas. Through its equity planning and program review processes, the College uses mission alignment to prioritize initiatives and develop equity-focused improvements, such as learning communities, the Puente program, Title V-funded ACCESSO program, and Umoja to ensure it is meeting the needs of the communities it serves. As part of this process, faculty work alongside classified staff and administrators to evaluate program reviews and resource requests and ensure activities are advancing the college mission. The College uses various data sources and intentionally disaggregated data to inform its planning, prioritize activities and innovations, and evaluate the degree to which it is achieving its mission on a regular and consistent basis. (I.B.1)

The College of Alameda has established processes to define and assess student learning outcomes for instruction as well as student learning and support services for all courses and instructional programs and student and learning support programs. The College is dedicated to supporting and promoting student learning outcomes participation in many ways, including compensating part-time faculty, and incorporating assessment into the program review process. (I.B.2)

College of Alameda has institution-set standards (ISS) in place for student achievement that are linked to its mission through multiple institutional effectiveness indicators and other key performance indicators, and the ISS, along with ACCJC annual report, are updated annually by the Institutional Effectiveness Committee, with facilitation by the Institutional Effectiveness staff, and published to the college website. The College uses its key performance indicator data and ISS to inform improvements to programs and services. (I.B.3)

The College uses various forms of assessment data in college planning and student learning outcome (SLO) assessment embedded within the program review process to support the improvement of student learning and achievement across both instructional programs and student services areas. The assessment data being used to evaluate achievements and identify gaps include ISS, outcomes assessment, campus surveys, the Community College Survey for Student Engagement (CCSSE), data dashboards, and enrollment management matrices. (I.B.4)

College of Alameda assesses accomplishment of its mission through comprehensive program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Disaggregated quantitative and qualitative data are analyzed to identify equity gaps. As noted in interviews with members of the campus community, the team encourages the College to continue its work in integrating administrative units into its program review process. The College started building administration units APR process, however, due to COVID-19 impact, it has not been completed. Completing this work will be an important component in the College's integrated planning process. (I.B.5)

College of Alameda disaggregates and analyzes learning outcomes and achievement data for sub-populations of students such as ethnicity, age, gender, foster youth status, and other factors to identify achievement gaps. The College then implements strategies to mitigate those gaps, such as its Umoja Program, Puente Program, Title V HSI grant ACCESSO, and its embedded academic and student support for remote learning. (I.B.6)

Through the participatory governance committees and a service provided by Community College League of California (CCLC), College of Alameda and PCCD update and evaluate policies, process, and practices as well as resource management to ensure their effectiveness in supporting academic quality and accomplishment of the College Mission. The team confirmed that the College's committees assess their work in advancing the College's mission, resource allocation procedures, including the Budget Allocation Model, are reviewed regularly through college and district participatory governance processes, and programs and services regularly reflect and plan for improvements in furthering the college mission through the program review process. (I.B.7)

The main channel for College of Alameda to broadly communicate the results of assessment and evaluation activities is the College's institutional effectiveness (IE) webpage, which includes College ISS, SLO assessment information, program review information and links, AB705 reports, fact books, survey results, a data dashboard, the annual reports, and all planning documents including the Educational Master Plan, Student Equity Executive Summary as well as the Vision for Success 2022 framework and Strategic Plan Framework. In addition to IE website, the College has developed more ways to communicate with internal and external stakeholders through participatory governance committees, Flex Day presentations, the President's annual community Roundtable meetings, planning reports, and in the College monthly newsletter Splash to ensure internal and external constituency groups hold a shared understanding of strengths and areas for growth and set appropriate priorities. (I.B.8)

The College integrates the data-informed program review process with a robust, broad-based, and systematic planning process, which is aligned with resource allocation. The team confirmed that the College carries out this comprehensive process in support of the college mission and improvement of institutional effectiveness and academic quality. College governance and planning structure and the charge of each governance committee are listed in the College's governance handbook, and the short-term and long-range goals are included in each plan. The Integrated Planning and Budgeting (IPB) mode is in place to ensure needs or opportunities are identified, reviewed, and ranked. (I.B.9)

Conclusions:

The College meets the Standard.

See College Commendation 1.

I.C. Institutional Integrity

General Observations:

College of Alameda assures the clarity, accuracy, and integrity of information provided to students and prospective students, and public related to its mission statement, learning outcomes, educational programs, and student support services through various platforms, including print and electronic sources. The College Catalog and College websites are the main communication tools used for communication to students, prospective students, and the public and the information in the College Catalog and websites were reviewed and updated by the Catalog committee. The team also confirmed that the College's accreditation status with all of its accreditors is published on the College website.

Findings and Evidence:

College of Alameda provides the clarity, accuracy, and integrity of information to all stakeholders via its website. The Catalog is one of the main tools used for communication with students and the public, and the review, update, and publishing process has been changed from two-year cycle to annual one to ensure the information delivered in the catalog is updated in a timely manner. The team confirmed the College's accreditation status can be found on its Accreditation page. Given the College's recent launch of a new website, the team encourages the College to continue monitoring all information posted on the Accreditation webpage and ensure to keep all links alive and direct to the correct pages. (I.C.1)

The College publishes its catalog and makes it available in print and online. The catalog included facts, requirements, policies, and procedures which meets the catalog requirements. The review and update Catalog changed from two-year cycle to annual. Although some of the links in the catalog in the evidence are broken, the links on the live version of the catalog provided by the ALO during the interview meeting are all alive and accurate. (I.C.2)

College of Alameda published its student achievement data through several online tools, including dashboards provided by the Peralta Community College District (PCCD) and College Institutional Effectiveness office, the California Community College Chancellor's Office (CCCCO) Student Success Metrics dashboard, the CCCCCO DataMart, and the Community College Survey of Student Engagement (CCSSE). The ISER indicated that "Student learning is assessed through Student Learning Outcomes (SLO) tracked in CurriQunet by course and program". The SLO data is analyzed and discussed by Faculty, Classified Professionals and other relevant stakeholders and the findings are used to build plans to improve curriculum, services, assessment planning, and/or student learning outcomes. (I.C.3)

College of Alameda describes certificates and degrees in the College Catalog including purpose, content, course requirements and expected learning outcomes. The information is organized and accurate about courses and unit requirements for degrees and certificates. The ISER states: "the College Catalog details each degree purpose, content, course requirements and a two-year map", due to the changes of catalog review, updates from two-year to annual, the mapping may need to make changes accordingly. (I.C.4)

College of Alameda works with the district regularly and reviews institutional policies, procedures, and publications to assure integrity of its mission, programs, and services. The ISER states: "The College has clear structures and processes for reviewing and evaluating policies,

procedures and publications on a regular basis to assure consistency of information in the several places where the same information is published.” (I.C.5)

The College provides its Fees and expenses in detail in the College Catalog and the student fees, including enrollment fees, parking, health service fee, services charges, and non-resident fees, are published on PCCD district Financial Aid website. Also, the College Bookstore webpage provides search functionality for students to price check their textbooks. (I.C.6)

College of Alameda assures institutional and academic integrity. Board policies 4030 on academic freedom and responsibility declares that faculty are protected in their right to teach and assign material without coercion or censorship. These policies make clear the College commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (I.C.7)

College of Alameda and Peralta Community College District (PCCD) promote honesty, responsibility, and academic integrity AP 5500 Standards of Student Conduct, Discipline procedures and Due Process in the Catalog published online. (I.C.8)

The College’s Course Outline of Record (COR) clearly defines the content of course each class the faculty teach. The College ensures that faculty distinguish between personal conviction and professionally accepted views in their discipline by BP 4030. (I.C.9)

College of Alameda does not seek to instill any worldview or specific beliefs. (I.C.10)

The College does not operate in foreign locations. (I.C.11)

The College has provided evidence that they comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. All ACCJC related documents and accreditation status of the College are published. The accreditation status of the College is posted on its accreditation website, including the Commissions’ Action letter regarding removal of Probation and reaffirmation of accreditation. (I.C.12)

Upon review of the evidence provided, College of Alameda has demonstrated that it has acted and performed with honesty and integrity with all external agencies, including the Accreditation Commission. Its Accreditation status is communicated in the College Catalog and on the College website. (I.C.13)

The College is a public non-profit institution with no beholden to any outside investors, parent organizations, or any external group, and is fully responsible for its own mission and vision. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College of Alameda has processes in place to ensure that all instructional programs are appropriate to higher education. The College's faculty and classified professionals, including full time and part time, ensure the content and methods of instruction and support services meet generally accepted academic and professional standards and expectations. Information about developmental and college/transfer-level courses is communicated to current and prospective students. A consideration is offered here regarding college/transfer-level courses. College of Alameda degrees and programs are appropriate in terms of length, breadth, depth, rigor, sequencing, time to completion and synthesis of learning and follow practices common to American Higher Education. The College uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Additionally, through the modalities of delivery, College of Alameda offers strong learning management systems that represent courses while also demonstrating strong content and SLO alignments. Throughout the ISER, the College displays a dedicated commitment to its broad services it offers to students. Through an extensive program review and validation through interviews, the College aligns its student support programs, services and resources toward its mission and the communities it serves. Furthermore, the dedication regarding meeting the needs of students related to advising and catalog requirements, while addressing degrees and their expectations are quite strong. Cumulatively, the College of Alameda provides ample validation that strong policies and administrative procedures at the college and board levels are in place and exist in the catalog regarding specialized courses related to student learning outcomes and competencies, technical and professional competencies, as well as the appropriate degree levels of key theories and practices within the field of study related to the curriculum and instructional programs discussed and reviewed.

Findings and Evidence:

The College has processes in place to ensure that all instructional programs are appropriate to higher education through Comprehensive Program Review, Program Viability, and the Curriculum Committee Technical Review. The Curriculum Committee approves all courses and programs and ensures they align with the College Mission. Courses that are obsolete are suspended or deactivated. Programs that are no longer appropriate go through the PCCD program discontinuance process. Online classes are held to the same requirements as all others, ensuring the appropriateness of courses and student achievement regardless of delivery method. All courses have SLOs in place that are mapped to PLOs, and SLO assessment results are used to inform program improvements. In addition, the College regularly reviews student progress and

achievement data to ensure programs lead to completion, meaning a degree or certificate, gainful employment, or transfer (II.A.1)

College of Alameda faculty, including full time and part time, ensure the content and methods of instruction meet generally accepted academic and professional standards and expectations. Dialogue occurs to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching, and learning strategies, and promoting student success. Faculty are involved in all aspects of the process and dialogue occurs regularly at division and department meetings, during Student Learning Outcomes (SLO) Assessment analysis, and pursuant to the evaluation of faculty. Comprehensive program review supports systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. Faculty are evaluated to ensure that from the perspective of their peers and their administrative supervisor, they have knowledge of the subject they are teaching and an ability to present ideas and are using techniques that stimulate critical thinking and encourage student success. All instruction program reviews include analysis of student achievement data program review results used for institutional planning. (II.A.2)

College of Alameda identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established procedures. Learning outcomes for courses and instructional programs offered as distance education match the learning outcomes for the same courses and programs when taught in traditional face to face mode. In every class section, students receive a course syllabus detailing learning outcomes from the College officially approved Course Outline of Record (COR). Since 2018, each course syllabus is reviewed by the Instructional Division Dean to ensure inclusion of student learning outcomes from the Course Outline of Record. The review is facilitated through Canvas. Furthermore, the Institutional Effectiveness Committee coordinates and supports the College program review process and works closely with faculty Student Learning Outcomes and Assessment Coordinators (SLOACs) to coordinate outcomes assessments. SLOACs engage in ongoing work to support faculty with learning outcomes assessment and foster a culture of inquiry and data-driven decision making and ensure that learning outcomes and assessments are integrated into institutional processes. As communicated in interviews, this engagement process includes using stipend funds to pay part-time faculty for their participation in SLO assessment and reporting. These robust efforts directly connect with the College's self-identified Improvement Plan (included at the end of the II.A section of their ISER) to enhance their ongoing outcomes assessment and reflective processes for continuous assessment. The College has demonstrated that their improvement plan is solidly in motion with strong processes and support in place. (II.A.3)

The College distinguishes pre-collegiate level curriculum from College-level and curriculum. Information about developmental and college/transfer-level courses is communicated to current and prospective students through the published College Catalog with a comprehensive guide to degrees, certificates, courses, and other important materials. College of Alameda follows a process and criteria described in the Program and Course Approval Handbook created by the Peralta Community College District's Department of Academic Affairs for determining the appropriate credit type, delivery mode, and location of its courses and programs. The Team encourages the College to ensure information posted on its website is maintained for currency to

ensure students have the most up-to-date and relevant information on courses and programs. (II.A.4)

College of Alameda degrees and programs are appropriate in terms of length, breadth, depth, rigor, sequencing, time to completion and synthesis of learning and follow practices common to American Higher Education. College of Alameda ensures minimum degree requirements are 60 semester units or equivalent at the associate level. All Associate Degrees, including Associate Degrees for Transfer, meet the minimum requirement of 60 units inclusive of 18 units of general education. (II.A.5)

The College schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. Instructional program information and semester sequencing are published in the Catalog. Classes are scheduled based on student needs at the department level. Current semester enrollment, target number of sections, time and day of the week and modality are discussed between faculty, department chairs and instructional deans during schedule development. Class offerings follow a PCCD Common Block Schedule in order to assure student ability to enroll in multiple classes. College of Alameda relies on data to ensure students make timely progress toward degree and certificate. The College regularly reflects on time to completion data in program and college-wide evaluation. (II.A.6)

The College uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. The Student Equity and Achievement committee, Guided Pathways design teams and the Institutional Effectiveness Committee review data regarding delivery modes, pedagogy and learning support to ensure the College is supporting equity in success. Program review offers instructional departments data to consider student success and to identify achievement gaps to address, and faculty evaluations provide an opportunity for faculty to get feedback about their teaching style and content, including how it relates to the success of diverse students. (II.A.7)

The College validates the effectiveness of department-wide course and program examinations as used to assess prior learning for placement in Chemistry courses. The College adheres to Peralta Community College District Administrative Procedure 4325 to grant credit for prior learning. Furthermore, as referenced in II.C.7, the College has transitioned to guided-self placement in English, math and ESOL to minimize bias in admission and placement. (II.A.8)

The College of Alameda meets standard II.A.9 with a strong Canvas shell that represents courses with specific relationship to Content and SLO alignments. The availability of syllabi and course content connecting SLO's as seen in additional evidence provides substantiation these processes are in place. (II.A.9)

The College of Alameda demonstrates through the ISER, a commitment to its broad services it provides students. Through an extensive program review, the College aligns its student support programs, services and resources toward its mission and the communities it serves. It is noted that the Education Master Plan has been updated through 2021 and the College acknowledges they will begin updating it being spring 2021. The recent special report submitted by the College

to ACCJC clarifies such items as updates concerning SEP and SSSP. Furthermore, The College offers a broad educational purpose to “quality, accessible, equitable and innovative educational programs and services.” With regard to transfer, articulation, and degrees, documentation is in order. The mission supports the intended student population pursuing educational, career, or personal development goals by offering associate degrees in arts, science, and transfer along with certificates in career and technical education. The College demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge and behaviors acquired by students. (II.A.10)

College of Alameda provides extensive information regarding the Student Learning Outcomes. Specifically, through interviews with the Institutional Effectiveness Committee, the Instruction office, the Academic and Classified Professionals Senate leadership, and SLOAC chairs across divisions, communication across constituencies regarding data related to instructional and student service-related outcomes, are clearly provided. With concern for methods of communication across these offices, CurricuNet provides the data with effort to increase student success rates across all disciplines and categories. It is also clear the College of Alameda uses multiple voices regarding the gathering of institutional data related to Institutional/Program, and student learning outcomes. This cumulatively determines its effectiveness in accomplishing its mission as they relate to data for such items as graduation rates and industry standards of employment on their website. Furthermore, validation through constituency bodies like SLOAC and Curriculum committee strongly demonstrate that planning effort occurs and is ongoing, from program review, strategic planning to involvement with educational master planning processes. Thus, institutional priorities along with goals and objectives are in place to meet the diverse educational needs of its students. (II.A.11)

The College of Alameda demonstrates its dedication regarding meeting the needs of students related to advising and catalog requirements addressing degrees and their expectations. A clear guided pathway system is initiated with projected plans for improvement in place. College of Alameda aligns its programs and services regarding advising, transfer, and degrees with its mission through its program review and annual program assessment processes. The participatory governance process involves collegial consultation that is transparent with a feedback loop and is linked to planning, showing the institution’s maturity. Therefore, it is clear that a comprehensive planning cycle takes place, which includes communication through such bodies as the Institutional Planning Committee, the Budget Committee, Executive Cabinet, and the Superintendent/President. Verification that multiple checkpoints for mission alignment are in place. (II.A.12)

The College of Alameda provides ample validation through strong policies existing in the catalog regarding specialized courses related to student learning outcomes and competencies, as well as the appropriate degree levels of key theories and practices within the field of study. College of Alameda’s ISER provides a strong catalog with multiple points defining all aspects of policies. (II.A.13)

College of Alameda provides technical and professional competencies that meet employee reporting standards. The data is related to meetings held by advisory committees and connects

with SLO's standards. Cumulatively, the College of Alameda demonstrates and illustrates the competencies of the standards are met. (II.A.14)

The College of Alameda follows and implements the board policy and administrative procedures for this Standard. College of Alameda's website provides proficient messaging about the discontinuation of programming and is verified through the Curriculum Committee's action item minutes. (II.A.15)

College of Alameda meets the Standard through integrated planning along with program review as included in the process across committees directly and indirectly responsible. College of Alameda's website provides a deep dive related to ongoing program review. The College's data-driven, student-centered work towards enhanced program review and ongoing assessment, along with their focus on expanding faculty participation, promotes more-equitable student success and the development and effective delivery of innovative and relevant academic programs. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

The College of Alameda supports the library and learning support services by providing equipment and resources that enhance student learning and the College's mission. The library and learning support services are regularly evaluated for adequacy and effectiveness in meeting student learning needs through an extensive use of research and planning documents, including a variety of surveys, program reviews, student learning outcomes, collection statistics, and research data. COA provides library and learning support services for all students regardless of location or mode of instruction, including providing reference services and tutoring online. The library and learning support services collaborate with faculty experts and other professionals to ensure the appropriateness of resources, materials, and equipment, including working with outside vendors and institutions, in the support of student learning.

Findings and Evidence:

The College of Alameda is committed to the support of student learning by providing the library and learning support services with the resources and personnel needed to support students both online and in person. The team substantiated that the library uses the program review process to increase its database budget, offer new services, expand group study rooms, and purchase software to support distance education. The library supports students regardless of location through the use of online periodical and eBook databases, online chat reference, online tutorials and subject guides, plus embedded access to the library and librarian discussion boards in Canvas. The team confirmed that the library continuously provides instruction for its users through individual reference interviews, Canvas discussions, orientations, and library credit classes. (II.B.1)

The Learning Resource Center (LRC) provides student learning support through a variety of modalities. The team confirmed that the College has dedicated tutors for student support programs in the Veterans Resource Center, Puente, and UMOJA programs, as well as providing embedded tutors in classes for additional learning support. The LRC includes the Open Lab for computer use, the Writing and Math Centers, and the tutoring center. The LRC moved their services online by creating a virtual front desk where a student can connect with the LRC to be placed with a tutor, who will meet with the student via zoom. The team verified that the LRC monitors the student success and retention statistics for embedded tutoring. Additionally, feedback from faculty and students are used to identify strategies for student success which are then discussed during tutor retreats and with faculty during Flex Day events. (II.B.1)

The College of Alameda Library selects materials and equipment based on the recommendations of faculty, librarians, and student support professionals to improve student learning and enhance the achievement of the mission. The team validated that the library engages faculty input through the weeding process, faculty resource request forms, a detailed collection development policy, course outline of records, and program reviews in order to determine appropriate resources for all new courses and programs. (II.B.2)

The College of Alameda evaluates the library and other learning support services to ensure that they are adequately serving student needs and are contributing to student success. The team was impressed with the library's extensive use of assessment planning documents, including faculty and student surveys, student learning outcomes (SLO), student area outcomes (SAO), program reviews (PR), collection usage statistics, and research data to evaluate the library services and resources to ensure that the library continually improves and expands services needed to increase student success and achievement at the College. The team confirmed that library course SLOs, library services SAOs, and the program review process to drive the services and resources offered at the library and through these planning documents the library identified an opportunity to provide additional student support in online courses by embedding librarians directly into Canvas courses. This service has already shown to have a positive impact on student performance in those courses that participated. The library worked with the campus researcher to identify areas where library instruction could help increase student success. The data indicated that there was an increase in student success for English sections that received two or more library instruction sessions, this resulted in the English department recommending that all English 1AS sections have three library instruction sessions. The team also validated that the library uses course SLOs to identify gaps in student learning to make adjustments to the library credit courses, as well as guiding the creation of new courses and programs. (II.B.3)

The College of Alameda collaborates with multiple outside vendors and institutions to support student learning and instructional programs. The team confirmed that the library has adequate and formal contracts with vendors for databases, the library management system, and library tutorial and reference support tools. The team collaborated that the library uses feedback surveys, in addition to database and collection statistics, to evaluate the usage of library materials to ensure that the resources are meeting student needs and supporting student success regardless of mode of delivery. The team substantiated that the Learning Resource Center has formal agreements with NetTutor to provide online 24/7 access to tutoring and the CRLA Tutoring

Certificate Program to ensure that the LRC tutors are trained to successfully support students. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

College of Alameda offers a variety of programs and services that allow equitable access to all students. The fully online student support services offerings align with the college mission. The Division of Student Services engages in a systematic assessment and evaluation processes to ensure appropriate and quality programs. Each student support services program identifies student learning outcomes and appropriately offers activities to support the achievement service area and student learning outcomes. Co-curricular programs, including Athletics, are aligned with the mission and provide enhanced educational experiences to the diverse student body.

Findings and Evidence:

The college provided evidence of regularly evaluating the quality of programs and services as a function of the annual program review and three-year comprehensive program review cycle. The committee found evidence of program effectiveness through various assessment tools, including CCSSE, surveys, and other modalities. (II.C.1)

The College of Alameda through the Division of Student Services identified student learning and student area outcomes for student support programs and established a systematic evaluation process to ensure continuous improvement. EOPS provided evidence of goal achievement by increasing enrollment of foster youth on the Next Up Program through collaboration with the college and community at large (PR 2019). Other evaluations under the department of counseling include Counseling classes' SLO's. The team found evidence the Division of Student Services engages in a collaborative approach to analyzing data and creating efforts to enhance student support programs. The team observed the alignment of College and District goals embedded into the tool used for annual and comprehensive program review. (II.C.2)

Additionally, the College has implemented student support programs that are reflective of the purpose of these state-wide initiatives and serves a diverse student population. The Guided Pathway and Student Equity plan were aligned to meet the mission of the college while ensuring equitable access to all students. The team found all students were able to access student support services regardless of location. In particular, the College ensures equitable access to disproportionately impacted groups by offering unique services such as HotSpot lending program, calculator lending program, book vouchers, and more. In addition, the College utilizes technology, such as, Remind.com, Canvas and SARS-Zoom integrated with Counseling. (II.C.3.)

In support of the College's mission, the Division of Student Services offers an array of co-curricular programs through the Associated Students of College of Alameda and Athletics that meets the needs of its diverse population. The team found evidence of events addressing cultural intersectionality. The team acknowledges the exceptional student development effort with PUENTE and UMOJA by providing opportunities for students to explore cultural perspectives and self-identity. The team also found some inactivity within the Student Life program. During site interviews, the team observed staffing changes that contributed to inconsistent support for the student life office. It was evident to the team of programming amongst programs such as PUENTE and UMOJA. However, the evidence presented established a need for the College to provide support in bringing stability with staffing to ensure successful operation of student life programs and services. The College's board policy directs the oversight of the co-curricular funds. The team found evidence of the College adhering to financial processes with fiscal reporting to the Board of Trustees. (II.C.4)

College of Alameda, fully online counseling and advising programs and services, offers comprehensive support for students to understand program requirements related to academic goals. The College encourages and offers opportunities for counselors, academic advisors, and staff by providing professional development opportunities to stay abreast of changing requirements to appropriately advise and counsel students. (II.C.5)

The accreditation team found that the institution adheres to the admission policies adopted by the Board of Trustees. The institution communicates to students the processes, deadlines, procedures to complete educational goals in specific programs. The institution presented evidence of the admission requirements in various programs via online, student handbooks, flyers, and student program websites. The College provides access to counselors to advise on students' appropriate pathways to achieve educational goals. The Transfer Center provides dedicated staff and faculty to conduct programs and services to assist with transfer requirements to four-year colleges and universities. (II.C.6)

The College regularly evaluates the use of the self-guided placement process and the Chemistry Diagnostic Test, which originates from the American Society and implemented in 2018-19, to validate its effectiveness and limiting biases as the college reported to have a process in place to evaluate placement tools every three years. (II.C.7)

The accreditation team found evidence that the College also maintains student records in accordance with Board rules and statutory regulations. Evidence presented by the institution indicated the college publishes and follows established policies. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College has established district policies and procedures with respect to selection and hiring, evaluation and professional development of its employees. The College ensures administrators, faculty, and staff are qualified for their positions by meeting the education, training, and experience requirements. Hiring practices are aligned to meet the College's mission and strategic goals. The employment qualifications are consistent with higher education and the hiring procedures are in writing and consistently applied across hiring categories. Additionally, the College follows a standard process for evaluating its employees consistent with the collective bargaining agreements. The District Human Resources Office verifies the qualifications of applicants through an established process in accordance with California Community Colleges minimum qualifications for faculty and administrators. The District reviews transcripts to ensure they are from accredited institutions recognized by U.S. accrediting agencies, per AP 7211. The Vice Chancellor of Human Resources and Senior Human Resource Analyst confirmed that the District follows the equivalency review process outlined in AP 7211 that is used to verify equivalency to minimum qualifications for faculty and administrators. The College's personnel policies and procedures are published and available on the website of the Board of Trustees. Board Policies and procedures ensure compliance with employment practices, and the Human Resources office acts as the subject-matter expert for all the personnel-related policies. Over the past two years, Human Resources (HR) posted all the procedures in the HR web page and they are also available on the Board of Trustees web page. The College and the District work together to ensure that personnel policies are applied consistently and equitably. Fairness, equity, and consistency of policies are further supported through the collective bargaining process and agreements. The College provides for the security and confidentiality of personnel records, in accordance with Human Resources Policy and bargaining unit contracts. The College prioritizes new faculty, classified, and administrative positions through an established process aligned with its mission and takes action to ensure diversity in its employees. Furthermore, the College provides significant professional development to faculty, staff, and administrators in accordance with its mission and goals. .

Findings and Evidence:

The College follows Board policies and administrative procedures for recruitment practices to assure the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff. Job descriptions support the College's mission and criteria,

qualifications, and procedures for selection are appropriately stated to address the student population. (III.A.1)

The College follows California Community College State Academic Senate's minimum qualifications for faculty hiring. Faculty qualifications include knowledge of subject matter, appropriate degrees, and professional experience. These qualifications align with the mission. The team reviewed faculty job descriptions including development and review of curriculum as well reviewing faculty self-evaluation form reflecting assessment of learning. (III.A.2)

The College follows policies and procedures for ensuring that administrators and faculty possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (III.A.3)

Peralta Community College District follows Title 5 regulations to ensure all employee positions meet minimum qualifications and associated degrees. These policies require that degrees must be from institutions that are fully accredited by federally recognized agencies. The process of accessing minimum qualifications and degree requirements of faculty service areas is outlined in AP 7211. Foreign transcripts must be translated and evaluated by a U.S.-based credentials evaluation service and must be evaluated by an official foreign credentials/transcripts evaluation and translation service. (III.A.4)

The College follows standard written criteria for evaluating administrators, faculty, and staff based on appropriate collectively bargained agreement evaluation forms. The College follows a process for evaluating all personnel. The district provides the College a spreadsheet for each faculty, staff, and administrator evaluations due. The team reviewed evidence reflecting the College is regularly tracking and completing all employee evaluations timely. (III.A.5).

Standard III.A.6 is no longer applicable.

The College through its established program review process prioritizes its full-time faculty needs through the Academic Senate who makes recommendations to the College President. The College President takes recommendations to the Chancellor's Cabinet. The Chancellor's Cabinet allocates funding based on the colleges' prioritization process. The college maintains a temporary pool of part-time faculty by discipline which are filled based on scheduling needs. (III.A.7)

The College's adjunct faculty are part of the Peralta Federation of Teachers (PFT) collective bargaining agreement which have specific procedures for part time faculty performance evaluation. The District Human Resources Office schedules an orientation and supports the onboarding process. The adjunct faculty participate in the college's professional development. (III.A.8)

The College through its established program review process requests staff positions. The District Human Resources Office validates the qualification requirements for the staff positions. Based on the team's interviews with the College leadership, the college requests positions vacated due to retirements and resignations through the College President and to the district office through

HR. The district office approves the budgeted positions. Any new positions are recommended through the College President to the District Chancellor's Cabinet for review and consideration. As staffing vacancies occur, the college reviews and prioritizes staffing needs based on the college's mission and goals. (III.A.9)

The colleges and District have had historical challenges maintaining enough administrators to ensure appropriate expertise to provide continuity and effective administrative leadership and services to support the institution's mission due to administrative turnover. The District and colleges have developed recommendations to retain executive level staff, developed Board Training Sessions, and convened a participatory group to analyze administrative turnover.

The team reviewed the management turnover rate and noted the rate has improved, reducing from 33% in 2017-18 to 23% in 2019-20. While the District and Board have committed to mitigating the high administrative turnover, the team could not identify evidence of activities related to the goals that are listed in the PCCD Institutional Five-Year plan to improve these outcomes. While turnover is starting to slow down, the administrative, turnover at the District Office particularly in finance is contributing to the lack of adequate financial oversight. (III.A.10)

The District's website publishes its human resources policies and procedures for the public to review, and new employees receive this information during orientation. The District's shared governance structure regularly vets, reviews, and revises, when necessary, policies and procedures in accordance with Board Policy 2059 to ensure that they are fair and equitably and consistently administered. The colleges follow the district's established policies and procedures, which are posted on both the Board of Trustees and Human Resources web page. (III.A.11)

The College follows the district's established policies and procedures supporting equal employment opportunity and diversity. The college strives to maintain an administrative team and diversify full-time faculty reflective of its student body. (III.A.12)

The College and District uphold a written code of professional ethics for all employees. The Governing Board and administration consistently enforce established codes of conduct as well as consequences for any violations, which are clearly stated in board policies and administrative procedures. (III.A.13)

The College provides professional development opportunities for its faculty, staff, and administrators through its college's Distance Education committee. The classified staff are invited to attend the college flex activities. The District has a faculty member through reassigned time designated as Professional Development Coordinator who has facilitated numerous trainings for the district wide faculty. Additionally, in meeting with the HR team, the District is planning to have a designated Senior HR Analyst focused on professional development for faculty, staff, and administrators. The College has exceptional professional development programs committed to equity, which are open to its faculty, staff, and administrators. The classified personnel are also eligible for reimbursements for professional development through the collective bargaining agreement. Furthermore, the Classified Senate plans for professional development for the classified staff as well. (III.A.14)

The District follows administrative procedures, AP 3300, AP 3310 both of which describe the storage, treatment, and security of confidential information. The collective bargaining agreements with faculty and classified employees address the confidential treatment of personal records, and processes are in place for employees to access to personnel files in a secure setting as required. (III.A.15)

Conclusions:

The College meets the Standard.

Recommendation to Improve Quality:

District Recommendation 11: In order to increase effectiveness, the team recommends the District continue to maintain a sufficient number of administrators with appropriate qualifications in order to provide continuity and effective administrative leadership that support the District's mission and purposes. (III.A.10)

III.B. Physical Resources

General Observations:

The College has sufficient physical resources to meet the mission of offering courses, programs, and learning support services. The College has a health and safety committee meeting regularly to address, health, safety, and access needs. The College has a work order system for submission and tracking of maintenance requests. The College has security services through Alameda County Sheriff's Office and private security companies. The College had a facilities and technology master plan that was updated in 2017 reflecting the ongoing needs of the college's physical resources. There are two General Obligation Bond Measures that support the district wide capital project needs.

Findings and Evidence:

The College determines the sufficiency of its physical resources through the College's five-year Facilities/Technology Master Plan from 2017 and through the College's Educational Master Plan. The College's health and safety committee meets regularly to address health, safety, and access concerns. Some of the health and safety committee responsibilities include assisting in training staff and students regarding potential health and safety hazards and disaster recovery for the college, district, and the community as well as considering Bond Measure priorities as the needs arise. The College has a work order system for submission and tracking go maintenance requests. The College has security from Alameda County Sheriff's Office and private security companies. (III.B.1)

The team reviewed the District's 2017 Facilities and Technology Master Plan and its most recent five-year plan. It confirmed the college plans for upgrades to its facilities to support its services and achieve its mission. The Facilities and Technology Master plan ties back to the college's

Educational Master plan. The Facilities/Technology Master Plan has top priorities as infrastructure (replacement of major electrical equipment, upgrading of central heating hot water plant, and civil infrastructure replacements). The facilities priorities included replacement for Science & Admin, Aviation Complex, Automotive, diesel/complex, and modernization of student center building. AECOM is the bond program manager. The district had Measure A that provided \$390M to the district. Measure G provided \$800M. \$162M has been committed to the College of Alameda Facilities/Technology Master Plan and additionally with the state match of \$29M, this will bring \$195M in resources for FMP priorities. (III.B.2)

The district's five-year capital outlay plan helps inform the process for new and replacement of buildings including state fund and locally funded projects. Based on the district's five-year capital outlay plan submitted to the State Chancellor's Office, the College of Alameda space assessment reflects that the college's projections for 2022 is overbuilt for lecture and within the cap/load ratio for laboratory, library, and office spaces. The college is working with AECOM to develop a multi-year scheduled maintenance plan which will identify the repair and maintenance needs for roofs, utilizes, mechanical, exterior features of College of Alameda. (III.B.3)

The College's long-range capital plans are supported by the passage of general obligations bonds along with the successful application for State match and Federal grant funding. Measure A, in addition to supporting the construction of the newly completed Center for Liberal Arts, has supported multiple campus infrastructure projects, smart classroom upgrades, gym bleachers among other projects. Measure G will support several major new constructions. In the next five years, the College will build a state-of-the-art Auto and Diesel Technology Center, a modernized Aviation Facility and replacement of Science and Administrative Building to serve the College needs and growth in the coming years. The district developed guidelines in 2016 for determining total cost of ownership for new facilities and equipment. In reviewing evidence provided by the district, they consider all costs of new and old buildings including utilities, routine maintenance, and personnel costs. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The Peralta Community College District (PCCD) Information Technology works in conjunction with the College of Alameda's (COA) Information Technology department to ensure that technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Weekly meetings between the district and campus IT groups provides communication and input from stakeholders regarding appropriate and adequate support.

The PCCD District Wide 2017 Facilities Technology Master Plan shows how technology updates will ensure that the technology infrastructure, quality, and capacity are adequate to

support the mission, operations, programs, and services. The institution has policies and procedures related to the allocation of resources and to the appropriate use of technology for the institution. These policies and procedures are appropriate guidelines for the use of technology in the teaching and learning process, as well as to support management operations of the College.

Findings and Evidence:

The College provides adequate technology services, professional help desk, and infrastructure to support the management and operation, instruction, and student services of the College through a collaboration between PCCD and COA IT departments. The team confirmed that weekly District Technology Committee (DTC) and Enterprise Networking Group (ENG) meetings between the district and college IT departments provides oversight for the College's technology needs and makes recommendations from faculty and staff on policy, procedures, and resource allocation to other district and college committees, such as College Council and the Planning and Budgeting Integration Model (PBIM). The DTC prioritizes technology projects and aligns them with the Information Technology Strategic Pillars identified in the Facilities and Technology Master Plan. The team verified that the College provides and supports a variety of software to ensure secure and efficient teaching and learning. Additionally, through joint planning and performing security assessments, the college and the district identified and implemented essential software updates, including PeopleSoft to version 9.2, single-sign-on, data migration to the Azure Cloud platform, backup and retention using CommVault, and the district-wide adoption of Office 365. (III.C.1)

Employee surveys during the 2020 PCCD Technology Master Plan process provided feedback from faculty and staff on the sufficiency of technology and helped identify areas for improvement. The survey indicates employees have a high satisfaction with help desk support and the improvements made to classroom technology but showed a decrease in satisfaction with technology training and computer refresh. The team certified that the COA IT Technicians work in conjunction with the Professional Development Committee to provide additional technology training. The team confirmed that through the PCCD and COA Facilities and Technology committees, that the College IT department, in collaboration with faculty and staff, makes critical recommendations to the Planning and Budgeting Integration Model (PBIM) to guide the technology refresh and resource allocations. The team verified that the College maintains a technology inventory to aid in the computer and technology refresh for the campus. (III.C.1)

The College identifies and evaluates the programs and services needed to support the College's mission, operations, programs, and services through the PCCD's and COA's Integrated Planning and Resource Allocation process, Technology Capital Project prioritization, District Technology Committee (DTC) and the COA's program review process. The team confirmed that in conjunction with the program review process, the PCCD Facilities and Master Plan guides the work of the District's and College's technology committees and identifies priorities for technology replacement, infrastructure upgrades, and resource allocation. In 2018 the Facilities and Master Plan outlined the technology requirements for new facility infrastructure as well as setting the standards to update the College's current network and Wi-Fi connectivity. (III.C.2)

The Peralta Community College District (PCCD) and the College of Alameda (COA) IT collaborate through weekly District and campus IT meetings, as well as participating in the

district wide planning and evaluation committees. The team has corroborated that the PCCD and COA IT departments have performed security assessments and regulation checks to identify the areas for improvement to ensure the safety and security of the College's technology and users. Based on their security assessment findings, the College updated its network and Wi-Fi connectivity, strengthening the network firewalls and aligning their communication systems with local emergency responders. The team verified that the College has access to the PCCD portal for email and Canvas using a secure single-sign-on system (SSO). They have also implemented and deployed a new robust backup and recovery system, CommVault, for the entire College. The College continues to work with PCCD IT to upgrade the security cameras and software across the campus. (III.C.3)

The College provides adequate training to faculty, staff, students, and administrators through a variety of different mechanisms. The team substantiated that the College IT department offers one-on-one training, online tutorials, Canvas modules, and Flex day events on new and updated software and technology, such as the migration to Microsoft Office 365, Peoplesoft 9.2 upgrade, and the single-sign-on PCCD portal implementation. Additionally, training and support are offered by various departments at the College; curriculum offers training on CurriQunet for CORs and SLOs, the library offers faculty and student training on databases and other library resources, the distance education faculty offer training on online education technology and resources, including Canvas and LTIs. The team verified that the PCCD Helpdesk system ensures that there is access to IT support through the PCCD portal for all students and employees. (III.C.4)

The Peralta Community College District provides policies and procedures on the appropriate use of technology for instruction on the District website accessible to the public. The team validated that the policies and procedures are appropriate guidelines for the use of technology in the teaching and learning process, as well as to support management operations. The team substantiated that the policies sufficiently address acceptable use of technology, telephone, computer, and network use, including email and employee expectations of privacy, general Information security standards and Distance Education guidelines. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College's financial resources are sufficient to support and sustain student programs and services and are distributed in a manner that allows for all constituencies to participate in the resource development and allocation process. The College's budget development process is guided by the College of Alameda mission, vision, values, and goals. The internal control structure is evaluated both internally and externally as part of the external audit conducted by an independent certified public accounting firm. The District has made an effort to improve its internal controls by investing significant resources in hiring new personnel, including an internal Auditor. These efforts demonstrate progress, but the 2020 District Audit findings continue to

reflect areas of non-compliance. There are particular concerns, as repeat findings demonstrate a lack of validity and effectiveness of its financial and internal control systems.

Findings and Evidence:

The District allocates resources through the PCCD Budget Allocation Model (BAM), which is calculated on a three-year average FTES for each college, after consideration for districtwide costs, funding liabilities, and instructional costs. This supports a fair and transparent allocation of resources across the four colleges while still funding districtwide operations. (III.D.1)

The College aligns fiscal planning with the college's mission and goals and the district's budget development calendar. Appropriate financial information is disseminated throughout the institution through the college's integrated planning and resource allocation discussions occurring at the Budget Advisory Committee and the College Council. The team verified that the College follows district board policies and procedures for sound financial practices and financial stability, including policies and procedures related to regarding budget management, fiscal management and accounting, and investments. (III.D.2)

The PCCD Budget Allocation Model is followed annually, and assumptions are clearly communicated in their budget documents. With the roll-out of the state's new funding formula, the Student-Centered Funding Formula (SCFF), the District created the Planning & Budgeting Integration Model Summit, which provided a venue to discuss, review, critique, and support PCCD's Budget Allocation Model. Input from stakeholders districtwide has been incorporated into their model. (III.D.3)

The College has a budget advisory committee responsible for reviewing budgetary policies, processes, and timelines, receive and review budget proposals from departments, review administrative recommendations for funding proposals, etc. The district has an integrated planning and resource allocation reference in Planning and Budgeting Integrated Model (PBIM). The district allocates funding to the college based on a budget allocation model on a three-year rolling FTES average for each college after making deductions for district related expenses and full time and part time salary and benefits. (III.D.4)

In recent years, and as a result of staffing instability as documented in the districts response to their audits, the district has had a number of significant audit findings. Two of the District's findings were repeat findings noting weaknesses in District financial and internal controls indicating the District is having challenges improving internal control systems. As further noted in their audit corrective action plans, the district understands the need to improve in this area and are taking steps to remedy the issues. (III.D.5, III.D.8)

The recent audit adjustments have eroded the integrity and reliability of the district's planning assumptions, as significant adjustments to fund balance have occurred in multiple years. It is critical the district reduces the magnitude of audit adjustments to have an accurate understanding of their fund balance prior to mid-year audit adjustments. (III.D.6)

The District had ten findings in the 2020 District Audit, and has had a similarly high number of finding in recent years. Three of the 2020 findings were repeat, and two of the repeat findings were material weaknesses in internal controls over financial reporting. While the district has

made efforts to resolve audit findings in recent years, they continue the trend of having multiple repeat audit findings annually. It is critical for the District to correct audit findings in a timelier manner. (III.D.7)

The District improved its position in the last few years to ensure it has sufficient cash flow and reserves to maintain stability. Recently the District updated Board Policy 6250 Budget management to require an ending fund balance to be a minimum of 10% of the unrestricted fund balance. In 2019-20 the District ending fund balance was 14.61% was up from 10.37% the prior year. The increased fund balance has ensured a healthy cash flow and has eliminated the need for mid-year external borrowing. (III.D.9)

The College and district mostly have practices for effective oversight of finances, including grants and externally funded programs, etc. The district is lacking effective oversight over their financial aid programs. In review of the district's audit for 2019-20, the team determined that there were three audit findings reflecting lack of effective oversight in the financial aid programs. The district lacked internal controls and compliance by not reporting changes in new presidents and directors of financial aid to the US Department of Education within 10 business days. Additionally, there is no formal documented review process for Return to Title IV (R2T4). Lacking these internal controls results in noncompliance related to effective oversight of financial aid programs and the US Department of Education requirements. (III.D.10)

When making short-range financial plans, the District considers long-range financial priorities. The District looks at multi year projections as part of the annual budget development process and distributes funds through its Budget Allocation Model. Additionally, it recently adopted a board policy requiring a minimum 10% ending fund balance requirement. The District plans for and allocates for the payment of liabilities and future obligations. This includes allocating funds for its OPEB liabilities. The team reviewed the 2020 Actuarial Reports and noted the District has an estimated \$230 million total OBEP liability for its Pre-2004 employees, which it funds through a bond. The District has an estimated \$16.6 million total OPEB liability for its Post-2004 employees, of which it has funded approximately \$1.1 million as of June 30, 2020. The District identified funding sources in the 2020-21 Budget, which includes a budgeted general fund OPEB contribution combined with Trust funds. (III.D.11, III.D.12, III.D.13)

The College ensures all financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. The college uses ONEPeralta financial management system by respective budget codes. Board policies and administrative procedures have been adopted to ensure effective oversight and adequate internal controls exist. (III.D.14)

The College is monitoring and managing the student loan default rates. They have partnered with Educational Credit Management Corporation (ECMC) to monitor and manage student loan default rates. No findings pertaining to College of Alameda in 2018-19. (III.D.15)

The College maintains the integrity of the institution by ensuring contractual agreements with external entities are consistent with its mission and goals and governed by institutional policies. Board policies and administrative procedures establish the criteria for when a contract is enforceable and who may contractually execute a contract. Procedures and approvals vary by

type of contracts. Contractual agreements with external entities are initiated by the department and require approval of the appropriate Dena, Vice President, and the President. (III.D.16)

Conclusions:

The College meets the Standard except for III.D.5, III.D.6, III.D.7, III.D.8, and III.D.10.

Recommendations to Meet Standards:

District Recommendation 1: In order to meet the Standards, the team recommends the district have appropriate internal control mechanisms and regularly evaluate its financial management practices and uses the results for improvement to ensure financial documents have a high degree of credibility. (III.D.5, III.D.6, III.D.8)

District Recommendation 2: In order to meet the Standard, the team recommends the district respond to all external audit findings and such responses are comprehensive, timely, and communicated properly. (III.D.7)

District Recommendation 3: In order to meet the Standard, the district must practice effective oversight of its financial aid programs. (III.D.10)

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The College of Alameda provides multiple Board Policies and Administrative Procedures, a Participatory Governance Handbook, and an organizational chart, which describe the participation of all constituency groups college wide. The documentation of the participatory structure is explicit and offers a clear depiction of involvement and engagement. The participatory structure is ensured by college leadership and roles and responsibilities are detailed in the policies, procedures, and handbook. All campus constituency groups have the opportunity to participate and to make recommendations to the college President. The participatory structure is reviewed on a regular basis.

Findings and Evidence:

The visiting team finds that the College of Alameda has a well-detailed participatory governance structure as articulated in the Participatory Governance Handbook (PGH). The team was provided with examples as well as agenda and minutes as evidence of participation and adherence to the existing structure. Through these college processes, leadership ensures that all constituency groups have the opportunity to participate and ensure quality programs and services through a collective effort. Through conversation across constituency bodies, the team has ascertained complete implementation of this chart, specifically related to decision making. (IV.A.1)

Additionally, the team was provided with evidence that the Peralta Community College District (PCCD) has established a Board Policy and Administrative Procedure in support of District-level decision making. Board Policy and Administrative Procedure 2510, along with the PGH, and the Peralta Participatory Governance Manual delineate the flow of participation from local college decisions to district decision-making processes. Local College of Alameda participatory governance committees include the Associated Students of College of Alameda (ASCOA), the Classified Council, the Academic Senate, and the College Management Team. (IV.A.2)

The team was provided with evidence that the PCCD has established Board Policies and Administrative Procedures for Local Decision Making, Institutional Effectiveness and Institutional planning. Locally, the PGH for the College of Alameda describes the college's decision-making process. The College Council is the primary decision-making committee and is co-chaired by the College President and the Academic Senate President. Other committees in the decision-making structure include the Budget Advisory Committee, the Institutional Effectiveness Committee and the Health and Safety Committee. The visiting team was provided with meeting minutes which indicate active participation from constituent groups in these

committees. The role of the Academic Senate in decision-making processes is outlined in Administrative Procedure 2511. (IV.A.3)

The visiting team finds that the PCCD upholds its Board Policies and Administrative Procedures which state that the Academic Senate has primacy in program, curriculum and course development, student learning outcomes and standards of scholarship. The College Curriculum Committee regularly approves new courses and programs as well as revisions to existing courses and programs. Approved changes are forwarded to the District Council on Instruction and Program Development (CIPD) and ultimately to the PCCD Board of Trustees. Additionally, faculty engage in a systematic program review process for both academic and non-academic programs, which occurs on a three-year cycle. (IV.A.4)

The team was provided with information regarding the participation by the college in District-wide committees. College of Alameda representatives participate in these committees, which are composed of key stakeholders from all District Colleges as well as District Office members. The District has developed an integrated planning and budgeting model (PCCD PBIM) as well as a number of District-wide committees and sub-committees: The PCCD Participatory Governance Committee, the District Academic Affairs and Student Services Committee (DAASSC), the District Technology Committee (DTC), the District Facilities Committee (DFC) and the Planning and Budget Council (PBC). Locally at the college level, the College of Alameda's Participatory Governance Handbook, and the College Council, which is chaired by the College President and the Academic Senate President, ensures that decision-making is based on expertise, responsibility, and broad input. (IV.A.5)

The team was provided evidence that the process for decision-making is documented through Board Policy and Administrative Procedures, through the PCCD PBIM, through program review and through the College Council structure. The team was given documentations for decision making activities through Board minutes, Academic Senate meeting minutes, committee notes, flex days, the campus newsletter, the President's reports to the Board of Trustees and the Roundtable Bulletin. (IV.A.6)

The visiting team finds that leadership roles are evaluated for integrity and effectiveness by a three-year review cycle conducted in the College Institutional Effectiveness Committee's review of the college governance process and through the College Council's review of the PGH. Multiple surveys are also conducted of institutional members. The results of these evaluations are widely communicated through flex days, President's addresses, the College newsletter, and the President's reports to the Board of Trustees. The team further notes that, although there have been leadership changes at the site level and ongoing fiscal and procedural challenges at the district level, the College of Alameda has consistently worked strategically to strengthen local structures, processes, and practices through a quality program improvement plan. The team further validates the collaborative effort at the college to address and meet the stretch goals of student equity and success rates as well overall decision-making roles and processes. (IV.7.A)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The President of the College of Alameda is guided by Board Policy, Administrative Procedure and the Participatory Governance Handbook and their job duties meet the standard. The College President has primary responsibility for key actions and activities at the college. Additionally, the college President acts as a conduit and communicates local decisions to the Chancellor.

Findings and Evidence:

The visiting team found evidence that the Chief Executive Officer (CEO) of the College of Alameda has primary responsibility for institutional quality, as delegated by the Chancellor of the Peralta District per Board Policy. The CEO provides leadership by holding weekly cabinet meetings, participating in the Chancellor Cabinet, holding monthly Managers Meetings and co-chairing College Council. Additionally, the team found evidence that the CEO ensures continuous quality improvement through oversight of the annual revision of the Participatory Governance Handbook (PGH), through oversight of the college budget development, through making all final recommendations of hiring to the Board of Trustees, through leading all Flex Days activities and through receiving data and analysis on SLOs and other success measurements through the Institutional Effectiveness Committee (IEC) and from the Director of Research and Planning. (IV.B.1)

The team finds that the college President regularly reviews and evaluates the structure of the executive team and holds regular team meetings. The President created a number of leadership positions, including Directors, Associate Deans, and Deans after review of administrative need. (IV.B.2)

The team was presented with evidence that the college President oversees the review of the mission, vision, values, goals, and Institutional Set Standards. As Co-chair of College Council, the President receives recommendations from governance committees. Additionally, the President guides the development of the Educational Master Plan and directs the Office of Research and Planning to conduct an annual employee voice survey. The team also finds that the President, along with the Director of Research and Planning, oversees the evaluation of college processes and that this evaluation occurs on a regular basis. (IV.B.3)

The team finds that the college President maintains the primary leadership role for accreditation through the appointment and oversight of the Accreditation Liaison Officer (ALO), through review and signature of all reports, including the Institutional Self Evaluation Report (ISER) and through discussion in College Council. (IV.B.4)

The President has authority over the implementation of statutes, regulations, and governing board policies through Board Procedure 2430, its associated policy, and the President's job description. The President ensures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. (IV.B.5)

The team observed that the President ensures that resource allocation occurs through the annual integrated planning process and that the college mission, vision, values, goals, and Institutional Set Standards, which are regularly reviewed and developed on an ongoing basis. The President provides input and feedback at the District level through participation on the District's Participatory Governance Council (PGC). The President also meets weekly with the college cabinet. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Peralta Community College District Board of Trustees is made up of seven members whose responsibilities are codified in Board Policies. The Board of Trustees (Board) of the Peralta Community College District (PCCD) has two newly elected board members as of November 2020 and an Interim Chancellor as of August 2020. There has been significant transition of leadership at the Chancellor position with four Chancellors in the last 5 years as well as four new college presidents within the last year. Turnover in administration is has been very high in previous years, appears to be better, as there has been work done to recruit and hire adequate administration. The turnover and interims in the District Office particularly the Chancellor and financial administration has been directed linked to the dysfunction of the Board of Trustees behaviors and lack of support of administration. The seven-member Board is still working to understand the delineation of roles, responsibilities and clear lines of authority in the District and at the Colleges. While the District has a well-defined set of Board Policies (BP) and Administrative Procedures (AP) to aid in the decision-making process, it is not clear to what extent they are reviewed on a regular basis and are followed.

Findings and Evidence:

The Board has authority over and responsibility for these policies that assure the academic quality, integrity and effectiveness of the student learning programs and services and financial stability of the District. The Board receives quarterly financial reports to monitor the fiscal health of the District. The Board maintains a master calendar of required topics that are covered throughout the year and this calendar serves as the basis for agenda items that keep the Board apprised on institutional performance.

The Board has authority for policies that assure the financial stability of the institution however, the District is currently under Accrediting Commission for Community and Junior Colleges (ACCJC) enhanced fiscal monitoring which resulted in a December 2016-17 Fiscal Monitoring site visit. While there have been clear efforts to meet the fiscal recommendations, PCCD was put on probation in January 2020 and four Special Reports were requested. The Special Reports noted much hard work at the colleges to fix issues noted in the January 2021 action letter and there is still significant work to be completed. The 2019-2020 Financial Audit was not completed so a thorough analysis was not included in the Special Reports. ACCJC met in January 2021 and

acted to Defer Action on the accredited status of the institution maintaining the current Probation status. The recent 2019-20 financial audit reflects ten findings of which internal controls were noted for the fourth year in a row. The continuation of internal control findings and financial aid findings will require a stable competent financial staff to ensure the financial stability of the district. While the colleges are working to improve their finances, enrollment management, and overall financial credibility the District Office is still experiencing instability in financial administrators. (IV.C.1)

The Board Code of Ethics and Standards of Practice (BP 2715) provides that the governing authority rests with the entire Board, not with individual members. The board held a board retreat December 15-16, 2020 with an agenda that included Building Trust, Civility and Respect among Board Members, Reaching Agreement and Adhering to Accreditation Standards. This retreat was facilitated by Dr. Helen Benjamin and resulted in a PCCD Board Statement of Cooperation which was adopted at the January 5, 2021 Board Meeting. This statement was signed by all the board members, committing them to adhering to BP 2715 Code of Ethics and Standards of Practice and a number of other items leading them towards functioning as a high-performing team. The Retreat also resulted in the development of Board Protocols of Communication that informs the processes Board members are to use when communicating with each other, CEO/Staff Members, the public and how to address complaints from the public. All the board members present (6 of 7) at the December retreat agreed to abide by the Board Protocols of Communication they developed with Dr. Benjamin. Since that time, the faculty union filed a complaint, and the protocols are in legal review. There were multiple issues raised in interviews as evidenced through administrative turnover at the district office and apparent when watching Board meetings regarding the Board advancing the agendas of certain groups over the interest of the entire District wellbeing and effectiveness. It is noteworthy the Board of Trustees is actively working on these concerns.-(IV.C.2)

Board Policies (BP) 2431 and 2435 outlines the Chancellor Selection process and Evaluation of the Chancellor. The Board approved a temporary waiver in BP 2431 for the current Chancellor Search, to authorize proceeding with two finalists instead of requiring five finalists as noted in BP 2431. The Board is reviewing a permanent change to BP 2431 through the shared governance process. BP 2435, Evaluation of the Chancellor indicates the Chancellor, and the Board shall mutually develop a timely evaluation process and tool that incorporates the District's goals, objectives, and expectations. There is no evidence in the ISER's that an annual evaluation of the Chancellor took place nor is there evidence of an agreed upon evaluation tool, incorporating the necessary elements noted above. There was a special board meeting held July 18, 2020 for Public Employee Evaluation, Chancellor, and this was after the resignation letter of July 16, 2020 from the Interim Chancellor. There is no evidence in the Board Agenda as to whether or not an agreed upon evaluation tool was used during this Board meeting and it is clear through interviews that a Chancellor evaluation was not completed following the board policy. (IV.C.3)

PCCD Board meetings hold space for public comment. PCCD has seven duly elected trustees through area-based elections. The District has policies in place establishing election procedures. BP 2710 and AP 2712: Conflict of Interest is supposed to prevent conflicts of interest and that Trustees are not unduly influenced. Board members are required to file an annual Statement of Economic Interests. All Board members filed their Statements of Economic Interests. There is concern within the District reflected in interviews, and evidence in high turnover in

administration that some Board members advance the interest of certain groups over the interests of the entire District. This has resulted in high turnover of administrators particularly in the District Office. This results in lack of continuity in fiscal and process oversight. (IV.C.4)

The Board has established a number of policies and administrative procedures to support the District mission and ensure that it has ultimate responsibility for the educational quality, adequacy of resources and legal expertise. The Board's policies include setting policies for institutional effectiveness, graduation, curriculum development, and standards of scholarship. These BP's 1200: Mission, 2200: Board Duties and Responsibilities, 3225: Institutional Effectiveness by regularly assessing the District's institutional effectiveness, 6300: Fiscal Management and Accounting requiring quarterly fiscal and budgetary conditions of the district to the Board. (IV.C.5)

PCCD has developed twelve Board Policies to specify the board's size, duties, responsibilities, structure, and operating procedures. These policies are available to the public on the Board of Trustees webpage on the Peralta District website. Board policy 2010 defines Board membership as consisting of seven members elected by the qualified voters of the District and BP 2015 provides for two non-voting student members. Board policies also dictate the process for board elections, trustee duties and responsibilities and the manner in which meetings take place. (IV.C.6)

The District has BP and AP 2410: Board Policy and Administrative Procedure that identifies the Districts process for development and review of Board policy. The Board is a member of the Community College League of California Policy Subscription Service, which provides bi-annual updates. The District relies on a faculty member to serve as the liaison/coordinator with CCLC's Policy and Subscription Service and to ensure the District stays in compliance with legally mandated policy changes. In addition, the ISER states that the District reviews all policies and procedures on a six-year cycle, based on the date of last review and is tracked by the Chancellor's office. This Policy and Procedure lists each BP and AP and the date when they were last reviewed or revised. This is a very good process for tracking review and revisions; however, many of the BP's listed have not been reviewed in the last six-years. It appears the faculty coordinator is not responsible for ensuring board policies are reviewed every six years but primarily for keeping the District in compliance with legally required mandates. (IV.C.7)

The Board has policies in place indicating a review of student success and mandating the colleges regularly and publicly post success indicators. The ISER states that student success, student learning, and achievement presentations are scheduled on the Board meeting topic sessions and scheduled for three times a year but in checking the Board of Trustees Meeting Schedule, only two student success reports were listed. In reviewing additional evidence provided, the Board has received presentations on enrollment trends, student success and the impact of COVID and fiscal issues. However, the board's self-evaluation indicates that they do not regularly review key indicators of student success as eighty percent of the trustees responding feel that this standard is partially met or not being met. The board wants reports that provide for leading indicators of student learning and achievement, fiscal issues and other presentations that would allow them to review policies as necessary to make improvements before issues become problems. (IV.C.8)

Board Policy 2740 indicates that the Board should receive ongoing development as a Board and receive an orientation as new Trustees. The Board development program includes a new trustee orientation, study sessions and conference attendance. The Board members regularly attend the Community College League of California (CCLC) Effective Trustee Conference and Association of Community College Trustees (ACCT) Conferences where workshops on the roles of trustees are presented. The new board members elected in November 2020 received a two-hour orientation to the District on Dec. 7, 2020 and were given a Trustee Handbook outlining the Roles and Responsibilities of a Trustee. (IV.C.9)

Board Policy 2745: Board Self Evaluation provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July. The Board uses the results from the self-evaluation to set goals for the upcoming year. Two evaluations were presented for spring 2020, one was specific to how the Board perceives itself meeting ACCJC Standards and the second one was used during a Board retreat to discuss issues within the Board and develop Board goals for 2020-2021. It does not appear that all seven Board members participated in either Self-Evaluation. One had six members participate and the other had five members participate. The Board held a two-day Retreat on Dec. 15-16 with a facilitator to review their self-evaluation and had an honest and in-depth discussion about board effectiveness. The result of this retreat was a signed PCCD Board Statement of Cooperation and the development of a Board Vision. It will be important to continue this process of regular evaluations and support the board's current efforts to establish goals for improvement. (IV.C.10)

Board Policy 2715, 2710 and AP 2712 are the Code of Ethics and Standards of Practice and Conflict of Interest Code policies. Board Policy 2710 requires Board members to disclose any conflict of interest in items before the Board and recuse themselves from the discussions. AP 2712 requires the Chancellor to ensure the District complies with conflicts of interest reporting requirements for designated employees. The District has Board Policy 2715 that is a code of ethics/standards of practice that should be followed by all board members. Board members also file annual statement of interest Form 700. During the December 15-16, 2020 Board Retreat, the Board recommitted itself to uphold the code of ethics and adhere to the PCCD Board Statement of Cooperation. (IV.C.11)

BP 2430 and BP 7110 delegates Authority to the Chancellor for administering the policies adopted by the Board and implementing decisions of the Board requiring administrative action. BP 7110 delegates authority to the Chancellor with the exception of appointment of management employees, non-academic temporary substitutes, and short-term employees who are paid less than 75 percent of the fiscal year (except for professional experts, apprentices, and student workers). Board members have discussed qualifications of recommended management hires and conducted internet searches on recommended hires. Results of evaluations of recommended management hires were requested by board members to ascertain whether a person was qualified for a particular management job. BP 7110 is more prescriptive than Standard IV.C.12 and is not delegating full authority to the Chancellor to implement and administer board policies. Although these policies exist, the interpretation on what they mean differs among board members and they should be discussed, reviewed, and revised as appropriate. ACCJC met in January 2020 and acted to Impose Probation on the accredited status of the institution. The ACCJC action letter

indicated that it was not evident from the special report that the District had addressed foundational issues including the lack of adherence to Board policies and administrative procedures. A Fiscal Monitoring Special Report was submitted for the Jan. 13-15, 2021 ACCJC Meeting. The Commission also considered the Fiscal Monitoring Peer Review Team Report prepared by the fiscal monitoring team that visited the institution December 16 – 17, 2020. As a result, ACCJC February 2021 letter acted to Defer Action and continue the Probation period for the Peralta District until after the comprehensive review of the team visit scheduled for Spring 2021. (IV.C.12)

In preparation for the 2021 ACCJC accreditation visit, the Board members received training from Dr. Stephanie Droker, President of ACCJC on September 24, 2019. The Board received several updates on the ISER's being prepared by the colleges. The Board also attended CCLC and other Trustee related conferences where they received additional training on accreditation. During the interview process, the Board members indicated they had received numerous ACCJC trainings over the last three years. (IV.C.13)

Conclusions:

The College does not meet the Standard.

Recommendations to Meet Standards:

District Recommendation 4: In order to meet the Standard, the team recommends that the Board of Trustees assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1)

District Recommendation 5: In order to meet the Standard, the team recommends that once the Board of Trustees reaches a decision, all board members act in support of board decisions. (IV.C.2)

District Recommendation 6: In order to meet the Standard, the team recommends the Board adhere to their clearly defined policy for evaluating the CEO of the district (IV.C.3)

District Recommendation 7: In order to meet the Standard, the team recommends the governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. (IV.C.4)

District Recommendation 8: In order to meet the Standard, the team recommends that the Board establish a formal process for regularly assessing its policies for effectiveness in fulfilling the district's mission and revise them, as necessary. (IV.C.7)

District Recommendation 9: In order to meet the Standard, the team recommends the Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without Board interference (IV.C.12)

Recommendations to Improve Quality:

District Recommendation 12: In order to increase effectiveness, the team recommends that the Board regularly review key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and expectations for the college presidents to operate their college independently and effectively. Roles, responsibilities are clearly defined in the delineation of function and in board policies and administrative procedures. The District ensures budgeting and resource allocations that support college operations, are aligned with the mission of the District, and are informed through the district's Planning and Budgeting Integration Model annual summit. Communication between the colleges and the district occurs primarily through participatory governance committees and informs decision-making and improvements.

The Interim Chancellor and College Presidents, a relatively new team of executive leaders, are working extremely hard to improve communication and processes for districtwide integrated planning and resource allocation. They are building the systems that with time will produce positive results.

Findings and Evidence:

The Chancellor provides leadership in setting and communicating expectations to support the effective operation of the colleges. Leadership Standards of Excellence outline five leadership expectations: Commitment, Trust, Courage, Culture and Accountability, and Results-Oriented Excellence. The Chancellor clearly defines roles, authority and responsibilities between the colleges and the district through board policies, the delineation of functions, and the college president job description. (IV.D.1)

The Chancellor ensures colleges receive effective and adequate services to support the colleges in achieving their missions through board policies and administrative procedures. The district provides centralized information technology, human resources, fiscal affairs, and research and planning services to the colleges. The district holds a Planning and Budgeting Integration Model summit and program review process annually to inform allocation of resources. Delineation of functions is evident through college functional maps, however, there is no consistency on which operational responsibilities and functions are owned by the district, colleges, or are shared functions.

There appears to be some confusion about the delineation of functions and responsibilities between the district and the colleges. During the team visit, this issue kept coming up as questions about processes were asked. The District needs to establish a clear delineation of functions and responsibilities that are consistently applied across all colleges. The District and colleges can then work together to document the workflow and communication processes that

ensure the district, and the colleges adhere to the delineation in practice. Functional maps provided as evidence in Institutional Self Evaluation Reports (ISERs) were different between three colleges and one college. (IV.D.2)

The district follows board policies and administrative procedures for allocation and reallocation of resources to support effective operation and sustainability. Resource allocations are determined using the district's Budget Allocation Model and through the Planning and Budgeting Integration Model. The district's Participatory Governance Council and other participatory governance committee advise on budget and planning decisions. The Chancellor provides regular fiscal updates to the Board and independent audit reports and audited financial statements demonstrate the district reviews and ensures effective control of expenditures. (IV.D.3)

College presidents are delegated full responsibility and authority to implement and administer district policies without interference as noted in Administrative Procedure 2430. Presidents are responsible for full oversight of their colleges and ensuring board policies and administrative procedures are implemented. Presidents are expected to provide leadership to their constituencies and create a climate of partnership and accountability and be actively engaged with constituents through participatory governance groups.

The Chancellor is responsible for evaluating performance and holding presidents accountable and does this through the evaluation procedure and timeline established for all managers in accordance with Administrative Procedure 7124 and discussed during an interview with the Chancellor. This process includes development of annual goals related to the objectives in the district strategic goals and institutional objectives, 360 peer review and a review of core leadership competency areas. The team suggests the evaluation tool and process be specific to the job description, roles, and responsibilities of the college president. (IV.D.4)

The District and the Colleges work together to ensure planning and evaluation is integrated to improve student learning and achievement and institutional effectiveness. A crosswalk was created that aligns college strategic goals to district strategic goals and then to the State Chancellor's Vision for Success goals. This crosswalk has been used by the district and colleges to guide their strategic plan development. The district and colleges follow board policies and administrative procedures for institutional effectiveness and annually assesses goals and progress at the annual Planning and Budget Integrated Model summit. The last approved strategic plan was completed in 2015. The board is currently revising their mission and a stop gap strategic plan to provide guidance to colleges for planning. Once the District establishes a clear and consistent delineation of functions in Standard IV.D.2, the team suggests that the participatory governance process, workflow, and communication be documented to better support integrated planning and evaluation. (IV.D.5)

The Peralta Community College District utilizes a number of district-level participatory governance committees and standing operational groups to facilitate two-way communication between the district and colleges. Communication also occurs through districtwide administrative meetings such as the District Administrative Leadership Team and Manager Meetings. Other parts of the structure include the Planning and Budgeting Integrated Model

(PBIM) as well as a number of district-wide planning committees. The District includes timely and accurate information and updates in their Peralta Gems weekly newsletter and through districtwide emails and utilizes its webpage and social media for external communication. College presidents regularly communicate to the Board on issues of student success and other items of institutional importance. Through reports at college governance committees and regular written communications, college presidents ensure that college constituencies are well informed of district matters and are able to provide college perspectives through two-way communication. Once the District establishes a clear and consistent delineation of functions in Standard IV.D.2, the team suggests that a communication process and strategy be created to ensure effective operation of the colleges. (IV.D.6)

The District evaluates role delineations, governance, and decision-making processes annually through the Planning and Integrated Budget Model summit. As a result, recent changes to improve services were made including the decentralization of Financial Aid, the coming decentralization of Admission and Records and the reconstitution of the Legal Department. These evaluation outcomes were communicated widely through reports at board meetings and in shared governance district wide committees. The team suggests the district formalize the outcome evaluation process once a clear and consistent delineation of functions is completed in Standard IV.D.2. (IV.D.7)

Conclusions:

The College meets the Standard except for Standard IV.D.2.

Recommendations to Meet Standards:

District Recommendation 10: In order to meet the Standard, the team recommends the District clearly delineate, document and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adhere to this delineation in practice. (IV.D.2)

Quality Focus Essay

The team reviewed the College's Quality Focus Essay (QFE), which was included in the College's ISER. The QFE identifies two related focus areas that will positively influence student learning and achievement throughout the institution: Guided Pathways and Closing the Equity and Achievement Gaps. Both focus areas are to be implemented incrementally over the next three years and reinforce the College's commitment to student success and equity.

For context, the College expresses interest in aligning with the state's Vision for Success Goals (Vision 2022). While they have already made progress with the two stated focus areas, they wish to continue improving. The College cites data that show students who are disproportionately impacted in areas such as in completion of college-level math and English and certificate and degree completion. To mitigate disproportionate impact, the College embarked upon a Guided Pathways journey in 2018, starting with some dialogue sessions and by way of a well-attended Guided Pathways Summer Institute that engaged classified professionals, faculty, administrators, and students. Over the next couple of years, the College has continued its Guided Pathways work which includes program mapping and incorporating Student Education Plan and class demand data into the enrollment management processes.

The College is committed to grounding its Guided Pathways work in equity. As such, the College has engaged in efforts to improve access for disproportionately impacted students to transfer-level math and English in their first year. Using Multiple Measures and a Self-Guided Placement process, the College saw significant increases in successful course completion in both transfer-level math and English across student ethnic groups.

The College established a plan to advance their two focus areas with five major activities over a 3-year period. Each of the five activities has responsible parties, resources, and timelines identified. To advance this work, they will leverage several College groups including the Student Equity and Achievement Committee, the Guided Pathways team, and Strategic Enrollment Management.

1. Develop and Implement Guided Pathways Areas of Emphasis
2. Improve Scheduling for Shortened Degree Completion
3. Implement Equity-Focused classroom andragogy
4. Increase student engagement campus wide
5. Student Learning and Support Services and Instruction equity focused integration

To ensure progress with the focus areas of Guided Pathways and Closing the Equity and Achievement Gaps, the College will use the aforementioned groups to regularly review data, infusing its work with equity-minded principles. The team finds that the College is well-positioned to achieve its stated outcomes as per this project plan and found broad evidence to support these efforts during the visit.