

January  
2021

COLLEGE OF  
ALAMEDA



# Institutional Self Evaluation Report

In Support of an Application for Reaffirmation of Accreditation



**Institutional Self-Evaluation Report**

**In Support of an Application for**

**Reaffirmation of Accreditation**

Submitted by

College of Alameda  
555 Ralph Appezato Memorial Parkway Alameda, CA. 94501

to

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

January 2021

## Certification

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Don Miller, Ph.D., Interim President  
College of Alameda  
555 Ralph Appezato Memorial Parkway  
Alameda CA 94501

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

*Carla Walter*  
Carla Walter (Dec 3, 2020 03:41 PST)

12/03/2020

Interim Chancellor, Carla Walter, Ph.D.

[Date]



Interim President, Don Miller, Ph.D.

[Date]

*Julina Bonilla*  
Julina Bonilla (Dec 15, 2020 07:52 PST)

12/15/2020

Chairperson, Governing Board, Julina Bonilla

[Date]



12/02/2020

Academic Senate President, Matthew Goldstein

[Date]



12/02/2020

Classified Senate President, Kawanna Rollins

[Date]

*Tina Vasconcellos*

12/02/2020

Accreditation Liaison Officer, Tina Vasconcellos, Ph.D.

[Date]

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## A. Introduction

### College History

College of Alameda (CoA) is one of the four accredited Peralta Community Colleges. The Peralta Community College District, primarily serving the residents of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont, was established in 1964 by a vote of the residents establishing a single community College District. The new District was named after Sergeant Luis Maria Peralta, who was granted 44,800 acres in August 1820. All four Colleges are comprehensive community colleges and offer career education and liberal arts programs.

College of Alameda opened in 1970 after two years of offering classes in the historic Alameda High School on Central Avenue in downtown Alameda. The College is located on a 62-acre campus at the corner of Webster Street and Ralph Appezato Memorial Parkway in the city of Alameda. The College Aviation Maintenance Technology program is located on a 2.5-acre site on Harbor Bay Parkway in Alameda, adjacent to the Oakland International Airport North Field. The College science classes and laboratories are offered at 860 Atlantic Avenue in Alameda.

The College, including two off site facilities, is conveniently located on bus routes and is accessible by car from Oakland through the Posey tube or by the Park Street and High Street Bridges between Oakland and Alameda.

College of Alameda is a publicly supported, two-year community college offering moderate to low cost higher education opportunities for students. The College unique career education programs make it a magnet for students from the greater Bay Area seeking regional living wage careers. Associate in Arts (AA) or Associate in Science (AS) degrees are offered in liberal arts and career education, with most credits earned transferable to University of California, California State University and other public and private four-year colleges and universities.

College of Alameda is a small college with intimate classes. College of Alameda students have the opportunity for increased student engagement with fellow students and instructors to enhance student learning and achievement. The College provides many opportunities for students to become involved in campus life including on campus work opportunities, campus wide events, learning communities and the associate student body.

The College is committed to its community, which consistently demonstrates support with the approval of construction bonds. Since 1970, community passed construction bonds contributed to College improvements in the buildings and land and the creation of a baseball field, track, and tennis courts. Measure A, passed in 2006, funded the New Liberal Arts building and Measure G will fund a Transportation, Technology Complex, a new Science and Administration building and will support other building upgrades. College learning is supported by Measure B, a parcel tax, passed in June 2012 to expand educational offerings by the Colleges.

College of Alameda maintains a strong relationship with the city of Alameda. The College leases the baseball field, soccer field, track and tennis courts to community organizations. The College Fabrication Lab (Fab lab) provides learning opportunities for students and community members. The Alameda Unified School District, Science and Technology Institute (ASTI), an early College high school, operates on the campus supporting co-enrollment of students with college classes.

## **Mission**

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

## **Vision**

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

The College uses the vision to focus on three central themes in a quest for “learning excellence” and services to students. These three themes are:

### **Academic Excellence**

Success in Scholarship  
Critical Thinking  
Innovation  
Integrity and Ethics

### **Budgetary Competence**

Responsible Stewardship  
Resource Development  
Entrepreneurship

### **Community Engagement**

Collegiality  
Holistic Collaboration  
Civic Responsibility  
Social Justice & Equity  
Globalization

College of Alameda “ABCs” emphasize crucial success indicators for students in achieving an enhanced capacity to pursue their dreams.

## **Alignment of Goals**

In 2016, the College of Alameda Educational Master Plan (EMP) 2016-2021 established ten goals and strategic planning priorities. All college goals are aligned to Peralta Community College District (PCCD) strategic goals and planning initiatives. The College engages in integrated planning and all goals are aligned with the Mission and the Educational Master Plan. College plans include the Equity Plan, Strategic Enrollment Management Plan, Guided Pathways framework, the integrated Facilities-Technology plan and the Vision for Success 2022 goal alignment. In 2019, College of Alameda incorporated college goals with the integrated goal framework of the California Community College Chancellors Office (CCCCO) “Vision for Success 2022”. The following table reflects alignment of college goals with the Peralta Community College District (PCCD) goals and CCCCCO Vision for Success metrics.

Figure 1. Alignment of Goals, 2022 Vision for Success, Peralta Community College District & CoA's Educational Master Plan

Alignment of 2022 Vision for Success & CoA's 2016-21 Educational Master Plan Goals			
Vision for Success	PCCD Goals	CoA Education Master Plan Goals	
		CoA Goals	Progress Indicators (Metrics) Examples
Goal 1: Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	A. Advance Student Access, Equity, and Success	<ul style="list-style-type: none"> <li>• Advance COA teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Increase # students successfully completing online courses by 10% (over 2016-17)</li> </ul>
Goal 2: Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU.			
Goal 3: Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units to 79 total units.	B. Engage and Leverage Partners	<ul style="list-style-type: none"> <li>• Increase retention and persistence rates</li> </ul>	<ul style="list-style-type: none"> <li>• Increase # students completing certificate or degree by 25% (over 2016-17)</li> </ul>
Goal 4: Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69.	C. Build Programs of Distinction	<ul style="list-style-type: none"> <li>• Strengthen data-driven/informed decision making</li> </ul>	
Goal 5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.	D. Strengthen Accountability, Innovation and Collaboration	<ul style="list-style-type: none"> <li>• Advance COA teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Increase # of career exploration &amp; work-based learning (WBL) opportunities (over 2016-17)</li> <li>• 80% of first-time matriculating students have comprehensive Student Education Plan (SEP)</li> <li>• # of comp SEPs up to 80% for First-Time, Full Time students</li> </ul>
	E. Develop and Manage Resources to Advance Our Mission	<ul style="list-style-type: none"> <li>• Increase access to college programs/coursework through collaboration with other PCCD colleges in redesigning college schedules and offerings</li> </ul>	
Goal 6: Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.	B. Engage and Leverage Partners	<ul style="list-style-type: none"> <li>• Reduce loss of students prior to start of classes</li> <li>• Increase community &amp; educational partnerships</li> <li>• Advance COA teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• 50% increase in # of first-time students who complete a transfer level English or math course within one academic year</li> <li>• 100% of counselors have and are using HS transcript data</li> </ul>

Source: CoA Institutional Effectiveness Page

## **Institutional Student Learning Outcomes (ISLOs)**

College of Alameda Institutional Student Learning Outcomes are reviewed every three years.

*Problem Solving:* Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

*Communication and Technology:* Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

*Creativity:* Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

*Diversity:* Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

*Civic Responsibility:* Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

Various instruments are used to assess the College ISLOs including the Community College Survey of Student Engagement (CCSSE) and Annual Employee Voice Survey. ISLOs are aligned with Student Learning Outcomes (SLO), Program Learning Outcomes (PLO) and Service Area Outcomes (SAOs).

### **Program Review**

The College of Alameda comprehensive program review process supports faculty, classified professionals and administrators in leading a focused and continuous improvement cycle through a three-year cycle. The College comprehensive program reviews and annual program updates are integral parts of an overall institutional evaluation contributing to the college planning and resource allocation process by:

- Ensuring program goals are consistent and aligned with the College Mission and Educational Master Plan.
- Ensuring instructional and student support programs remain focused on student learning and achievement by assessing equity gaps and developing and implementing programs to eliminate all equity gaps.
- Highlighting program and department strengths and challenges.
- Assessing Student Learning Outcomes (SLO) and Service Area Outcomes (SAOs) to evaluate student success across the college.
- Evaluating program needs and developing resource requests.



## Culture of Continuous Assessment

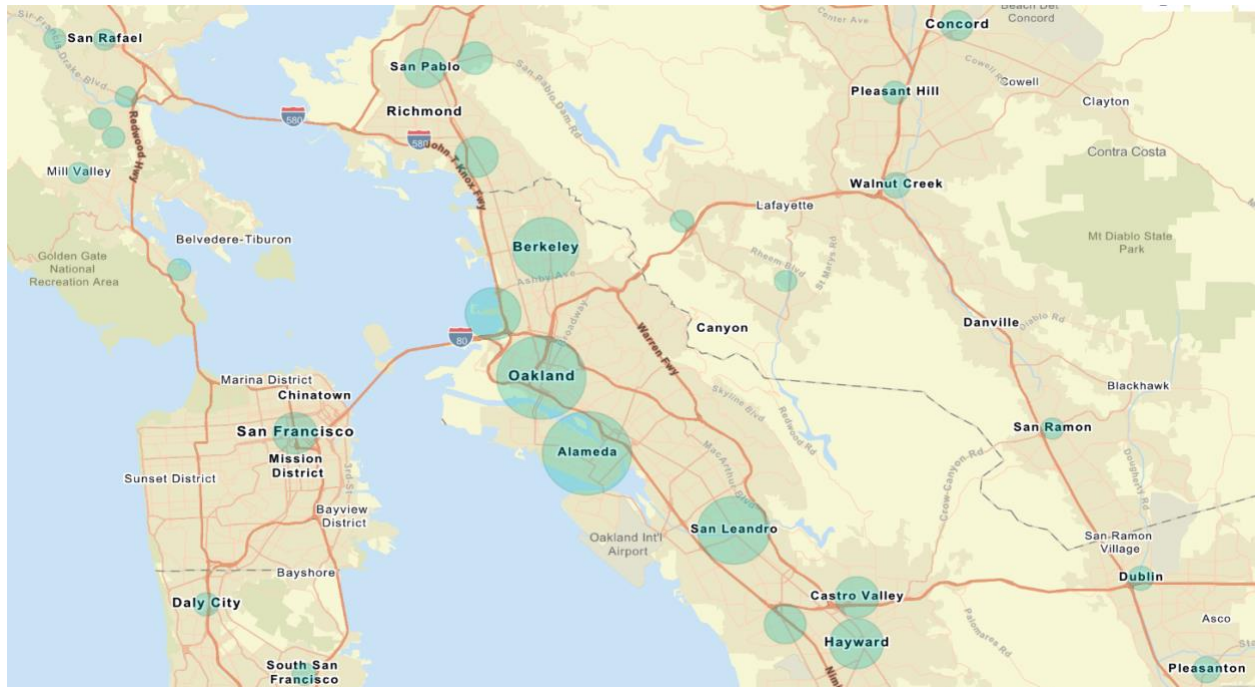
Assessment of Student Learning Outcomes (SLO), Program Learning Outcomes (PLO) and Service Area Outcomes (SAOs) are critical to the evaluation of the institutional effectiveness and fulfillment of the College Mission.

Student Learning Outcomes (SLO) are developed and assessed for offered courses and programs. Service Area Outcomes (SAOs) are developed and evaluated for student support services and administrative departments. Faculty, classified professionals and administrators all participate in outcomes assessment. College of Alameda utilizes CurriQunet Meta to organize and analyze all learning outcomes. Learning outcome plans and assessment results are evaluated and documented in comprehensive program review and annual plan updates. Assessment results are reported annually and used to make improvements in programs and services as part of College integrated planning and budgeting.

## Student Enrollment Data

College of Alameda serves over 6000 unduplicated students every semester from the San Francisco Bay Area. In Fall 2019, total enrollment headcount for College of Alameda was 6,215 unduplicated students. The cities of Oakland and Alameda together contribute over 66% of enrollment with 43% from Oakland and 23% from Alameda in Fall 2019. Students from San Leandro, Berkeley, Emeryville, Hayward, and Richmond are the majority of the remaining student headcount.

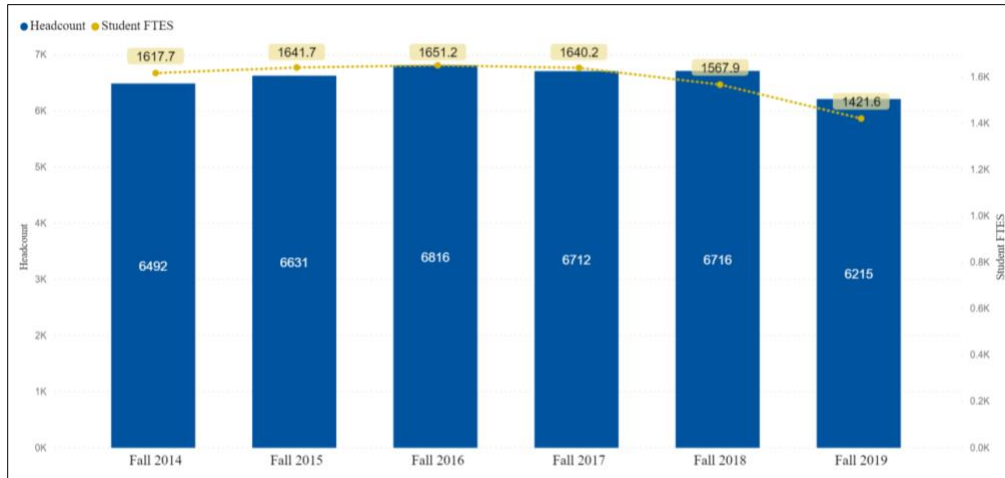
*Figure 2. Mapping of College of Alameda's Enrollment Headcount by City, Fall 2019*



Source: Peralta CCD Data Warehouse, July 2020

College Full Time Equivalent Students (FTES) increased between 2014-2016. However, FTES declined since 2017.

Figure 3. CoA Enrollment Headcount and FTES by Fall Term, 2015 – 2020

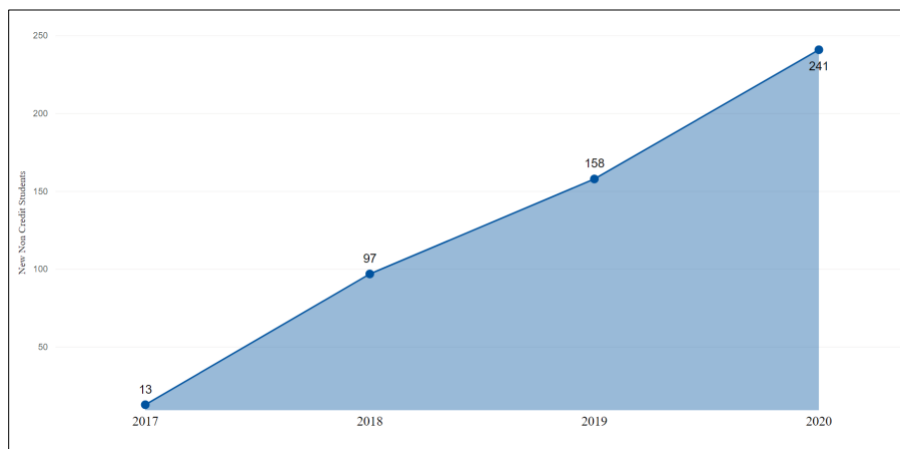


Source: Peralta CCD Data Warehouse, July 2020

College of Alameda continues to develop innovative ways to increase Full Time Equivalent Students (FTES). Continual development of dual enrollment programs with the Oakland Unified School District and Alameda Unified School District and partnerships with the Adult Education Bay Area Consortium led to significant increases in noncredit FTES since 2017.

Non-credit enrollment grew rapidly with 97 students in 2018 and an increase of 241 or 148% by 2020.

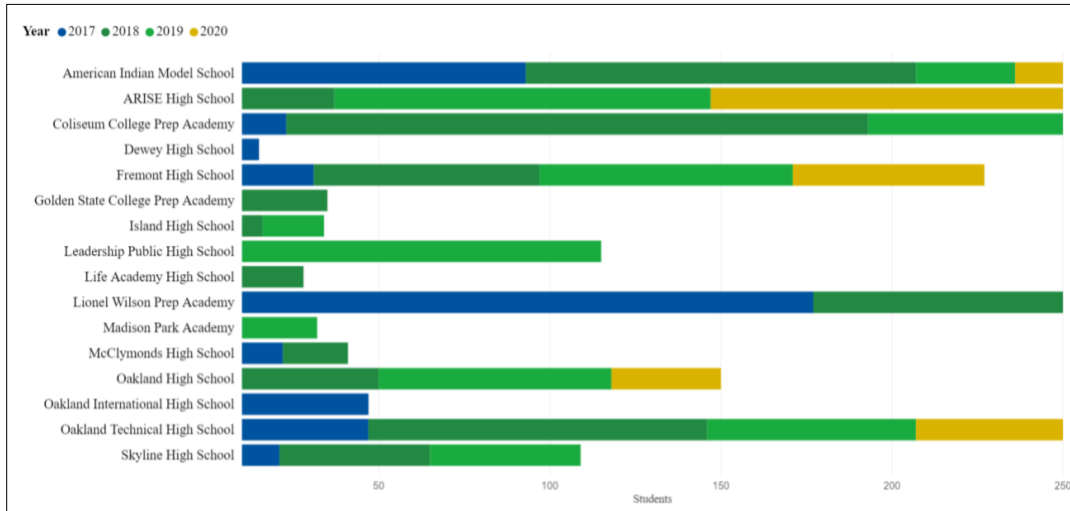
Figure 4. CoA Headcount by Year for Non-Credit Students, 2017- 2020



Source: Peralta CCD Data Warehouse, July 2020

College of Alameda dual enrollment course data indicates continuous growth with Oakland Unified School District High Schools.

Figure 5. CoA Enrollment Growth for Dual Enrollment by High School, 2017- 2020

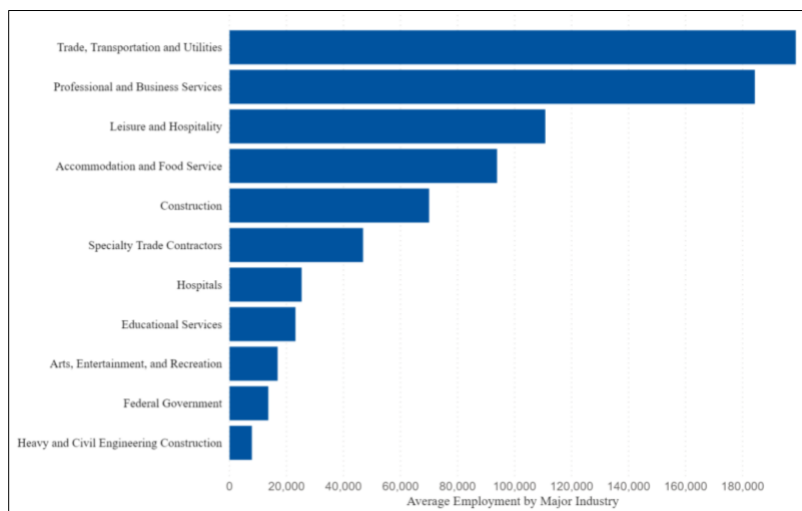


Source: Peralta CCD Data Warehouse, July 2020

### Labor Market Data

Trade, Transportation and Utilities industry sector represents the largest employment industry in the College service area for the past five years, followed by Professional/Business Services, Leisure and Hospitality, and Accommodation and Food Services. University of California Berkeley, Western Digital Corp and Lawrence Livermore National Laboratory are the largest employers in Alameda County.

Figure 6. Average Annual Industry Employment, Oakland-Hayward-Berkeley Metro Division, 2015-2020



Source: California EDD, Current Employment Statistics, Alameda County, July 2020

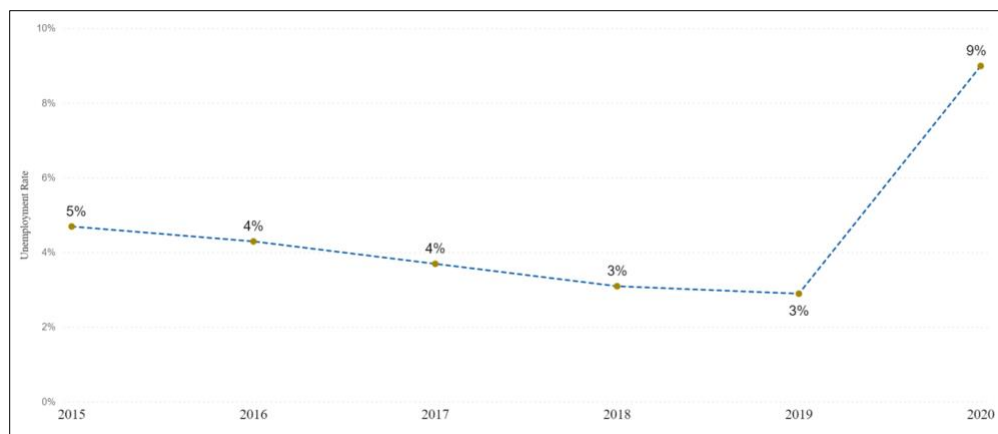
Figure 7. Top Employers in Alameda County, Oakland-Hayward-Berkeley Metro Division, 2015-2020

Employer Name	Location	Industry
Alameda County Law Enforcement	Oakland	Government Offices-County
Alameda County Sheriff's Ofc	Oakland	Government Offices-County
Alta Bates Summit Med Ctr Alta	Berkeley	Hospitals
Alta Bates Summit Med Ctr Lab	Oakland	Laboratories-Medical
BART	Oakland	Transportation
Bayer Health Care	Berkeley	Laboratories-Pharmaceutical (mfrs)
California State Univ East Bay	Hayward	Schools-Universities & Colleges Academic
East Bay Mud	Oakland	Water & Sewage Companies-Utility
Ebmud	Oakland	Utilities
Grifols Diagnostic Solutions	Emeryville	Pharmaceutical Research Laboratories
Highland Hospital	Oakland	Hospitals
Kaiser Permanente Oakland Med	Oakland	Hospitals
Lawrence Berkeley Lab	Berkeley	Laboratories-Research & Development
Lawrence Livermore Natl Lab	Livermore	University-College Dept/Facility/Office
Lifescan Inc	Fremont	Physicians & Surgeons Equip & Supls-Mfrs
Sanfrancisco Bayarea Rapid	Oakland	Transit Lines
Tesla	Fremont	Automobile Dealers-Electric Cars
Transportation Dept-California	Oakland	Government Offices-State
UCSF Benioff Children's Hosp	Oakland	Hospitals
University of CA Berkeley	Berkeley	Schools-Universities & Colleges Academic
University of CA-BERKELEY	Berkeley	University-College Dept/Facility/Office
University-Ca-Berkeley Dept	Berkeley	University-College Dept/Facility/Office
Valley Care Health System	Livermore	Health Services
Washington Hospital Healthcare	Fremont	Hospitals
Western Digital Corp	Fremont	Computer Storage Devices (mfrs)

Source: California EDD, Current Employment Statistics, Alameda County, July 2020

Unemployment rates in the Oakland, Hayward, and Berkeley Metro Division steadily declined from 5% in 2015 to 3% in 2019. However, since the COVID 19 pandemic and the shelter in place order in March 2020, unemployment rates rose to an average of 9%.

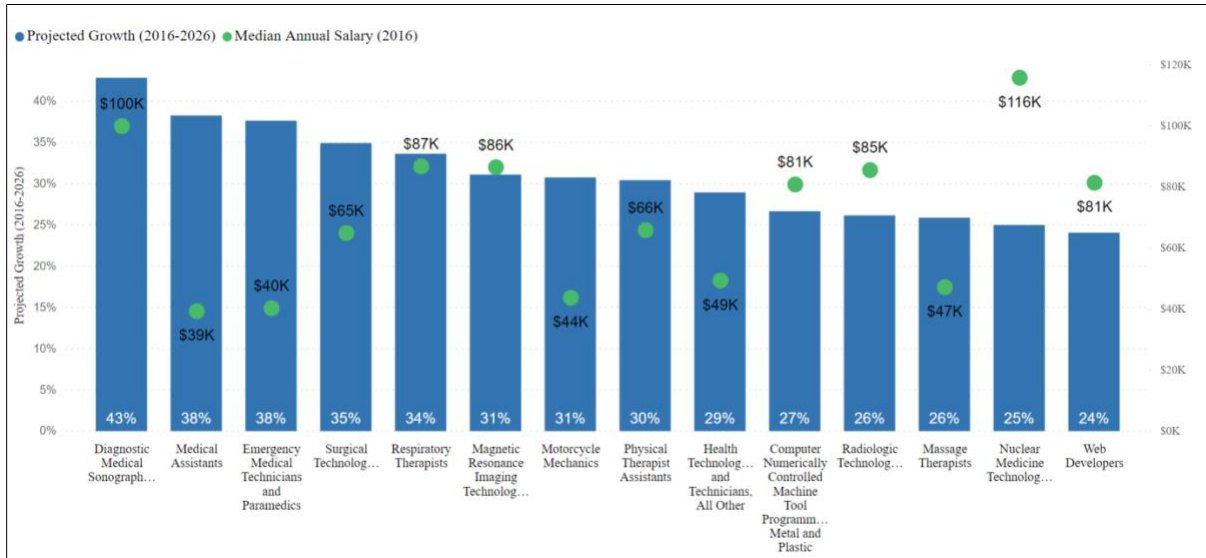
Figure 8. Average Annual Unemployment Rate, Oakland-Hayward-Berkeley Metro Division, 2015-2020



Source: California EDD, Current Employment Statistics, Alameda County, July 2020

Medical occupations are indicated as the fastest projected growth sector for individuals with postsecondary non-degree awards and Associate’s degrees. Median annual salaries for medical occupations ranges from \$39,000 to \$116,000. Technical occupations including machine tool programmers and web developers are expected to reflect a 24 to 27% growth through 2026 with a median annual salary of \$81,000.

Figure 9. Average Salaries of the Projected Fastest – Growing Occupations Requiring Postsecondary Non-Degree Awards or Associate’s Degree, Oakland-Hayward-Berkeley Metro Division, 2016-2026



Source: California EDD, Labor Market Data, November 2016

College of Alameda job placement rates for students completing certificate programs and Career Education (CE) Associate degrees in 2016-2017 was 78%. Job placement metrics are derived from the California Employment Development Department Wage File, California Community College Chancellor’s Office Management Information System (MIS) data and from the National Student Clearinghouse and are delayed by two years. College of Alameda Career Education programs including Automotive Technology, Aviation Maintenance Technology, Dental Assisting and Diesel Mechanics exceeded College Institution Set Standards (ISS) in 2017-2018.

Figure 10. CTE Programs Chart

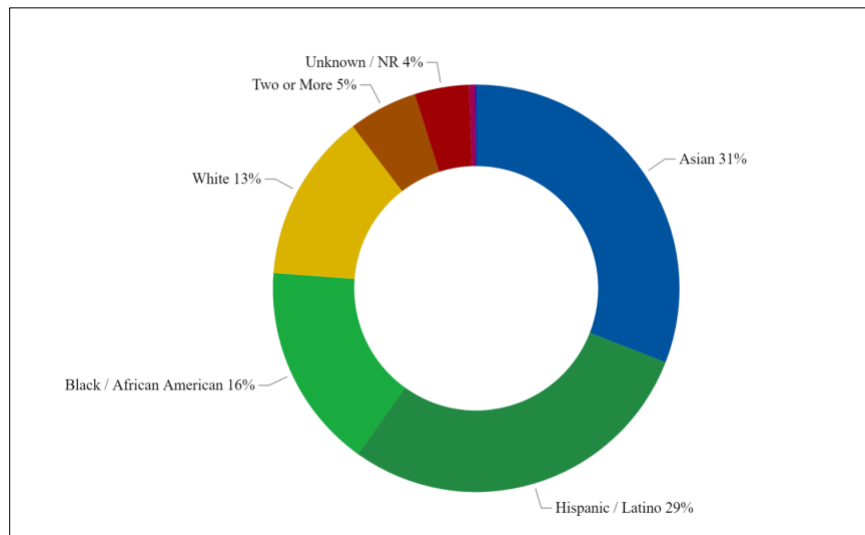
Program	Institution Set Standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate
Apparel Design	60.0%	56.0%	50.0%
Automotive Technology	76.0%	77.0%	86.7%
Aviation Maintenance	78.0%	84.0%	81.8%
Business Administration	71.0%	76.0%	61.0%
Computer Information Systems	60.0%	67.0%	33.3%
Dental Assisting	85.0%	91.0%	94.4%
Diesel Mechanics	64.0%	92.0%	88.2%

Source: California Community Colleges Chancellor’s Office, Management Information Systems Division, Career Technical Education (CTE) (Perkins IV), Summary Core Indicators by TOP Code, August 2020

### Demographic Data

In fall 2019, students identifying as Asian represented 31% of the total student population, followed by the Latinx/Hispanic identified student population at 29%, African American/Black identified student population at 16% and White identified student population at 13%.

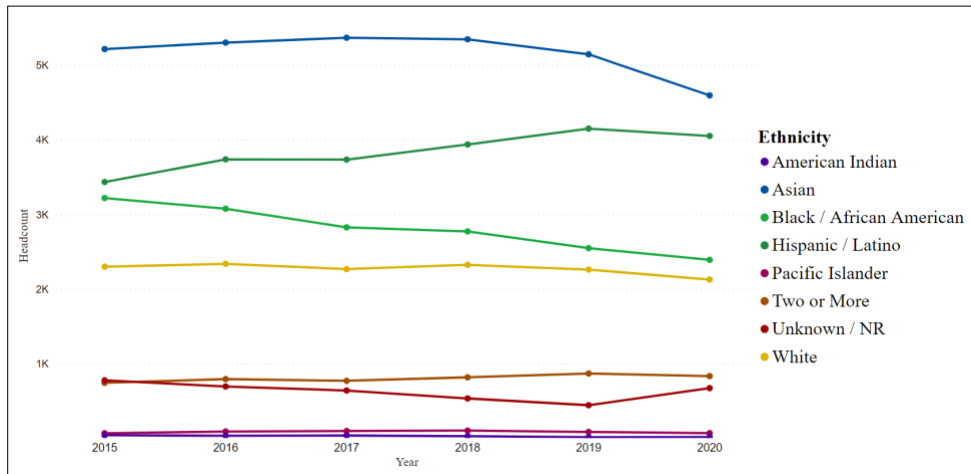
Figure 11. CoA Headcount by Ethnicity, Fall 2019



Source: Peralta CCD Data Warehouse, July 2020

College of Alameda African American/Black identified student population declined by 30% over a five-year period, followed by a 12% decline in the Asian identified student population. The Latinx/Hispanic student population grew by 26% and by 12% for the Pacific Islander identified.

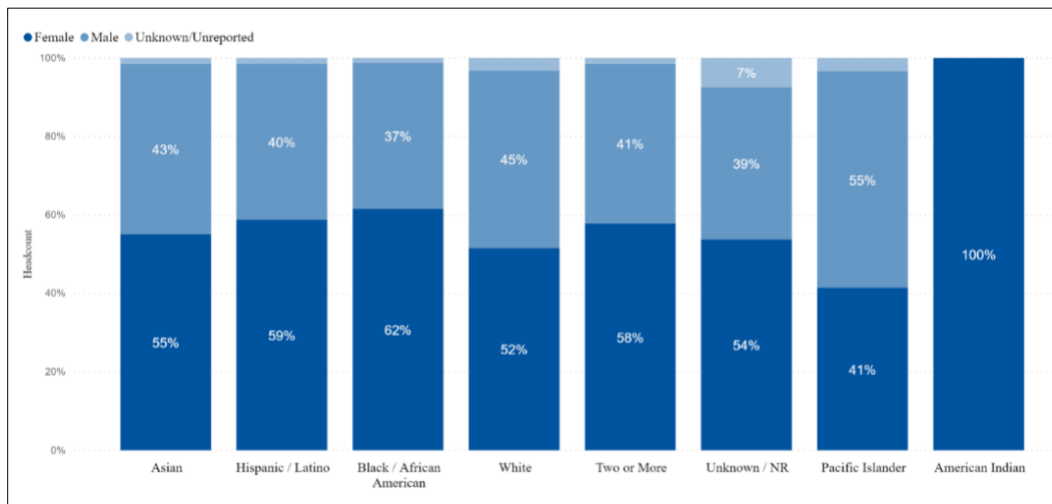
Figure 12. CoA Ethnicity Trends, 2015-2020



Source: Peralta CCD Data Warehouse, July 2020

Gender and age demographics for the College student population remains steady for the past five years. The College female identified student population in fall 2019 was 57% with similar metrics across all ethnicities. College of Alameda Pacific Islander identified student population data indicates a higher male identified population at 55%.

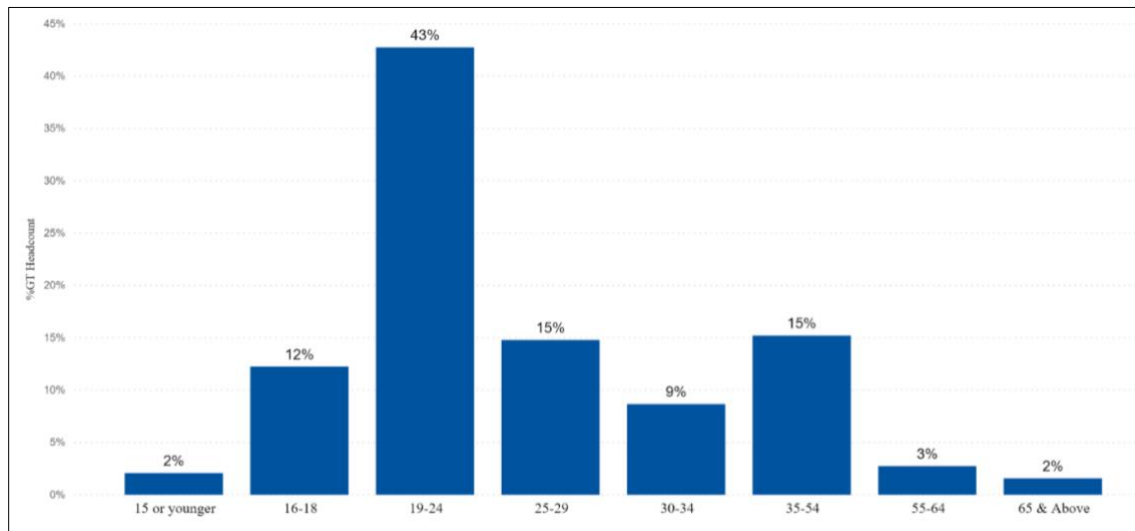
Figure 13. CoA Race and Gender Profile, Fall 2019



Source: Peralta CCD Data Warehouse, July 2020

Seventy percent of the College of Alameda student population is between the ages of 16 to 29.

Figure 14. CoA Age Profile, Fall 2019



Source: Peralta CCD Data Warehouse, July 2020

Figure 15. CoA Age & Ethnicity, Fall 2019

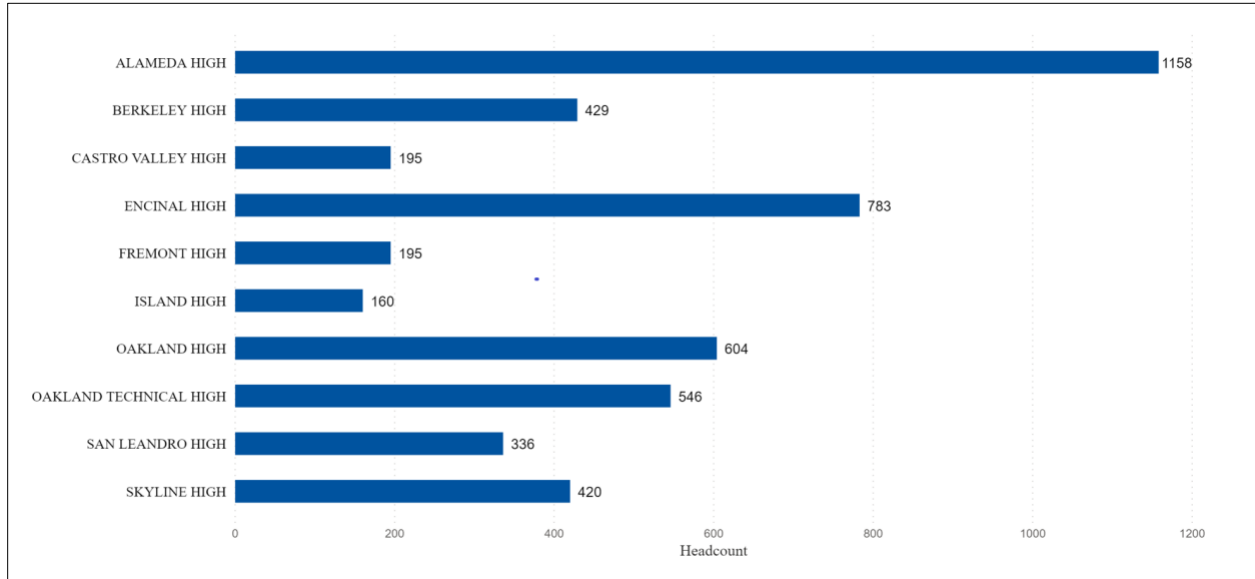
Age Range	Asian	Black / African American	Hispanic / Latino	Pacific Islander	Two or More	Unknown / NR	White	Total by Age
15 or younger	2%	N/A	2%	N/A	4%	N/A	2%	2%
16-18	12%	7%	17%	N/A	13%	9%	11%	12%
19-24	47%	38%	46%	45%	53%	24%	34%	43%
25-29	13%	17%	16%	N/A	11%	15%	15%	15%
30-34	7%	11%	7%	N/A	6%	9%	14%	9%
35-54	15%	21%	9%	N/A	11%	32%	18%	15%
55-64	3%	3%	2%	N/A	N/A	5%	3%	3%
65 & Above	2%	1%	1%	N/A	N/A	N/A	3%	2%

Source: Peralta CCD Data Warehouse, July 2020



College of Alameda incoming freshmen data from 2015-2020 indicates highest enrollment from Alameda Unified School District (AUSD) feeder high schools followed by Oakland Unified School District (OUSD) Oakland High School, Oakland Technical High School and Skyline High School.

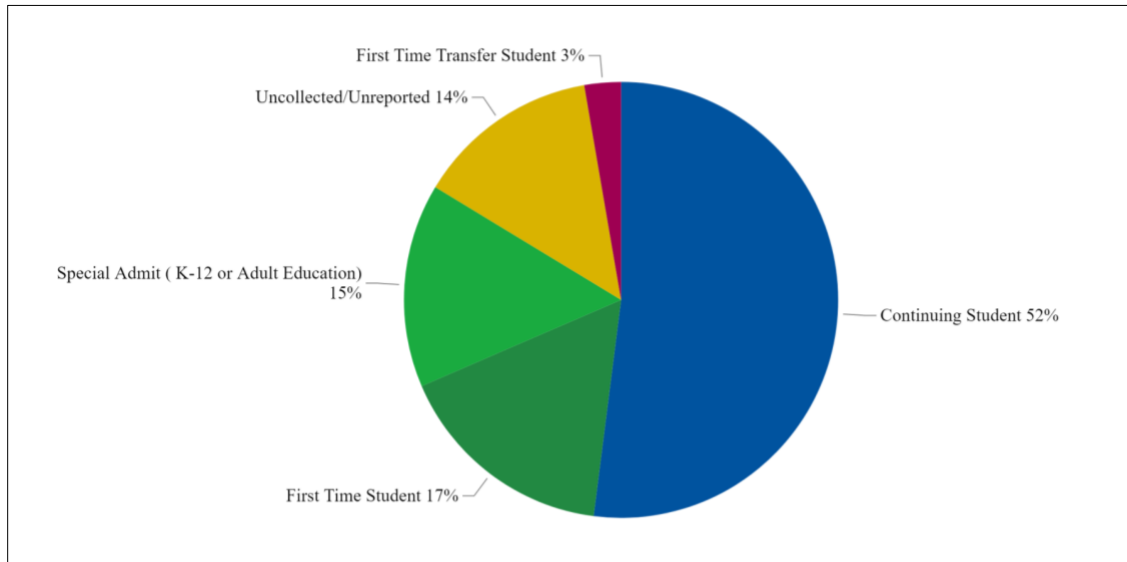
Figure 16. Top High Schools for Incoming Freshmen, 2015 – 2020



Source: Peralta CCD Data Warehouse, July 2020

College of Alameda continuing student population remains steady at 52% and close to 20% for first-time and first-time transfer students. The College special admit population is 15% due to increased dual enrollment.

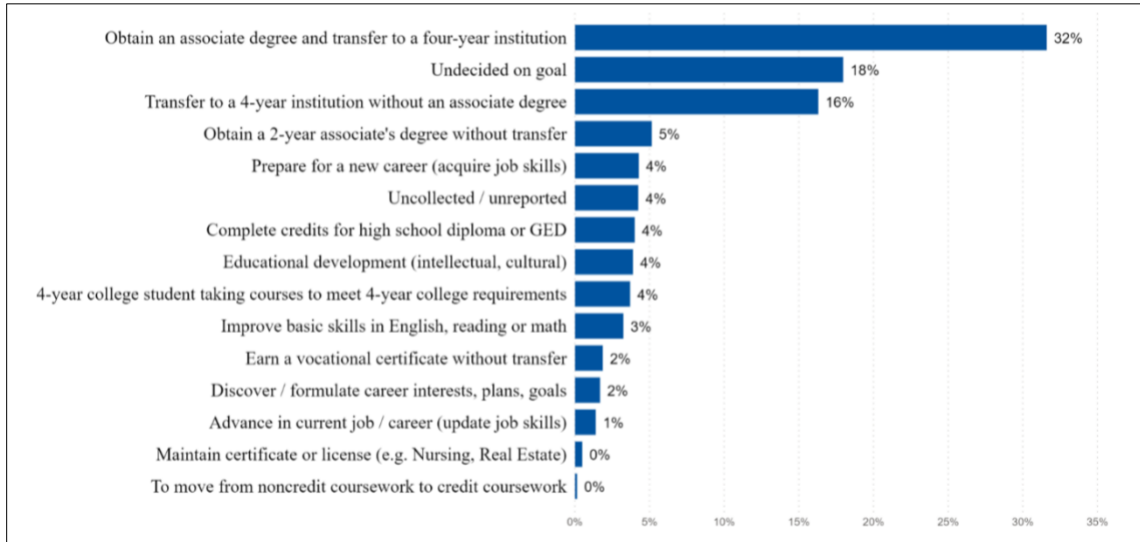
Figure 17. CoA Enrollment Status, Fall 2019



Source: Peralta CCD Data Warehouse, July 2020

Pursuing transfer and completion of a degree is the most indicated education goal at 53% for students applying to College of Alameda.

Figure 18. CoA Education Goals, Fall 2019



Source: Peralta CCD Data Warehouse, July 2020

Liberal Arts and Social Behavioral Sciences, Business Administration and Psychology lead the top majors list for Associate Degrees awarded. Liberal Arts and General Education Breadth, Liberal Arts and Intersegmental General Education Transfer Curriculum (IGETC), and Power Plant Technician certificates lead the top majors for certificates.

Figure 19. Top 20 Majors for Associate Degrees, 2016 -2020

Top 20 Majors for Associate Degrees	2015-16	2016-17	2017-18	2018-19	2019-20	5 year total
LIBERAL ARTS/SOCIAL & BEHAVIORAL SCIENCES	65	83	99	86	96	429
BUSINESS ADMINISTRATION	39	48	62	50	49	248
PSYCHOLOGY	33	40	37	46	31	187
LIBERAL ARTS/NATURAL SCIENCES	18	28	38	30	57	171
SOCIOLOGY	25	21	39	49	26	160
LIBERAL ARTS: ARTS AND HUMANITIES	22	24	13	24	22	105
MATHEMATICS	14	6	24	10	22	76
DENTAL ASSISTING	7	15	8	14	11	55
ACCOUNTING	16	9	11	5	9	50
COMMUNICATION STUDIES	8	14	10	12	6	50
APPAREL DESIGN AND MERCHANDISING	3	8	8	12	8	39
POLITICAL SCIENCE	4	4	8	9	7	32
COMPUTERINFORMATION SYSTEMS	3	6	8	4	1	22
HISTORY	2	5	4	3	3	17
POWERPLANT TECHNICIAN	1		2	8	5	16
AIRFRAME TECHNICIAN	1	1	3	4	5	14
ENGINE PERFORMANCE	6	1	3	2	2	14
ART	2	2	5	2	1	12
BIOLOGY		5		2	4	11
ENGINE REPAIR SPECIALIST	5	2	2		2	11

Source: Peralta CCD Data Warehouse, July 2020

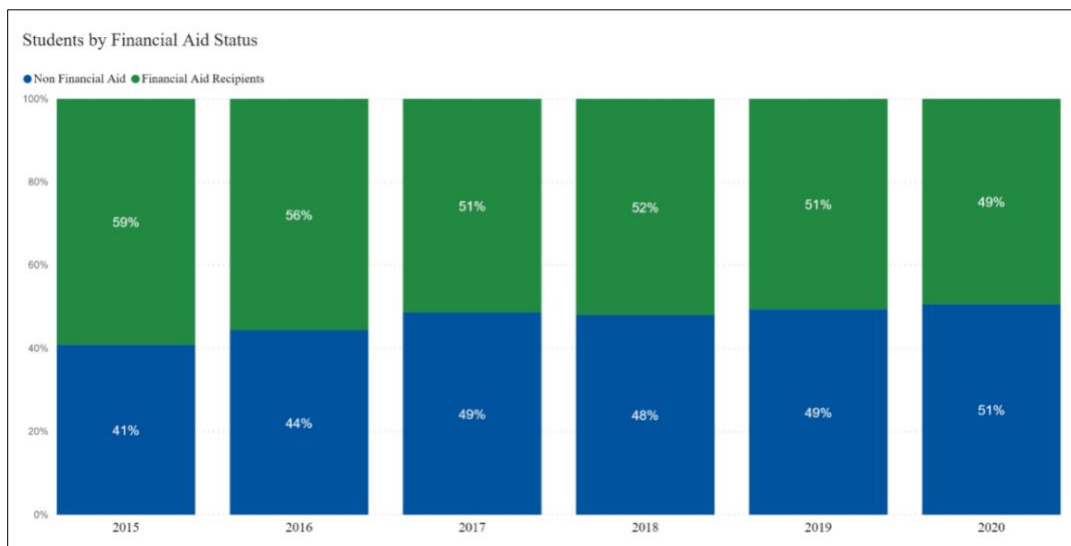
Figure 20. Top 20 Majors for Certificates, 2016 -2020

Top 20 Majors for Certificates	2015-16	2016-17	2017-18	2018-19	2019-20	5 year total
LIBERAL ARTS/GE BREADTH	123	155	200	188	116	782
LIBERAL ARTS/IGETC	58	67	56	73	95	349
POWERPLANT TECHNICIAN	21	36	16	41	27	141
AIRFRAME TECHNICIAN	22	27	25	32	34	140
DENTAL ASSISTING	18	25	14	18	20	95
APPAREL DESIGN AND MERCHANDISING	4	20	13	20	11	68
VIOLENCE PREVENTION			13	27	2	42
DIESEL MECHANICS	5	12	9	8	7	41
AUTO BODY	2	9	5	1	5	22
ENGINE PERFORMANCE	3	2	10	5	2	22
ENGINE REPAIR SPECIALIST	6	4	4	5	2	21
AUTO ELECTRONICS SPECIALIST	4	3	5	3		15
AUTO PAINT		10	4		1	15
CHASSIS SPECIALIST	3	3	2	2	2	12
COMPUTERNFORMATION SYSTEMS	1	3	3	4	1	12
DESKTOP SUPPORT TECHNICIAN		5	2	2	1	10
ACCOUNTING		2	3	3	1	9
CHASSIS AND DRIVETRAIN	2	1	3	1	1	8
DRIVETRAIN SPECIALIST	2		3	3		8
TOYOTA SPECIALIST	7	1				8

Source: Peralta CCD Data Warehouse, July 2020

Over 50% of College of Alameda students received financial aid in the 2019-2020 academic year. 49% received the California Promise Grant and 32% received a Federal Pell Grant. Financial aid recipients declined by 10% between 2015-2020. California DREAM Act (Development, Relief, and Education for Minors) applications declined during the same period.

Figure 21. CoA Students by Financial Aid Status, 2015-2020

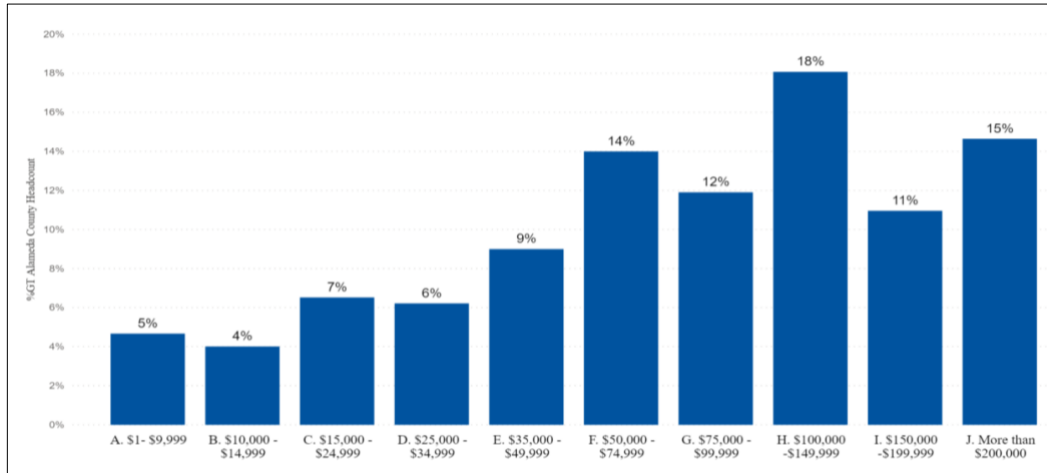


Source: Peralta CCD Data Warehouse, July 2020

## Socio-economic Data

With a population of over 1.6 million residents, Alameda County median household income continues to rise. As of 2018 (using 2018 inflation-adjusted dollar estimates), the median annual household income for Alameda County was \$92,574. Approximately 23% higher than the State median income of \$71,228 and 35% higher than the national median of \$61,937.

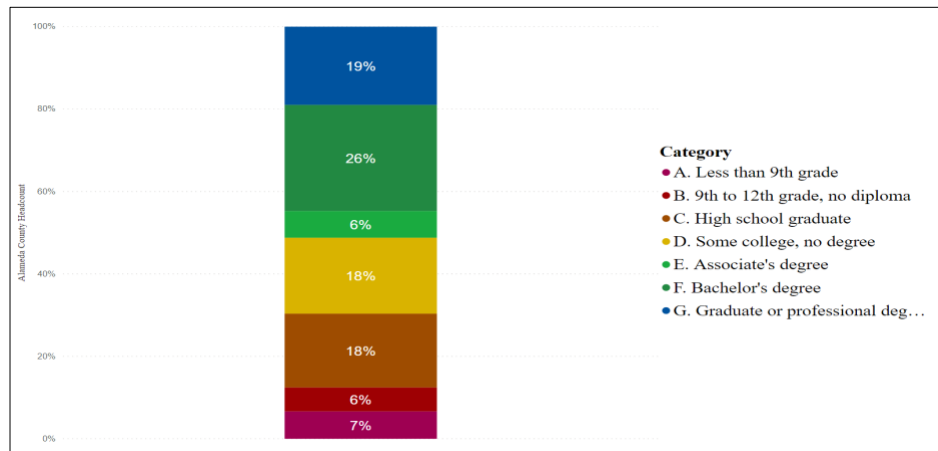
Figure 22. Alameda County Median Household Income Distribution



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, July 2020

Educational attainment is high in Alameda County and data indicates individuals with postsecondary degrees are 51% of the total population compared to the same group at 40% in California. Alameda County residents with some college and without a degree is 18%.

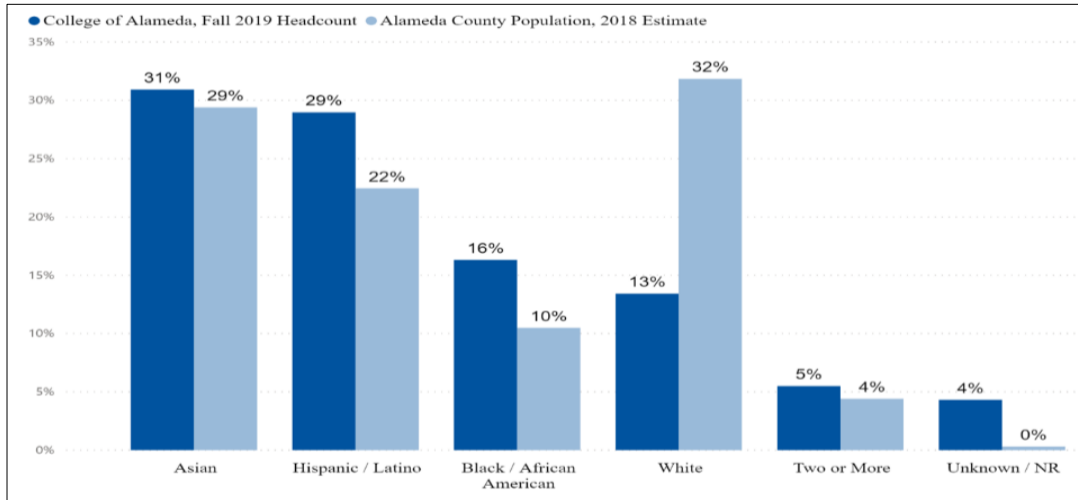
Figure 23. Education Attainment for Alameda County



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, July 2020

In comparison to the Alameda County adult population ethnic make-up, College of Alameda student population includes a higher percentage who identify as Asian by 3%, Hispanic/Latinx by 7%, and Black/African American by 6%.

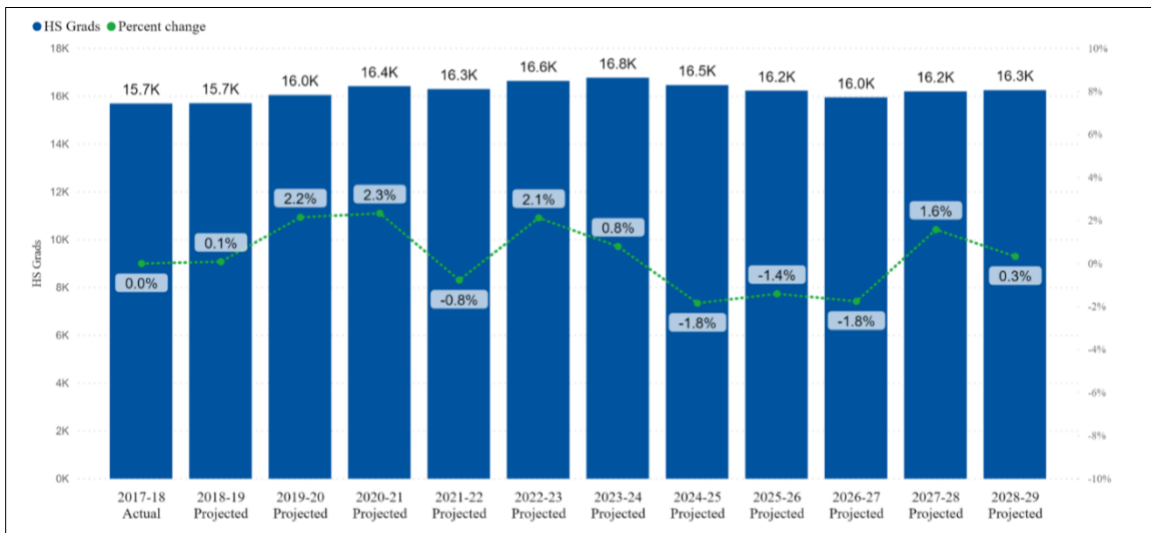
Figure 24. Comparison of CoA's Student Population and Alameda County Adult Population by Ethnicity



Source: Peralta CCD Warehouse and U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, July 2020

Alameda County is expecting a slight increase in high school graduates from 2018 by 2.3%. The ten-year outlook remains relatively unchanged with a 1.2% increase between 2017 and 2029.

Figure 25. Actual and projected high school graduates, Alameda County, 2019 Series



Source: State of CA, Dept. of Finance, Demographic Research Unit, Public K-12 Graded Enrollment, January 2020

## Sites

The College of Alameda main campus is located at 555 Ralph Appezato Memorial Parkway in Alameda, California. The 62-acre campus was built in 1970 with an administration building, five instructional buildings for lecture classrooms and class laboratories, a library, gym, student center, soccer field, baseball field and tennis courts.

The College of Alameda New Center for Liberal Arts (Building H) is the newest facility and was completed in November 2020. The new building replaces 14 general classrooms, 6 specialized lab spaces, 20 faculty offices, a part-time faculty center and meeting rooms for faculty.

*Figure 26. College of Alameda, main campus*



College of Alameda opened the Science Annex in 2017. All science courses and laboratories for STEM programs including Biology and Chemistry and the MESA (Mathematics, Engineering, Science and Achievement) program are offered at the Science Annex, located at 860 Atlantic Avenue in Alameda, California.

*Figure 27. College of Alameda Science Annex*



The College of Alameda Aviation Maintenance Technology program is offered at the Aviation Maintenance Facility, located at the North Field of the Oakland Airport. The facility is approximately 0.3 mile from the intersection of Harbor Bay Parkway and Doolittle Drive in Alameda, California.

*Figure 28. College of Alameda Aviation Facility*



## **Specialized or Programmatic Accreditation**

The Automotive Technology (ATECH) program is certified by the National Institute for Automotive Service Excellence (ASE) as a Master Level program. The program is accredited by the Automotive Service Excellence Education Foundation. The ATECH program successfully participated in a re-certification process in November 2019. The next certification is scheduled to occur in June 2024 ([A.1](#)).

The Aviation Maintenance Technology (AMT) program adheres to United States Department of Transportation, Federal Aviation Administration (FAA) regulations and standards ([A.2](#)).

The College of Alameda Dental Assisting Program is accredited by the American Dental Association Commission on Dental Accreditation and recognized by the United States Department of Education (DoED). The Dental Assisting program was successfully accredited in 2018 without reporting requirements. Approvals “without reporting requirements” are defined as an accreditation classification granted to an educational program achieving or exceeding the basic requirements for accreditation. The next DoED program accreditation is scheduled for 2026 ([A.3](#)).

## **B. Presentation of Student Achievement Data and Institution Set Standards**

College of Alameda developed several metrics supporting the 2016-2021 Educational Master Plan (EMP) and the California Community College Chancellor’s Office (CCCCO) Vision for Success 2022. The College developed Institution Set Standards (ISS) and stretch goals developed for most metrics in 2016, updated in 2018 by the Institutional Effectiveness Committee (IEC)

with approval by the College Academic Senate and College Council. In Fall 2020, the Institutional Effectiveness Committee (IEC) updated the metrics for 2020-21 to include stretch goals for all metrics. A subcommittee of IEC will convene in Spring 2021 to further examine the methodology in creating goals and explore practices to meet and exceed them (B.1). Metrics are further evaluated throughout the year and assessed in annual comprehensive program reviews and annual updates.

### Metric One: Successful Course Completion

Successful course completion indicates the percentage of students earning a grade of A, B, C or P. From 2016 to 2020, College of Alameda exceeded the Institutional Set Standard and met the stretch goal.

*Table 1. Institutional Set Standard - Course Success Rates, 2016-2020*

Metric	Reporting Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Student Course Completion (Success) Rate:	69%	70%	71%	73%	78%
Institutional Set Standard	67%	67%	67%	67%	67%
Stretch Goal	68%	70%	70%	70%	70%
Difference between Actual and Set Standard	2%	3%	4%	6%	11%
Difference between Actual and Stretch Goal	1%	0%	1%	3%	8%

*Source: Peralta CCD Data Warehouse, July 2020*

Disaggregation of course success rates by ethnicity indicates students who identified as Asian or White exceeded the Institution Set Standard and stretch goals. Course success rates for Hispanic/Latinx students fluctuate and ranges 4 to 5 percentage points below the College rate between 2016-2020. Success rates for Black/African American identified students are 9 to 13 percentage points below College success rates and below the Institution Set Standard and stretch goals between 2016 to 2019.

*Table 2. Course Success Rates by Ethnicity, 2016-2020*

Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian	60%	61%	66%	52%	79%
Asian	78%	79%	80%	83%	86%
Black / African American	56%	59%	58%	60%	70%
Hispanic / Latino	65%	69%	66%	67%	73%
Pacific Islander	56%	70%	65%	65%	71%
Two or More	60%	64%	66%	69%	74%
Unknown / NR	70%	70%	72%	74%	74%
White	74%	76%	77%	77%	81%
Grand Total	65%	69%	69%	68%	76%

*Source: Peralta CCD Data Warehouse, July 2020*



Disaggregation of course success rates by mode of instruction indicates 100% online courses met and exceeded the Institutional Set Standards for 2018, 2019 and 2020. Face to Face instruction exceeded the Institutional Set Standards and stretch goals between 2015-2020. Hybrid instruction was one percentage point below the Institution Set Standard in 2019, however it exceeded the ISS at 73% course success in 2020.

*Table 3. Course Success Rates by Mode of Instruction, 2016-2020*

Mode of Instruction	2015-16	2016-17	2017-18	2018-19	2019-20
100% Online	63%	65%	67%	69%	76%
Face to Face	70%	73%	73%	75%	79%
Hybrid	59%	68%	62%	66%	73%
Grand Total	64%	69%	67%	70%	76%

*Source: Peralta CCD Data Warehouse, July 2020*

## Metric Two: Student Persistence

### Student Persistence - Fall to Fall

The average persistence rate is 44% for first-time students enrolled at College of Alameda in the fall semester and returning to the College the following fall semester between 2015-2020.

*Table 4. Fall to Fall Persistence, 2016-2020*

Metric	Reporting Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Student Persistence - Home Campus - Fall to Fall Rate:	48%	47%	42%	47%	34%
Institutional Set Standard	N/A	N/A	N/A	43%	43%
Stretch Goal	N/A	N/A	N/A	N/A	N/A
Difference between Actual and Set Standard	N/A	N/A	N/A	4%	-9%
Difference between Actual and Stretch Goal	N/A	N/A	N/A	N/A	N/A

*Source: Peralta CCD Data Warehouse, July 2020*

### Student Persistence- Fall to Spring

The average persistence rate is 55% for first-time students enrolled at College of Alameda in the fall semester and returning to the College the following spring semester between 2015-2020.

*Table 5. Fall to Spring Persistence, 2016-2020*

Metric	Reporting Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Student Persistence - Home Campus - Fall to Spring Rate:	58%	53%	53%	54%	55%
Institutional Set Standard	N/A	N/A	54%	54%	54%
Stretch Goal	N/A	N/A	N/A	N/A	N/A
Difference between Actual and Set Standard	N/A	N/A	-1%	0%	1%
Difference between Actual and Stretch Goal	N/A	N/A	N/A	N/A	N/A

*Source: Peralta CCD Data Warehouse, July 2020*

### Student Persistence (District) - Fall to Fall

The average persistence rate for first time students enrolled at College of Alameda in the fall semester and returning to a Peralta Community College District college the following fall semester is 44% between 2015-2020.

*Table 6. Fall to Fall Persistence Within Same District, 2016-2020*

Metric	Reporting Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Student Persistence - Within District - Fall to Fall	45%	46%	44%	46%	41%
Institutional Set Standard	N/A	N/A	31%	31%	31%
Stretch Goal	N/A	N/A	N/A	N/A	N/A
Difference between Actual and Set Standard	N/A	N/A	13%	15%	10%
Difference between Actual and Stretch Goal	N/A	N/A	N/A	N/A	N/A

*Source: Peralta CCD Data Warehouse, July 2020*

### **Metric Three: Student Degree Completion**

From 2016 to 2020, College of Alameda exceeded Institutional Set Standards for new enrolled students completing a degree within 6 years.

*Table 7. Student Degree Completion, 2016-2020*

Metric	Reporting Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Student Degree Completion	288	341	405	381	385
Institutional Set Standard	223	223	239	239	239
Stretch Goal	N/A	N/A	N/A	N/A	N/A
Difference between Actual and Set Standard	65	118	166	142	146
Difference between Actual and Stretch Goal	N/A	N/A	N/A	N/A	N/A

*Source: Peralta CCD Data Warehouse, July 2020*

### **Metric Four: Student Transfers**

Of new students who transferred to a four-year institution within 6 years, the institution met and exceeded the Institution Set Standards of 148 transfers since 2018.

*Table 8. Student Transfers, 2016-2020*

Metric	Reporting Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Student Transfers	158	136	149	183	N/A
Institutional Set Standard	141	141	148	148	148
Stretch Goal	N/A	N/A	N/A	N/A	N/A
Difference between Actual and Set Standard	17	-5	1	35	N/A
Difference between Actual and Stretch Goal	N/A	N/A	N/A	N/A	N/A

*Source: Peralta CCD Data Warehouse, July 2020*

## Metric Five: Student Certificate Completion

From 2016-2020, College of Alameda exceeded the Institutional Set Standards for new enrolled students completing a certificate within 6 years.

Table 9. Student Certificate Completion, 2016-2020

Metric	Reporting Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Student Certificate Completion	293	391	392	440	355
Institutional Set Standard	86	86	343	343	343
Stretch Goal	N/A	N/A	N/A	N/A	N/A
Difference between Actual and Set Standard	207	305	49	97	12
Difference between Actual and Stretch Goal	N/A	N/A	N/A	N/A	N/A

Source: Peralta CCD Data Warehouse, July 2020

## C. Organization of the Self-Evaluation Process

In Fall 2019, Dr. Tina Vasconcellos, Accreditation Liaison Officer (ALO), formed the College of Alameda Accreditation Institution Self Evaluation Report (ISER) Teams in collaboration with the President, Executive Cabinet and the Academic Senate. The team was comprised of 75 members including faculty, classified professionals, students and administrators. Team members were invited to join based on their expertise or position on a participatory governance committee. Standard team leads included an administrator and either a classified professional or a faculty member. Each Standard writing team consisted of at least one faculty member, classified employee, and manager, and was assigned to discuss evidence, review drafts, and write drafts to submit to the Accreditation Liaison Officer for editing and final draft development. The Director of Research and Planning assisted the ALO in finalizing evidence links and formatting. The College Public Information Officer formatted the document for publication.

Peralta Community College District (PCCD) formed teams to respond to Standards III.A., III.B., III.C., III.D. and Standard IV.C. and IV.D.. The PCCD teams consisted of representatives from each resource area and responded to all standards from the District service center perspective.

College and District team members participated in the Institution Self Evaluation Report (ISER) training provided by Accrediting Commission of Community and Junior Colleges (ACCJC) on September 25, 2019. In October 2019, a College Accreditation ISER Teams kickoff meeting provided further insight and examples in collecting evidence and support in responding to the Standards. The ISER training meeting provided the format, timeline, the Portal site (share point), and use of shared files in developing the report. The College teams were reminded of their assigned Standards and focus. Throughout the process, the Accreditation Liaison Officer (ALO) read the drafts and communicated with the College Standard writing teams providing feedback. The Peralta Community College District (PCCD) team focused responses were provided to the College for editing and integration with the College response in August 2020.

The first draft of the College of Alameda Institutional Self Evaluation Report (ISER) was shared with College constituency groups on October 16, 2020 for input and recommended edits. The Accreditation Liaison Officer (ALO) distributed the draft in sections and scheduled four input sessions between October 19, 2020 to October 30, 2020 to discuss each section with constituency members and gather feedback. Faculty, classified professionals and administrators had access to each section and were able to provide recommended edits electronically. A second draft was released to the College Council, Academic Senate and Classified Senate on November 4, 2020 for review and recommended edits. Each participatory governance group was given the opportunity to review and provide recommended edits through the two-week college-wide vetting process. The draft was submitted to the Peralta Community College District Board of Trustees on November 10, 2020 for a first read with a final review and approval on December 8, 2020. The Accreditation Liaison Officer made final edits, the Director of Research and Planning finalized evidence archiving and the Public Information Officer consultant formatted the final document submitted to the Commission.

#### **D. Organizational Information**

College of Alameda is organized into three areas under the management of the President, supervised by the Vice President of Instruction, the Vice President of Student Services, and the Director of Business and Administrative Services. Following are organizational charts from each of the three areas. Participatory governance and College committees are composed of representatives from faculty, classified professionals, students and administrators. The organization of governance committees is detailed in a chart describing interaction between and amongst committees for integrated planning and resource allocation.

Figure 29. College of Alameda Management Team



# College of Alameda Management

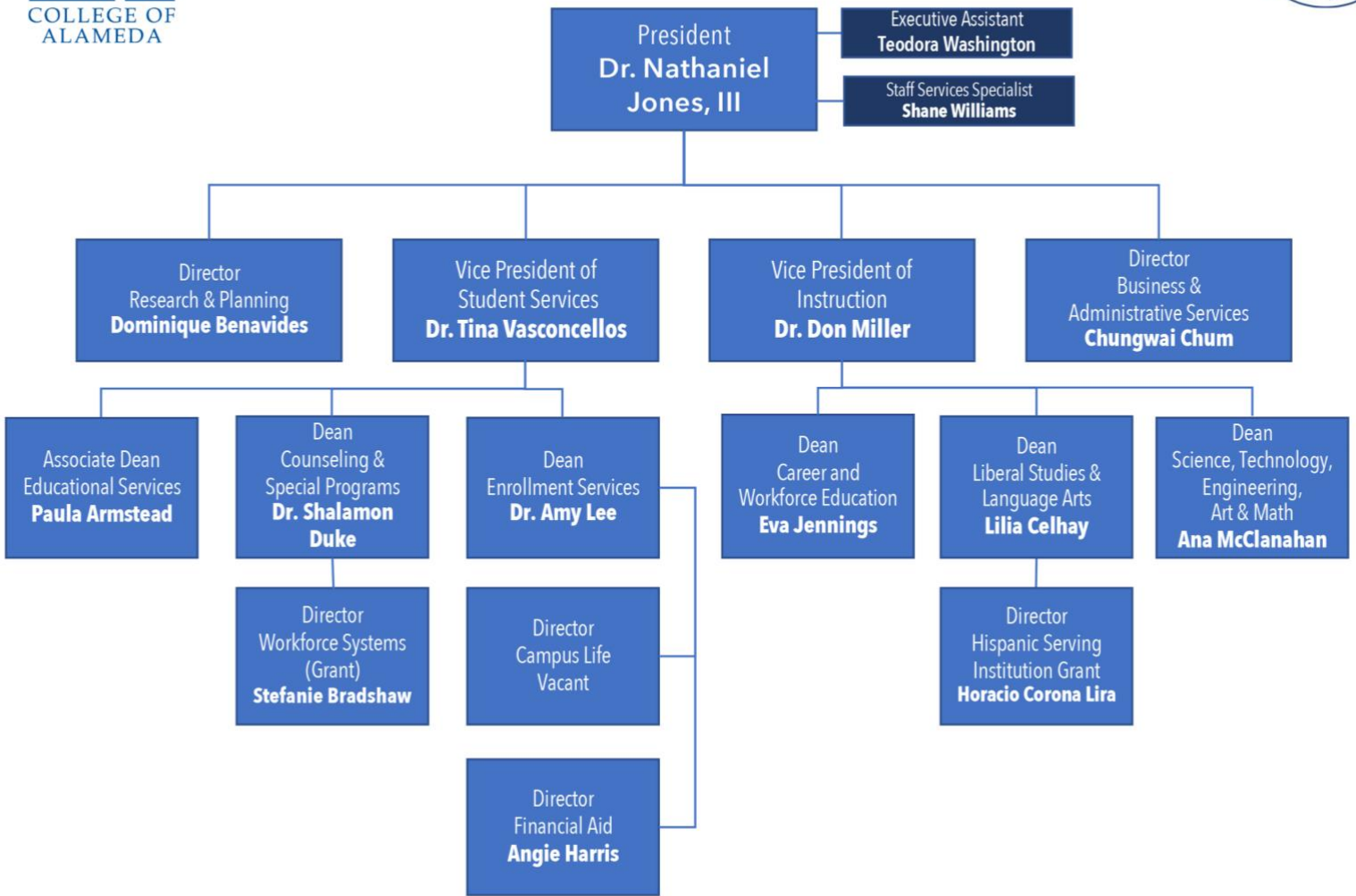


Figure 30. Office of the President



Campus Senior Network & Systems Administrator  
**Balamurali Sampathraj**

Network Support Services Specialist  
**Daniel Park**  
Network Support Services Specialist  
**Michael Duensing**  
IT Technician  
**Shawn Foster**

**Tina Vasconcellos, Ph.D.**  
Vice President of Student Services  
Phone: (510) 748-2205

- Planning, developing, and evaluating the college's student services programs
- Hiring and evaluating of student services staff
- Supervising and directing the following student services programs: Assessment, Athletics, Programs and Services for Student with Disabilities (DSPS), Special classes for students with disabilities, Health Services, Matriculation, Transfer Center, Counseling, Counseling and Guidance discipline, EOPS and CARE, CalWORKS, Financial Aid, Student Activities, One Stop Career Center, Veterans, Student Discipline and Student Grievances, Commencement, Scholarships, Outreach and recruitment, Welcome Center, Adult Education Transition Program, and UMOJA,
- Student Services sections of the Catalog and Class Schedule
- Liaison with and accountable for campus operations of Admissions & Records, Bookstore, Children's Center, Police Services regarding student issues
- Developing and managing the budgets of the student services areas
- Accreditation Liaison Officer

## Office of the President

**Nathaniel Jones, III, Ph.D.**  
President  
Phone: (510) 748-2273

- Promotes a student-centered culture that ensures access, sustains educational excellence, fosters student development and supports high levels of student achievement.
- Encourages professional excellence among faculty and staff; and advocates the college's mission.
- Provides administrative direction in the development and initiation of campus policies and procedures affecting or relating to curriculum, instruction, student services and activities, and other college operations.
- Oversees the development and implementation of needed programs and services.
- Presides over the decision-making process and participates in the governance structure of the college to ensure that final decisions and campus policies are in accord with the general district-wide policies and decisions adopted by the Board of Trustees.
- Prepares an annual college budget and directs operations of the college within the provisions of the budget once it is approved by the Board of Trustees.
- Supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority and responsibility as is required to perform their duties; as well as the College's technology and information systems staff.
- Advises the Chancellor on matters related to district planning, policies, and operations as they affect the college.
- Cultivates and enhances the positive relationships that the college enjoys with K-12 districts and proximate four-year colleges and universities in the area.
- Fosters the development of programs and activities that will promote partnerships with the business community.

**Don Miller, Ph.D.**  
Interim Vice President of Instruction  
Phone: (510) 748-2301

- Planning, developing, and evaluating the College's instructional programs
- Overall coordination and implementation of the College's curricula
- Hiring of instructional staff and oversight of the Tenure Review Process
- Supervising and directing the activities of the Instructional Deans, the Library, the Learning Resources Center, Articulation, and the instructional staff
- Developing and managing the instructional budget
- Supervising the production of the instructional course schedules, catalog publication and targeting marketing efforts
- Supervise Guided Pathways and HSI Grant (ACCESO & Puente)
- Educational Master Plan Coordinator
- Coordination of online/distance education initiatives



Executive Assistant **Teodora Washington**

Staff Services Specialist **Shane Williams**

**Chungwai Chum**

Director of Business & Administrative Services  
Phone: (510) 748-2211

- Plans, organizes, assigns and reviews work of the College Business Services Office.
- Directs fiscal and general business activities, including contracts, budgets, audits, requisitions, duplicating services, parking permits, facilities, community use of facilities, custodial services, staffing/personnel action, timesheets, disaster and safety planning, sustainability/recycling, telephone and switchboard operations, cash collection and disbursement of funds.
- Liaison to District Finance, Police Services, Facilities and Physical Plant, Purchasing, Employee Benefits and Human Resources

**Dominique Benavides**

Director of Research and Planning  
Phone: (510) 748-5264

- Plans, coordinates and conducts studies related to the recruitment, retention and success of students.
- Maintains current knowledge of laws, codes, ordinances, regulations and pending legislation related to institutional research, planning and accreditation.
- Supports and assists in the development, implementation, assessment and evaluation of student learning outcomes, including basic skills and other student success initiatives.
- Prepares local and state matriculation reports and provides research support for all components of matriculation.
- Provides data from both internal and external sources, and analysis to support recruitment, outreach, marketing activities, development, and grant applications.
- Provides data and analysis to support workforce and economic development planning and strategies.

Figure 31. Business and Administrative Services



# Business & Administrative Services

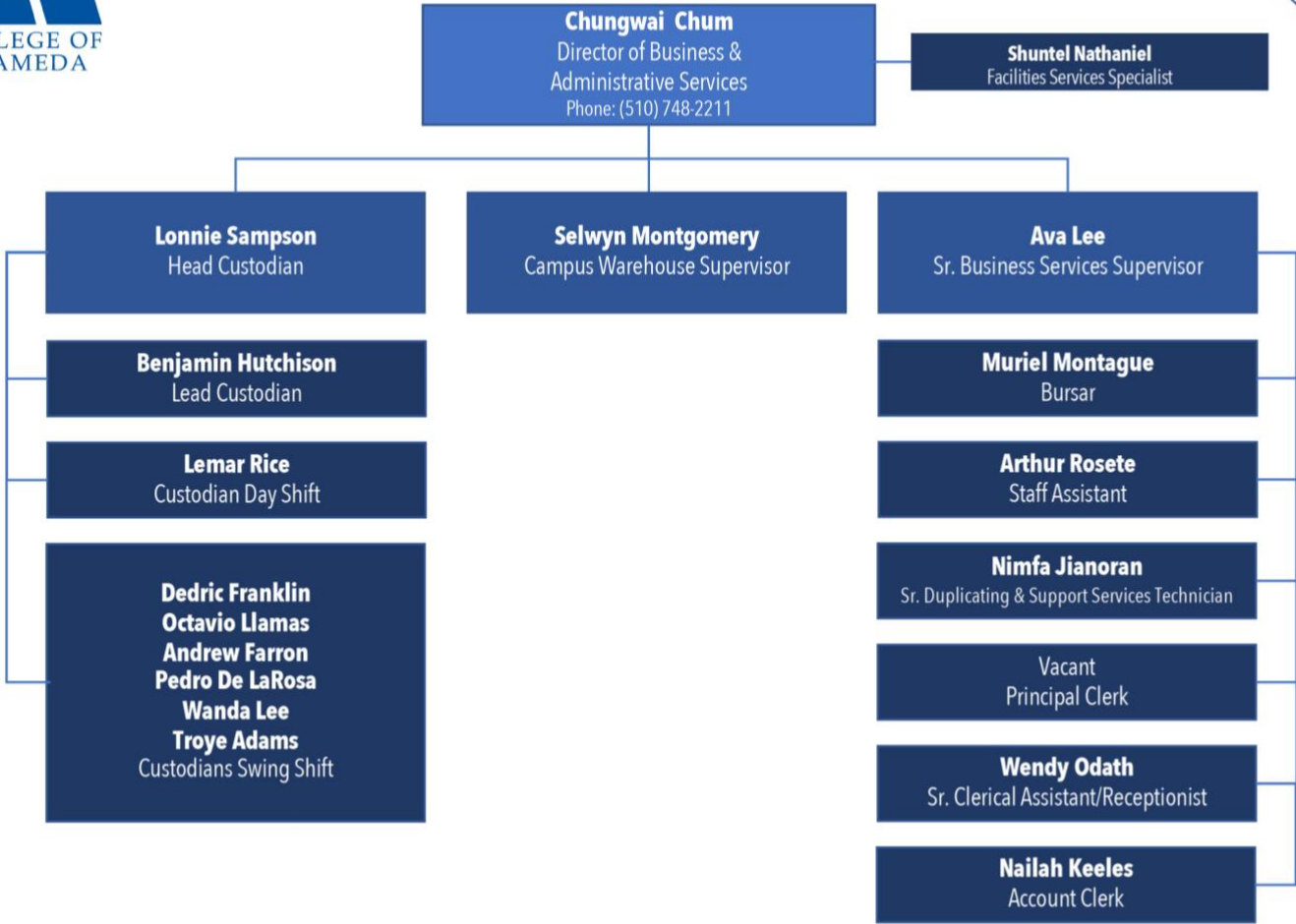


Figure 32. Office of Student Services

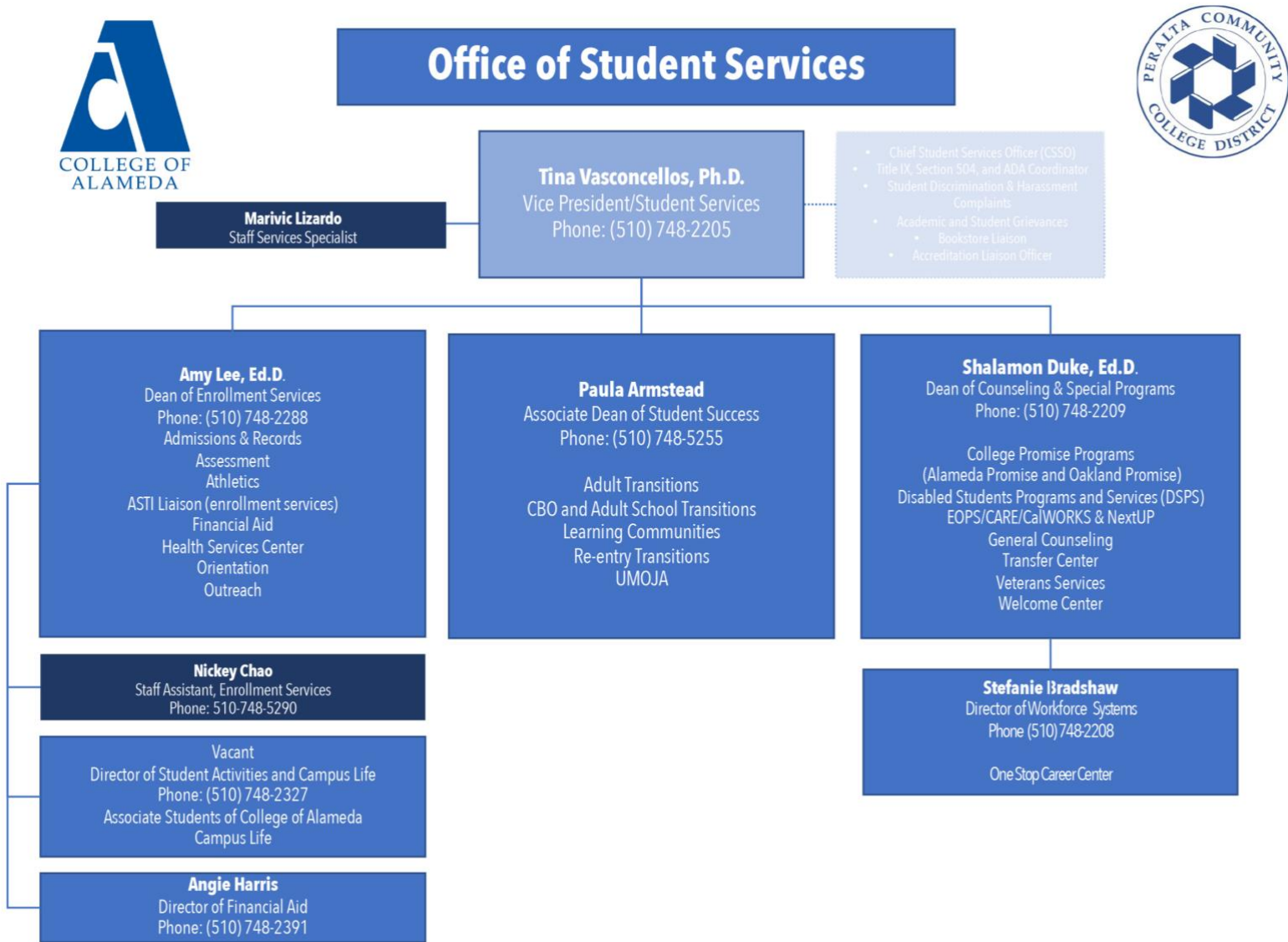
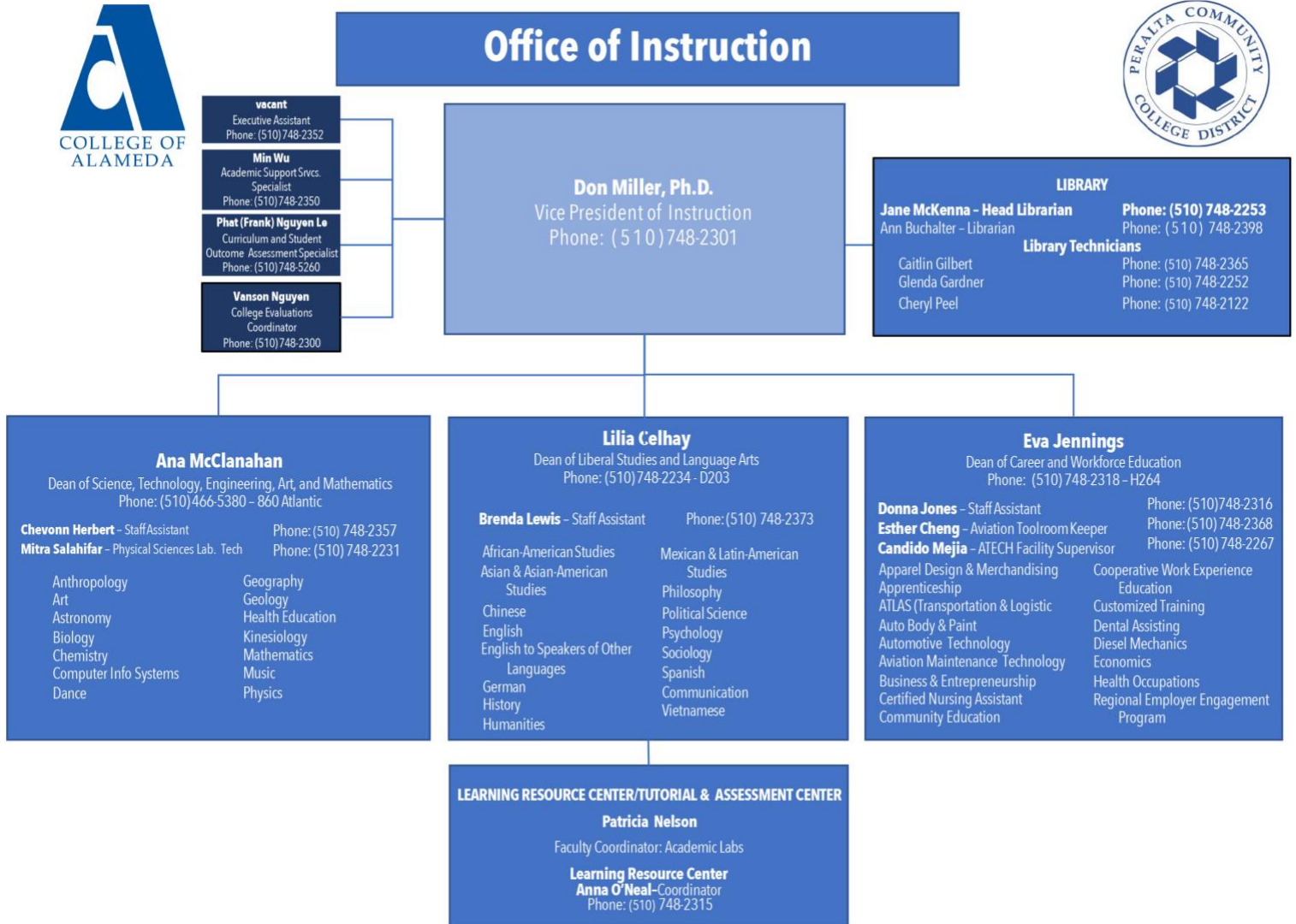




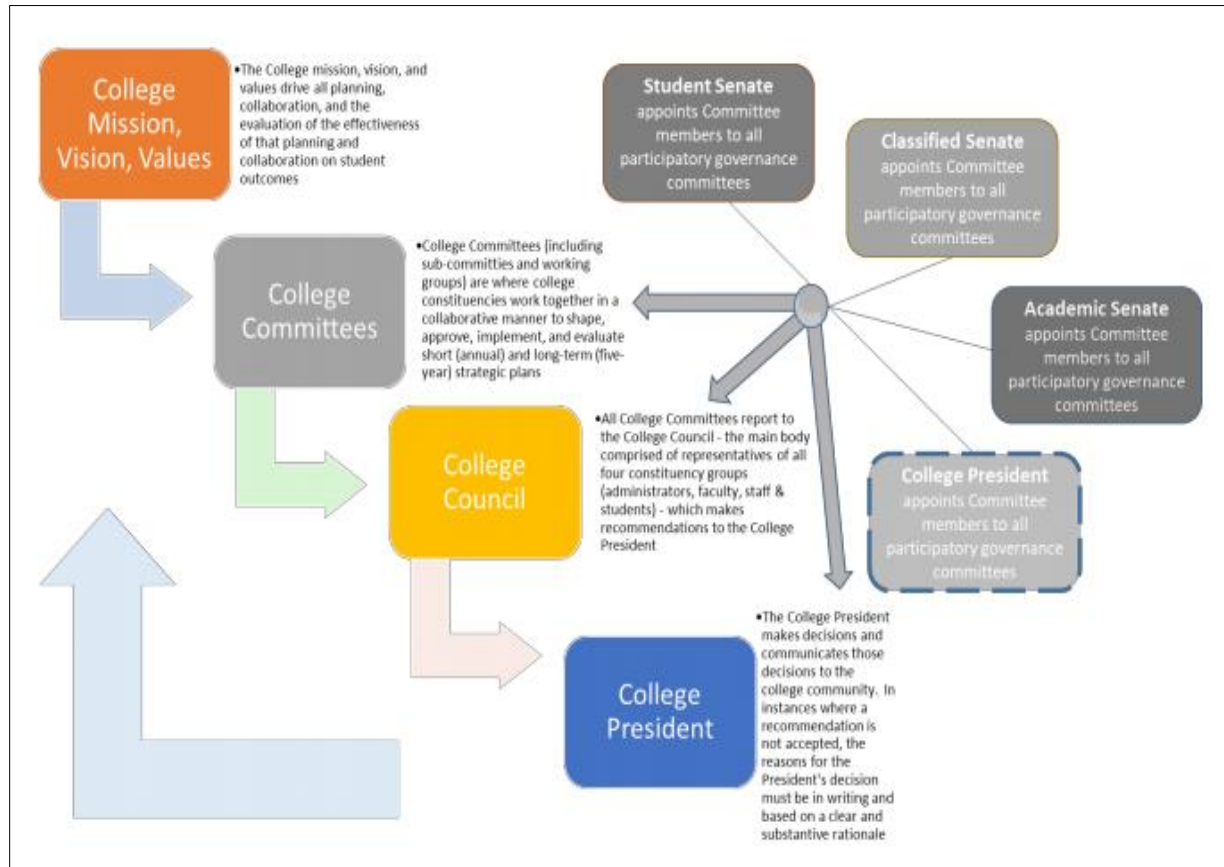
Figure 33. Office of Instruction



## College Integrated Planning Committee Structure

The College of Alameda participatory governance committee structure is designed to implement college integrated planning and budgeting and provides an opportunity for all constituency groups to serve. The participatory governance committees are directly aligned with the administrative structure.

Figure 34. The Decision-Making Process



Source: *Participatory Governance Handbook 2019-20*

## E. Certification of Continued Compliance with Eligibility Requirements

### *Eligibility Requirement 1: Authority*

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

College of Alameda is authorized to operate as an educational institution under the oversight of a duly elected Board of Trustees of the Peralta Community Colleges. The College Mission is consistent with the legal authority (Ed Code 79702) and the California Education Code comprehensive Mission statement for public elementary, secondary, Community Colleges, California State Universities, and Universities of California. The specific section of Ed Code guiding the primary and secondary Missions of the California Community Colleges is 66010.4 ([ER.1](#)). The College is regulated by the California Community Colleges Board of Governors ([ER.2](#), [ER.3](#)).

### *Eligibility Requirement 2: Operational Status*

*The institution is operational, with students actively pursuing its degree programs.*

College of Alameda is operational with students actively pursuing associate degrees and certificates within its published Mission. Annually there are approximately 11,000 unduplicated students attending the College. The College maintained active enrollments and issuances of degrees and certificates for 50 years without interruption.

### *Eligibility Requirement 3: Degrees*

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one-degree program must be of two academic years in length.*

In accordance with Title V §55063 § 55070 of the California Code of Regulations, College of Alameda confers Associate Degrees to students who have “satisfactorily completed at least 60 semester units ... of degree-applicable credit course work.” Associate Degrees make up a substantial portion of College offerings and serve as a basis for shorter, specialized programs in the discipline, for which the College awards credit certificates of achievement to students who have completed more than 16 semester units.

College of Alameda offers over 27 Associate in Arts and Associate in Science degrees, 10 Associate Degrees for Transfer, and 20 Certificate programs. Degrees and majors offered by College of Alameda are listed in the 2020-2021 Catalog and online ([ER.4](#), [ER.5](#)).

#### *Eligibility Requirement 4: Chief Executive Officer*

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the District/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The College of Alameda President serves as chief executive officer for the College and is responsible for the development, implementation, and evaluation of all College programs and services and for the administration and operation of the College. The College of Alameda President was selected according to District procedures and confirmed by the Peralta Community College District Board of Trustees on November 10, 2020. The President's primary responsibility is the fulfillment of the College published Mission, and the adherence to federal, state, and local mandates and Board Policies (BPs). Neither the Peralta Community College District (PCCD) Chancellor nor the College President serves on the governing board. The College agrees to inform the Commission immediately when there is a change in the institutional chief executive officer. Standard IV.B. describes the authorities of the College President.

#### *Eligibility Requirement 5: Financial Accountability*

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

Peralta Community College District undergoes annual external financial audits for the District office and the four Colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees review the audit reports on a regular basis.

Peralta Community College District undergoes an external audit by an independent auditor every July. The audit, in addition to the District's functions, includes the institution's financial operations of Foundation, Auxiliary, and Enterprises.

Last year's report concluded no findings for College of Alameda financial operations ([ER.3](#)). Due to the scale of Title IV at the District, the external audit includes a complete review of Title IV financial operational adherence to Federal and State compliance annually. There were no findings for the College of Alameda Title IV financial operation in 2019. Peralta Community College District (PCCD), in collaboration with the College completes and submits the Fiscal Operations and Application to Participate (FISAP) report annually in compliance with federal guidelines. The College went through a federal Program Review Audit by the United States Department of Education (DoED) in Fall 2014. The College addressed all recommendations by the (DoED) in a letter dated March 5, 2015. The DoED considers the Program Review closed. College of Alameda maintains good standing with federal requirements and continues to disburse state and federal funds to qualifying students.

## **F. Certification of Continued Institutional Compliance with Commission Policies**

College of Alameda certifies it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third-Party Comment**

Regulation citation: 602.23(b).

College of Alameda advertised the external site visit on the college website, through Board of Trustee meetings, the announcement of open forums during the Institutional Self-Evaluation Report writing process and during the team visit in March 2021 ([FC.1](#)).

### **Standards and Performance with Respect to Student Achievement**

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

College of Alameda regularly assesses progress in achieving the college Mission through regular use of student achievement data. This is discussed further in the Introduction, Standard I.A.2., Standard I.B.3., and Standard I.B.4.

### **Credits, Program Length, and Tuition**

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

Credit hour and degree program lengths are described in Standards II.A.4, II.A.5, II.A.6, and II.A.9, and the assignment of credit is established by Board Policy and Administrative Procedure 4020, Accrediting Commission of Community and Junior Colleges (ACCJC) Commission policy, and California Education Code. The credit criteria are equally applied in courses of varying types and delivery methods (lecture, lab, internship and clinical experience, and onsite and distance education).

Tuition and fees are discussed in Standard I.C.6. They are consistent across the College and can be found in the Catalog and on the College website.

### **Transfer Policies**

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).7

College of Alameda is in compliance with the Accrediting Commission for Community and Junior College (ACCJC) policy on transfer of credits. Policies and procedures for transfer credits for incoming students are published in the College Catalog and on the College website ([FC.2](#)). Requirements for international students are published on the International Student program website ([FC.3](#)).

The College maintains numerous articulation agreements with institutions of higher education for students transferring from College of Alameda. The College Catalog and Transfer Center website contain information about articulation agreements as well as various transfer agreements ([FC.2](#)). The Transfer Center staff routinely hold transfer workshops and events to inform students about the many transfer opportunities and provide assistance with applications, requirements and processes ([FC.4](#)).

### **Distance Education and Correspondence Education**

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

College of Alameda defines Distance Education in Administrative Procedure (AP) 4105, outlines the procedures for creating distance education courses, and provides for certification of courses for online delivery ([FC.5](#)). The policy is enacted through the Peralta Program and Course Approval Handbook, required training, and through the Peralta Federation of Teachers (PFT) contract ([FC.6](#)). College compliance with this eligibility requirement is further explored in Standard II.A.2, Standard II.A.7, Standard I.C.8, and Standard III.C.1. Regular and substantive interaction with the instructor and student is required in Distance Education and outlined in the Distance Education Addendum to the Course Outline of Record ([FC.7](#)) The College applies standard practices for verifying the identity of students, including a password protected sign-on system ([FC.8](#)).

### **Student Complaints**

Regulation citations: 602.16(a)(1)(ix); 668.43

College of Alameda is committed to an educational environment free from interference and disruption, fostering equity and mutual respect. College Administrative processes provide students the opportunity to file complaints under the following areas:

- Prohibition of Harassment
- Grade Changes and Student Grievance Procedures
- Student Standards of Conduct, Discipline Procedures and Due Process
- Student Rights and Grievance Procedure
- Disabled Students Programs and Services
- Nondiscrimination
- Sexual Assault Procedures

([FC.9](#))

### **Institutional Disclosure and Advertising and Recruitment Materials**

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

College of Alameda complies with the Accrediting Commission for Community and Junior College (ACCJC) policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status. The College provides accurate, timely, and appropriately detailed information regarding its Mission, programs, services, locations, and learning outcomes. Communication occurs in a variety of ways, including such print publications as the College Catalog, individual program brochures, and online on the College website and instruction related publications such as course outlines and syllabi ([FC.10](#), [FC.11](#))

Depending on the type and relevancy of the information, responsibility for the accuracy of information, the President, Student Services and the Instruction offices ensure precision.

Information regarding the College accreditation status is located on the College website and in the College Catalog. The College lists all externally accredited programs and their accrediting agencies on the College accreditation website ([FC.12](#), [FC.13](#), [FC.14](#), [FC.1](#), [FC.11](#))

### **Title IV Compliance**

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.

College of Alameda undergoes an external audit annually and ensures compliance with Title IV financial operation. Peralta Community College District (PCCD), in collaboration with the College completes and submits the Fiscal Operations and Application to Participate (FISAP) Report annually in compliance with federal guidelines. The College is authorized to receive and disburse Title IV funds to qualifying students. The College went through a Federal Program Review Audit by the United States Department of Education (DoED) in 2015 and incorporated the recommendations as a result of this audit. The College maintains compliance with Title IV and the United States Department of Education (DoED) considers the Program Review officially closed.



# **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**





## G. Institutional Analysis

### **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a Mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### **I.A. Mission**

*I.A.1. The Mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

#### **Mission Statement**

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

#### **Vision Statement**

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

The vision leads the College pursuit of three themes: academic excellence, budgetary competence and community engagement ([I.A.1-1](#)).

#### **Evidence of Meeting the Standard**

**College of Alameda Mission and vision statements describe the College broad educational purposes and defines the intended student population, types of degrees and credentials offered and a commitment to student learning and student achievement ([I.A.1-1](#)).** The College of Alameda Mission is appropriate for an institution of higher education.

The College Mission and vision address educational objectives for the College diverse student population and commits to providing comprehensive programs including academic degrees and certificates, associate degree in transfer, basic skills and workforce development. The Mission defines the College intended student population as its diverse community. College of Alameda serves a diverse community of students from the local service area as well as students from the larger Bay Area, out-of-state and from other countries. The College commitment to student

learning and achievement is evident in the phrase, “committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world” ([I.A.1-2](#)).

The College Mission was reaffirmed in spring 2020 through College participatory governance committees ([I.A.1-3](#)). The Peralta Community College District (PCCD) Board of Trustees approved the College Mission ([I.A.1-4](#)).

## **Analysis and Evaluation**

The College of Alameda Mission, “to serve the educational needs of its diverse community”, broadly addresses the College educational purposes and targeted student population. Curriculum and course offerings are designed to provide students with foundational knowledge and learning that will prepare them to advance their careers, transfer to a four-year College or university and become world citizens.

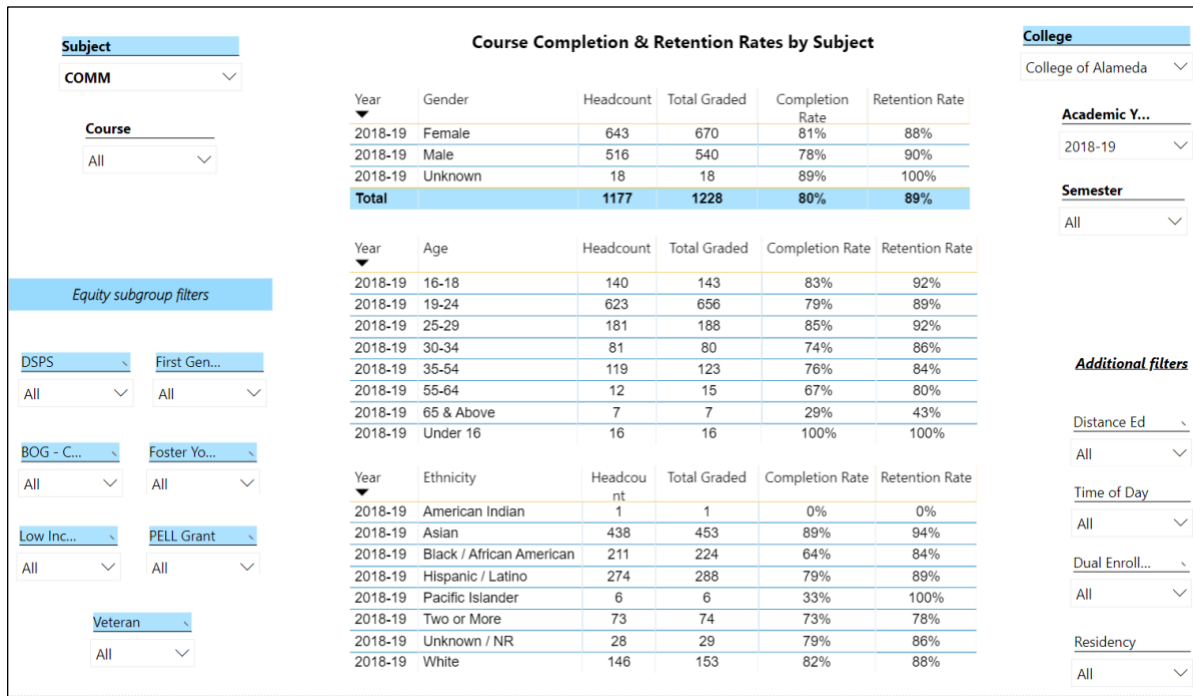
*I.A.2. The institution uses data to determine how effectively it is accomplishing its Mission, and whether the Mission directs institutional priorities in meeting the educational needs of students.*

## **Evidence of Meeting the Standard**

**College of Alameda uses data to determine how effectively it is accomplishing its Mission, and whether the Mission directs institutional priorities in meeting the educational needs of students.** College of Alameda consistently collects and assesses data as evidenced in the college Educational Master Plan ([I.A.1-5](#)). By assessing current and historical student population data, challenges and resources needs are identified to support student learning and achievement. Examples of College data driven planning are the comprehensive program review, the Student Equity Plan, the Enrollment Management Framework 2020-2021 and the College Full Time Equivalent Faculty (FTEF) allocation matrix ([I.A.1-6](#), [I.A.1-7](#), [I.A.1-8](#)).

Student enrollment data trends and learning outcomes data are examined by faculty through the comprehensive program review and annual program update process ([I.A.1-9](#)). Instructional faculty examine student course completion rates, student course retention rates, enrollment trends, awarded degrees and certificates, and transfer rates. Faculty access data dashboards developed by Peralta Community College District (PCCD) Institutional Research Office and the college Office of Institutional Effectiveness. College data dashboards include filters to disaggregate data by gender, race, special populations, or by mode of instruction. Filters allow for critical assessment in identifying and addressing disproportionate groups by course and instructional program ([I.A.1-10](#)).

Figure 1A.1. Program Review Dashboard – Course Completion & Retention Rates

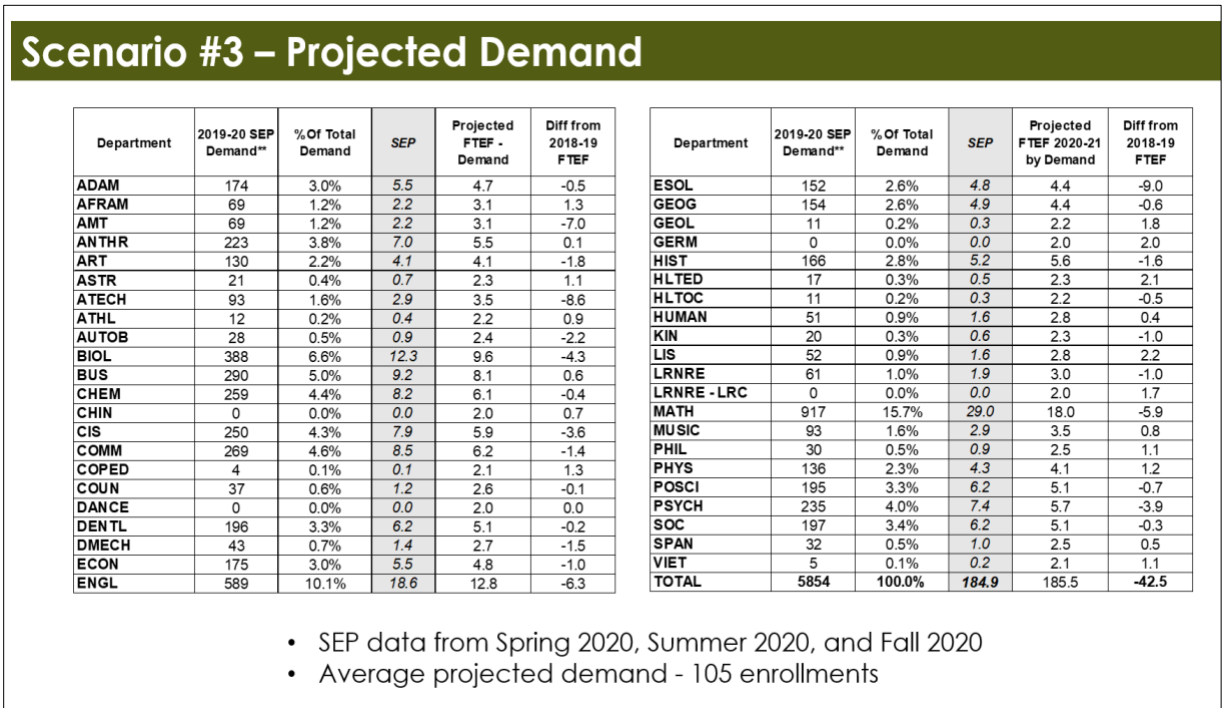


Source: Peralta CCD, Academic Affairs, Program Review Dashboards

Developed through a yearlong, inclusive process involving students, classified professionals, faculty, and administrators, the College of Alameda 2019 Student Equity Plan analyzed 2016-17 data to assess five metrics identified by the California Community College Chancellor’s Office (CCCCO). Using percentage point gap analysis and the proportionality index (pi) analysis, disaggregated subgroups of the student population were compared to the overall student population to identify equity gaps around access, completion of transfer-level English and math within the first year, persistence, transfers to four-year institutions and overall goal completion. Launching College-wide equity systemic change, the Student Success committee, now referred to as the Student Equity and Achievement committee, aligned metrics to college equity goals developed activities to address and close equity gaps. Data and activities are assessed every spring for continual improvements (I.A.1-11).

In spring 2020, College of Alameda administrators and faculty collaborated to develop the Full Time Equivalent Faculty (FTEF) allocation matrix using data to assess trends in enrollment over the past three years, productivity, demand of course offerings utilizing student education plans, course success rates, and the number of degree and certificates awarded. This approach fostered critical dialogue to impact course scheduling and offerings with the intent of addressing student scheduling and student curriculum needs (I.A.1-12).

Figure 1A.2. CoA Enrollment Management – FTEF Allocation Scenarios 2020-21



Source: CoA Institutional Effectiveness, Strategic Planning

### Analysis and Evaluation

College of Alameda uses data to determine effectiveness in accomplishing the college Mission, and whether the Mission directs institutional priorities in meeting the educational needs of students.

*I.A.3. The institution’s programs and services are aligned with its Mission. The Mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

### Evidence of Meeting the Standard

**College of Alameda ensures college programs and services are aligned with the Mission through program review and outcomes assessment as well as regular data analysis and planning through the governance structure.** These processes are discussed in Standard I.B. and I.C.; this section focuses on the College ensuring programs and services are aligned with the Mission. The College Mission guides college-wide decision-making, learning and resource allocation and informs college goals for student learning and achievement.

The College Mission informs goals as evidenced in the Educational Master Plan (EMP). The Educational Master Plan aligns with the strategic planning processes and integrated planning at the college. The EMP was developed and organized around the College values and Mission and

represents “enduring beliefs or principles that the College’s individuals hold in common and endeavor to put into action.” The EMP is comprised of goals and objectives and supported by core data indicators that demonstrate how the College is meeting the Mission ([I.A.1-13](#)). The Educational Master Plan ensures the Peralta Community College District (PCCD) strategic goals and the College strategic goals align ([I.A.1-13](#)).

All major projects and developments occur through the College and district-wide planning processes and are linked to the College Mission. For example, the College Vision for Success 2022 goal alignment was reviewed to ensure agreement with the College Mission ([I.A.1-14](#)).

**College participatory governance committees and decision-making bodies align key decisions including resource allocations with the Mission and the College commitment to student learning and student achievement.** The Mission informs all College goals through the integrated program review and planning processes. During program review, departments analyze data and evaluate their strengths and areas of growth. Incorporating reflection of program alignment with the Mission ensures College-wide alignment. All programs funded through general funds, categorical funds, or restricted lottery and equipment funds engage in program review to analyze each program annually and request resources according to data driven planning. All funding sources are allocated based on integrated planning and alignment with the College Mission and goals and priorities ([I.A.1-15](#)).

As part of the curriculum approval process, new and updated courses meet several criteria including: support of the College Mission, connection to institutional learning outcomes, creation of measurable student learning outcomes, promoting the development of foundational knowledge and learning and academic rigor ([I.A.1-16](#)). The inclusion of “support for the College Mission” in the curriculum approval process demonstrates how faculty align the Mission to decision-making process for new and updated courses.

## **Analysis and Evaluation**

College of Alameda decision-making, program planning across components, and integrated resource allocation processes assure alignment with the College Mission. Programs and services are reviewed on an ongoing basis using both quantitative and qualitative data to ensure the needs of all College of Alameda students are met and the Mission is upheld. Goals for student learning and achievement as well as District-wide decisions and developments all align with the campus’ Mission.

*I.A.4. The institution articulates its Mission in a widely published statement approved by the governing board. The Mission statement is periodically reviewed and updated as necessary. (ER 6)*

## **Evidence of Meeting the Standard**

**The College of Alameda Mission is articulated and widely published.** The College Mission statement appears on the College website, in the College Catalog, the Educational Master Plan, and other College publications ([I.A.1-17](#), [I.A.1-2](#), [I.A.1-19](#)). There is a link to the Mission in the footer of the College website, regardless of the department or program webpage, the Mission is one click away ([I.A.1-20](#)). The Mission is prominently displayed in selected buildings on

campus, including larger rooms where many of the College participatory governance committees routinely meet.

**After each review of the College Mission Statement, the Peralta Community College District (PCCD) Board of Trustees approves the revised statement.** The College reviews the Mission statement during each Educational Master Planning process. College of Alameda reaffirmed the Mission following review through the College participatory governance structure and was approved by College Council on February 26, 2020 ([I.A.1-21](#)). A more extensive process will occur in spring 2021 through the Educational Master Planning development processes. The PCCD Board of Trustees approved the reaffirmed College Mission during the March 10, 2020 meeting ([I.A.1-22](#)).

### **Analysis and Evaluation**

College of Alameda articulates its Mission in a widely published statement approved by the governing board. The Mission statement is periodically reviewed and updated as necessary. The College of Alameda Mission statement is published on the College website, in key documents, and in key campus locations where shared governance committees meet, ensuring that it is visible both to the public and where internal decision-making occurs. The Mission statement review process is broad-based and conducted within the College participatory governance committees and councils.

### **Conclusions on Standard I.A. Mission**

The Mission statement broadly addresses the College educational purpose and commitment to student learning and achievement. The Mission provides guidance for all College services, programs, goals, and standards of success. To determine how well the College is achieving its educational Mission, student achievement data (i.e., course completion, persistence, transfer, degree and certificate completion), student learning and service area outcomes are regularly collected and analyzed. Faculty, staff and administrators use data to inform planning and budgeting decisions.

Disaggregated data is used to identify barriers to success for equity identified student populations. New programs, services and practices to mitigate barriers and close the achievement gap are included in the College Student Equity Plan. The application of analyzed data to short-term and long-term planning demonstrates campus wide efforts to align goals, activities and curriculum to the College Mission and institutional priorities.

Through the comprehensive and annual program review process and curriculum review process for new and updated courses faculty, staff and administrators demonstrate how their program or service area aligns to the College Mission.

The Participatory Governance handbook describes the Integrated Planning and Budgeting process. Integrated planning and budgeting documents listed under the College Planning Documents webpage demonstrating integrated planning and budgeting connected to identified goals, outcomes and priorities.

A thorough review of the current Mission statement was completed in 2009. Since 2009 the Mission, vision and value statement has been reviewed and re-affirmed twice: fall 2014 and spring 2019. The College of Alameda will conduct a College-wide Mission statement review in spring 2021 through the Educational Master Planning process.

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### *Academic Quality*

*I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

### **Evidence of Meeting the Standard**

**College of Alameda engages in structured, and regular, collegial dialog and uses analysis of evidence, data and research in the evaluation of student learning and achievement.**

College of Alameda engages in substantive, and structured dialogue regarding outcomes assessment including Student Learning Outcomes (SLO) and Student Area Outcomes (SAO), which, occurs at the program, department, and campus wide level. Student support services engage in dialogue with the student services division Student Learning Outcomes Assessment Coordinator (SLOAC) regarding the SAO to be assessed each year, method for assessment and results. Department dialogue results in program improvements ([I.B.1-1](#)). Instructional faculty discuss assessment results in department meetings and document discussion any resulting plans for improvement in CurriQunet ([I.B.1-2](#)).

Faculty and classified professionals discuss outcomes assessment at department meetings, flex day workshops and at fall 2020 Assessment Days ([I.B.1-3](#)). Dialogue about program performance is embedded in the program review process along with an analysis of outcomes assessment ([I.B.1-4 p 4-7](#), [I.B.1-5 p 26-35](#) ).

The College Curriculum Committee ensures all course outline of records include student learning outcomes and that all degrees and certificates have defined program outcomes and it engages faculty in dialogue.

**Student equity is incorporated into discussions of student learning and achievement and is institutionalized through participatory governance committees, flex day presentations and through the program review process.** The College maintains continuous, substantive, and sustained dialogue regarding student equity in the Student Equity and Achievement (SEA) participatory governance committee (previously Student Success committee (SSC)). The SEA committee facilitates and implements equity work on campus and focuses equity planning to achieve the College Mission of meeting the education needs of the diverse community and to close achievement gaps ([I.B.1-6](#)).The committee regularly reviews data as well as goals and activities and follows up regarding progress. The SEA Committee is responsible for creating and maintaining the College equity plan. The President presents equity data during flex day

presentations ([I.B.1-7](#)). The SEA committee regularly reports progress to College Council and provides updates on goals and achievement ([I.B.1-8](#)).

Equity efforts throughout the College are integrated through initiatives including AB-705 implementation, Guided Pathways, learning communities and Title V, Hispanic Serving Institution (HSI) grant projects ([I.B.1-9](#), [I.B.1-10](#)). Data driven analysis and dialogue regarding equity, led to the College successful application for a Federal Title V Hispanic Serving Institute Grant (HSI). The Adelante con Comunidad, Excelencia, Sabiduria y Oportunidad (ACCESO) program and Puente program are designed to improve Latinx student academic success and persistence. Program goals are evaluated annually to ensure progress towards closing the achievement gaps ([I.B.1-11](#)).

**College of Alameda demonstrates sustained, substantive and collegial dialogue about academic quality** through the Curriculum Committee and program review process. College of Alameda Curriculum Committee reviews all new course and program proposals and ensures faculty update their course outlines of record for content, rigor, quality, innovation, and relevance to the needs of the College and community ([I.B.1-12](#))

Vigorous evaluation and assessment of academic quality for courses and programs occurs during the program review process, including outcomes assessment, data review and in dialogue amongst faculty ([I.B.1-13](#))

**College of Alameda demonstrates sustained, substantive and collegial dialogue about institutional effectiveness and continuous improvement in support of student learning and achievement.** The Institutional Effectiveness Committee (IEC) provides a platform for continuous dialog on institutional effectiveness along with the Student Equity and Achievement (SEA) committee and College Council. The IEC committee ensures the College maintains ongoing and systematic institutional processes and practices including the planning, identification, and measurement of outcomes across all institutional units. In 2014 the College engaged in a robust, college-wide strategic planning process to develop the 2016-2021 Educational Master Plan (EMP) and developed goals, which are evaluated and updated annually ([I.B.1-14](#)). The updated goals are included in the College of Alameda Vision for Success 2022 alignment matrix ([I.B.1-15](#)). As goals are evaluated and updated, they are reviewed and approved by College Council ([I.B.1-16](#)). The focus of collegial dialogue across the College is focused on institutional effectiveness and continuous improvement in support of student learning and achievement.

Institutional effectiveness assessment and continuous improvement collegial dialogue occurs through Guided Pathways work, Career Education Advisory Committees, Department Chair meetings and Flex Day presentations. College of Alameda goals are set, evaluated and plans for improvement implemented ([I.B.1-17](#), [I.B.1-18](#)).

In fall 2020, the Director of Research and Planning developed dashboards to support ongoing and substantive data driven and collegial dialogue regarding institutional effectiveness and continuous improvement ([I.B.1-19](#)).



## Analysis and Evaluation

The College is engaged in sustained, substantive, and collegial dialogue about outcomes assessment, student equity, academic quality, institutional effectiveness and continuous improvement within and outside of the participatory governance structure. In both student services and instruction, department level dialogue occurs regarding outcomes assessment, equity and student learning and achievement leading to continuous quality improvement. Department-level outcomes assessment, curriculum review and program reviews as well as enrollment management matrices are central to dialogue in Instruction. A robust dialogue occurs throughout the participatory governance structure.

*I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

## Evidence of Meeting the Standard

**College of Alameda defines and assesses outcomes assessment including student learning outcomes and service area outcomes for instruction as well as student learning and support services.** Student Learning Outcomes (SLO) and Service Area Outcomes (SAOs) are developed and assessed for all courses, instructional programs and student and learning support programs. Program Learning Outcomes (PLO) and SAOs are mapped to College Institutional Learning Outcomes (ILO), serve as a college-wide assessment and are to assess the efficacy of the College Mission ([I.B.2-1](#), [I.B.2-2, p.314](#), [I.B.2-2, p.72](#), [I.B.2-3](#)).

The College dedicated faculty Student Learning Outcomes and Assessment Coordinators (SLOACs) support faculty and classified professionals in each instruction and student and learning support services department based on the College continuous three-year outcomes assessment cycle ([I.B.2-7](#)).

Program Learning Outcomes (PLO) are assessed by mapping course student learning outcomes on a three-year cycle and are documented in department program reviews [I.B.2-4](#), [I.B.2-5](#), [I.B.2-6](#) . The Director of Institutional Research and Planning, in collaboration with the Student Learning Outcomes Assessment Coordinators (SLOACs) and the Institutional Effectiveness Committee (IEC), assess the Institutional Learning Outcomes (ILO) based on the program mapping.

## Analysis and Evaluation

College of Alameda defines and assesses student learning outcomes for all instructional programs and student and learning support services. The College conducts outcomes assessment on a three-year cycle for both student and learning support services. College of Alameda instructional departments and student learning and support programs update Student Learning Outcomes, Service Area Outcomes and Program Learning Outcomes annually.

*I.B.3. The institution establishes Institution Set Standards for student achievement, appropriate to its Mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

## **Evidence of Meeting Standard**

**College of Alameda establishes Institution Set Standards for student achievement, appropriate to its Mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.** College of Alameda updates Institution Set Standards (ISS) annually and connects them to Institutional Effectiveness Indicators and other Key Performance Indicators (KPIs) including the California Community College Student Success Metrics, Vision for Success Goals, Guided Pathways momentum points, and the United States Department of Education (DoED) College Scorecard ([I.B.3-1](#), [I.B.3-2](#), [I.B.3-3](#), [I.B.3-4](#), [I.B.3-5](#)) . College-level Institution Set-Standards evaluate:

- Student Course Completion (Success)
- Student Persistence at CoA (Fall to Fall)
- Student Persistence at CoA (Fall to Spring, Spring to Fall)
- Student Degree Completion
- Student Transfers
- Student Certificate Completion

The College original rule for setting Institutional Set Standards (ISS) was to meet or exceed the prior five-year average (arithmetic mean) ([I.B.3-6](#)). In 2017, the College shifted to setting goals to meet or exceed one standard deviation above the mean, using the prior five years to be consistent with emerging practice to encourage stretch goals ([I.B.3-7](#), [I.B.3-8](#)).

The Institutional Effectiveness Committee (IEC), led by the Director of Research and Planning and a faculty co-chair annually review data, analyze and discuss the Institution Set Standards (ISS) and make modifications ([I.B.3-8](#)). The Institution Set Standards (ISS) are then reported to College Council along with an analysis of the data, if the standards are being met and if not the plan of action to meet them. College Council approves the ISSs and recommends them to the College President ([I.B.3-9](#)).

**College of Alameda publishes the Institution Set Standards on the Institution Effectiveness Webpage.** The institution effectiveness webpage includes the current Institution Set Standards (ISS) as well as the current ones with defined methodology. The ISS were shared at a flex day presentation to broaden the College understanding of priorities. ([I.B.3-10](#), [I.B.3-11](#))

## **Analysis and Evaluation**

The College established Institution Set Standards (ISS) for student achievement in alignment with the Mission and progress that are reviewed and updated annually by the Director of Research and Planning and the Institutional Effectiveness Committee (IEC). ISS are assessed and revised annually and are published on the College Institutional Effectiveness webpage

*I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

## **Evidence of Meeting Standard**

**The College instructional and support services departments analyze assessment data and organizes processes to support student learning and achievement.** Varied forms of assessment data collection and analysis drive College planning to improve student learning and student achievement. The institution set standards, outcomes assessment, campus surveys, the Community College Survey for Student Engagement (CCSSE), data dashboards and enrollment management matrices all inform institutional planning ([I.B.4-1](#), [I.B.4-2](#)). The College governance handbook organizes processes of participatory governance for planning and resource allocation to ensure student services and instructional departments analyze data and engage in dialogue in support of student learning and student achievement ([I.B.4-3](#)).

Comprehensive program review is an example of the College organization of regular and sustained data usage in instruction and student services departments in support of student learning and achievement. Each department analyzes data annually and completes an annual unit plan or comprehensive program review based on the College three-year cycle ([I.B.4-4](#)). Program review incorporates student success data, equity data as well as outcomes assessment data and promotes department-wide dialogue and planning in support of student learning and achievement ([I.B.4-5](#)).

The 2019-2020 College enrollment management matrix used to allocate Full Time Equivalent Faculty (FTEF) resources to departments is an example of incorporating student success data with resource allocation ([I.B.4-6](#)). The matrix integration strengthens and organizes a division wide process to support student learning and achievement.

College of Alameda regularly uses surveys as data points for analysis and review in program planning. In October 2017, the College distributed the Community College Survey of Student Engagement (CCSSE) to 649 students ([I.B.4-7](#)). CCSSE results were presented to the College community with findings aimed to assist programs and departments reevaluate their practices ([I.B.4-8](#)). Findings included information about respondent's email use and internet access, academic challenges, faculty and student interaction experiences, and student services use. Data was shared with College constituency groups and made available for program review analysis. The College planned to distribute the CCSSE in 2020 however due to the pandemic, moved the survey distribution to spring 2021.

## **Analysis and Evaluation**

College of Alameda uses a myriad of assessment data and organizes institutional processes in support of student learning and achievement. The College uses a comprehensive program review process that incorporates institution set standards, outcomes assessment; score card and data dashboard elements to assess student learning and achievement. The College utilizes a robust participatory governance process to ensure all constituency groups area included in the assessment of data in support of student learning and achievement.

## Institutional Effectiveness

*I.B.5. The institution assesses accomplishment of its Mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

### Evidence of Meeting Standard

**College of Alameda assesses accomplishment of its Mission through a continuous cycle of improvement in the annual program review process and evaluation of goals and objectives.**

Goals and objectives are evaluated to ensure alignment with the College Mission and the Educational Master Plan (EMP), strategic enrollment management plan and Vision for Success 2022 goal alignment to provide updates to Student Learning Outcomes and Service Area Outcomes, to assess equity gaps and how to close them, to highlight program strengths and challenges, and emphasize program needs and priorities ([I.B.5-1](#), [I.B.5-2](#)). Under the guidance of the Institutional Effectiveness Committee, a team of College constituents validates program reviews and annual program updates to ensure the analysis of data is robust and planning elements are met ([I.B.5-3](#)). The Director of Research and Planning and the Institutional Effectiveness Committee (IEC) oversees the process.

**College of Alameda instructional program review includes a robust analysis of Student Learning Outcomes (SLO) and achievement data.** Faculty assess student learning outcomes for all offered courses and include the results and resultant improvements in annual unit plans or comprehensive program reviews. Program Learning Outcomes (PLO) assessment is incorporated into program reviews where appropriate. Student achievement data is disaggregated and analyzed with the goal of mitigating achievement gaps and improving student learning and achievement overall ([I.B.5-4](#)).

**Student support service departments conduct data analysis through comprehensive program review in support of student learning and achievement.** Outcomes assessment data, satisfaction surveys, the Community College Survey of Student Engagement (CCSSE), and student achievement data are analyzed to improve student learning and achievement and incorporated into student support services comprehensive program reviews and annual unit updates ([I.B.5-5](#)).

**Quantitative and qualitative data is disaggregated by type and mode of delivery across the College.** A combination of quantitative and qualitative data is utilized in program review analysis in instruction and student support services. Qualitative data combined with quantitative data supports a holistic and more complete data analysis in support of student learning and achievement ([I.B.5-6](#)). The CCSSE is one form of qualitative data used in the development of the Educational Master Plan ([I.B.5-7](#)). An example of disaggregated data is the College course completion data dashboard launched in fall 2020 ([I.B.5-8](#)).

## Analysis and Evaluation

College of Alameda assesses accomplishment of its Mission through comprehensive program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Instruction and student support service departments use disaggregated quantitative and qualitative data for analysis by program type and mode of delivery and documents it through the comprehensive program review process.

*I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

## Evidence of Meeting Standard

**College of Alameda disaggregates and analyzes learning outcomes and achievement for subpopulations of students.** Student learning outcomes captures course and program data for instruction departments and when possible data is disaggregated by student subpopulation ([I.B.6-1](#)). Service area outcomes are assessed for student services and learning support departments and are often disaggregated by student subpopulation. For example, in fall 2019 Extended Opportunity Programs & Services (EOPS) utilized student persistence data and based on analysis, the EOPS team observed performance gaps among subpopulations including African American and Latinx males served ([I.B.6-2](#)). As a result of analysis, EOPS plans to increase student interaction and foster collegial sharing of information and ideas to increase student engagement.

**Through the statewide Student Equity Planning initiative, the College analyzed achievement data for subpopulations of historically underrepresented student groups in higher education to ensure they have an equal opportunity for access, success, and transfer.** Through the Student Equity and Achievement data review and analysis achievement gaps were identified for several groups and after analysis, a plan of action was developed with goals, which were aligned with the college mission and Vision 2022 ([I.B.6-3](#)). Ongoing data collection for analysis is found through the college data dashboards on the CoA website ([I.B.6-4](#)).

**When the college identifies performance gaps, it implements strategies, which may include allocation or reallocation of resources to mitigate those gaps.** While data collection and analysis in relation to mitigating performance gaps takes place in the Student Equity and Achievement (SEA) Committee, in response to achievement gaps for African Americans, particularly males, the college rebooted the UMOJA learning community with the goal of increasing retention, persistence, success and transfer for African American students ([I.B.6-5](#)). Fiscal and human resources as well as facilities were allocated to launch develop and implement the UMOJA program Fall 2019. The UMOJA program assesses student outcomes and conducts program reviews to assess effectiveness and efficacy in meeting goals and in support of student learning and achievement and mitigating performance gaps ([I.B.6-6](#)).

In response to AB705 and to mitigate performance gaps, CoA math faculty revised curriculum and developed co-requisite classes offered in 2019 with the goal of increasing student success and to eliminate basic skills classes. Faculty collected disaggregated data regarding student learning and achievement for student subpopulations in AB 705 co-requisite Math classes and shared the analysis with math faculty across the district as well as other instructional disciplines ([I.B.6-7](#), [I.B.6-8](#)). The data indicated pedagogical and curriculum changes led to increased success for disproportionately impacted student populations ([I.B.6-9](#)). The college expanded math co-requisite offerings and continues to analyze and document results ([I.B.6-10](#)).

## **Analysis and Evaluation**

College of Alameda disaggregates and analyzes learning outcomes and achievement data for sub-populations of students. Performance gaps lead to the development and implementation of strategies. The College reallocates human, fiscal and other resources to mitigate performance gaps and evaluates the strategies through program review processes.

*I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of Mission.*

## **Evidence of Meeting Standard**

**College of Alameda and Peralta Community College District (PCCD) regularly evaluate policies to ensure their effectiveness in supporting academic quality and accomplishment of the College Mission.** College of Alameda and PCCD update and evaluate policies and procedures on a regular and as-needed basis. PCCD receives legal updates on Board Policies (BPs) and Administrative Procedures (APs), from a service provided by the Community College League of California to address new laws and regulations, legal opinions, and questions from all community College subscribers. Information is disseminated in April and November each year to the Colleges and the Peralta Community College District Board of Trustees reviews all policy changes and approves them prior to update per BP2410 ([I.B.7-1](#)). An example of a review, off-schedule is related to Federal Title IX regulations released in August 2020. The District with input from the College Title IX officers reviewed and updated existing Title IX policies and administrative procedures in compliance with new regulations ([I.B.7-2](#)). All current Board Policies and administrative procedures are accessible on the Peralta Board of Trustees webpage and includes the dates of review and updates ([I.B.7-3](#)).

**College of Alameda regularly evaluates practices, processes and cycles for program review and participatory governance structures in supporting academic quality and the accomplishment of the Mission.** The College Institutional Effectiveness Committee (IEC) maintains a set of ongoing institutional processes and practices including outcomes assessment for instruction and student support services as well as a comprehensive program review process for all institutional units ([I.B.7-4](#), [I.B.7-5](#)). The Director of Research and Planning and the IEC review the program review process for effectiveness, set the timeline and the online platform. The College utilized a Peralta Community College District (PCCD) online program review module in 2019; however after evaluation, it is utilizing a word template for 2020 ([I.B.7-6](#)).

Program reviews and annual unit plans undergo validation and if additional work is needed, departments are contacted for updates to ensure effectiveness and analysis of academic quality and Mission alignment.

The College Curriculum Committee reviews and approves instructional courses and programs including noncredit offerings to assure academic quality and Mission alignment. The Curriculum Committee oversees all curricular matters including regular course outline review and assures each course outline includes defined student learning outcomes ([I.B.7-7](#)).

Through annual participatory governance committee Mission and goal review, each College committee evaluates its effectiveness in support of instruction and student and learning support services as well as student learning and achievement. One example is the Student Success Committee which in 2019, received College Council approval to change its name to the Student Equity and Achievement (SEA) committee and focus on reviewing and analyzing student equity and achievement data ([I.B.7-8](#), [I.B.7-9](#)). The name change aligned with the College Mission as well as the Statewide integration of the Student Success and Support Program, Student Equity and Basic Skills programs and funding ([I.B.7-10](#))

**The College regularly evaluates its resource management to assure effectiveness in supporting academic quality and accomplishment of the Mission.** The College budget is allocated by the Peralta Community College District (PCCD) finance office based on the PCCD Budget Allocation Model (BAM). The PCCD Planning and Budget Council participatory governance committee reviews, evaluates and makes recommendations regarding the PCCD BAM to ensure academic quality and alignment with the Mission. The College engages in a similar process and early 2020, created a new Full Time Equivalent Faculty (FTEF) allocation process for all instructional disciplines ([I.B.7-11](#)). The new allocation model analyzes student achievement data points such as retention in addition to traditional measures such as enrollment and productivity and increased resource management alignment with academic quality as well as accomplishment with the Mission.

## **Analysis and Evaluation**

College of Alameda and Peralta Community College District (PCCD) regularly evaluates policies and practices across the institution to assure effectiveness in support of academic quality and accomplishing the College Mission. Through the comprehensive program review process and outcomes assessment instructional and student and learning support services are regularly evaluated for their effectiveness in supporting academic quality and accomplishment of the Mission. Resource management is a PCCD and College of Alameda function and the College regularly reviews processes to ensure academic quality and in support of student learning and achievement.

*I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

### **Evidence of Meeting the Standard**

College of Alameda broadly communicates the results of assessment and evaluation activities to ensure internal and external constituency groups hold a shared understanding of strengths and areas for growth and set appropriate priorities. The College most comprehensive form of communication of assessments and evaluation is the College website. The institutional effectiveness webpage includes College Institution Set Standards, student learning outcomes assessment, program review, 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. Through the College website internal constituency groups are able to access data elements to analyze for planning in support of student learning and achievement ([I.B.8-1](#)).

Flex Day presentations serve as opportunities for college-wide communication and the President regularly presents data analysis, strengths and areas for growth as well as updates regarding reports and College initiatives to ensure there is a broad and shared understanding ([I.B.8-2](#), [I.B.8-3](#)). Flex day workshops are evidence of college-wide data analysis and report communication leading to goal setting and planning priorities ([I.B.8-4](#)).

Through participatory governance committees including the Institutional Effectiveness Committee (IEC), Student Equity and Achievement (SEA) committee and College Council, communication regarding data, analysis is a standard agenda item leading to a shared and broad understanding as well as strategizing and short term and long range planning for institutional priorities ([I.B.8-5](#), [I.B.8-6](#)).

The President's annual community Roundtable meetings serve as a form of communication to external constituency groups where College data and updates are shared with the goal of enhanced partnerships in support of student learning and achievement ([I.B.8-7](#)). The College newsletter, the *Splash*, includes updates regarding department highlights, institutional planning, and ways to become involved in College-wide initiatives ([I.B.8-8](#)).

### **Analysis and Evaluation**

College of Alameda broadly communicates the results of all assessments and evaluation activities to ensure constituency groups hold a shared understanding of strengths and areas for growth and set appropriate priorities. The College publishes assessment and evaluation data on our Institutional Effectiveness webpage, planning reports, during flex/professional development presentations and when appropriate, and in the College monthly newsletter *Splash*.



*I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its Mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

## **Evidence of Meeting Standard**

**College of Alameda engages in continuous, broad based, systematic evaluation and planning led in part by the Institutional Effectiveness Committee (IEC).** The IEC is charged with oversight of college-wide, data-driven, planning processes including the educational master planning, enrollment management, and program review. Each of these processes engages College constituency groups in short term and long-range planning. The College of Alameda governance handbook details the College governance and planning structure and delineates the charge of each governance committee ([I.B.9-1](#)). The IEC oversees the educational master planning process as well as annual goal analysis. The current College Educational Master Plan includes goals from 2015-2020 and the College will launch an Educational Master Planning process in spring 2021 ([I.B.9-2](#)). IEC provides guidance on the process and the timeline for program review. All instruction and student support programs are on a three-year cycle and complete a comprehensive program review with annual program, updates as follow up ([I.B.9-3](#)). Incorporated into program review is annual outcomes assessment. All departments assess student learning outcomes or service area outcomes on an annual and per the three-year cycle ([I.B.9-4](#)).

**College of Alameda integrates program review, planning, resource allocation, (and strategic and operational plans) into a comprehensive process leading to accomplishment of the College Mission and improvement of institutional effectiveness and academic quality.** Evidence of integrated planning and resource allocation with program review and data-driven decision-making at the core is the Educational Master Plan (EMP) as well as the integrated Technology and Facilities Plan. Each plan is data driven and includes short term and long-range goals. ([I.B.9-5](#)). College of Alameda long-term planning documents define College broad goals and supports for data driven resource allocation. The College Mission is central to institutional improvements, academic quality in support of student learning and achievement. Human resource allocation is based on program reviews where classified professionals and faculty engage in a robust data review leading to program improvements and resources needed to ensure the College is meeting the Mission ([I.B.9-6](#), [I.B.9-7](#)). Program review and analysis of student achievement data leads to adjusted resource allocations. An example is the 2020 Full Time Equivalent Faculty (FTEF) allocation matrix based on course and department productivity as well as student success factors such as retention ([I.B.9-8](#))

## **Analysis and Evaluation**

College of Alameda has a robust, broad based and systematic planning and resource allocation process. Program review, planning, and resource allocation are integrated into a comprehensive process that leads to accomplishment of its Mission and improvement of institutional effectiveness and academic quality. College planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

## **Conclusion on Standard I.B.**

College of Alameda demonstrates sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement both informally and formally throughout the College. The College defines and assesses student learning outcomes for all instructional programs and student and learning support services based on a three-year cycle. The College establishes and evaluates Institution Set Standards for student achievement for continuous improvement. College of Alameda uses assessment data and organizes all processes to support student learning and student achievement and assesses accomplishment of its Mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. The College utilizes quantitative and qualitative data to analyze student learning and achievement and to ascertain disproportionate impacted groups to then plan and implement strategies to better support student success. As the College assesses programs, allocation or reallocation of human, fiscal and other resources occurs to mitigate those gaps found through the analysis. The College engages in long-range and short-term planning and regularly assesses the effectiveness of its Mission. Program review is integrated into College-wide planning and resource allocation. College of Alameda broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

## **I.C. Institutional Integrity**

*I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its Mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

## **Evidence of Meeting the Standard**

**College of Alameda assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel and external organizations through the College Catalog, class schedule and the website.** The College engages in systematic review of the Catalog, class schedule and website. The Catalog was reviewed, updated and published every two years however, since 2019, the College reviews and updates the Catalog annually. A Catalog committee comprised of faculty, classified professionals and administrators, assigned by position, reviews each section of the Catalog and edits as needed. The final document is printed and published online. The College website is regularly reviewed by each department where College employees regularly update information for clarity, accuracy and integrity. The College Mission statement is discussed in depth in Standard I.A. and the accessibility of the Mission is detailed in I.A.4. ([I.A.1-4](#)). The quality and clarity are discussed in I.A.1. ([I.A.1-1](#)).

**Student Learning Outcomes (SLO) are clear, accurate, and available to students and prospective students as well as the public.** SLOs for each course are published on the Course Outline of Record found in CurriQunet for each instructional program and Program Learning Outcomes (PLO) are published in the College Catalog and on the program webpages ([I.C.1-2](#), [I.C.1-3](#), [I.C.1-4](#)).

Service Area Outcomes (SAO) for student support services are published on department webpages ([I.C.1-5](#) , [I.C.1-6](#)).

**Educational programs are clear, accurate, and published on the College website and College Catalog and are accessible to prospective students, students and the public.** All educational programs and courses are published for the public and students on the College of Alameda website ([I.C.1-7](#)). Updates are made regularly and as needed by program faculty. Educational programs are also published in the College Catalog ([I.C.1-8](#)). The Catalog is updated annually, and new and revised programs and course outlines of record are regularly reviewed by the Curriculum Committee.

**Information about student support services is clear, accurate, and published in the College Catalog, class schedule and on the website and accessible to all students and the public.** Student support services are clearly and accurately published on the College website ([I.C.1-9](#)). Each department regularly updates the webpages as needed to ensure accuracy and integrity in information. Student support services are also published regularly in the class schedule and College Catalog. The class schedule is developed for each semester and summer session ([I.C.1-10](#)). Student support services information is reviewed and updated for each publication. Student support services information in the College Catalog is updated annually along with the entire Catalog of College policies, practices and information ([I.C.1-11](#)).

**College of Alameda publishes accurate information on the College website and in the College Catalog for prospective students, students and the public regarding accreditation status.** The College publishes Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation status including all College letters and reports from the Commission on the website. The College publishes all accreditation documents including the Institutional Self Evaluation Report, Midterm Report, Follow Up Reports for prospective students, students and the public ([I.C.1-12](#)).

### **Analysis and Evaluation**

Following systemic policies and procedures for review for all campus documents, College of Alameda assures clarity, accuracy, and integrity of information provided to students and prospective students. The College is diligent in maintaining a complete and accurate website, College Catalog and other publications.

*I.C.2. The institution provides a print or online Catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)*

**College of Alameda prints 1500 Catalogs and publishes an online Catalog for students and prospective students with precise, accurate, and current information. All facts, requirements, policies and procedures are published.** The College Catalog is updated annually by the Catalog committee, which includes classified professionals, faculty and administrators assigned by role at the College.

#### H. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the College ([I.C.2-1](#))
- Educational Mission ([I.C.2-2](#))
- Representation of accredited status with ACCJC, and with programmatic accreditors if any ([I.C.2-3](#))
- Course, Program, and Degree Offerings ([I.C.2-4](#))
- Student Learning Outcomes for Programs and Degrees ([I.C.2-5](#))
- Academic Calendar and Program Length ([I.C.2-6](#))
- Academic Freedom Statement ([I.C.2-7](#))
- Available Student Financial Aid ([I.C.2-8](#))
- Available Learning Resources ([I.C.2-9](#))
- Names and Degrees of Administrators and Faculty ([I.C.2-10](#))
- Names of Governing Board Members ([I.C.2-11](#))

#### II. Requirements

- Admissions ([I.C.2-12](#))
- Student Tuition, Fees, and Other Financial Obligations ([I.C.2-13](#))
- Degrees, Certificates, Graduation and Transfer ([I.C.2-14](#))

#### III. Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty ([I.C.2-15](#))
- Nondiscrimination ([I.C.2-16](#))
- Acceptance and Transfer of Credits ([I.C.2-17](#))
- Transcripts ([I.C.2-18](#))
- Grievance and Complaint Procedures ([I.C.2-19](#))
- Sexual Harassment ([I.C.2-20](#))
- Refund of Fees ([I.C.2-21](#))

#### IV. Locations or Publications Where Other Policies may be found

Additional requirements and policies affecting employees and students (including the Student Code of Conduct) are published on the Peralta Community College District (PCCD) Board of Trustee, Board Policy and Administrative Procedures webpage and are listed in numerical order ([I.C.2-22](#))

## Analysis and Evaluation

College of Alameda publishes a printed Catalog and online version on the College website. The Catalog contains all fundamental information for prospective students, students and the public to properly evaluate the College and its programs and services. The College carefully and regularly reviews the Catalog to ensure its accuracy and integrity.

*I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

## Evidence of Meeting the Standard

**College of Alameda collects and analyzes data on student learning and achievement through several tools including the Peralta Community College District (PCCD) Data Warehouse Business Intelligence (BI) Tool, PCCD and College dashboards, the California Community College Chancellor's Office (CCCCO) Student Success Metrics dashboard, the CCCCCO DataMart, and the Community College Survey of Student Engagement (CCSSE) ([I.C.3-1](#), [I.C.3-2](#), [I.C.3-3](#), [I.C.3-4](#), [I.C.3-5](#), [I.C.3-6](#), [I.C.3-7](#)).** Career Education (CE) advisory committees review data and discuss and recommend strategies for academic improvement to benefit current and prospective students. Program performance data related to student success is posted on the College website ([I.C.3-8](#)). Program review dashboards are located on the Institutional Effectiveness webpage, present outcome and student achievement data for each program offered ([I.C.3-9](#)).

**The College communicates matters of academic quality to internal and external constituencies, including prospective students and the public primarily through the College website.** College of Alameda publishes data including the College scorecard, data dashboards, the Community College Survey of Student Engagement (CCSSE) and other data elements on the Institutional Effectiveness page ([I.C.3-10](#), [I.C.3-11](#)). The College collects assessment data on student achievement and student learning makes determinations regarding their meaning ([I.C.3-12](#)).

The California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard projects student success based on aggregate measures in remedial and ESL coursework, transfer-level achievement, persistence and degree transfer rates, wage gains and employment and is posted publicly on the College website ([I.C.3-13](#), [I.C.3-14](#)). The CCCCCO DataMart website is public and provides college-level information regarding student achievement metrics including degrees earned and percentage of students transfer to a four-year college and is disaggregated by student populations or programs ([I.C.3-15](#)). The Peralta Community College District (PCCD) Institutional Research office provides data comparing College of Alameda student success and completion rates, and persistence rates across all PCCD Colleges and against the statewide average. This report is made available as a public document and is formally presented and discussed with the PCCD Board of Trustees annually ([I.C.3-16](#), [I.C.3-17](#)).

College of Alameda makes determinations regarding the meaning of academic quality in the Educational Master Plan (EMP), program review, enrollment management Full Time Equivalent Faculty (FTEF) allocation matrix and through all planning processes. The EMP details core

indicators aligned with College Mission and goals, including completion rates, transfer, and levels of student engagement ([I.C.3-18](#)). Regular review of success indicators against the institution set standards provides critical analysis in achieving College goals.

Student learning is assessed through Student Learning Outcomes (SLO) tracked in CurriQunet by course and program and is contextualized in the “closing the loop” process ([I.C.3-19](#)). The Institutional Effectiveness Committee (IEC) developed a definition of SLOs and authentic assessment guide and disseminated it through the Academic Senate and College Council ([I.C.3-20](#)) in support of quality assessment processes. SLO assessment is integrated into the program review, planning, and resource request processes. Outcomes assessment data is used to drive resource requests through the integrated planning process ([I.C.3-9](#)).

At the course level, faculty review and analyze student learning data during a three-year cycle ([I.C.3-21](#), [I.C.3-22](#)). Student learning assessment data results are used to inform discussion on program improvement primarily through the program review processes at the department level ([I.C.3-23](#)). Outcomes data is also used to inform student services programming and categorical programs. Disabled Student Programs and Services (DSPS) and similar programs track student learning or support services data, discuss implications regarding progress of students within these programs, and specify appropriate interventions to support and enhance student learning ([I.C.3-24](#)).

College of Alameda Program Level Outcome (PLO) assessment is based on student performance in specific course outcomes mapped to program outcomes. Departments and divisions discuss SLOs data and impact on course development, pedagogy, and assessment methods to assess each program ([I.C.3-19](#)). PLOs are measured through data collected from course outcomes and mapped to program outcomes identified by department chairs. Program review serves as a tool for analyzing outcomes assessment for each instructional program while Institutional Effectiveness dashboards serve as tools for analyzing program specific student achievement outcomes.

The College reports student achievement and student learning data to communicate academic quality to students, prospective students, and the public. The College publishes data and trend analysis through the Institutional Effectiveness (IEC) data dashboards on the website. The College core indicators align with the Educational Master Plan (EMP) goals and are available online ([I.C.3-12](#)). Student success scorecard data is used to assess quality of instruction and is available on the Institutional Effectiveness webpage ([I.C.3-13](#)). Career Education license and program set standards for assessing progress are posted publicly on the Institutional Effectiveness home page ([I.C.3-10](#)). Outcomes assessment results are also publicly posted on the IE webpage ([I.C.3-19](#)). CurriQunet, the database for outcomes assessment tracking and mapping to Institutional Learning Outcomes is not a public site, however College dashboards of results are made available on the Portal. CurriQunet reports are available upon request for external stakeholders. Internal stakeholders complete and review Student Learning Outcomes, and access to CurriQunet for current and historical assessment information. External stakeholders including Career Education advisory committees and the President’s Roundtable review and discuss the impact of outcome results, and effect on programming across the College ([I.C.3.25](#)).

## Analysis and Evaluation

College of Alameda uses documented assessment of student learning and evaluation of student achievement to communicate academic quality to internal and external constituency groups including current and prospective students and the public.

*I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

## Evidence of Meeting the Standard

**College of Alameda describes certificates and degrees in the College Catalog including purpose, content, course requirements and expected learning outcomes (I.C.4-1).** The College clearly describes certificates and degrees including program outcomes in the Catalog. Program descriptions include course sequence, limits, credit hours, prerequisite and program admission if it differs from the College general admission. Degrees and certificates offered, and associated course requirements are fully explained in the Catalog; this is discussed further in Standard II.A. The College offers “local” degrees including an Associate in Science and an Associate in Arts as well as Associate Degrees for Transfer (I.C.4-1). The College Catalog details each degree purpose, content, course requirements and a two-year map. The Catalog includes detailed descriptions of each Career Education certificate and degree, including individual program learning outcomes, job prospects upon completion, and specific courses and unit totals to complete. Certificate and degree requirements are also detailed on program webpages (I.C.4-2, I.C.4-3)

## Analysis and Evaluation

College of Alameda clearly defines the purpose, content, requirements, and expected outcomes of its degrees, certificates, programs, and courses in the College Catalog, which is accessible to the public online.

*I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its Mission, programs, and services.*

## Evidence of Meeting the Standard

**College of Alameda regularly reviews institutional policies, procedures and publications to assure integrity of its Mission, programs and services.** 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. Peralta Community College District (PCCD) Board Policies (BPs) and Administrative Procedures (APs) are reviewed and evaluated regularly (I.C.5-1). Policies and procedures are updated as recommended by the Community College League (CCL) through their biannual releases (I.C.5-2). The College Catalog is updated annually and includes policy and procedure updates. The PCCD Board of Trustees webpage is updated as needed (I.C.5-3).

## Analysis and Evaluation

The College has processes in place to review policies, procedures and programs to ensure their accuracy, integrity and efficacy.

*I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

## Evidence of Meeting the Standard

**College of Alameda accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.** Fees and expenses are detailed in the College Catalog and website and include enrollment fees, parking, health service fee, services charges, and non-resident fees ([I.C.6-1](#), [I.C.6-2](#) ).

The total cost of attendance, including enrollment fees, tuition, and miscellaneous fees, is published on the “Student Fees” page of the Financial Aid webpage on the Peralta Community College District (PCCD) website ([I.C.6-3](#)). The College Bookstore webpage provides search functionality for students to price check their textbooks. ([I.C.6-4](#)).

## Analysis and Evaluation

College of Alameda provides current and prospective students with information regarding the average total cost of education, which includes tuition, fees, textbooks, and all other required expenses.

*I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s 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. (ER 13)*

## Evidence of Meeting the Standard

**College of Alameda assures institutional and academic integrity, uses and publishes governing board policies on academic freedom and responsibility. 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.** The definition of, and College commitment to, Academic Freedom is detailed in Board Policy 4030 ([I.C.7-1](#)). Peralta Community College District (PCCD) Board Policies are accessible on the PCCD website under “Board of Trustees” and “Board Policies;” ([I.C.7-2](#)). Academic Freedom is described in the College Catalog ([I.C.7-3](#)) and reinforces the language from Board Policy 4030 ([I.C.7-1](#)). The College policy presents its support for an atmosphere in which intellectual freedom exists for all constituencies. Academic freedom is a valued concept at the College, and it is regularly discussed.



## Analysis and Evaluation

College of Alameda assures institutional and academic integrity. The College uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's 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.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

## Evidence of Meeting the Standard

**College of Alameda and Peralta Community College District (PCCD) established and published clear and broad policies and procedures in place for all constituency groups that promote honesty, responsibility and academic integrity.** The College provides the board approved policies on academic honesty and student behavior to all students and prospective students in the Catalog and on the website ([I.C.8-1](#), [I.C.8-2](#), [I.C.8-3](#)).

The Student Code of Conduct is referenced in the College Catalog and can be found on the College of Alameda website under Student Concerns and Complaints Process ([I.C.8-1](#), [I.C.8-4](#)). During student orientations, students are presented with information related to student academic honesty and student conduct and behavior and course syllabi include statements regarding academic dishonesty ([I.C.8-5](#), [I.C.8-6](#)). Peralta Community College District (PCCD) Administrative Procedure 5500 details the student discipline process for student who violate the PCCD Code of Conduct ([I.C.8-4](#)).

Faculty have clear responsibilities under Board Policy and Administrative Procedure 5500 Student Code of Conduct. The instructional deans take proactive measures to work with faculty to avoid any forms of academic dishonesty ([I.C.8-7](#)). The deans work closely with faculty and classified professionals regarding students exhibiting disruptive and distressful behaviors. Professional development presentations are given to division and departments, Flex Day, senate meetings, new faculty orientations and at meetings on prevention strategies and intervention best practices ([I.C.8-7](#), [I.C.8-8](#)).

## Analysis and Evaluation

College of Alameda has established and published clear policies and procedures online, in the Catalog, and in course syllabi that promote a culture of honesty, responsibility and academic integrity. The publications clearly define student behavior, academic honesty and the consequences of academic dishonesty. Students, faculty, and administrators are expected to follow and uphold Board Policy and Administrative Procedure 5500.

*I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

### **Evidence of Meeting the Standard**

**College of Alameda faculty distinguish between personal convictions and professionally accepted views, presenting information fairly and objectively.** Faculty follow the College Course Outline of Record (COR) for each class they teach, which clearly defines the content of the course ([I.C.9-1](#)). Peralta Community College District (PCCD) Board Policy 4030, Academic Freedom, codifies guidelines for faculty to distinguish between personal conviction and professional accepted views in a discipline as “a right and responsibility”. The policy obligates faculty “to interpret fairly and objectively facts and ideas related to the instructor's assignments”. The policy details that political, social or moral views of “any employee” including faculty “must be conducted on the employee's own time” and “exercise reasonable care to show that he/she is acting in his/her capacity as a private citizen”. The policy is supported by the Peralta Federation of Teachers (PFT) collective bargaining agreement and is featured in the Faculty Evaluation handbook related to candidacy of Tenure. ([I.C.9-2](#), [I.C.9-3](#))

### **Analysis and Evaluation**

College of Alameda faculty distinguish between personal conviction and professionally accepted views in their disciplines. They present content defined in course outlines fairly and objectively within the parameters of commonly recognized standards of teaching, professional conduct, and applicable policies and laws, while exercising critical self-discipline and sound judgment.

*I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the Catalog and/or appropriate faculty and student handbooks.*

### **Evidence of Meeting the Standard**

**College of Alameda does not seek to instill any worldview or specific beliefs.** Students, faculty, staff, and administrators are required to operate under a set of Peralta Community College District (PCCD) Board Policies and Administrative Procedures related to professionalism. Peralta Federation of Teachers (PFT) collective bargaining agreement specifies expectations of behavior, reinforced by PCCD Board Policy ([I.C.10-1](#), [I.C.10-2](#)). The SEIU 1021 Classified professional collective bargaining agreement follows the same Board Policies ([I.C.10-3](#)).

Expectations placed on students are described in the Student Code of Conduct ([I.C.10-4](#)). The same Board Policies and Administrative Procedures as all other employees govern College administrators.

Union collective bargaining agreements for those constituents state the importance of maintaining environments that are free of harassment and bullying ([I.C.10-5](#), [I.C.10-6](#), [I.C.10-7](#)). Policies and procedures are regularly reviewed and amended in adherence to federal and state laws and regulations including Title IX, Office of Civil Rights (OCR), and Americans with Disabilities Act (ADA).

## Analysis and Evaluation

College of Alameda requires conformity to specific codes of conduct of staff, faculty, administrators, and students, which are clearly communicated in respective handbooks and contracts. These policies on codes of conduct are routinely reviewed and amended and are reinforced through campus wide training. The College does not seek to instill specific beliefs or worldviews.

*I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

## Evidence of Meeting the Standard

**College of Alameda does not operate in foreign locations and this standard does not apply to the College. The College does offer any classes overseas for non-US Nationals, nor does the College promote distance education in foreign locations.**

## Analysis and Evaluation

Not required.

*I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

## Evidence of Meeting the Standard

**College of Alameda continually meets all accrediting eligibility requirements and Commission standards and has consistently agreed to comply with them. The current accreditation status of the College and any programs that require separate accreditation is explicitly stated on the College website and in the annual Catalog ([I.C.12-1](#)). The College website includes links to all substantive changes for online education, mid-term reports, ACCJC action letters, follow up reports, Commission letters, site visit reports, and other Commission documents, timelines, and reference dating back to 2012 (I.C.12-2 ). The College certifies continued compliance with all Eligibility Requirements in this document; See Introduction. College of Alameda abides by the accreditation standards set by the ACCJC in order to maintain its accredited status.**

## Analysis and Evaluation

The College consistently complies with and meets all Eligibility Requirements and communicates matters of educational quality to the public. The College publishes Accreditation Standards and status of accreditation, as well as relevant data illuminating the quality of education provided on its website. The status of input from reporting, team visits, and prior approval of substantive changes is well documented and available on the website. The College discloses information required by the Commission to carry out its accrediting responsibilities (ER 21).

*I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

## Evidence of Meeting the Standard

**College of Alameda advocates and demonstrates honesty, integrity, and transparency in its relationship with external agencies, including with regulations and statutes. The College represents itself in consistent terms to all accrediting agencies and communicates its accredited status to the Commission, students and the public.** Accreditation status is communicated in the College Catalog and on the College website ([I.C.12-1](#), [I.C.12-2](#)). The College complies with all ACCJC requirements and regulations, all mandates from the CCCCCO, and with federal and state mandates. College of Alameda publicly disclosed the dates for the upcoming comprehensive peer review visit and has solicited third-party comment ([I.C.12-2](#)).

## Analysis and Evaluation

The College actively advocates and demonstrates honesty and integrity in its relationships with external agencies like ACCJC, including compliance with regulations and statutes with its accreditors. The College publishes its accreditation status online for all constituent groups to review, and adjustments or changes are presented with specific dates included. (ER 21)

*I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

## Evidence of Meeting the Standard

**College of Alameda is committed to high quality education, student achievement and student learning as paramount to other objectives and in meeting the College Mission.** The College does not respond to a parent organization and does not have external interest with outside investors. The College has no outside group that holds external interest to which the College must respond. The quality of programs, student success and achievement, and student learning is not connected with a group of investors, a parent organization, or outside group with financial connection to the College. College of Alameda sets its Mission under the purview of the Peralta Community College District (PCCD) Board of Trustees ([I.C.14-1](#)).

## **Analysis and Evaluation**

The College is not beholden to any outside investors, parent organizations, or any external group, and is fully responsible for its own vision as an institution.

## **Conclusions on Standard I.C. Institutional Integrity**

College of Alameda assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its Mission statement, learning outcomes, educational programs, and student support services. The College Catalog and College websites are the main communication tools used for communication to students, prospective students, personnel and the community. The College provides up-to-date and accurate information to students and the public about its accreditation status with all its accreditors published on the College website.



## **Standard II: Student Learning Programs and Support Services**



## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its Mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### II.A. Instructional Programs

*II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's Mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

#### Evidence of Meeting the Standard

**All instructional programs, regardless of location or means of delivery are offered in fields of study consistent with the College Mission.** The Mission of College of Alameda is “to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals” ([II.A.1-1](#)). The Mission of the Office of Instruction, in alignment with the College Mission, is “to support and celebrate the breadth and diversity of the community. The College serves, and operates through an equity-based, student-centered perspective in support of student learning, faculty, community, and industry in the development and effective delivery of innovative and relevant academic programs. Using an evidence-based approach, the College accomplishes this with an open-minded and flexible determination to serve, support, and cultivate the success of our community and our community members.” ([II.A.1-2](#))

In accordance with California Education Code, Title 5, the College Curriculum Committee approves all courses and programs, and verifies their alignment with the Mission. The College Mission is listed in the Curriculum Committee handbook as a tool to ensure that as courses and programs are developed, they remain aligned with the Mission of the College. The Curriculum Committee considers the Mission of the College when reviewing proposals for new course and programs, regardless of location or delivery modality ([II.A.1-3](#)).

**The College ensures all instructional programs are appropriate to higher education, relying on Comprehensive Program Review, Program Viability, and the Curriculum Committee Technical Review.** Comprehensive program review is conducted every three years and includes annual program updates ([II.A.1-4](#)). During College program review process, faculty analyze instructional program data and reflect on needed updates and revisions to improve student learning and achievement.

The Peralta Community College District (PCCD) Program Discontinuance process is used to determine the vitality and continued viability of instructional programs in response to concerns identified during the program review process or in response to significant changes in enrollment, labor market demand, faculty availability, facility and equipment costs and availability for programs that are not aligned with College Mission or goals ([II.A.1-5](#) , [II.A.1-6](#)). The PCCD program Discontinuance process for instructional programs is in compliance with Education Code. ([II.A.1-5](#) , [II.A.1-6](#))

**All instructional programs culminate in student attainment of identified learning outcomes, achievement of degrees, certificates, employment or transfer to other higher education programs.** All courses and programs include defined Student Learning Outcomes (SLO), with course learning outcomes supporting the achievement of Program Level Outcomes (PLO). Assessment results inform both program review and instructional department decisions about instructional modalities, pedagogy and methodologies, and modifications to outcomes assessment. College of Alameda faculty develop and maintain a three-year cycle of Student Learning Outcomes assessment to validate course content to ensure content relevance in meeting program and employment standards ([II.A.1-7](#), [II.A.1-8](#), [II.A.1-9](#)).

Student achievement data is regularly monitored to assess student progress towards degrees, certificates, gain employment and transfer to four-year institutions. The College Office of Research and Planning compiles data regarding student success, basic skills and Career Education completion, persistence and success to keep student achievement data at the forefront of the College planning and continuous improvement ([II.A.1-10](#)).

College of Alameda Curriculum Committee and Peralta Community College District (PCCD) Administrative Policy 4105 ensures courses with a Distance Education modality maintain the same standards as the face-to-face courses and are aligned with the College Mission ([II.A.1-11](#)). The Curriculum Committee reviews each distance education course addendum for regular and effective contact and reviews and approves each course addendum to ensure it meets the course standards in the Peralta Program and Course Approval Handbook (PPCAH) and the California Community Colleges program and Course Approval Handbook (PCAH) to ensure appropriate rigor ([II.A.1-3](#), [II.A.1-12](#)).

### **Analysis and Evaluation**

College of Alameda Curriculum Committee approves all courses and programs and ensures they align with the College Mission. There are processes in place to ensure that all instructional programs are appropriate to higher education. During comprehensive program review, discipline faculty evaluate courses and programs to assure currency and relevance. 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.



*II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

## **Evidence of Meeting the Standard**

**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.** Faculty are involved in curriculum development for courses and programs and ensure course content and methods of instruction meet generally accepted academic and professional standards of higher education in part by discussing the relationship between teaching methodologies and student performance on a regular basis. Courses are approved locally with final approval from the California Community College State Chancellor's Office (CCCCO). Faculty teach material based on approved Course Outline of Records (COR) ([II.A.2-1](#)). Faculty are engaged in the development of content and methods of instruction on campus through participation in department and division meetings, "Closing the Loop" discussions of Student Learning Outcomes (SLO) and faculty evaluations ([II.A.2-2](#)). Department and division meetings offer faculty the opportunity for ongoing dialogue ([II.A.2-3](#)).

Faculty evaluations are discussed in Standard III.A.5. and III.A.8. 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, are using techniques that stimulate critical thinking and encourage student success ([II.A.2-4](#)). Specifically, evaluation materials ask whether the "instructional content follows the course outline of record" and Faculty are evaluated for meeting the requirements of the Distance Education addendum and faculty adaptability of teaching methods to learning needs of students ([II.A.2-4](#), [II.A.1-12](#)). This evaluation process ensures faculty teaching complies with generally accepted academic and professional standards, and that the course content matches the Course Outline of Record (COR) ([II.A.1-3](#)).

**Faculty and others responsible continuously improve instructional courses, programs, and services through systematic evaluation to assure currency, improve teaching and learning strategies and promote student success.** Continuous improvement is discussed thoroughly in Standard I.B. and II.A.16.

College of Alameda instructional programs undergo a comprehensive program review conducted by discipline faculty on a three-year cycle with career education programs evaluated on a two-year cycle. Criteria used in program review include program relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future. The program review process is consistently followed for all College programs regardless of the type of program and mode of delivery. All instruction program reviews include analysis of student achievement data program review results used for institutional planning ([II.A.2-5](#)).

## Analysis and Evaluation

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. Dialogue promotes improvement of course content and methods of instruction in support of student learning and achievement. Comprehensive program review supports systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

*II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

## Evidence of Meeting the Standard

**College of Alameda identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established procedures.** The College follows established procedures for identifying student learning outcomes for all courses, programs, certificates and degrees. All new Course Outline of Records (COR) include Student Learning Outcomes (SLO) per the curriculum review process ([II.A.1-3](#), [II.A.3-1](#)). As courses are reviewed in the curriculum review cycle, Student Learning Outcomes (SLO) are identified and course outlines updated. Instructional discipline program review reports include assessment results, data and analysis. While the comprehensive program review is conducted on a three-year cycle and two-year cycle for career education programs, assessment results as well as resulting improvements are included and reported ([II.A.3-2](#), [II.A.3-3](#)).

**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 documented in Canvas ([II.A.3-4](#)).

**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.** All courses offered as distance education are required to meet the same requirements as stated in the course outline of record including the learning outcomes. Distance education course syllabi are reviewed through the same process as all syllabi with the same expectations ([II.A.3-5](#)).

## Analysis and Evaluation

College of Alameda identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The College officially approved all current course outlines that include student learning outcomes. Course syllabi include learning outcomes from College officially approved course outlines.

*II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from College level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.*

## Evidence of Meeting the Standard

**The College distinguishes pre-collegiate level curriculum from College-level and curriculum.** College of Alameda offers pre-collegiate level courses in English, math, ESOL and other areas; any courses that number 250-299 series are considered to be below College-level ([II.A.4-1](#)). All noncredit courses are clearly identified as 500-699; all noncredit course descriptions in the Catalog are found in the noncredit course section ([II.A.4-2](#)). Course sequences are represented in the College Catalog ([II.A.4-3](#), [II.A.4-4](#)).

**College of Alameda follows a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs.** The College follows established Board Policies and Administrative Procedures as well as California Education Code in determining the credit type, delivery mode and location of courses. Faculty follow Board Policy and Administrative Procedures in defining appropriate modality and credit type when developing new courses ([II.A.1-3](#)).

**The College directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.** Learning Support programs are discussed in Standard II.B. Support programs are specifically geared towards student learning knowledge and skills necessary to advance to and succeed in college-level curriculum. The Library and Learning Resource Center provides learning support, tutoring and workshops for basic skills development ([II.A.4-5](#), [II.A.4-6](#), [II.A.4-7](#)).

## Analysis and Evaluation

College of Alameda distinguishes non-credit and pre-collegiate courses and programs from credit courses in the Catalog and online. The College faculty-driven initiatives for student success have led to curriculum changes. Initiatives impacting curriculum offerings include AB705, Guided Pathways, Student Success Initiatives, and non-credit pre-collegiate certificate program development.

*II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

### **Evidence of Meeting the Standard**

**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 Curriculum Committee verifies all degrees and certificates meet Title 5 regulations and adhere to Peralta Community College District (PCCD) Board Policies and Administrative Procedures ([II.A.5-1](#)). All degrees include the appropriate General Education pattern, a core of fundamental courses, and a list of appropriate electives for the discipline ([II.A.5-2](#), [II.A.5-3](#), [II.A.5-4](#)). The Curriculum Committee ensures career education programs adhere to industry advisory committees' recommendations and external agencies' requirements.

Degrees and certificates are effectively sequenced to ensure success in student learning and achievement of program outcomes ([II.A.5-5](#), [II.A.5-6](#)). The Curriculum Committee and evaluation through College program review processes ensures courses are offered with sufficient frequency to allow timely student completion ([II.A.5-7](#), [II.A.3-2](#)). Data synthesis from course level Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) synthesis occurs during program review to assess sequencing and student learning and achievement ([II.A.5-8](#)).

**College of Alameda ensures minimum degree requirements are 60 semester units or equivalent at the associate level.** The Curriculum Committee approves all certificates and degrees and the College follows Board Policies and Administrative Procedures regarding graduation requirements. All Associate Degrees, including Associate Degrees for Transfer, meet the minimum requirement of 60 units inclusive of 18 units of general education ([II.A.5-9](#), [II.A.5-10](#)).

### **Analysis and Evaluation**

College of Alameda has established procedures for ensuring that its programs are of the appropriate breadth, depth, and rigor and require that students achieve discipline-specific outcomes appropriate to the associate degree level, or to relevant career competencies.

*II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

### **Evidence of Meeting the Standard**

**College of Alameda schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time.**

The College guides students to timely completion of instructional programs through scheduling efforts, course sequencing, and cohort-based programs. The College schedules classes according to student needs and program pathways, focusing on student completion. Instructional program information and semester sequencing are published in the Catalog ([II.A.6-1](#)). The College incorporated student education plan data to indicate program demand in the Full Time Equivalent Faculty (FTEF) allocation matrix placing student need at the forefront of scheduling ([II.A.6-2](#)). Many sections of essential and general education courses are offered each semester at different times and in different modalities (i.e. traditional, distance education and online, hybrid). Class schedules are developed each term based on annual discipline plans focused on certificate and degree completion patterns. 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 ([II.A.6-3](#)). Class offerings follow a PCCD Common Block Schedule in order to assure student ability to enroll in multiple classes.

Degrees are “sequenced” in CurriQunet and the College Catalog and include program maps in support of student learning and achievement ([II.A.6-4](#)). Faculty counselors collaborate with students and develop student education plans and include recommended classes to satisfy each requirement. Student education plans are located in PeopleSoft, providing students access regarding progress and time to completion ([II.A.6-5](#)).

**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.6-6](#)).** The College reviews enrollment data, disaggregating data by disproportionately impacted groups and student success data through learning outcomes assessment and program review historical data when scheduling courses in support of student completion ([II.A.6-7](#)). In short term and long range planning, the College considers completion data from the California Community College Chancellor’s Office (CCCCO) Student Success Scorecard including “Degree and Transfer” data of first time students that complete a degree, certificate or transfer within six years ([II.A.6-8](#)).

## **Analysis and Evaluation**

Through the curriculum process, College of Alameda ensures that courses are sequenced within programs to ensure that students have a streamlined path and are able to obtain their educational goals in a timely manner. The course offerings and modalities are reviewed against student enrollment data during schedule development each semester.

*II.A.7. The institution effectively 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.*

## **Evidence of Meeting the Standard**

**College of Alameda 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.** Through program review, the College regularly evaluates the

effectiveness of its delivery modes through disaggregated equity measures and uses results to guide improvements in student supports and instruction programs ([II.A.6-9](#), [II.A.6-10](#)). College of Alameda regularly assesses the changing needs of students qualitatively and quantitatively and uses the results of assessments to plan or improve delivery modes, teaching, methodologies, and learning support services through program review. The College strives for equity in student success through the following:

### **Course Delivery, Teaching Methodologies and Learning Support Services**

Course Delivery Modes The College offers courses in multiple modalities: face-to-face, large lecture and small lecture, labs, hybrid, clinical practice, and fully online formats.

Courses are offered in the day, evening, and on weekends ([II.A.7-1](#)). All courses have a Canvas “shell” to post supplemental materials for traditional face-to-face courses ([II.A.7-2](#)). Utilizing Canvas provides a variety of modalities to serve students with different learning styles. It is within faculty purview to determine the appropriate mode of delivery ([II.A.7-3](#), [II.A.7-4](#)). The delivery modes of courses are assessed during program review and outcomes assessment ([II.A.2-5](#)). Outcomes indicating program improvements needed prompt faculty to consider if current delivery modes are appropriate ([II.A.2-5](#)).

College of Alameda offers distance education in hybrid or fully online formats through Canvas, by instructors that have been trained to teach online ([II.A.7-4](#)). The Distance Education Coordinator and the Distance Education Committee actively engage faculty in appropriateness of pedagogy, developed an online course equity rubric and provide professional development opportunities to ensure the College is providing equity in success in all course modalities ([II.A.7-5](#), [II.A.7-6](#), [II.A.7-7](#)).

Teaching Methodologies Faculty evaluations, specifically tenure review evaluations provide specific feedback regarding pedagogy (discussed in Standard III.A.5. and III.A.8.). College-wide Guided Pathways work focuses on equity opportunity and success gaps providing faculty an opportunity to review data for disproportionately impacted students to improve instructional program mapping ([II.A.7-8](#)). Equity focused professional development for instructors teaching online provides an opportunity for faculty to enhance their skills and incorporate pedagogy inclusive of all learning styles in support of equity in success ([II.A.7-7](#)).

Learning Support Services The College provides equitable learning support services for distance education students and traditional on-campus students. Learning support services effectiveness in supporting student equity is discussed in Standard II.B. The Student Equity and Achievement committee focuses on disproportionately impacted equity data regarding opportunity and success gaps. The committee develops goals and activities and includes student learning support service activities and resource allocation in mitigating equity gaps ([II.A.7-8](#)).

### **Analysis and Evaluation**

College of Alameda effectively uses delivery modes, teaching methodologies and learning support services reflecting the diverse and changing needs of 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.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

### **Evidence of Meeting the Standard**

College of Alameda adheres to Peralta Community College District (PCCD) Board Policy, Administrative Procedure and Title 5 regulations when validating department-wide examinations including direct assessment of prior learning. Currently the College utilizes department wide assessments for placement into ESOL and Chemistry courses and both were validated. Placement assessment is discussed in Standard II.7.1.

Peralta Community College District (PCCD) updated Administrative Procedure 4325 in fall 2020 to include credit for prior learning ([II.A.8-1](#)).

### **Analysis and Evaluation**

The College validates the effectiveness of department-wide course and program examinations as used to assess prior learning for placement in ESOL and Chemistry courses. The College adheres to Peralta Community College District Administrative Procedure 4325 to grant credit for prior learning. Placement Assessment is discussed in Standard II.7.1.

*II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

### **Evidence of Meeting the Standard**

**College of Alameda awards course credit, degrees and certificates based on the attainment of learning outcomes and course objectives. Course credit is awarded based on student demonstration of achieving learning outcomes.** Student Learning Outcomes (SLO) and Program Level Outcomes (PLO) reflect the skills, knowledge, or dispositions students acquire as a result of meeting course objectives. Course objectives are used as a formative assessment through quizzes, exams, assignments, or other student work. SLOs capture multiple course objectives. SLO assessments are documented in CurriQunet ([II.A.9-1](#)). Syllabi include SLOs as well as grading rubrics ([II.A.9-2](#)).

**The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates.** Program Learning Outcomes (PLO) reflect the skills, knowledge, or

dispositions students acquire as the result of completing the courses in the program. Student Learning Outcomes (SLO) are mapped to PLOs to assure students have an adequate opportunity to develop necessary competencies to meet program outcomes. The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates ([II.A.9-3](#)).

**The College awards credits consistent with accepted norms in higher education and with institutional policies.** Per Title 5, a unit of credit is awarded for 52.5 hours of student work. This is also outlined in Peralta Community College District (PCCD) Board Policy and Administrative Procedure 4020 ([II.A.7-2](#)). The Peralta Program and Course Approval Handbook (PPCAH) details how to calculate units of credit based for class work ([II.A.1-3](#)). Following the PPCAH, course outlines state a minimum of hours of work per unit of credit awarded ([II.A.9-3](#)).

**College of Alameda does not offer courses based on clock hours.**

### **Analysis and Evaluation**

College of Alameda awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies and Title 5 and generally accepted norms or equivalencies in higher education.

*II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its Mission. (ER 10)*

### **Evidence of Meeting the Standard**

**College of Alameda clearly publishes stated transfer-of-credit policies to facilitate student mobility without penalty.** The College publishes clear policies on the transfer of credits to other institutions in the Catalog and website. The Transfer Center offers information and counseling regarding student transfer ([II.A.10-1](#), [II.A.10-2](#)) The Articulation web page directs students to articulation agreements with the California State University (CSU) and University of California (UC) systems, as well as other California Community Colleges ([II.A.10-3](#)). College of Alameda accepts transfer credit from other Colleges as outlined in the College Catalog. Students may file a substitution or waiver for transfer credits from nonarticulated colleges, which may be filed as late as the time of a submission of graduation petition ([II.A.10-4](#), [II.A.10-5](#)).

**The College developed, implemented, and evaluated articulation agreements with institutions where patterns of student enrollment have been identified. Course equivalency determinations take into account whether the expected learning outcomes for transferred courses are comparable to those at the College.** When new courses are developed through the curriculum process, the articulation officer submits them annually for evaluation by the University of California (UC) and California State University (CSU). Upon approval, the transferable courses are published on Intersegmental General Transfer Curriculum (IGETC) and General Education (GE) advising sheets. Approved courses for UC and CSU and GE are evaluated every five years by the CSU and UC systems. The CSU and UC Higher Education



systems review courses approved for major preparation every five years through the Course Identification Numbering System (C-ID) and major preparation course audit, respectively ([II.A.10-3](#)).

**College of Alameda addresses the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students.** In evaluating transfer credit, the College Evaluator assesses the alignment of transfer credits by determining if a course is articulated in the same program area, by comparing units, content and descriptions of coursework for educational equivalency, and by determining if courses are approved with Course Identification Numbering System (C-ID). In accepting transfer credits to fulfill degree requirements, the College certifies expected learning outcomes for transferred courses are comparable to the learning outcomes of College courses. The Evaluator reviews transcripts from other colleges and universities to analyze if any courses meet local degree or transfer requirements. The College and Peralta Community College District (PCCD) recently established automated transfer credit evaluation in fall 2020 and are in the process of full implementation ([II.A.10-5](#)).

**Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its Mission. Articulation agreements between College of Alameda and the CSU and UC Higher Education systems exist and are published for easy use by students and their counselors.** The College maintains course articulation with CSU and UC “feeder schools” (CSUEB, SFSU, UCD, UCB) and private “feeder schools” (Notre Dame de Namur University, Palo Alto University, Columbia College and Western Governors University) ([II.A.10-6](#)). The College transfer center website details transfer of classes as elective units, general education and major preparation ([II.A.10-1](#)).

## **Analysis and Evaluation**

College of Alameda Curriculum Committee, Transfer Center and Articulation Officer ensure the articulation of the College transfer courses. Course transfer status is published in the Catalog and the Transfer Center and program webpages. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its Mission.

*II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

## **Evidence of Meeting the Standard**

**College of Alameda established Program Learning Outcomes (PLO) in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives and other program specific learning outcomes.** The College Institutional Learning Outcomes (ILO) include statements addressing competency in communication and technology, critical thinking, quantitative reasoning, creativity, diversity and civic responsibility ([II.A.11-1](#)). The ILOs were developed through a collaborative process and are aligned with the College Mission ([II.A.11-2](#)). Course, instruction program and student support service PLOs are mapped to College ILOs ([II.A.11-3](#)). College-wide planning processes and documents broadly assess student achievement related to

the ILOs ([II.A.11-4](#)). The Educational Master Plan (EMP) includes ILOs in short term and long range planning ([II.A.11-4](#)).

**Institutional Learning Outcomes (ILO) are regularly assessed and results are used to drive program improvements.** ILOs are assessed indirectly through student surveys including the Community College Survey of Student Engagement (CCSSE) and through mapped Program Learning Outcomes (PLO) ([II.A.11-5](#)). The Institutional Effectiveness Committee (IEC) is responsible for ILO assessment and reporting.

### **Analysis and Evaluation**

College of Alameda integrated communication competency, technology competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives into Institutional Learning Outcomes, which are assessed by direct and indirect methods for continuous improvement.

*II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its Catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

### **Evidence of Meeting the Standard**

**College of Alameda requires a component of general education in all Associate Degrees based on a carefully considered philosophy.** The College follows Peralta Community College District (PCCD) Board Policy and Administrative Procedure 4025 regarding the philosophy for general education of associate degrees. The philosophy states:

“Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of Colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.” ([II.A.12-1](#))

**General Education requirements are clearly defined in the College Catalog and on the webpage on general education advising worksheets ([II.A.12-2](#), [II.A.12-3](#)).** Counselors utilize the College Catalog and general education advising worksheets in developing student education plans. The College evaluator incorporates the general education requirements in degree

evaluations following Peralta Community College District (PCCD) Board Policy and Administrative Procedure 4100 ([II.A.5-9](#)).

**College of Alameda relies on faculty expertise in all matters of curriculum and in determining the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level ([II.A.1-3](#)).** The College Articulation Officer, in consultation with discipline faculty, reviews potential addition of courses for inclusion in general education transfer curriculum and submits annually for articulation review.

**College learning outcomes include student preparation for and participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.** The College adheres to Peralta Community College District (PCCD) Board Policy and Administrative Procedure 4020 in meeting the breadth of general education:

“General education introduces the content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, and the social sciences, and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, an appreciation for cultural diversity, and a recognition of what it means to be an ethical human being and effective citizen.”

College of Alameda learning outcomes are incorporated into the Institutional Learning Outcomes (ILO) ([II.A.11-1](#)). College planning documents broadly analyze student achievement of general education learning outcomes by incorporating program review in short term and long range planning ([II.A.11-4](#)).

### **Analysis and Evaluation**

College of Alameda follows its philosophy on general education requirements for all associate degrees. The College relies upon the expertise of faculty for all matters of curriculum including general education requirements for associate degrees. General Education requirements are clearly published in multiple areas for students. General Education includes a broad range of learning outcomes.

*II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

### **Evidence of Meeting the Standard**

**All Associate Degree programs at College of Alameda focus upon at least one clearly identified field of study ([II.A.13-1](#), [II.A.13-2](#)).** Fields of study are determined by transfer requirements, requirements of workforce preparation, job skill enhancement, or career readiness

([II.A.13-3](#)). The College adheres to Peralta Community College District (PCCD) Board Policy and Administrative Procedure 4025 for criteria of Associate Degrees ([II.A.12-1](#)).

**All degrees include courses with content related to key theories and practices appropriate to the major.** Faculty develop Course Outlines of Record (COR) to include course objectives appropriate for the field of study. All degrees include courses with appropriate content, key theories and practices based on transfer or workforce preparation. Advisory boards ensure Career Education programs include essential skills for successful employment ([II.A.13-4](#)). Program Learning Outcomes (PLO) align with course learning objectives and skills needed for further study in the field or employment ([II.A.13-5](#), [II.A.13-6](#)).

### **Analysis and Evaluation**

College of Alameda assures that its degree programs are focused on one field of study, that core courses are identified for each degree, and that where appropriate, capstone courses are included to assure career readiness, or mastery of requisite skills.

*II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

### **Evidence of Meeting the Standard**

**College of Alameda graduates completing Career Education (CE) programs demonstrate technical and professional competencies and meet employee standards.** The College determines competency levels and measurable Student Learning Outcomes (SLO) based on faculty expertise, input from industry representatives, and recommendations from advisory boards ([II.A.13-4](#), [II.A.14-1](#), [II.A.14-2](#)). Expertise and input is gathered at annual Career Education (CE) program advisory meetings and through faculty attended regional workforce consortium meetings. The Career Education (CE) advisory committees are comprised of faculty and industry representatives ([II.A.14-1](#), [II.A.14-2](#)). Advisory committees meet annually to discuss industry trends and required student competencies and recommend program changes to meet workforce demands. Advisory Committee meetings review Program Learning Outcomes (PLO), licensure rates (when applicable), and labor market trends, documented in meeting minutes ([II.A.14-3](#)).

**The College assesses student achievement of technical and professional competencies as captured in learning outcomes of Career Education (CE) courses and programs.** All Career Education programs conduct annual program review with a comprehensive program review every two years ([II.A.14-4](#), [II.A.14-5](#), [II.A.14-6](#)). CE programs have defined Program Learning Outcomes (PLO) and are assessed in part through course student learning outcome analysis ([II.A.14-5](#)). The College Catalog includes PLOs and competencies for Career Education programs ([II.A.13-6](#), [II.A.14-7](#)).

**College of Alameda verifies and maintains currency of employment opportunities and external factors in all Career Education (CE) disciplines.** Annual Career Education departmental advisory meetings, regional consortium CE meetings, the Office of Planning, Research and Institutional Effectiveness and the College Career and Employment Center verify employment opportunities ([II.A.14-8](#), [II.A.14-11](#)). The College monitors CE student success through program review, tracking of regional living wage data and the student success scorecard ([II.A.14-9](#) , [II.A.14-10](#) , [II.A.14-11](#), [II.A.14-12](#)). Career Education programs with external licensing including Aviation Maintenance Technology and Dental Assisting maintain and publish pass rates on the College website ([II.A.14-13](#) ).

### **Analysis and Evaluation**

College of Alameda Career Education certificates and degrees support technical and professional competency and to prepare students to earn employment licensure and/or certification. Faculty experts and advisory boards include industry professionals and determine certificate and degree standards based on workforce requirements.

*II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

### **Evidence of Meeting the Standard**

**The College follows established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with a minimum of disruption.** The Peralta Program and Course Approval Handbook (PPCAH) includes a program discontinuance process. The College adheres to Peralta Community College District (PCCD) Board Policy and Administrative Procedure 4021 as guidance for program consolidation or discontinue ([II.A.1-6](#)). The College Curriculum Committee faculty conduct annual review of all programs per the PCCD Board Policy and Administrative Procedure and the PPCAH ([II.A.1-3](#)). The PCCD program discontinuance process includes procedures to provide enrolled students a path to completion in a timely manner with minimum disruption.

### **Analysis and Evaluation**

The College follows established Peralta Community College District (PCCD) Board Policy and Administrative Procedure to evaluate programs. The Curriculum Committee and discipline faculty would work together to enact the evaluation, policies and procedures for program consolidation and discontinuance. Student completion is central to the process to support student learning and achievement.

*II.A. 16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

## **Evidence of Meeting the Standard**

**College of Alameda regularly evaluates and improves the quality and currency of all instructional programs offered regardless of delivery or location.** The integrated planning and resource allocation and comprehensive program review process is consistently followed for all College programs, regardless of the type of program.

**The College systematically strives to improve programs and courses to enhance student learning outcomes and achievement.** Criteria used in program review includes relevancy, appropriateness, and achievement of student learning outcomes, currency and planning for the future.

College of Alameda comprehensive program review process is conducted on a three-year cycle and a two-year cycle for Career Education (CE) programs with annual program update the other two years. The comprehensive program review process requires annual review of data and information on numbers of part-time and full-time faculty, student success and completion, resource needs, curricular updates, student learning outcomes success data and course-level review. College of Alameda integrated planning incorporates program review with College, and PCCD goal alignment. The College comprehensive program review processes are geared towards systemically improving programs and courses to enhance student outcomes and achievement ([II.A.16-1](#), [II.A.16-2](#)).

## **Analysis and Evaluation**

The College regularly evaluates programs to improve the quality and currency of all programs and to support student learning and achievement. Program review is conducted annually with a comprehensive program review every three years and every two years for Career Education (CE) programs. Outcomes assessment data and program reviewed are used to improve the institution and in future planning.

## **Conclusions on Standard II.A. Instructional Programs**

College of Alameda offers courses, degrees, and certificates that are clearly aligned with general standards of higher education. The institution consistently reviews overtime all aspects of its curriculum and programming to meet the needs of its diverse student body. Policies are clearly outlined for student learning outcomes, student success, and student achievement within the academic programs of the College. The College follows all State and National standards and regulatory processes for designing and offering curriculum to the students and preparing them to meet their individual educational goals. As indicated in the standards, the College focus is the student preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice,

and interpretive approaches in the arts and humanities, the sciences, mathematics, workforce education and social sciences.

### **Improvement Plan**

College of Alameda engages regular assessment and quality improvement cycles. The College continues to work towards enhanced and ongoing outcomes assessment for all offered courses according to the documented cycle to ensure all areas are conducting reflective processes leading to program improvements and resource allocation requests as part of integrated planning.

## **II.B. Library and Learning Support Services**

*II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

### **Evidence of Meeting the Standard**

**College of Alameda supports student learning and achievement by providing sufficient library and other learning support services in quantity, currency, depth, and variety to support educational programs inclusive of all modalities.**

#### **Library**

**All campus locations, all types of students, all College instructional programs are equally supported by library services and accessibility.**

The Library is located on the first floor of the L Building and includes a reference desk, circulation services desk, three group study rooms, one quiet study room, a leisure reading zone and an instructional area. The Library provides study space and seating for approximately 200 students. The study rooms accommodate an additional 30 students. Three Americans with Disabilities Act (ADA) compliant study tables and carrels are available for student use ([II.B.1-1](#), [II.B.1-2](#)).

Library Services located on the first floor include a scanner, photocopiers, 12 computers, 2 Americans with Disabilities Act (ADA) compliant computers, UbiDuo communication devices, Wi-Fi, and a document enlarger. The Library and Learning Resource Center share a printing system (GoPrint) that provides self-service printing solutions for the Library and LRC ([II.B.1-3](#), [II.B.1-4](#)).

The Library collection includes: more than 23,000 books, 63 periodicals, a Best Sellers Collection, a Circulating Collection, a Reference Collection, an Easy Reader Collection and a Textbooks and Reserve Collection, as well as 43 databases ([II.B.1-5](#), [II.B.1-6](#)).

The Library provides multiple display areas to connect students with the collection and highlight campus events. Displays include collections such as New Books, Bestsellers, topical displays (monthly or seasonally themed, tied in to campus events) and subject specific displays such as on Apparel Design and Merchandising ([II.B.1-7](#), [II.B.1-8](#)). The displays also have the added benefit of increasing the circulation of displayed books. ([II.B.1-9](#)).

The Library website offers on-campus and 24/7 remote access to online resources that include article databases, eBooks and streaming videos ([II.B.1-10](#), [II.B.1-11](#), [II.B.1-12](#)). A variety of additional online resources are available such as: library handouts, database tutorials, and links to OER (Open Educational Resource) textbooks within the Library Catalog ([II.B.1-2](#)).

At the Reference desk, librarians provide one-on-one instruction. Librarians staff both in-person and online reference, providing complete coverage for all of the Library operating hours ([II.B.1-13](#)). The online reference “Ask a College of Alameda Librarian” chat reference service is accessible from the library homepage ([II.B.1-14](#)). In addition to regular library hours, a librarian staffs this online chat at prearranged times during intersession, when the physical library is closed.

Reference services include teaching and guiding students in using the numerous print and electronic collections available at the Library and remotely. The adjacent instructional area is used for class instruction sessions. The area seats 40 students and is equipped with a white board, screen, projector, and computer. The Library offers instruction sessions for all classes by faculty request ([II.B.1-15](#)). Librarians work closely with faculty to develop library instruction sessions that are tailored to a specific class assignment. The sessions may cover using print and electronic resources, introducing the Library services and resources, finding scholarly (peer-reviewed) journals, searching discipline-specific and advanced electronic resources, web research, evaluating search results for credible sources, citing sources in either Modern Language Association (MLA) or American Psychology Association (APA) styles, and/or avoiding plagiarism ([II.B.1-16](#)). In 2018-2019, the librarians taught 67 library instruction sessions, reaching 1,459 students ([II.B.1-17](#)).

The College webpage, Library Services for Online Students, lists all of the online library services available. In addition, a link to it has been built into the Canvas navigation menu for all online College of Alameda courses ([II.B.1-18](#), [II.B.1-19](#)). The campus Distance Education Coordinator created a specific role within Canvas for librarians. This allows librarians, by instructor request, to be added into a course in Canvas and provide online Library orientations and online discussions within Canvas ([II.B.1-20](#)). Librarians collaborate with faculty, assisting them with integrating library resources into their online classes in Canvas ([II.B.1-16](#)).

Instructional handouts, tutorials and research guides are available 24/7 on the Library webpage, at the Reference Desk, and in all Library classes and orientations and instruction sessions; this ensures that regardless of location, students, classified professionals and faculty have access to the support services offered by the Library ([II.B.1-2](#)).



The Library offers several LIS courses and a research certificate ([II.B.1-21](#)). All LIS course sections are categorized as zero textbook cost (ZTC) and the class schedule communicates this to students with the ZTC symbol ([II.B.1-22](#)). The two-unit class titled *LIS85- Introduction to Information Resources* is designed to teach and develop library research skills. It is taught every semester with consistently high success and retention rates. In the exit survey for the course, students regularly express how valuable the course is in terms of teaching them information literacy skills ([II.B.1-23](#)). The three unit class titled, *LIS74 – Information Seeking Behavior*, recently became one of the first library courses in the California State University (CSU) approved courses to meet general education, Area E ([II.B.1-24](#)). The course was offered for the first time in fall 2020. The Library is active in Guided Pathways planning for the College and as a result, many of the pathways for other disciplines include LIS courses ([II.B.1-25](#)).

The Library shares an automation system with the other three libraries in the Peralta Community College District (PCCD) (Laney, Berkeley City College, Merritt) and students have lending privileges at all four PCCD libraries ([II.B.1-26](#)). The PCCD Libraries migrated to the ExLibris Alma/Primo automated system in January 2020 ([II.B.1-27](#)). This new automated system is used by all Community Colleges and California State University (CSU) Libraries and will benefit students by providing a large network for academic research. It facilitates the transition for students transferring to a CSU.

The Library is staffed with two full-time librarians (Access Services- Head Librarian and Systems- Cataloging Librarian), seven part-time librarians, and four full-time classified staff (Principal Technician, Senior Library Tech and Circulation, Senior Library Tech and Periodicals, and Library Tech II/Reserves/Evening Tech) ([II.B.1-28](#)). The College Library is currently without a full-time Instruction and Reference Librarian due to a retirement in spring 2019, but the College has hired part-time librarians to meet its needs in the interim ([II.B.1-29](#)).

**College of Alameda assesses the effectiveness of its library services in terms of quantity, quality, depth and variety.** In fall 2019, the Library conducted a student survey ([II.B.1-30](#)). A total of 102 students completed the survey. Overall, students are satisfied or highly satisfied with the library classified professionals and librarians (95%), facilities (96%) and collection (72%). The majority of library patrons are College students (92%) and tend to use the library more than once a week (68%). Of those that looked for a book in the Library, 81% found what they needed. Of those that looked for an article in the College Library databases, 81% found what they needed. A quarter or more of students surveyed would like to see more study rooms, more comfortable seating, charging stations, laptops for checkout, charging cords for checkout and new books. Student comments responding to the question asking “what else they would like to tell us” were overall very positive with 80% expressing gratitude for various library services and the other 20% making recommendations for additional services. There was only one negative comment for this question, and it was not about the Library.

Analysis of College Library services statistics over the past several years highlighted a significant increase in the use of group study rooms ([II.B.1-9](#)). Access to study rooms was also ranked high in priority on student surveys ([II.B.1-30](#)). In response, the Library was able to acquire additional space to use for another study room (available to students in fall 2020).

Based on student survey responses, in spring 2020, the Library began offering Chromebooks for checkout, calculators for checkout, and the Library is in the planning stages with Information Technology for a BYOD (Bring Your Own Device) solution for printing in the Library. College of Alameda would be the first campus in PCCD to offer this printing solution ([II.B.1-31](#)).

Students completing College of Alameda Library courses indicate taking the course improved their research skills. In a recent course survey, 100% of students either agreed or strongly agreed that they felt more confident finding useful sources for assignments and also that their knowledge about how to find academically acceptable information had increased ([II.B.1-23](#)).

### **Learning Resource Center (LRC)**

The Mission of the Learning Resources Center (LRC) is to create and maintain a collaborative learning community environment, to provide centralized access to programs and services that are designed to assist students in succeeding in their academic endeavors, including the development of learning skills and attitudes for effective performance in the College environment as well as the enhancement of thinking abilities and knowledge base, and to provide instructional support to faculty in the classroom ([II.B.1-4](#), [II.B.1-32](#)).

The Learning Resource Center (LRC) maintains an effective, comprehensive and integrated array of programs and services providing individual needs assessment, individual and small-group peer tutoring, personalized computer-assisted tutoring, and computer-assisted supervised tutoring arrangements linked to specific courses ([II.B.1-33](#)). The LRC established a virtual front desk on the webpage for student access and provides online zoom tutor meetings and workshops to meet the needs of online students ([II.B.1-4](#)). The Learning Resource Center provides tutors dedicated to student support programs including the Veteran Resource Center, learning communities such as UMOJA and Puente. Embedded tutors in classes provide an additional learning support with immediate assistance in support of student learning and achievement.

With 24 individual workstations (PC and Mac) and a printer, the Open Lab provides on-campus computer and printing resources for students. Open Lab student clerical assistants and tutors assist students in using common software applications and the internet, accessing and using their Passport and email accounts, navigating online course management systems (particularly Canvas), and managing printing of documents. The Learning Resource Center (LRC) functions specific to the standard are to:

- Maintain a well-organized, efficient and accountable LRC to house programs and services to support student learning.
- Provide individual and small group tutoring for all students who need assistance in order to succeed in their academic classes.
- Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk students.

- Provide computer-assisted learning support in the Mathematics Lab, Writing Center/Basic Skills Lab, and Language Lab that addresses the specialized needs of the student populations served by each of those labs.
- Assist instructors in developing and delivering computer-assisted classroom activities to support and supplement lecture classes.

**College of Alameda follows an established evaluation process to determine it has sufficient depth and variety of library materials, including technology support, to meet the learning needs of its students. The College provides equitable learning support services for Distance Education (DE) and Career Education (CE) students and traditional on-campus students.** The College learning support services are assessed annually, and results are reported in program review. The Library and Learning Resource Center conduct surveys to ensure student learning and achievement is supported ([II.B.1-34](#), [II.B.1-33](#)).

### **Analysis and Evaluation**

College of Alameda increased and diversified student learning support available in recent years especially in the areas of online access to support services. The College assesses student learning support services to ensure students regardless of modality of instruction, are supported in student learning and achievement.

*II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the Mission.*

### **Evidence of Meeting the Standard**

**College of Alameda relies on appropriate expertise of faculty, including librarians and learning support services classified professionals. The College maintains educational equipment and materials to support student learning and achievement and the Mission.**

### **Library**

College of Alameda librarian faculty are responsible for coordinating the selection and renewal of print and online sources, including databases and eBooks. Librarians are assigned multiple subject areas in the collection in which they have expertise or interest. The online and print Library materials support the curricular needs of students enrolled in both on-campus and distance education classes. Librarians utilize course outlines, program reviews, professional book reviews, faculty recommendations, student recommendations, surveys and collection usage statistics to assess the collection.

An important part of maintaining a useful print collection is regular weeding of the collection. This past year, the Library weeding project resulted in the removal of approximately 10,000 extremely out-of-date titles from the collection. As part of the weeding process, Faculty are given the opportunity to assist librarians in withdrawing materials according to expertise. This process of weeding removes outdated, underused materials, making more recently acquired books more visible and accessible ([II.B.1-5](#)).

Purchase decisions are made in accordance with College Library Collection Development ([II.B.2-1](#)). The librarians all participate in collection development. Resources are chosen based upon reviews, curriculum, faculty request, collection gaps, and price. Librarians solicit input from faculty through individual contact, course outlines, syllabi, material request forms, surveys, and campus dialogue. Faculty are encouraged to recommend titles for purchase. There is a print form for recommendations available in the Library. The College Head Librarian regularly sends out a campus-wide email to faculty requesting recommendations for purchase ([II.B.2-2](#)). Librarians, as members of Curriculum Committee, routinely review course outlines and program proposals in order to update the collection based on changes in curriculum. Priority is given to faculty requests for materials.

Every semester, the librarians review the usage statistics of the current online resources and decide whether to maintain or discontinue subscriptions up for renewal ([II.B.2-3](#)). Faculty and other stakeholders are consulted as appropriate. Recognizing an increased need for online and electronic resources, the Library has greatly expanded its database collection in recent years, adding such resources as Overdrive for eBooks. Since the last self-study, the Library has expanded streaming media into its collection through a subscription to Kanopy. This source was often requested by faculty and has proved to be a popular service.

**College of Alameda faculty and library personnel work together to inform the selection of educational equipment and materials to support student learning.** Faculty are surveyed and consulted to determine their satisfaction level with collection, services and instruction ([II.B.2-4](#)). Feedback from these surveys and consultations are used to improve services. In spring 2019, the math department reached out to the Library in an effort to develop a lending library for math calculators. In collaboration with the math department, the Library purchased twenty-one math calculators for students to checkout from the Library Reserve Desk ([II.B.2-5](#)).

**The College Library regularly assesses the collection to determine if it is meeting the needs of campus initiatives.** Recent collection statistics gathered indicated that the library materials were out of date in areas of literature, heritage, and contemporary life of Latinos in the United States. The librarians advocated for additional funds to support updating this collection. In fall 2019, the College was awarded a Hispanic Serving Institution (HSI) Grant and as part of that grant the Library received funds to develop a Latinx Collection ([II.B.2-6](#)).

**The librarian faculty regularly analyze the collection to track the size, age, and relevance to curricular needs of the College.** Librarians use various methods including: Catalog system reports, circulation reports, reference desk statistics, book requests from faculty/students, participation on the Curriculum Committee (reviewing course outlines and new program proposals), faculty surveys and student surveys ([II.B.2-7](#), [II.B.2-8](#)).

College of Alameda librarians select books using a variety of methods, including soliciting recommendations from faculty and students, and referring to reviews in professional literature. Librarians initiated a formal weeding project to update the collection and faculty participate in the de-selection process by reviewing materials and then recommending new acquisitions. As part of this project, the Library was able to withdraw approximately 10,000 out-of-date titles. This significantly improved the currency of the collection ([II.B.2-9](#), [II.B.1-5](#))

**The College has a clear collection development policy that relies on the expertise of librarians, and faculty in the selection of learning materials.** Changes to curriculum trigger librarians to reach out to division faculty, therefore keeping the shelves current. Students and community members may recommend selections. The College keeps textbooks on reserve and has recently added significant online and electronic databases and books, which are available to students online and on/off campus. College of Alameda follows a clear process for requesting new, and maintaining existing, educational equipment through the annual program updates and comprehensive program review process for resource and equipment requests ([II.B.1-34](#)).

The College of Alameda Library maintains a textbook reserve collection. The textbooks for this collection are chosen by a Reserve Technician based on syllabi, the bookstore textbook list, faculty requests and student requests. The reserves also include print and bound copies of electronic texts (open source). Links to the online texts for zero cost textbooks are included in the Library Catalog and can be searched by course title. Librarians work with faculty to identify and incorporate zero text cost materials into their courses ([II.B.2-10](#)).

Allocations from several sources, including local capital bonds (Measure A), California Proposition 20, Lottery Funds, Basic Skills, and Instructional Equipment and Library Materials funds from the California Community College State Chancellor's Office (CCCCO) provide sufficient support for library materials. The College will review leveraging new capital bond Measure G funds to support the Library ([II.B.2-11](#)). Through College budget and planning process, the Library has received support for necessary library materials and databases. The Library utilizes this process to advocate for further growth to the library services and collections ([II.B.2-12](#)).

### **Learning Resource Center (LRC)**

**Relying on the expertise of faculty and learning support services classified professionals, in collaboration with discipline faculty, the Learning Resource Center (LRC) delivers comprehensive services and learning opportunities to students.** The LRC works with the Information Technology (IT) department to select all hardware and software used in all the academic labs of the LRC. The Learning Resource Center faculty coordinator and discipline faculty collaborate to ensure the LRC meets the diverse needs of our students. In partnership with the Disabled Students Programs and Services (DSPS) faculty Counselor Coordinator, the LRC provides accessible and Americans with Disabilities Act (ADA) compliant workstation in each academic lab Center. The LRC coordinator works with the DSPS Coordinator to ensure all students have equal access to all the student resources offered in the lab.

The College Learning Resource Center maintains specific materials, equipment, and learning spaces, which include:

- *Open Lab (L202E)*: as described in 1.1
- *Writing Center (L207)*: Eight PC workstations, four group worktables, and a small ESOL and English reference collection makes up the flexible workspace of the Writing Center. Peer tutors in ESOL and English are available to assist students in reading and writing tasks across the curriculum.
- *Conference Room (L202C)*: Seating to accommodate 17 people and a U-shaped conference table. Storage cabinet.
- *Supplemental Instruction, Workshop and Faculty Meeting Space (L226)*: 5 individual workstations, overhead LCD projector and white board, transparency projector and whiteboard, as well as two conferences table for group work, workshops, etc.
- *Math Lab (L202D)*: 8 individual workstations, 10 computers to for practice problems, use of math software, internet research and math, tables for individual and small group tutoring. Storage and instructor workstation.
- *Tutorial Center*: one large and 8 small carrels for individual and group tutoring.
- *Supplemental Instruction Classroom (L234)*: Universal Design desks for up to 40 students, smart board/projector/computer combo, and multiple whiteboards.
- *Science Annex*: space for individual and small group tutoring. This is the newest of the LRC offerings. With the transition of the science classrooms and laboratories to 860 Atlantic Avenue, the LRC worked with science faculty and staff to create a space for limited mathematics and science tutoring in that facility.

([II.B.1-33](#), [II.B.1-4](#)).

## Analysis and Evaluation

College of Alameda relies on the expertise of faculty, including librarians, and other learning support services professionals. The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the Mission. The College has a clear and public acquisitions policy that relies on the expertise of faculty, including division faculty (including librarians), in the selection of learning materials. Changes to curriculum trigger librarian liaisons to reach out to division faculty.

*II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

## Evidence of Meeting the Standard

**College of Alameda evaluates library and other learning support services to assure their adequacy in meeting identified student needs in part through the attainment of student learning outcomes. The evaluations lead to improvement in services in support of student learning and achievement.**

## **Library**

The College Library actively engages in regular assessment of its services and collections ([II.B.2-8](#)). The Library maintains and reviews statistics on service and resource usage and uses this data to improve services. Some of the statistics the Library keeps include database usage, gate counts, Cataloging counts, library lecture counts, reference desk statistics, and circulation statistics ([II.B.1-9](#)). Assessment results are used for dialogue, reflection and continuous improvement of Library services and instruction ([II.B.2-3](#)). College of Alameda Library is unique and assesses Student Learning Outcomes (SLO) for courses and instruction sessions and also Service Area Outcomes (SAO) for service areas ([II.B.3-1](#), [II.B.3-2](#)). The Library developed an internal process and timeline for assessing services and ensuring alignment with institutional outcomes ([II.B.3-3](#)). The Library adheres to the College outcomes assessment timeline, with each SLO and SAO assessed at least once every three years and evidence made available within CurriQunet Meta ([II.B.3-4](#)).

Assessment results are discussed at librarian meetings, utilized to identify budget priorities, used to improve services and referenced in all planning documents including the Library Program Review, Curriculum Review (every three years), Annual Program Updates, and Annual Budget Requests ([II.B.1-34](#), [II.B.3-5](#), [II.B.3-6](#), [II.B.3-7](#))

College of Alameda Library regularly evaluates services to assess impact on student learning. These assessment tools include library instruction session assignments, student surveys, faculty surveys, research data, usage statistics and planning documents. College Library instruction sessions and courses are assessed based on student learning outcomes assessment and the results/evidence are entered into CurriQunet Meta ([II.B.3-8](#)). Both student learning outcomes and service area outcomes for the Library are assessed, discussed at librarian meetings, reported to the community, used to identify resource needs, and aligned to institutional outcomes within Meta ([II.B.3-4](#)). Statistics, research data and reports, surveys, and planning documents are posted on the Library webpage ([II.B.2-8](#)).

Library assessment data is used to assist in purchasing decisions, building support for funding requests, monitoring staffing levels, and analyzing the use of library services. The College Library is continually analyzing assessment data and incorporates resulting priorities into its budget and planning proposal documents.

College of Alameda Library data shows a strong connection between library instruction and student learning. In fall 2017, the Library worked with the campus researcher to analyze collection usage and student success. Data from this study indicated that checking out a College of Alameda circulating book is associated with a 10% higher student success rate and a higher average Grade Point Average (GPA) compared to the institutional standard for that semester. Data showed higher rates of checkout for equity impacted groups as compared to their make-up in the general population ([II.B.3-9](#)). This data has been used to justify the request for increased funding for collections in annual program reviews.

College of Alameda data indicated English sections receiving two or more library instruction sessions have higher rates of student success than other sections not receiving library instruction

([II.B.3-10](#), [II.B.3-11](#), [II.B.3-12](#)). In response to assessment findings, the English Department recommends English 1AS sections include three library instruction sessions.

## **Analysis and Evaluation**

College of Alameda regularly evaluates library and other learning support services to assure their adequacy in meeting identified student needs through program review, ongoing learning outcomes assessment, and surveys ([II.B.1-33](#), [II.B.3-21](#)). Evaluations include evidence of contribution to the attainment of student learning outcomes ([II.B.3-13](#), [II.B.3-14](#)). The institution uses the results of these evaluations as the basis for improvement.

*II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.*

### **Evidence of Meeting the Standard**

**College of Alameda documents that formal agreements that exist with partners and ensures resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement and regularly evaluates these services to ensure their effectiveness.**

## **Library**

The College library has several formal agreements with external partners to ensure student learning and achievement is fully supported. The Library relies on outside consortia and vendors to support and supplement collections and services. The Integrated Library System (ILS) by ExLibris is purchased and maintained by Peralta Community College District (PCCD). Consortia memberships are maintained where such membership provide cost-savings and other benefits to students; for example, the participation in the Community College Library Consortium (CCLC) provides substantial group buying discounts for digital resources. The following formal agreements exist and are on file in the Library office:

- OCLC contracts with the bibliographic utility ([II.B.4-1](#))
- CCLC contracts for digital resources and chat reference ([II.B.4-2](#))
- Pinnacle Vend Systems agreement for photocopiers maintenance ([II.B.4-3](#))
- Bibliotheca service contract for the security gates ([II.B.4-4](#))
- Better World Books contract ([II.B.4-5](#))
- ExLibris Contract ([II.B.4-6](#))

College of Alameda Library evaluates these services through a regular assessment process for Library collections and services ([II.B.1-34](#)). Our resources and services are adequate for the College intended purpose and are easily accessed and utilized.



College of Alameda takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The College Library maintains a contract with Bibliotheca to maintain the security of the Library collection with magnetic strips in each title, and a gate that detects any magnetic materials exiting the building. At circulation, each magnetized item is de-magnetized for the duration of the loan. Any item not processed at the circulation desk will set off the security alarm at the exit of the Library.

The College Library ensures student information is safeguarded in accordance with Family Educational Rights and Privacy Act of 1974 (FERPA) ([II.B.3-16](#)).

### **Learning Resource Center (LRC)**

The College Learning Resource Center maintains multiple formal agreements with external partners to ensure student learning and achievement is fully supported. The College offers training courses and certificates for Tutors ([II.B.3-15](#)).

- equity-based content in training courses ([II.B.3-17](#))
- non-credit Career Development and College Placement (CDCP) so as not to overburden international students financially ([II.B.3-19](#))
- single, portable language for tutoring between Colleges ([II.B.3-18](#))
- LRNRE 502A requirement for continued employment ([II.B.3-19](#))
- 24 Hour access via Net Tutor - Canvas ([II.B.3-20](#))

### **Analysis and Evaluation**

College of Alameda collaborates with multiple education support software services to provide expansive library, tutoring, and other learning support services to students. The College retains responsibility for the reliability and security of these services. Evaluation of the contracted services is incorporated into its existing evaluation processes of program review and student surveys.

### **Conclusion on Standard II.B.**

College of Alameda supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. All student learning support services including the Library and Learning Resource Center area regularly assessed through learning outcomes assessment and program review to ensure they are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. The College follows Peralta Community College District (PCCD) Board Policy and Administrative Procedures and regularly relies on the expertise of faculty, including librarians, and other learning support services professionals to assess equipment and materials in support of student learning and the Mission. College of Alameda collaborates with other institutions and sources for library and other learning support services for its instructional programs and does through documented formal agreements for service. All services are regularly evaluated for effectiveness and quality improvements.

## II.C. Student Support Services

*II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the Mission of the institution. (ER 15)*

### Evidence of Meeting the Standard

**College of Alameda has a comprehensive student support division and regularly evaluates for quality and demonstrates the services, regardless of location or means of delivery support student learning and enhance accomplishment of the College Mission.** The College has multiple student support programs including Admission and Records, Financial Aid, Counseling, Transfer Center, EOPS/CARE/NextUP/CalWORKs, UMOJA, Veteran Resource Center, Disabled Students Programs & Services (DSPS), Athletics, Office of Student life and Campus Activities, Health Services Center (Mental Health Counseling), ACCESSO Center and Puente, and the Welcome Center. All programs and services are regularly evaluated.

The College regularly evaluates the quality of student support services to ensure they support learning. Each department conducts evaluations through a comprehensive program review process every three years with annual plan updates ([II.C.1-1](#)). Program effectiveness is addressed through Service Area Outcomes (SAO) assessment and student surveys ([II.C.1-2](#)). Each program conducts assessment evaluations including closing the loop and planning strategies that best enhance the quality of the program ([II.C.1-3](#)). Each year, planning strategies are updated to include resource requests, allowing new developments to link directly to planning strategies ([II.C.1-4](#)). Every student support services department has a Mission statement aligned with the College Mission. The programs analyze their alignment and ability to enhance the accomplishment of College Mission throughout the program evaluation process.

Student support services programs conduct student surveys including the Community College Survey of Student Engagement (CCSSE) and surveys used for outcomes assessment ([II.C.1-5](#)). Programs analyze student feedback to develop and implement modifications or planning strategies or revisit their Service Area Outcomes (SAO) ([II.C.1-3](#)). The College uses the CCSSE to measure student engagement in the classroom environment and in student support services.

College of Alameda regularly evaluates counseling courses and the counseling program. Counseling courses support student development and learning and are assessed on a three year cycle ([II.C.1-6](#)). The results of course outcomes assessment demonstrate the College commitment to student development, learning and achievement. The counseling program is evaluated through a number of measures. All counseling programs participate in program review on a three-year cycle with annual assessment of Service Area Outcomes (SAO) and annual unit updates. The Peralta Community College District (PCCD) Office of Institutional Research and the College Office of Research, and Planning and Institutional Effectiveness provide disaggregated data by location or means of delivery as appropriate to the counseling program structure. The College strives to provide similar services for all students, regardless of modality. Online services are a regular part of the ongoing program assessment. The College implemented online Zoom counseling sessions and drop-in counseling through Tawk.to chat on the

Counseling webpage. Online services were assessed in the fall 2020 program review for effectiveness and alignment with the College Mission ([II.C.1-7](#), [II.C.1-8](#)). The Counseling program is also assessed through individual evaluations of counseling faculty; all newly hired tenure-track faculty, including counseling faculty, go through a four-year evaluation process according to state and contractual standards. Tenured counselors and part time counselors are evaluated every three years ([II.C.1-9](#), [II.C.1-10](#)). Faculty evaluations include anonymous student surveys and ensure quality advisement to students.

## **Analysis and Evaluation**

College of Alameda student support services further the College Mission. Student support services programs evaluate all service modalities to ensure support of face-to-face or distance education students. All services are regularly evaluated through the College continuous improvement process and program review, and through student surveys to collect feedback from students themselves.

*II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

## **Evidence of Meeting the Standard**

**College of Alameda identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes.** Student services programs have identified Service Area Outcomes (SAOs) to guide continuous program improvements. Beginning 2020-2021, programs are assessing their impact on improving the Student Success Funding Formula (SCFF) supplemental and student success metrics areas relevant to each program ([II.C.2-1](#))

**College of Alameda uses assessment data to continuously improve student support programs and services.** Each program within the student support services program conducts regular evaluations to determine the effectiveness of services delivered, finds methods for improving efficiency and delivery of services, and assesses the changing needs of the student body. Programs assess Service Area Outcomes (SAOs) on a three-year cycle, annually ([II.C.2-2](#), [II.C.2-3](#)).

Student support programs have a dedicated Student Learning Outcomes and Assessment Coordinator (SLOAC) to support division-wide efforts to assess learning outcomes for student services and programs. The SLOAC is a faculty member designated to serve as a resource person to all units regarding outcomes assessment ([II.C.2-4](#))

As of 2019, documentation of outcomes assessment is managed in CurriQunet Meta. In prior years the College used TaskStream for outcomes assessment. The SLOAC provided resources and support in the transition for student support services programs including workshops, one-on-one individual training and department support and job aides ([II.C.2-5](#), [II.C.2-6](#)).

**Student Services areas utilize various assessment methods including surveys, self-evaluations, and workshop surveys.** Student services departments utilize various assessment methods including surveys or local data, departments may meet to review results and discuss any changes that may need to be implemented to ensure that the needs of students are being met ([II.C.2-7](#), [II.C.2-8](#), [II.C.2-9](#)). Examples of program improvements based on department assessment include:

College of Alameda outreach department noticed limited engagement with disproportionately impacted ethnic and racial populations during the College signature “Mobile CoA” program, a spring semester program targeted to high school seniors. To reach more disproportionately impacted students, the department prioritized schools with high numbers of underrepresented students by increasing presence at these schools as early as fall ([II.C.2-10](#)). Additional student services program improvements due to outcomes assessment includes:

- EOPS programs and services began offering career and employment workshops based on mid-year survey data ([II.C.2-11](#))
- Health Services increased availability of Mental Health therapy appointments based on an increased number of students on the waitlist ([II.C.2-12](#)).
- Financial Aid noticed a decrease in overall financial aid recipients and implemented numerous in-reach efforts include financial aid events and implementing a student text message system to outreach to special subgroups of students ([II.C.2-13](#)).

## **Analysis and Evaluation**

The College identifies and assesses learning support outcomes for its diverse student population using disaggregated data and provides appropriate student support services and programs to achieve those outcomes. The College student support services programs evaluate annually through the continuous improvement cycle and comprehensively every three years.

*II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

## **Evidence of Meeting the Standard**

**College of Alameda assures equitable access for all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method through continuous improvement evaluation and program improvements.** The College assesses the needs of various student populations through comprehensive evaluation in program reviews and committee work and implements student support services enhancements based on assessments. The College Student Equity and Achievement (SEA) committee is focused on mitigating achievement gaps for all students. The committee developed and implemented an integrated SSSP, BSI and Equity plan in 2017 followed by a Student Equity Executive summary, 2019-20 ([II.C.3-1](#), [II.C.3-2](#)). The College Guided Pathways design teams focus on equity and the integration of student support services programs with instructional programs to ensure equitable access to success for all students ([II.C.3-3](#)).

The College AB705 workgroup included a cross section of faculty from counseling and math, English and ESOL and incorporated student support services into instructional programs to provide greater equity ([II.C.3-4](#), [II.C.3-5](#)). The College Distance Education Committee is represented on the Peralta Distance Education Committee and participates in the development of a comprehensive Distance Education Plan incorporating student support services programs with instruction and focused on equity as a core tenet of the Distance Education plan to ensure equitable services for all students ([II.C.3-6](#)). The plan serves as a guide for enhanced programs and services for distance education students.

As of summer, 2020, all student support services are offered solely remotely and online and will continue in this manner at least through June 1, 2021 due to the COVID-19 pandemic. Prior to March 2020, all services were available on campus and in person five days a week and one evening, by phone and through email. Services were available for Distance Education students in online formats. While service delivery changed rapidly in March 2020, the College is in the process of assessing programs and services through fall 2020 program review and will review the effectiveness of the new delivery models and make program improvements as needed to ensure equitable access for all students ([II.C.3-7](#)).

The College provides specialized support to students who are disproportionately impacted to eliminate student equity gap such as a dedicated case management counseling, Chromebook lending program, Hot Spot lending program, calculator lending program, book vouchers, supplies, a new peer mentoring program, and specialized and embedded tutoring ([II.C.3-8](#), [II.C.3-9](#), [II.C.3-10](#), [II.C.2-11](#)). The College Programs and Services for Students with Disabilities department (DSPS) provides accommodations for students with documented disabilities including, increased testing times, reading/writing access with alternative media, note taking services, and support classes to support equitable access and success ([II.C.3-11](#)).

College of Alameda utilizes technology to provide enhanced access for students to improve student success and mitigate equity gaps including on the spot translation services, online webpage chat, SARS-Zoom integrated counseling, online videos with voice over, zoom workshops and drop in sessions, HubSpot for mass email distribution and Remind.com for texting students updates for student support services programs ([II.C.3-12](#), [II.C.3-13](#)). The College is currently developing a mobile app and website redesign to launch January 2021 to increase equitable access to student support services programs ([II.C.3-13](#)).

## **Analysis and Evaluation**

College of Alameda assures equitable access for all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method through continuous improvement evaluation and program improvements. The College utilizes committees and program reviews to assess student support services to support equity in access and success. Program improvements are improved or modified as needed to meet student needs.

*II.C.4. Co-curricular programs and athletics programs are suited to the institution's Mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

## **Evidence of Meeting the Standard**

**College of Alameda ensures that co-curricular and athletics programs align with the Mission and contribute to the social and cultural dimensions of the educational experience of its students** through outcomes assessment, program review, and governance committee data analysis and plan development. The College offers multiple co-curricular events, activities and athletic programs available to support student learning and achievement. There are two athletic teams (Men's Basketball and Women's Volleyball) and multiple clubs, which vary annually ([II.C.4-19](#), [II.C.4-20](#)). The Associated Students of College of Alameda (ASCOA) office coordinates opportunities for students to be involved in leadership opportunities on campus or in the community and provides financial support for extra and co-curricular activities.

The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. **The co-curricular and athletic programs offered at College of Alameda are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.** Examples of co-curricular and athletics programs:

**ASCOA Program & Office of Student Activities and Campus Life-** The Associated Students of College of Alameda (ASCOA) Senate exists to be a voice for students while providing activities and services that improve the student experience. Senate leaders serve on College governance committees ensuring student voice is active in the College community. The ASCOA funds student clubs on campus. As example, there have been Phi Theta Kappa, Latinos Unidos, LGBTQIA, and Model UN (MUN) Debate Clubs ([II.C.4-1](#), [II.C.4-2](#)). Fostering student engagement on campus, ASCOA is critical in increasing student retention and success. ASCOA members participate in the Mobile Food Pantry, Grab.n.Go hot meals and Hunger-free breakfast initiatives ([II.C.4-3](#)). ASCOA holds community service days to engage the external CoA community. ASCOA launched Café 140 in 2019 to provide students food options during the day. This is a student run business and all budgets and expenditures as well as budget management are in accordance to Peralta Community College District (PCCD) Board Policy and Title 5. ASCOA funds are deposited and disbursed by the PCCD Office of Finance and Administration. Funds are administered by student organizations in accordance with PCCD accounting procedures. ASCOA funds are subject to an annual audit. A financial report is submitted annually to the Board of Trustees ([II.C.4-4](#), [II.C.4-5](#), [II.C.4-6](#), [II.C.4-7](#)) .

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**The Office of Student Activities and Campus Life (OSACL) supports co-curricular activities that contribute to the social and cultural dimension of the student education experience.** The Mission of the OSACL is: "To provide activities, programs and services that improve your overall student experience at CoA. By participating in campus events, community service opportunities, field trips and student clubs. You can meet new people. Feel a part of the

campus community. And develop valuable leadership skills.” Examples of co-curricular events sponsored by the OSACL are: APIA Heritage, Black History Month, and Día de los Muertos celebrations. Through the OSACL Student Equity and Achievement allocation, the College established a fund for Cultural Activities and Programs for members of the campus community to propose co-curricular activities in one of the following areas:

- On campus cultural event that enhances the cultural and intellectual experience of the CoA community
- An activity that promotes parity in educational outcomes (i.e., equity) for historically marginalized student populations at CoA ([II.C.4-8](#)).

**Athletics Department-** Mission statement:

“The Athletic programs at the College of Alameda are committed to excellence in academics and athletics. We believe that competition, conducted according to the rules, good sportsmanship and honor, both on and off the site of competition, can bring out the best in the student athlete. We strive to win, to achieve and to excel, but we believe that each individual student athlete striving to do their best is the heart, spirit and purpose of competition.”

College of Alameda provides the environment, facilities, support and opportunities for academic and athletic excellence ([II.C.4-9](#)). The Athletics department Mission is aligned with the College of Alameda Mission. The College assesses the Athletics program through the program review cycle and outcomes assessment leading to program improvements ([II.C.4-10](#)).

College of Alameda Athletics is a member of the Bay Valley Conference, which includes nine Community Colleges. The College Intercollegiate Athletic Programs are governed by rules and guidelines set forth by the California Community Colleges Athletic Association (CCCAA) and adheres to the National Collegiate Athletic Association (NCAA) regulations as it pertains to the two-year transfer eligibility guidelines. The Athletic Director, Coaches, Athletic Trainers, College President and the Administrative personnel affiliated with athletics; must all complete the CCCAA Compliance Rules Exam. The CCCAA exam must be completed by July 1<sup>st</sup> or before the first athletic season begins. In order to pass the exam, participants must obtain an 80% or higher. Athletic Directors and Coaches can attend up to four meetings per calendar year of the California Community College Athletic Association (CCCAA) and the Bay Valley Conference (BVC) ([II.C.4-11](#)).

Evidence that demonstrates equitable athletic opportunities for both men and women athletes is found in the Equity in Athletics Disclosure Act (EADA) Federal Survey submitted annually ([II.C.4-12](#))

Athletic scholar expectations are outlined in the Athlete Orientation. Scholar athletes can expect their instructors to submit progress reports every three weeks if doing well or every week if they need to be more focused. Coaches conduct a weekly unit check to ensure that student athletes do not fall below requirements ([II.C.4-13](#)).

**The College is responsible for the control of the Athletic program finances.** Athletic finances are provided by the College discretionary general funds. Each team raises additional funds located in the Peralta foundation to support the teams. There are two accounts which Athletics receives fundraising funds ([II.C.4-14](#), [II.C.4-15](#)).

### **Co-curricular Learning Communities**

**College of Alameda co-curricular learning communities are suited to the College Mission and contribute to the social and cultural dimensions of the educational experience of its students. They are conducted with sound educational policy and standards of integrity and the College is responsible for the control of these programs, including their finances.** All learning communities participate in the comprehensive program review cycle and engage in outcomes assessment.

**Umoja Community-** The Umoja Community is a learning community co-curricular program where educators and learners are committed to the academic success, personal growth and self-actualization of African, African American and other students. Umoja students benefit from personalized academic counseling, and integrated instruction with embedded tutoring. The Umoja community engages students in cultural enrichment activities as well as personal and professional development through community enrichment activities. Umoja students create community in the “village” space. Students receive priority registration for the annual Historically Black Colleges and Universities (HBCU) tour. Umoja is funded by Student Equity and Achievement (SEA) funds ([II.C.3-10](#), [II.C.4-16](#)).

**Math Engineering Science Achievement (MESA)-** is a peer and professional support community whose aim is to increase access and opportunities of success in Science, Technology, Engineering, Math (STEM). The program focuses on increasing diversity of professionals in STEM fields and provides equity in opportunity to first generation, low-income, and under-represented College students. MESA provides resources for students to develop essential academic and leadership skills to achieve success in school, career, life, and STEM related disciplines. The co-curricular support program provides case management counseling, student education planning focused on transfer field of study and embedded and MESA dedicated tutoring. Events and activities include conferences and speaking engagements focused on stem related fields. MESA is funded by Student Equity and Achievement (SEA) funds ([II.C.4-17](#)).

**Title V- Hispanic Serving Institution Grant-** College of Alameda received the first Peralta Community College District (PCCD) United States Department of Education (DoED) Title V Hispanic Serving Institution (HSI) Grant award in spring 2019. The College was one of 43 awardees out of 223 applicants. Eligible institutions must have at least 25 percent Hispanic identified students enrolled at the end of the award year. The College launched two HSI funded projects fall 2020 focused on equity in access and success in degree attainment and transfer to a four-year College or university. First, the Adelante con Comunidad, Excelencia, Sabiduria y Oportunidad (ACCESO) Center, serves and supports Latinx students to plan for and attain a certificate, degree, or transfer within three years. The ACCESO Program is open to all students at College of Alameda and the program has 60 students enrolled fall 2020. ACCESO students receive a dedicated orientation, case management counseling, and community and cultural engagement activities ([II.C.4-21](#)).



The second Title V, Hispanic Serving Institution (HSI) funded co-curricular program launched in fall 2020, Puente, is a national award-winning program that has helped tens of thousands of educationally disadvantaged students to enroll in four-year year Colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Puente students, or Puentistas, partner with counselors, English instructors, and peer mentors to prepare for transfer to four-year Colleges and universities. The curriculum focuses on the development of College-level essay writing, reading, research, and critical thinking skills, a necessary foundation for educational success and are aligned with the Mission of the College and is designed to mitigate achievement gaps for Latinx students ([II.C.4-18](#)). The College successfully enrolled 35 Puente students in the first semester, fall 2020.

## Analysis and Evaluation

College of Alameda offers co-curricular programs and athletics aligned with the College Mission. These programs are governed by relevant Peralta Community College District (PCCD) Board Policies and Administrative Procedures and are evaluated through the College program review process and additional, external program review for athletics. The College maintains responsibility for these programs and oversight of their finances.

*II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

## Evidence of Meeting the Standard

**Counseling and advising programs are intended to help students identify their academic and personal goals, understand the requirements related to their programs of study, and receive timely, useful, and accurate information about relevant academic requirements.** College of Alameda provides comprehensive counseling services in the ACCESO Center, Athletics, Cougar Promise Program, Counseling Department, DSPS, MESA, EOPS/CARE/NextUp/CalWORKs, Puente, Umoja Community, Veterans Resource Center, through the Peralta Community College District International Programs, and Transfer Center ([II.C.5-1](#)).

**College of Alameda counseling services are comprehensive, thorough, in support of student learning and achievement and are aligned with the Mission of the College.** These services assist students in identifying and creating pathways for personal development, career choices, and educational goals and adheres to ([II.C.5-2](#)). All counselors meet minimum qualifications and engage in continuous professional development to ensure students receive quality services. Counselors provide services in multiple modalities to meet the diverse needs of students. Prior to March 2020 counseling services were available primarily in person however the College implemented zoom counseling in March prior to the Peralta Community College District (PCCD) decision to move all programs and services to remote and online formats. Since March, 2020, all counseling services are available in remote and online platforms and will continue in this manner through at least May 29, 2021 ([II.C.5-3](#)). All student support programs with counseling services engage in comprehensive program review to ensure quality, accuracy, and service delivery meeting student needs in support of student learning and achievement.

The College offers varied counseling options including in-person appointments, same-day drop-in counseling, and follow-up counseling meetings via email, phone, online chat and zoom individual and workshop sessions. In spring 2020, counseling faculty launched online counseling services using the Zoom platform. All counselors in general counseling and special programs are trained and have utilized the Zoom to assure online counseling meets the needs of a broad spectrum of students ([II.C.5-4](#)). Online drop-in counseling is available through Tawk-to live chat on the counseling webpage ([II.C.3-12](#), [II.C.5-5](#)). The College is in the process of implementing Ocelot ChatBot in all student support programs for 24-hour responsiveness to meet student needs ([II.C.5-6](#)).

Counseling faculty in specialized student support programs such as EOPS/CARE/NextUP/CalWORKs, Veteran Resource Center, MESA, UMOJA, ACCESO and Puente provide orientations for program students ([II.C.5-7](#)). General counseling faculty participated in all student Zoom, online orientations in fall 2020 ([II.C.5-4](#)).

College of Alameda counselors provide career exploration counseling services through the SuperStrong Assessment ([II.C.5-9](#)). SuperStrong is an online career assessment tool that can help inform students of their career pathway. Students complete the career assessment prior to a comprehensive student educational plan appointment with a counselor. The results are used as a guide in developing student education plans to meet student career and academic goals. Students can access the SuperStrong assessment online through the counseling website, in person on the welcome center computers, and are sent the link in their counseling appointment reminder.

All counselors provide the following academic advising services: academic counseling, student education planning, transfer counseling, support with petition for degrees and certificates, Financial Aid appeal petitions, probation and dismissal petitions and more. To support timely completion of goals, Counselors collaborate with students to develop a comprehensive Student Education Plan (SEP) including necessary courses to achieve student academic and career goals. In fall 2019, the College implemented a year round degree/ certificate petition process ([II.C.5-10](#)).

College of Alameda students with a transfer focus have access to specialized counseling and advising services through the Transfer Center. The Transfer Center provides students with the information and tools they need to transfer to a four-year College or university as efficiently as possible. Some of the services provided include: Online application assistance, Transfer Admission Guarantee (TAG) agreements information and workshops, tours of local four-year Colleges and Universities, various transfer workshops, access to a resource library of online and hard copy Catalogs for California and out of state Colleges and Universities, and an annual Transfer Day ([II.C.5-11](#)). College of Alameda is proactive in supporting students complete Associate Degrees for Transfer (ADT), which provide guaranteed admission to a California State University (CSU) ([II.C.5-12](#)). The College evaluator and Transfer Center Director collaborate to ensure students petition on time and meet transfer ADT requirements.

**The College prepares faculty for the counseling function and the College has structures in place to verify all pertinent information on academic requirements is accurate and disseminated in a timely manner.** The College ensures quality and training for counseling faculty by providing a platform for bi-monthly department meetings to provide up-to-date information in the field, share program and committee updates, articulation updates, and updates on processes and procedures at the College and District level. Various departments (i.e. financial aid, instructional departments, Peralta Community College District (PCCD) Office of Admission and Records, etc.) attend to provide critical updates. District-wide, counseling department chairs plan an all PCCD counselor meeting twice a year, hosted by a different PCCD Colleges each semester and serves as a team-building and professional development opportunity. Counselors engage in training on specific topics and best practices. To improve accurate and timely information, topics include: Admissions and Records procedures, Financial Aid updates and procedures, distance education efforts, institutional research information, and Peralta Federation of Teachers (PFT) updates ([II.C.5-13](#)).

College of Alameda benefits from counseling faculty representation on the District-wide Counseling Functionality Team (CFT) ([II.C.5-14](#)). The CFT is led by a Peralta Community College District (PCCD) office administrator and is comprised of two counselors from each PCCD College, representatives from PCCD office of Admission and Records, PCCD office of Institutional Research, PCCD office of Information Technology and PCCD office of Academic Affairs. The CFT emphasizes the vital importance of clarity and consistency in communication between counselors and those responsible for action and notification to the field. The Counseling Functionality Team meets bimonthly to discuss and review any technical issues and problems with processes and procedures that counselors face on a daily basis, which impact students. The CFT forwards issues and problems to functional support teams with recommendations for improvement.

To support quality and accuracy of student counseling services, in 2018, the College introduced the Counseling Liaison program for counseling faculty, to enhance and build working relationships with instructional faculty. Counselor Liaisons meet with instructional chairs, visit department meetings, and provide instructional updates to the rest of the Counseling department. Examples of outcomes resulting from the Counselor Liaison role include counseling collaboration with the English and math department to create an AB705 compliant self-guided placement tool for English and math placement recommendations ([II.C.5-15](#)).

To ensure accurate counseling services, counseling faculty are encouraged to attend trainings and professional development opportunities. Counselors regularly attend the University of California (UC) Counselor Conference, California State University (CSU) Counselor Conference, and College and University specific conferences, prioritizing top feeder schools, San Francisco State University, California State University, East Bay, and San Jose State University ([II.C.5-16](#)). Counselors in categorical programs maintain currency in their field by attending conferences specific to their programs, such as DSPS, Umoja, and EOPS ([II.C.5-17](#)). In 2019-2020, through College engagement in Guided Pathways, counselors attended Guided Pathways conferences, workshops and the counseling focused Equity Institute at Skyline College ([II.C.5-18](#)).

College-wide, the counseling department is instrumental in the College Guided Pathways initiative. Each year, the Guided Pathways faculty leadership teams include at least one counselor in collaboration with instructional faculty, classified professionals, and administrators. In fall 2019, the Guided Pathways leadership team identified the importance of having counselors lend their expertise to the process of developing two-year degree program maps. The leadership team intentionally structured program mapping teams to include at least one counselor per team ([II.C.5-19](#), [II.C.5-20](#)).

## **Analysis and Evaluation**

College of Alameda offers counseling to meet the diverse needs of its students in classes, workshops, and one-on-one settings. The College leverages technology to allow students to view their student education plans online at any time. Qualified counselors are hired, are regularly evaluated to ensure the quality of service and are encouraged to engage in professional development. Students have multiple options to complete student orientations.

*II.C.6. The institution has adopted and adheres to admission policies consistent with its Mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

## **Evidence of Meeting the Standard**

### **The College adopted and adheres to admission policies consistent with its Mission.**

Peralta Community College District (PCCD) Board of Trustees established Board Policies and Administrative Procedures regarding admission, AP5010, Special Admissions and Enrollment ([II.C.6-1](#)). Policies and procedures are consistent with the Mission of the College and specify the qualifications and the requirements individuals must meet for admission. The College adheres to PCCD Administrative Procedures for admissions, special admission and enrollment of high school and other students, international students and students in the Military ([II.C.6-1](#), [II.C.6-2](#), [II.C.6-3](#), [II.C.6-4](#),). The College follows PCCD Administrative Procedures for non-residents and students under various visa classifications ([II.C.6-5](#), [II.C.6-6](#)). All students receive communication about status of application and admission including residency determination.

College of Alameda Dental Assisting students apply to the program by the established deadline and must meet all entrance requirements. Dental Assisting program requirements and admission procedures are published on the website and College Catalog ([II.C.6-7](#)).

College of Alameda student support programs may require applications and maintaining program requirements to maintain active student status. Examples of programs with application or admission procedures and program requirements are EOPS/CARE/NextUP and Cougar Promise (Alameda Promise and Oakland Promise). All program admission requirements are clearly published on the website and College Catalog ([II.C.6-8](#), [II.C.6-9](#)).

Peralta Community College District (PCCD) International (F-1 Visa) student application requirements are publicized on the International Student website, Catalog and promotional materials. The PCCD Office of International Education guides students to submit required documentation regarding their finances, immigration status documents, English proficiency, and academic history to complete the requirements for admission ([II.C.6-10](#), [II.C.6-11](#)).

**The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.** College of Alameda is focused on supporting student learning and achievement. The College Catalog is updated annually. It outlines the current admission processes and curriculum offerings and provides clear pathways to complete degrees, certificate and transfer goals. The College website provides pathway requirements and an electronic Catalog. College of Alameda offers 33 certificates; 28 Associate in Arts and Associate in Science degrees; 11 Associate Degrees for Transfer (ADT) and 6 non-credit Career Development and College Preparation (CDCP) certificates ([II.C.6-12](#), [II.C.6-13](#)).

All degree, certificate, and transfer pathways are defined in the College Catalog and published on the College website ([II.C.6-13](#)). Upon admission, students are encouraged to meet with a counselor to discuss their career and education goals and create a Student Educational (SEP) to guide clearly guide them on their pathway to completion. Pathway details for degree attainment are in the Catalog and website. Counselors utilize general education degree sheets to support student education plan developments ([II.C.6-14](#)). In addition to Catalog and online resources, pathways to complete degrees, certificates and transfer goals are available in individual online Zoom counseling appointments as well as through information provided in new student orientation ([II.C.5-4](#)). In fall 2019, the College hired a Student Equity and Achievement (SEA) Coordinator to analyze student data and develop proactive retention efforts in collaboration with counseling faculty focused on program completion and goal attainment and mitigating equity gaps ([II.C.6-15](#)).

College of Alameda offered the first noncredit course in fall 2018. The College developed several noncredit courses including the ESOL Bridge-to-Credit Career Development and College Preparation (CDCP) program, transition to College classes, as well as courses that mirror credit courses ([II.C.6-16](#)). The College offers a CDCP Tutor Training Certificate and in spring 2021, will begin offering a noncredit Certified Nursing Assistant (CNA) CDCP program. College of Alameda is currently developing CDCP certificates in Advanced Manufacturing for its Fabrication Laboratory (FabLab) ([II.C.6-17](#)).

The College Transfer Center provides dedicated support for students transferring to a four-year College or University. Counseling, application and personal statement assistance, four-year representative appointments, workshops, and college tours all support students in planning and attaining their transfer goals ([II.C.5-11](#)).

College of Alameda engages in continuous quality improvement and has been working with the Guided Pathways framework since 2018 ([II.C.6-18](#)). As of fall 2020, all two-year instructional program maps are complete. The College is currently updating the Catalog and the 2021-2022 Catalog will include 2-Year Program Maps with recommended course sequences for all 11 Associate Degree for Transfer (ADT) programs ([II.C.6-13](#)). Instructional program maps include all major requirements, general education requirements with specific course recommendations as well as electives. The College goal is to use program maps as a tool to help plan future course offerings for timely certificate and degree completion for students. In fall 2020, the Guided Pathways design team is currently working with classified professionals, faculty, administrators and student focus groups to develop meta majors (areas of emphasis) pathways to shorten student time-to-completion and focus on career and academic development.

## Analysis and Evaluation

College of Alameda adheres to admission policies consistent with the College Mission. The College defines clear pathways in the Catalog and provides robust counseling services to students to help them reach their educational and career goals. The campus is actively engaged in expanding pathway clarity through Guided Pathways.

*II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### Evidence of Meeting the Standard

**College of Alameda regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.** The College adheres to the following regulations and guidelines:

- When widely using test instruments, the assessment instruments used in the placement of students were approved by the CCCCCO
- Assessment instruments were evaluated to meet the standards as related to content validity, criterion, minimization of bias, reliability and disproportionate impact following the guidance in the ‘Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges’
- Course placement recommendations are based on multiple measures.

Placement instruments have been used for which they were developed and available to all students and policies related to testing, preparation, retesting, etc. have been communicated to students ([II.C.7-1](#)). The College uses the following approved placement testing instruments:

- Chemistry: California Chemistry Diagnostic Test 1989. (Implemented 2018-2019)  
Validity analysis is conducted every three years.

### **College placement assessment practices evolved over the past five years to minimize bias.**

The College recognized issues with placement exams and the impact on disproportionately impacted students and their access to success and progress on minimizing bias in placement practices resulted from collaborative efforts of multiple groups ([II.C.7-2](#)). College of Alameda utilizes a continuous improvement approach to placement assessment practices and makes data driven decisions in support of student learning and achievement and the College Mission. In fall 2015, College of Alameda was an early adopter of the Statewide Multiples Measures Assessment Project (MMAP) aimed to reduce remediation in English and math by placing students into English and math courses based on high school performance data.

Peralta Community College District (PCCD) department chairs (English Department Chairs, Math Department Chairs and the Peralta Community College District (PCCD) ESOL Advisory Committee) led innovation in curriculum and in the evolution of assessment tools. The College of Alameda Assembly Bill 705 (AB705) workgroup focused on staying abreast with changing policy, developing local iterations of the College Guided-Self Placement tool and ensuring

Counseling faculty and student services classified professionals and faculty implement changes to provide greater access to all students. PCCD AB705 meetings created dialogue opportunities for all four Colleges and provided assistance at the request of the Colleges with advertising changes to students and supporting research requests. As of fall 2019, the College was fully compliant with AB705 by eliminating the use of assessment tests for English and math placement and replacing it with the use of high school coursework, high school grades, and high school grade point average. For students without high school data, placement is determined by a guided self-placement.

The College allows all degree and transfer seeking students access to transfer-level English and math (with support options available) ([II.C.7-3](#)). Below is timeline of College placement assessment data driven milestones:

- Fall 2015** Multiple Measures Assessment Project (MMAP) Pilot College participation. High school transcript data from high school feeder Districts uploaded for placement.
- Fall 2016** College MMAP team presents at Multiple Measures Assessment Project (MMAP) convening at De Anza College on MMAP benefits.
- Spring 2016** College adapts English and math placement tools utilizing MMAP rules. Non-MMAP students placed with English Placement (CTEP) and Mathematics Diagnostic Testing Project (MDTP). ESOL faculty used ACT COMPASS placement test, a writing sample, and an oral interview to place ESOL students in courses.
- Spring 2017** College accepted English Academic Placement (EAP), Suite of Assessment Test (SAT), and ACT scores and MMAP for English and math placement. College implemented an English State approved and validated writing sample placement tool ([II.C.7-5](#)).
- Fall 2017** Math department offers first section of Math 13 (Statistics) and Math213 (Statistics with support) co-requisite course providing students access to enter transfer-level statistics by enrolling in a linked co-requisite support class ([II.C.7-12](#)).
- Fall 2018** Math department eliminates the MDTP. College implements a math guided self-placement questionnaire based on student major and career goals for non MMAP students ([II.C.7-6](#)). College begins self-reported data for MMAP placements rules. College develops a counselor facing English and math placement tool in Qualtrics integrating MMAP rule sets and a math guided self-placement questionnaire ([II.C.7-7](#)).

College stopped using ACT COMPASS placement test in 2018-2019

- Spring 2019** College English department develops an English Guided Self Placement questionnaire focused on comfort level and confidence in writing for students without MMAP data ([II.C.7-8](#)).  
College English and math placement tool evolves to include an English Guided-Self Placement Questionnaire as a student facing tool.  
College creates a student facing Guided Self Placement tool loaded on the College website and installed on Welcome Center computers.  
Welcome Center student workers trained to support students in Guided-Self Placement prior to seeing a counselor ([II.C.7-7](#)).
- Fall 2019** College of Alameda eliminates English and math placement assessments. MMAP and a guided self-placement is implemented for students ([II.C.7-7](#)). All transfer and degree seeking students have access to transfer level English and math (with support options available).
- Summer 2020** College ESOL department eliminates the Combined English Language Skills Assessment (CELSA) placement tool.  
College implements ESOL on-boarding process and continues to work towards developing a Guided Self Placement in fall 2020 ([II.C.7-8](#)).

The College completed an in depth AB705 analysis of alternative placement methods and curricular changes to minimize bias in student admission and placement in September 2020. The College is reviewing the analysis and will incorporate results and needed updates through the fall 2020 program review process ([II.C.7-9](#)).

College of Alameda students may use alternative measures for placement, such as Advanced Placement (AP) scores, Early Assessment Program (EAP) scores, and other placement test scores from accredited community colleges, and other College course work by successfully completing an equivalent course at accredited Colleges or universities ([II.C.7-10](#)). The College adheres to Peralta Community College District (PCCD) Board Policy and Administrative Procedure 4235, Credit for Prior Learning for awarding credit for prior learning and credit by satisfactory completion of an examination administered in lieu of completion of a course listed in the College Catalog in accordance with Title 5, Section 55050(c) ([II.C.7-11](#)).

### **Analysis and Evaluation**

College of Alameda has been in a mode of transformation for placement assessments since 2015 and the early adoption of Multiple Measures Assessment Project. The College maintained a longstanding history of utilizing validated and state-approved placement assessment methods. The College transitioned to guided-self placement in English, math and ESOL to minimize bias in admission and placement. College of Alameda utilizes data analysis and data-based decision-making in all placement assessment changes.



*II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

## **Evidence of Meeting the Standard**

**College of Alameda maintains student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained. The College publishes and follows established policies for release of student records.** The College adheres to Title 5 regulations and Peralta Community College District (PCCD) Board Policy (BP) 5040 detailing procedures for collection and retention of student information, release of student records, release of records for military recruitment, and access to student records for immigration. The College follows PCCD Board Policy and Administrative Procedure 3310, and The Family Educational Rights and Privacy Act (FERPA) regulations defining student records and maintenance ([II.C.8-1](#)). The College publishes and follows established policies for release of student records, including FERPA, HIPAA and Federal Financial Aid Regulations ([II.C.8-2](#), [II.C.8-3](#), [II.C.8-4](#), [II.C.8-5](#), [II.C.8-6](#), [II.C.8-7](#))

The Peralta Community College District (PCCD) Office of Information and Technology ensures and monitors the secure back up of all technological files and follows all relevant Board Policies and Administrative Procedures. Best practices are employed in the following monitoring to ensure record safeguards:

- Ensuring employees are trained properly in Information Technology (IT) systems and to manage their appropriate use: PCCD Board Policy and Administrative Procedures 3720 and 3725 ([II.C.8-8](#), [II.C.8-9](#)).
- Proper monitoring of information systems, including network and software design, and information processing, storage, transmission and disposal. PCCD uses Cisco Next gen Firewall, Open DNS and Microsoft Azure Security Center,
- Detecting, preventing, and responding to attacks, intrusions, or other systems failures (PCCD uses Cisco Next gen Firewall, Open DNS and Microsoft Azure Security Center and Phishing/spam attacks stats),
- Verifying the Information Technology (IT) department implemented appropriate safeguards over the PCCD information systems (Board of Trustees approval: CommVault March 2017, Board of Trustees approval: Firewall Project December 2017 ([II.C.8-10](#)),
- Ensuring information within PCCD is safe from external attacks. Daily monitoring is completed and documented in Microsoft Security Center Daily Task. Assessment occurs through an evaluation of the Annual Security Assessment Report, 2019 ([II.C.8-10](#)).

College of Alameda and Peralta Community College District (PCCD) Information Technology department maintain strict protocols to ensure confidentiality and security of student information. Every staff member completes a systems access request for appropriate, classification specific PeopleSoft access such as student records ([II.C.8-11](#)). Access rights to student information systems are granted according to job classification and the needs of the College. Access controls require multiple management authorizations prior to user account provisioning. The Information Technology (IT) department ensures all staff computers are protected with the most current

security software including network login passwords. Passport, PeopleSoft includes an auto-timeout function to prevent unauthorized access. Only authorized personnel are allowed in rooms where Class 1 hard-copy records maintained confidentially and permanently. Access is controlled through the use of locked doors, physical barriers and locked cabinets. Example of student support program departments safeguards specific to their space and record type:

Counseling: The Counseling department maintains an established process to keep student records and information permanently and confidentially. These processes apply to information shared when making a counseling appointment, counseling appointment records, academic forms, and other student information and records. Counselors record meeting notes and Management Information System (MIS) codes into SARS Anywhere. SARS Anywhere retains these electronic appointment records indefinitely. SARS communicates with Passport to record the appointment coding. Passport maintains these records according to Peralta Community College District (PCCD) Board Policy and Administrative Procedure 3310 ([II.C.8-3](#)).

Student Health Center: College of Alameda utilizes Mediat, an electronic health record system that is Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights Privacy Act (FERPA) compliant for all patient record keeping ([II.C.8-12](#)). Through the Mediat personalized patient portal, students are able to sign all consent forms and intake paperwork in a secure and confidential platform. Providers maintain all progress notes and medical records on Mediat. All providers are trained in California Telehealth laws and HIPAA compliance, and each provider uses a HIPAA compliant Zoom Account for virtual sessions ([II.C.8-13](#), [II.C.8-14](#)). Each mental health provider uses a lockbox to keep personal psychotherapy notes not placed in Mediat. Following California law, mental health records are kept on file for seven years ([II.C.8-15](#)).

Financial Aid Office: The College Financial Aid office adheres to the statutory requirement of the 1988 Higher Education Act (HEA) amendments and student Assistance General Provision, Final Rule that require Title IV institutions to maintain and retain student records ([II.C.8-3](#)). Records are retained for three years from the end of the award year. All student records are retained digitally in PeopleSoft systems. The College follows consumer information guidelines including notification of FERPA to all students ([II.C.8-17](#)).

Admission and Records: Centralized PCCD Admission and Records offices store paper documents in its secure building in locked storage and cabinets. All College of Alameda student records are stored in locked cabinets. Document disposal is completed through in-house confidential shredding bins. Remote and online student protocols include student authentication prior to releasing any information or conducting any further business. Student records are maintained permanently by being sent to the Peralta Community College District (PCCD) office after 5 years.

**College of Alameda publishes and follows established policies for release of student records.** The College complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), which gives the student the right to see the official school record and restricts distribution of those records. In accordance with Board Policy and Administrative Procedure 5040, students must provide written consent to release non-directory information to

third parties not identified ([II.C.8-2](#)). The institution publishes and follows established policies for the release of student records and it informs students of confidentiality of records and FERPA regulations on an annual basis. FERPA regulations/policies are published in the Catalog and on the College website. College of Alameda follows Consumer Information guidelines which includes notification of FERPA to all students ([II.C.8-18](#), [II.C.8-1](#)).

### **Analysis and Evaluation**

The College maintains records permanently, securely, and confidentially and follows all guidelines and regulations pertaining to record-keeping and follows Board Policies and Administrative Procedures along with state and Federal regulations. College of Alameda publishes and follows established policies for the release of student records and informs students of confidentiality of records and FERPA regulations on an annual basis. FERPA regulations and policies are published in the Catalog, on the website, and are emailed to students.

### **Conclusions on Standard II.C. Student Support Services**

College of Alameda regularly through learning outcomes assessment, other measures of assessment and through program review, evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the Mission of the institution. Student support services engage in annual and regular assessment and evaluation regarding service delivery as well as enhancing student learning in support of the College Mission.



## Standard III: Resources



## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its Mission and to improve academic quality and institutional effectiveness. Accredited Colleges in multi-College systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### III.A. Human Resources

*III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional Mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### Evidence of Meeting the Standard

All District-wide Human Resources (HR) functions are administered from the Peralta Community College District (PCCD) Central Office and it assures the integrity and quality of its programs and services by recruiting, selecting, and employing qualified administrators, faculty and staff. Board Policies and Administrative Procedures are the foundation of PCCD practices. Peralta Community College District employs qualified individuals who provide support for all programs and services in a multi-college environment.

Peralta Community College District (PCCD) maintains documented policies and procedures for faculty, staff, and management selection. Guidelines and procedures are publicly posted on the PCCD Human Resources and Board of Trustees webpages ([III.A.1-1](#), [III.A.1-2](#), [III.A.1-3](#)).

The comprehensive hiring process for all employee groups and classifications assures that hiring procedures are consistently applied. The College adheres closely to language within California Code of Regulations, Title 5, § 53021, the California Community College State Chancellor's Office (CCCCO) Minimum Qualifications Handbook and PCCD Board Policy in the following policies:

- AP 7121 – Faculty Hiring ([III.A.1-4](#))
- AP 7122 - Hiring Procedures for Regular Academic Administrators and Classified Managers ([III.A.1-5](#))
- AP 7123 Hiring Acting and Interim Academic and Non Academic Administrators ([III.A.1-6](#))
- BP 2431 Chancellor Selection ([III.A.1-7](#))

When positions are advertised on the Peralta Community College District (PCCD) Career site, Human Resources utilizes a job posting and job description template that includes job summary, duties and responsibilities, minimum qualifications, and desirable qualifications ([III.A.1-8](#)).

The Peralta Community College District (PCCD) Human Resources (HR) department supervises the recruitment and selection process. Throughout the recruitment process, the HR Analyst prepares, advises, and provides support for screening committee members and hiring managers. PCCD Human Resources initially verifies minimum qualifications through application documents that include cover letter, resume or curriculum vitae, and transcripts or certificates. All applicants moved forward either meeting minimum qualifications or equivalency are then reviewed by a screening committee. Screening committee ratings are completed by committee members and interviewees determined based on overall rankings and qualifications. The interview process includes an oral interview and may include a skills test or a teaching demonstration.

Position criteria, minimum qualification and selection processes are defined within pre-drafted job descriptions and recruitment postings for administrative and staff positions. Each position requires a job description that states the class purpose, essential responsibilities, minimum qualification, desirable qualifications, and environmental demands. When a position is advertised, the job description along with these details are posted on the Peralta Community College District (PCCD) Human Resources Careers webpage.

Faculty applicants must meet minimum qualifications published by the California Community College Chancellor's Office (CCCCO) or equivalent requirements verified through the equivalency process. Steps to ensure faculty members have knowledge of their subject matter include a review of previous experience and transcripts, interviews, teaching demonstrations, and reference checks.

The development of new job descriptions and updating existing job descriptions are reviewed in collaboration with Peralta Community College District (PCCD) Human Resources, the classified bargaining unit, and the Academic Senate. Hiring decisions at the College level are based on programmatic needs. All requests for new faculty, management, and staff hires are identified in planning documents. Staffing sufficiency is a required section of the comprehensive and annual program review, which is completed on a three-year cycle. The College of Alameda integrated planning cycle, requests identified as part of program review are reviewed and analyzed and either supported or not supported going forward for inclusion in the annual budget ([III.A.1-9](#), [III.A.1-13](#)).

Dialog is part of every new faculty hiring decision. Faculty position proposals from the planning cycle are reviewed by the academic senate and department chairs, which discuss and prioritize them according to a ranking system. The final prioritized list is forwarded to the College President, who reviews the information contained in the annual unit plans, discusses the prioritization with the Vice Presidents, seeks additional information from faculty chairs as needed, and makes the final College recommendation to the PCCD Chancellor. The Chancellor makes a final determination based on a review of prioritized lists, discussions with the four College Presidents, and consideration of the Peralta Community College District Faculty Obligation Number (FON) as outlined in California Code of Regulations, Title 5, § 51025 ([III.A.1-10](#), [III.A.1-11](#), [III.A.1-12](#)).

## Analysis and Evaluation

The College and Peralta Community College District (PCCD) demonstrate that it has developed appropriate hiring criteria. PCCD advertises open positions using appropriate venues to attract high-quality candidates. PCCD demonstrates it has a process to verify the qualifications of applicants and newly hired personnel. Peralta Community College District uses methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated. PCCD demonstrates that all job descriptions are directly related to the institutional Mission. Peralta Community College District employs safeguards to ensure that hiring procedures are consistently followed.

*III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the Mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

## Evidence of Meeting the Standard

Peralta Community College District (PCCD) Human Resources (HR) office follows the California Community College Chancellor's Office (CCCCO) Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges as a guideline for all faculty hires. Desirable qualifications are included on job announcements and descriptions to exemplify the qualities and experience of ideal candidates. All faculty job descriptions include professional responsibilities that define the full scope of professional services and expectations. Faculty evaluations policies and procedures are also used to assess performance and skills related to knowledge, skills, and professional responsibility.

Peralta Community College District (PCCD) Administrative Procedure 7121 and the PCCD Human Resources hiring process for regular faculty positions outline faculty hiring ([III.A.1-1](#), [III.A.1-4](#)). PCCD Administrative Procedure 7121 is published on the Board of Trustees webpage and the PCCD Human Resources procedures are posted on the department webpage.

As part of the faculty hiring process, selection committees review the minimum qualifications, desirable qualifications, and the duties outlined in the job description in order to develop paper-screening criteria and interview questions that are designed to evaluate each candidate's skills, knowledge and abilities essential to the position and discipline. The faculty interview process may also include a teaching demonstration ([III.A.2-1](#)). Selection committees consist of appointees with knowledge and experience related to the discipline, and include at least three full-time regular faculty, with at least one from the discipline and the remaining faculty appointed by the College Academic Senate President. The Chair of the selection committee is selected from the advertised discipline or a related discipline ([III.A.1-4](#))

## Analysis and Evaluation

College of Alameda and Peralta Community College District (PCCD) demonstrate consistent processes to verify faculty selected for hire have adequate and appropriate knowledge of their subject matter. PCCD follows a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire. The Human Resources department screens all part-time and full-time faculty applications for minimum qualifications in accordance with the California Community College Chancellor's Office (CCCCO) Handbook of Minimum Qualifications for Faculty and Administrators and PCCD Administrative Procedure 7211 ([III.A.2-2](#)). Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions. All faculty job advertisements provide specific examples of professional services included, but not limited to office hours, curriculum development, and student learning outcomes assessment ([III.A.2-1](#)).

*III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

## Evidence of Meeting the Standard

College of Alameda and Peralta Community College District (PCCD) are consistent with hiring processes for educational administrators and ensure selected applicants are well-qualified for institutional positions. PCCD Administrative Procedure 7122 ([III.A.1-5](#)) requires that all confidential and management employees are appointed by the Board of Trustees in accordance with provision of the Education Code. Candidates for educational administrator positions must meet minimum qualifications as set forth in the California Code of Regulations, Title 5, § 53420, which requires a minimum of a Master's Degree and one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment. Job descriptions and position announcements clearly identify at least the minimum qualifications required, along with an example of duties to meet the specific criteria of the position.

Peralta Community College District (PCCD) Administrative Procedures for hiring administrators include a thorough screening and interviewing process to identify qualified candidates with skills and experience to be effective leaders. The selection process is extensive and involves participation of existing managers, faculty, and staff ([III.A.1-1](#)).

Peralta Community College District (PCCD) follows established Board Policies and Administrative Procedures for management selection ([III.A.1-1](#), [III.A.1-5](#), [III.A.1-6](#)). The management recruitment process begins with the job announcement. The job announcement states the purpose of the position, essential responsibilities, and the minimum and desirable qualifications ([III.A.1-8](#)). Executive level job descriptions also include a description of institutional needs, professional qualifications, and personal characteristics demonstrated a model candidate ([III.A.3-1](#)). Job descriptions for management position are prepared in consultation with the hiring manager (College President or Chancellor) and PCCD Human Resources. New management job descriptions also require the review of the College or District Academic Senate. With the assistance and supervision of PCCD Human Resources staff, an appointed screening committee consisting of administrators, faculty and



classified staff develop screening criteria and interview questions, and supplementary activities (i.e. writing samples), to identify the most qualified candidates.

Community forums are also conducted for College President and Peralta Community College District (PCCD) Vice Chancellor positions. This allows faculty, staff, administrators, students, and the public an opportunity to ask the candidates questions and to provide the hiring manager with feedback regarding candidate qualifications. Feedback is provided on a forum evaluation form that is distributed and collected by Peralta Community College District (PCCD) Human Resources representatives at each forum.

Once a manager is hired, Peralta Community College District (PCCD) evaluates the competence and effectiveness of its managers through the management evaluation process ([III.A.3-2](#)). In collaboration with their managers, new managers establish goals and objectives within the first 60 days of hire. New managers are given their first evaluations after their first six months of employment. All other managers are evaluated on an annual basis in accordance with the timeline and procedures detailed in the PCCD Administrative Procedure 7124 for Management Performance Evaluations ([III.A.3-3](#)).

Comprehensive evaluation for managers occur every three years and include peer and staff feedback, self-evaluations, assessment of District and College goals, and establishment of new goals for the subsequent year ([III.A.3-4](#)). If a manager receives an unsatisfactory evaluation, the evaluating manager has the option to perform a follow up, special evaluation. If the manager performance does not improve, their supervisor has the option to request that the employee be terminated per the 90-day clause in their Contract. Or, if their Contract is to end by June 30th, they can receive a March 15th notice of non-renewal of contract.

Administrators are required to attend an annual management retreat hosted by the Peralta Community College District (PCCD) Employee Relations and Human Resources staff to review topics related to leadership, harassment awareness, discipline, and performance management

### **Analysis and Evaluation**

College of Alameda and Peralta Community College District (PCCD) demonstrates they follow a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

*III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Evidence of Meeting the Standard**

As required by California Code of Regulations, Title 5, Section §53406C, Peralta Community College District (PCCD) Human Resources (HR) confirms that educational degrees are from accredited institutions. If foreign transcripts are included in the application packet, PCCD HR requires that they are translated for equivalency by an established agency. During the recruitment

process, unofficial transcripts are accepted. Upon hire, official transcripts must be submitted as part of the pre-employment process ([III.A.4-1](#)).

Peralta Community College District (PCCD) Human Resources (HR) utilizes documented processes to review and ensure receipt of eligible transcripts. Transcripts uploaded with employment applications for full-time positions are reviewed by the HR Analysts, and transcripts for part-time faculty positions are reviewed by the HR Generalists. Official transcripts are reviewed and collected by PCCD Human Resources staff members for faculty and managers selected for full-time positions. To verify accreditation status of an institution from which a transcript was received, Human Resources uses the DAPIP (Database of Accredited Postsecondary Institutions and Programs) website to verify accreditation of educational institutions ([III.A.4-2](#)). This website allows users to search and confirm the accreditation status of United States educational institutions. The database contains information reported to the U.S. Department of Education (DoED) directly by recognized accrediting agencies and state approval agencies. PCCD Administrative Procedure 7211 provides guidelines for the equivalency process ([III.A.2-2](#)).

### **Analysis and Evaluation**

The institution demonstrates that it verifies the qualifications of applicants and newly hired personnel. Degrees from non-U.S. institutions are validated for equivalency.

*III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) follows standard performance evaluations procedures for administrators, faculty, and staff. Classified and faculty evaluation procedures are detailed in the respective collective bargaining agreements. The PCCD office of Human Resources coordinates the performance evaluation process for classified employees while the Office of Academic Affairs provides oversight of the faculty evaluation process. The Office of Employee Relations provides guidance and tracking for management evaluations. Each bargaining unit has a standardized evaluation form which has set performance factors and rating scales ([III.A.5-1](#), [III.A.5-2](#), [III.A.5-3](#)).

Classified evaluations forms are available on the Peralta Community College District Human Resources website ([III.A.5-4](#)). Faculty evaluation forms and procedures are available on the Academic Affairs website ([III.A.5-5](#)).

Classified evaluation schedules are manually composed and distributed by the Office of Human Resources. The schedules include employee information and their annual evaluation date determined by guidelines set in the Local 39 and SEIU bargaining agreements. Classified

employees are evaluated twice during their probationary period, and then annually. The annual evaluation schedule for the fiscal year is emailed to the administrators at the Colleges and Peralta Community College District (PCCD) departments twice a year, and upon request. Second- and fifth-month probationary evaluation reminders are emailed to the first-level manager prior to the end date of the evaluation period. These emails include general evaluation guidance for the manager and instructions if an employee does not meet performance expectations during the probationary period. The evaluation process for confidential employees is identical to the SEIU and Local 39 processes. An annual schedule of evaluations and due date is provided to the College by PCCD Human Resources ([III.A.5-6](#)).

Completed evaluations are submitted to Peralta Community College District (PCCD) Human Resources and tracked on a spreadsheet. The PCCD Human Resources Department logs classified evaluation ratings, completion dates, and next evaluation dates on the Person Profile screen in PeopleSoft.

Peralta Community College District (PCCD) Board Policies and Administrative Procedures for faculty evaluations are detailed in the Peralta Federation of Teachers (PFT) Faculty Evaluation Handbook ([III.A.5-7](#)). The handbook includes procedures and timelines for all faculty including tenure track faculty, tenured and part-time faculty. The faculty evaluation handbook states the purpose of performance evaluations and defines the basis of “teaching excellence” which includes categories for assessing performance: knowledge base, application of knowledge base, motivation and interpersonal skills, and professional responsibility. In accordance with the Faculty Evaluation Handbook, each campus has an assigned College faculty evaluation coordinator who monitors the evaluation process, trains faculty evaluators, and ensures compliance with guidelines and timelines.

Peralta Community College District (PCCD) Administrative Procedure 7124 provides the guidelines for management performance evaluations. Management performance evaluations are performed to “demonstrate commitment to organizational excellence and align performance with the PCCD strategic goals and institutional objectives.” ([III.A.3-3](#)). It is a comprehensive process that includes peer review, self-evaluation, and the manager’s evaluation. The management evaluation process also includes the establishment of goals and objectives that are aligned with the PCCD Strategic Goals and Institutional Outcomes. Information regarding the evaluation cycle, competencies, procedures, and rating scale are provided on the administrative procedure. The PCCD Office of Employee Relations provides managers with evaluation guidance and tracks the completion of management evaluations. Forms, timelines, and evaluation forms are posted on the PCCD Human Resources website for reference and access and also emailed to the managers ([III.A.5-4](#)).

### **Analysis and Evaluation**

The College and Peralta Community College District (PCCD) follow a process to ensure evaluations lead to improvement of job performance. The College demonstrates performance evaluations are completed on a regular basis. Evaluation criteria accurately measure the effectiveness of personnel in performing their duties

*III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional Mission and purposes.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) Faculty hiring decisions are guided by the full-time Faculty Obligation Number (FON) as outlined in California Code of Regulations, Title 5, § 51025 and programmatic needs. The Peralta Community College District FON requirement is determined by the PCCD Chief Financial Officer ([III.A.7-1](#)). PCCD establishes annual Full Time Equivalent Faculty (FTEF) to meet Full Time Equivalent Students (FTES) target per academic year.

The College generates a full-time faculty position prioritization list annually. The Academic Senate makes a recommendation to the College President ([III.A.1-10](#), [III.A.1-11](#), [III.A.1-12](#)). Sufficiency of part-time faculty is based on scheduling for student needs and to meet FTES targets. Schedules, including courses and numbers of sections, are guided by College department discipline plans.

Peralta Community College District (PCCD) maintains a non-preferred hiring pool in accordance with the bargaining agreement. This list includes part-time faculty that are currently employed by the PCCD, but not preferred, and who meet state minimum qualifications.

The Peralta Community College District (PCCD) office of Human Resources maintains ongoing temporary pool announcements for part-time faculty, by discipline, on the Human Resources career site ([III.A.7-2](#)). College departments may contact the PCCD Human Resources to request applications from the pool. Human Resources staff screens applicants in the pool to ensure only qualified applicants are considered.

### **Analysis and Evaluation**

Peralta Community College District and College of Alameda demonstrates maintains appropriate staffing levels for each program and service.

*II.A.8. An institution with part time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) follows policies, procedures, and negotiated agreements to provide oversight, evaluation, and inclusion of part-time faculty in the PCCD community. Human Resources (HR) follows an established orientation procedure for part-time faculty, which include a required intake appointment with a Human Resources staff member. Part-time faculty are included in professional development activities. The Peralta Federation of

Teachers (PFT) collective bargaining agreement includes specific procedures for part-time faculty performance evaluation.

Upon hire, new part-time faculty are scheduled for an intake appointment with a Peralta Community College District (PCCD) Human Resources (HR) Generalist. During the appointment, the new hire and the HR Generalist complete and review required new hire documents, discuss salary placement procedures and retirement options, and answer HR related questions. Intake appointments are scheduled on specific days and times of the week as part of an agreement with the Peralta Federation of Teachers (PFT). Representatives from PFT are notified of the intake appointments and invited to meet with new hires to discuss union membership.

An overview of the new hire process for part-time faculty is posted on the Peralta Community College District (PCCD) Human Resources (HR) website for public reference ([III.A.5-4](#)). The PCCD Guide for Hiring Part-time faculty is published on the Human Resources website to assist hiring managers and department chairs with the hiring process ([III.A.8-1](#)). This guide is used for training and as a reference for the Colleges. This document helps maintain a streamlined consistent hiring process for part-time faculty. PCCD Human Resources also utilizes a faculty checklist to prepare new hires for the intake appointment. This form is available on the HR website ([III.A.5-4](#)).

The evaluation process for part-time faculty is documented in Part Two of the Peralta Federation of Teachers (PFT) Faculty Evaluations Policies and Procedures Handbook ([III.A.5-7](#)). Evaluation of part time faculty is a four-part process involving self-evaluation, faculty classroom observation and evaluation, administrative evaluation, and student evaluation.

Article 30 of the Peralta Federation of Teachers (PFT) bargaining agreement details specific agreements for part-time faculty relating to assignments and benefits, including the Part time faculty rehire preference pool which provides assignment preference to part-time instructors that meet the eligibility guidelines ([III.A.8-2](#)).

Part-time faculty can participate in the College participatory governance structure and can represent the faculty constituency through appointment by the Academic Senate. The College Academic Senate has specific seats designated for part-time representatives ([III.A.8-3](#)).

All faculty, including part-time instructors, are required to participate in Peralta Community College District (PCCD) and College Flex day activities. This requirement is documented in the Professional Day Agreement under Appendix A.5.B of the Peralta Federation of Teachers (PFT) collective bargaining agreement ([III.A.8-4](#)). Part time temporary faculty participate in Flex-day activities on the same basis as their weekly teaching assignments. For example, if the instructor has an assignment of teaching three hours in-class and Professional Days are on that day, they shall participate and report three hours of flex activities.

The Peralta Community College District (PCCD) Staff Development office offers professional development during Flex Days and throughout the academic year. Part time faculty are welcome and encouraged to participate in these activities as well. The PCCD Staff Development Office website is used for communication and the Office regularly sends out announcements regarding professional development opportunities ([III.A.8-5](#)). The PCCD Staff Development Office also hosts online office

hours through Zoom and distributes monthly newsletters that include upcoming learning opportunities ([III.A.8-6](#)).

### **Analysis and Evaluation**

The Peralta Community College District (PCCD) follows policies and practices demonstrating that part time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations and are engaged in key academic processes.

*III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

### **Evidence of Meeting the Standard**

As detailed in Standard III.A.1., hiring decisions at College of Alameda are based on programmatic needs. All requests for staff, faculty and management hires, are first stated in a department or unit program review or annual plan update, then continues through the review process and, if supported is addressed in the yearly resource requests ([III.A.1-9](#)).

The recruitment process in place ensures positions are filled by applicants with qualifications necessary to serve the operations of the College. Position criteria, minimum qualifications, and selection processes are defined within the recruitment postings for all staff positions, so the public has an understanding of duties and expectations when applying. As with faculty and educational administrators, minimum qualifications are verified through application documents which include cover letter, resume, and transcripts ([III.A.2-2](#)).

The selection process for staff follows very closely the selection process for faculty and management. After review by Peralta Community College District (PCCD) Human Resources for minimum qualifications, the applicants that are moved forward are reviewed by a screening committee to determine who will be invited to interview. The interview process includes an oral interview, which may include a skills test. Finalists are invited to a second level interview. Prior to a final offer of employment, reference checks are completed ([III.A.1-1](#)).

### **Analysis and Evaluation**

Peralta Community College District (PCCD) follows policies and practices to determine the appropriate number and qualifications for support personnel.

*III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's Mission and purposes. (ER 8)*

### **Evidence of Meeting the Standard**

As with all classifications, hiring decisions for administrative positions are based on programmatic needs. A frequent consideration with hiring administrators is the impact on 50%

law compliance. The role of the College President is in ensuring the sufficient size and structure of management personnel to meet organizational need. There has been growth of administrative positions at the Peralta Community College District (PCCD) Office and Centralized services, while College administration remains flat. PCCD conducted several reviews which illuminated the need to determine and to clarify roles and responsibilities ([III.A.10-1](#)).

Peralta Community College District and College management turnover is high. Reports show increased overturn of management positions over the last three fiscal years.

- FY 2018-19 turnover rate 40%
- FY 2017-18 turnover rate 33%
- FY 2016-17 turnover rate 33%

([III.A.10-2](#))

As part of the Peralta Community College Five-Year Integrated Plan, PCCD conducted a turnover analysis and developed the following recommendations and actions to retain executive level staff at the District office ([III.A.10-2](#)). Detailed in the Five-Year Plan are the following:

- Establish a Meet and Confer process for management.
- Provide clarity of job descriptions. Specifically, within one month of hire, and annually, managers are required to meet with their Supervisor to analyze job descriptions, to determine if they are in line with actual work performed or expected.
- Institute and define professional development opportunities for management.
- Consult with an outside, third party agency to establish a Leadership Academy for managers.
- Cease the overuse of Interim appointments.
- Establish organized coaching and training sessions between Managers and their direct reports.
- Review the current Management Evaluation process and consider disallowing Managers to choose their own evaluators.

## **Analysis and Evaluation**

Peralta Community College District (PCCD) follows policies and practices to determine the appropriate number, qualifications, and organization of administrators

*III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

## **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) and College of Alameda follow written and established guidelines to ensure fair and equitable treatment of all employees. New employees are given the following documents with acknowledgement showing receipt related to ethical behavior as part of the new hire paperwork:

- Peralta Community College District Non-Discrimination and Equal Employment Policy ([III.A.11-1](#), [III.A.11-2](#))
- Drug-Free Workplace Policy ([III.A.11-3](#)).
- Computing and Network Use Agreement ([III.A.11-4](#))
- The Department of Fair Employment and Housing Pamphlets Sexual Harassment ([III.A.11-5](#)).
- Discrimination is Against the Law ([III.A.11-6](#)).

The Peralta Community College District (PCCD) Board Policies and Administrative Procedures and collective bargaining agreements are available for all employees online via the website. PCCD regularly reviews personnel policies. Board policy sections are regularly reviewed and revised if necessary. As revisions are made, email notifications are sent to all constituency members and appropriate webpages are updated.

The Peralta Community College District Offices of Human Resources and Employee Relations work in collaboration with bargaining unit representatives to discuss and resolve any personnel actions of concern.

### **Analysis and Evaluation**

Peralta Community College District (PCCD) and College of Alameda ensures that it administers its personnel policies and procedures consistently and equitably. PCCD regularly reviews and, if necessary, revises its personnel policies. Peralta Community College District publicizes its personnel policies on the website.

*III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its Mission.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) and College of Alameda are a representation of the community served and reflect this representation through their commitment to diversity. This commitment is demonstrated through PCCD Board Policies and Administrative Procedures, and recognized in PCCD Board Policy 7100 and supports equal employment opportunity with the adoption of its Equal Employment Opportunity (EEO) plan required by PCCD Board Policy 3420 ([III.A.12-1](#), [III.A.11-2](#)).

The Peralta Community College District (PCCD) Equal Employment Opportunity (EEO) plan is a District-wide written plan that implements the PCCD EEO Program, includes the definitions contained in Title 5 Section 53001, and complies with all legal requirements as listed in Title 5 ([III.A.12-2](#)). Peralta Community College District (PCCD) Administrative Procedure 3420 specifies the requirements of the EEO plan, which is approved by the PCCD Board of Trustees and posted on the Human Resources website. The EEO Plan provides District-wide demographics by employee category.



In keeping with its Mission of equity and diversity, College of Alameda provides professional development opportunities throughout the year, including flex day and professional development activities. In 2019-2020, five cohort of faculty, staff and administrators attended equity academies ([III.A.12-3](#)). Several more cohorts were scheduled to attend equity academies in March and June; however, these were canceled due to the COVID-19 pandemic. In fall 2020 a cohort attended the STEM virtual equity academy. Equity is also a focus of the College Guided Pathways work and infrastructure.

College of Alameda strives maintain an administrative team reflective of the student body and wider community. Through thoughtful and deliberative practices, the College administrative team is highly diverse and reflective of the community.

CoA Administrators	
Ethnicity/Race	Number
African American	5
Native American	0
Asian	2
LatinX	3
White	3
Total	12

Diversifying the full-time faculty composition at College of Alameda is a goal with steady progress during the previous accreditation cycle. Between 2014 to 2020 the College has hired the following full-time faculty:

CoA FT Faculty	
Ethnicity/Race	Number
African American	8
Native American	0
Asian	4
LatinX	4
White	12
Total	28

Peralta Community College District (PCCD) Board Policy 3420 and Administrative Procedure 7102, establishes a Faculty Diversity Internship Program (FDIP) ([III.A.11-2](#), [III.A.12-4](#)). The Faculty Diversity Internship Program aims to select and train a diverse pool of potential faculty to effectively teach and serve the wide-range of students in the Peralta Community College District (PCCD), address gaps in equity, and develop a faculty body that reflects the diversity of our student population. A FDIP Coordinator provides oversight for the program under the

guidance of the Vice Chancellor of Academic Affairs. Information, application procedures, and frequently asked questions are posted on the FDIP Program page ([III.A.12-5](#)). Graduates of FDIP are eligible for the Peralta Federation of Teachers (PFT) Rehire Preference pool per Article 30.H.1.a of the collective bargaining agreement ([III.A.8-2](#)).

### **Analysis and Evaluation**

Peralta Community College District (PCCD) Board Policies and Administrative Procedures promote an understanding of equity and diversity. PCCD regularly evaluates these policies and practices to assure they are effective. Peralta Community College District follows methods to determine the kinds of support personnel need and regularly evaluates the effectiveness of these programs and services. PCCD tracks and analyzes its employment equity record. Peralta Community College District ensures that its personnel and students are treated fairly.

*III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

### **Evidence of Meeting the Standard**

Respect is one of the core values of the Peralta Community College District (PCCD) ([III.A.13-1](#)). PCCD follows Board Policy 2715, Ethics and Standards of Practice applying to all personnel and Board members ([III.A.13-2](#)). PCCD Board Policy 7380 and Administrative Procedure 7380 state the expectation that all Peralta Community College District members are treated with civility and respect ([III.A.13-3](#), [III.A.13-4](#)).

Peralta Community College District Board policies 7360 and 7365, Discipline and Dismissal for Academic and Classified employees detail the consequences for unprofessional conduct ([III.A.13-5](#), [III.A.13-6](#)).

Peralta Community College District (PCCD) upholds expectations for respect and civility. Board members, administrators, faculty, staff, students, and PCCD visitors are subject to these expectations. Unacceptable behaviors are clearly defined in District Administrative Procedure for Ethics, Civility, and Respect. The Peralta Community College District Administrative Procedure outlines the formal and informal complaint process for those that experience harassment, discrimination, or retaliation. PCCD Administrative Procedure 3450 for Prohibition of Unlawful Harassment clearly defines different forms of harassment and Administrative Procedure 3435 outlines the process for reporting complaints and carrying out investigations ([III.A.13-7](#), [III.A.13-8](#)). Individuals may submit complaints to the College Vice Presidents, and Administrator, and to the Vice Chancellor of Human Resources and Employee Relations.

The Peralta Community College District (PCCD), Office of Employee Relations conducts complaint investigations. PCCD follows Board policy and Administrative Procedure 3435 to encourage the reporting of unlawful activities ([III.A.13-8](#)). Employees reporting incidents in good faith are protected from retaliation.

All administrators and supervisors are currently required to complete two hours of training and education regarding sexual harassment prevention. Peralta Community College District (PCCD) recently acquired an online training platform through the Alliance of Schools for Cooperative Insurance Programs. Per Assembly Bill 1825, the State of California mandates statewide harassment and discrimination training for any employee who performs supervisory functions within a company of 50 employees or more. Previously, PCCD held trainings in person. With the addition of the online platform, employees train virtually and can access required information as needed. In-person refresher courses will continue to be provided by the PCCD Office of Human Resources.

The Peralta Community College District online training satisfies State Bill 1343, which requires State of California employers with five or more employees to provide nonsupervisory employees with at least one hour of sexual harassment training every two years, in addition to the requirements of AB 1825. The College is committed to ensuring a safe and healthy teaching and learning environment for all employees and students. In addition to specific policies and procedures related to unlawful harassment training, PCCD has a series of Administrative Procedures related to workplace codes and norms. These include:

- 3411 Disability Non-Discrimination and Reasonable Accommodations for Employees ([III.A.13-10](#))
- 3415 Immigration Enforcement Activities ([III.A.13-9](#))
- 3420 Equal Employment Opportunity ([III.A.13-11](#))
- 3430 Prohibition of Unlawful Harassment ([III.A.13-12](#))
- 3435 Discrimination and Harassment Complaints and Investigations ([III.A.13-13](#))
- 3500 Campus Safety ([III.A.13-14](#))
- 3501 Campus Security and Access ([III.A.13-15](#))
- 3505 Emergency Response Plan ([III.A.13-16](#))
- 3510 Workplace Violence ([III.A.13-17](#))
- 3515 Reporting of Crimes ([III.A.13-18](#))
- 3517 Incident Reporting ([III.A.13-19](#))
- 3530 Weapons on Campus ([III.A.13-20](#))
- 3540 Sexual and Other Assaults on Campus ([III.A.13-21](#))
- 3550 Preserving a drug Free Environment for Employees (revised) ([III.A.13-22](#))
- 3551 Preserving a Drug Free Environment for Students ([III.A.13-23](#))
- 7700 Whistleblower Protection ([III.A.13-24](#))

### **Analysis and Evaluation**

Peralta Community College District follows an approved ethics policy for all personnel, which details consequences for violation.

*III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional Mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

Consistent with its Mission and values, the Peralta Community College District (PCCD) promotes professional development for all employees. PCCD provides opportunities for professional development and encourages employee participation. Per PCCD Board Policy 7160, the goal of professional development is to enhance employee performance and service to students and to assist employees to meet the changing needs in education ([III.A.14-1](#)). Local 39, SEIU and Peralta Federation of Teachers (PFT) negotiate agreements to promote professional development and learning ([III.A.14-2](#), [III.A.14-3](#)). PCCD provides classified staff and managers with opportunities for professional growth through workshops and classes. The PCCD Offices, including Risk Management, Academic Affairs, and Human Resources provide training opportunities for employees. The PCCD Staff Development Office focuses on support and development opportunities for faculty, but often invites other employee groups to participate.

The Peralta Federation of Teachers (PFT) bargaining agreement contains negotiated requirements for professional development of full time and part time faculty ([III.A.14-2](#)). Per the collective bargaining agreement, PCCD is required to allocate \$120,000 each year for faculty professional development. A Professional Development Committee established at each College makes advisory recommendations for the disbursement of professional development funds for faculty ([III.A.14-4](#)). The Committees meet regularly, oversee the sabbatical leaves process, and plan and develop professional Flex day activities for the Colleges. The PFT Contract also negotiated an 11-month faculty assignment for a PCCD Staff Development Officer (SDO). The SDO meets with the College Professional Development Committees on a regular basis. The PCCD Officer also communicate, on a regular basis, with all employees of the District to keep them informed about Professional Development activities, opportunities, issues, and funds. The SDO also prepares reports for the state and coordinates District-wide flex activities. The SDO maintains the PCCD Staff Development Office website and composes a monthly newsletter ([III.A.8-5](#)).

The Appendix of the Peralta Federation of Teachers (PFT) collective bargaining agreement contains a Professional Days Agreement that outlines faculty obligations for Flex days ([III.A.14-5: Appendix of the PFT Contract- Flex days](#)). The total Flex day obligation for the academic year shall equal the total teaching obligation (or equated load assignment) from which the instructor is released. Part- time temporary faculty shall participate in Flex-day activities on the same basis as their weekly teaching assignments.

By Contract, PCCD faculty have the option of Professional Development Leave (Sabbatical) and Research or Work Experience Leave ([III.A.14-6](#)). Academic Administrators are also eligible for Sabbatical leave as outlined in Administrative Procedure 7347 ([III.A.14-7](#)).

The Peralta Community College District (PCCD) Local 39 collective bargaining agreement includes negotiated agreements supporting employee development ([III.A.14-3](#)). Local 39 are

eligible to receive up to three Professional Pay stipends per year as part of a contractual agreement for certification and licensing opportunities (10). The PCCD Office of Risk Management develops, prepares, and advertises an annual calendar of Local 39 trainings and workshops ([III.A.14-8](#)) and track attendance to confirm program completion and stipend eligibility.

Peralta Community College District (PCCD) waives class fees for all active employees for classes taken at any of the Peralta Community College District Colleges. The Employee Fee Waiver is available on the PCCD Human Resources website ([III.A.14-9](#)). If funds are available and with manager approval, employees may also attend work related conferences and workshops offered outside of the District.

### **Analysis and Evaluation**

Peralta Community College District (PCCD) and College of Alameda offer professional development programs consistent with its Mission. PCCD and the College have methods to identify professional development needs of its faculty and other personnel.

*III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) maintains standards to protect the confidentiality of employee information. Personnel records are housed in secure locations in the PCCD Office of Human Resources (HR). All collective bargaining agreements include language regarding employee right to access personnel files and provide procedures for employee review of their personnel files ([III.A.15-1](#), [III.A.15-2](#), [III.A.15-3](#)). Employment verification is limited to general employment information unless Human Resources receives an authorized document signed by the employee. PCCD incorporates Administrative Procedures for Public Records Access and Record Retention that reflect compliance with the California Public Records Act and federal and state record retention laws ([III.A.15-4](#)).

Personnel files are stored in locked files in the Peralta Community College District (PCCD) Human Resources (HR) Department. The high-density cabinets where the files are primarily stored can only be accessed with a secure passcode issued to HR staff members only. Overflow personnel files for temporary staff and I-9 forms are stored in keyed file cabinets. All files and cabinets are locked at the end of the business day. The PFT, SEIU, and Local 39 collective bargaining agreements outline procedures for employees to access their files ([III.A.15-1](#), [III.A.15-2](#), [III.A.15-3](#)). All employees have the right to inspect their personnel file during the District Office business hours. The Human Resources department assigned staff member accommodates personnel file review requests. Upon an employee request, the HR Assistant confirms a time and day for the employee to review their personnel file.

## **Analysis and Evaluation**

Peralta Community College District (PCCD) adheres to provisions for keeping personnel records secure and confidential. PCCD provides employees access to their records.

### **Conclusion on Standard III.A. Human Resources**

Peralta Community College District (PCCD) and College of Alameda follow established policies and procedures documented and utilized by Human Resources staff in their daily operations and support of the Colleges and PCCD Offices.

Procedures for classified, faculty, and management hiring consist of job announcements specifically stating responsibilities and qualifications for each position, a hiring process that includes faculty, staff, and managers who develop appropriate and applicable screening criteria to identify qualified and skilled candidates. Peralta Community College District (PCCD) Human Resources oversight ensures hiring procedures are fair, equitable, and followed in accordance with PCCD Board Policy. Recruitments can be prolonged due to paper requests to advertise processes, and the number of appointments for screening committees.

Policies and procedures for equivalency, equal employment opportunity, performance evaluation, and professional ethics are also documented and published on the PCCD Board of Trustees and Human Resources website, in the collective bargaining agreements, and on job announcements.

College of Alameda maintains a sufficient number of qualified faculty through recruitments for full-time faculty and the part-time faculty rehire preference pool.

### **Improvement Plan**

Peralta Community College District is implementing a PeopleSoft upgrade to automate manual Human Resources practices and will provide professional development opportunities for employees. Managers will be the first group to receive access to the platform beginning March 2021. All Human Resource personnel will be trained.

Peralta Community College District will implement a District-wide classification and compensation study and identify potential funding (pending discussions with SEIU, Local 39, and the Chancellor) to support results.

## III.B Physical Resources

*III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

### Evidence of Meeting the Standard

**College of Alameda assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services.** College of Alameda is committed to maintaining safety and access to all programs, courses, and services at all of its three locations: The Main Campus, the Science Annex, and the Aviation Maintenance Technology facility. College employees perform regular walk-throughs and report concerns to the Facilities Services Specialist. The College maintains a work order system for the submission and tracking of maintenance requests. The College of Alameda Health and Safety Committee meets regularly to review health, safety, and access concerns, make recommendations and requests for corrective actions, and provide input on College policies and training, while the Technology and Facilities Committee regularly meets to receive facilities updates and make recommendations for College planning ([III.B.1-1](#), [III.B.1-2](#)).

**College of Alameda physical resources at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College regularly evaluates whether it has sufficient physical resources at all locations and engages in a facility planning process to address current and future needs of the College** ([III.B.1-3](#)). The College is committed to continuous improvement leveraging bond measures, state funds, and scheduled maintenance funds to address facility needs. Building modernizations and replacements address safety and access needs. The New Center Liberal Arts construction is complete and ready for occupancy and classes, replacing aging and temporary classroom, faculty and administrative offices ([III.B.1-4](#), [III.B.1-5](#)).

#### Access

In February 2020, Peralta Community College District (PCCD) entered into an agreement for bond program management services with AECOM Technical Services ([III.B.1-6](#)). Per the contract, as the bond program manager AECOM will work with the College to develop a new comprehensive American Disabilities Act (ADA) transition plan and an “ADA Strike team” to address outstanding ADA issues. Many of the access issues are addressed through the modernization and replacement of buildings as outlined in the Master Plan. This builds on work that the Safety Committee has done based on the prior 2016 ADA Evaluation and Transition Plan ([III.B.1-7](#)).

#### Safety and Security

College of Alameda security includes three separate units that work together to create a comprehensive system of security. The units include sworn officers from the Alameda County Sheriff's Office (ACSO), a private security company, A1 Protective Services, and the Student Safety Aide (SSA) program ([III.B.1-8](#), [III.B.1-9](#), [III.B.1-10](#)). In response to campus, Peralta Community College District (PCCD) and community feedback the PCCD is seeking to engage a community-based security service to replace the ASCO ([III.B.1-11](#)). Student Safety Aides are employed to assist in the safety of the campus. All SSAs go through a background check, fingerprinting, and must pass a 40-hour training ([III.B.1-12](#), [III.B.1-13](#), [III.B.1-14](#)).

College of Alameda Health and Safety Committee meets monthly to address campus safety concerns and reports to the Peralta Community College District (PCCD) Health and Safety Committee on these matters. The campus, in conjunction with the PCCD Vice Chancellor of the Department of General Services, the Alameda County Sheriff's Office and the PCCD Public Information Office, issues an annual Clery Act Report providing campus crime statistics ([III.B.1-15](#)). This report is presented to the PCCD Board once per year and the document is distributed in hard copy form to the campuses and is available on the campus website.

#### Healthful Learning and Working Environment

College of Alameda, with the support of the Peralta Community College District (PCCD) Central Office of Risk Management team, seeks to provide healthy learning and working environments through training and through the Injury and Illness Prevention Program, which communicates processes for reporting accidents, injuries, and hazard assessment and correction ([III.B.1-16](#)). PCCD office of Risk Management provides ongoing information and support for employees to ensure the College has a healthy learning and work environment ([III.B.1-17](#)).

The College provides information on emergency response to students and employees on the Health and Wellness Services website. All students are encouraged to report health and wellness emergencies ([III.B.1-18](#)). The College and District post information about chemical safety and the PCCD Chemical Hygiene Plan on their respective websites ([III.B.1-19](#), [III.B.1-20](#)).

#### **Analysis and Evaluation**

Peralta Community College District (PCCD) and College of Alameda assure safe and sufficient physical resources at all locations and facilities are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. College of Alameda has sufficient physical resources to support academic and career programs and student services areas. Adequate procedures are in place to ensure safety and security. The College refinished the gym floor in summer 2019 and in summer 2020 repainted all campus parking lots and surrounded grounds and updated phase one of campus signage. The College gym bleacher modernization project is scheduled for completion spring 2021.



*III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its Mission.*

### **Evidence of Meeting the Standard**

**College of Alameda plans, builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, and land, to assure the continuing quality in support of College programs and services to achieve the Mission.** Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the College Education Master Plan (EMP), developed in 2016 ([III.B.2-1](#)). The College will revise the EMP in spring 2021. In spring 2020, Peralta Community College District (PCCD) began work on a new PCCD wide Strategic Plan, which defines the goals and objectives for the District and provides guiding principles for facilities planning ([III.B.2-2](#), [III.B.2-3](#))

The College of Alameda Measure A allocation funded the New Center for Liberal Arts building completed in fall 2020. Classes were planned to begin in the building in fall 2020 prior to campus closure due to the COVID-19 pandemic. This building replaces the majority of the classrooms, faculty and administrative offices currently housed in the fifty-year-old, C and D building and will provide the College community with current smart classroom technology, modern equipment, and accessible spaces needed to support the College's academic programs and services.

The College 2017 Facilities Technology Master Plan (FTMP), approved by the Peralta Community College District (PCCD) Board of Trustees on March 13, 2018, serves as a framework for the growth and transformation necessary for the institution in the long term, and envisions the replacement of older, end of life, facilities ([III.B.2-4](#)). The FTMP was developed through a governance process and included input from key stakeholders and was adequately vetted by the Peralta Community College District Planning and Budgeting Integrated Model (PBIM), PCCD Facilities Committee (DFC) ([III.B.2-5](#)). Stakeholder participation and involvement occurred throughout the process and included input from students, faculty, staff, Facilities and Maintenance, Administration, and the Chancellor ([III.B.2-6](#)).

With the passage of Measure G, the Peralta Community College District (PCCD) \$800M Capital Project Improvement Bond, College of Alameda will significantly improve College facilities ([III.B.2-7](#)). Future building modernization and replacement plans utilize a blend of bond funds, state funding, and federal funds. Planned projects include replacing the Auto & Diesel programs' aging buildings with a new, Transportation Technology Center; a two phase modernization and replacement of the Aviation Maintenance Technology programs hangers; evaluation of the Library for potential modernization or replacement, and a new Science and Administration building ([III.B.2-8](#), [III.B.2-9](#), [III.B.2-10](#), [III.B.2-11](#)).

In compliance with California Law AB 2785, the College installed a lactation pod in the Student Center to be used by lactating mothers on campus ([III.B.2-12](#)). The Mamava pod ensures a safe, sanitary and private location to pump or nurse for students and employees ([III.B.2-13](#)).

In addition to capital improvements, College of Alameda implements short term projects to assist in the daily functionality of campus facilities. The short-term projects are planned for in a rolling five-year Scheduled Maintenance and Special Repairs (SMSR) plan with specific needs identified by the campus Director of Business and Administrative Services with input from the campus Facilities Committee. Funding for these projects is provided by the State, and additional funds (known as “infrastructure improvement projects”) have been earmarked from Measure G. Both the 5-year Capital Outlay Plan and the 5-year SMSR are informed primarily by the data from the College maintenance work order system and the College of Alameda Buildings Assessments Analysis ([III.B.2-14](#)).

## **Analysis and Evaluation**

College of Alameda physical resource planning is effective and data driven and based on the College Educational Master Plan and Facilities Technology Master Plan. College planning assures effective utilization and the continuing quality necessary to support its programs and services and achieve its Mission. Major capital planning and the Measure G bond spending plan give the College a meaningful blueprint and ensure that the long-range needs are met.

*III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

## **Evidence of Meeting the Standard**

**College of Alameda assures effectiveness of physical resources in supporting College programs and services through data driven evaluation and planning process.** Taking space utilization data and projected programmatic needs into account, the Five-Year Capital Outlay Plan informs the process for new and replacement buildings, including state-funded projects and those funded by local bonds, Measures A and G ([III.B.3-1](#)). All College building plans include numerous assessments analyzing and planning for impacts on noise, traffic, and other considerations.

In fall 2019, the College contracted with Alma Strategies and developed a data-driven space utilization study ([III.B.3-2](#)). The purpose of this study is to provide staff with accurate information needed to determine the benefits of maintaining end-of-life buildings versus replacement. The resulting data and projected programmatic needs were analyzed and submitted through FUSION software to determine which projects might be eligible for state-funding, allowing the campus to leverage Measures A and G bond funds.

In collaboration with the AECOM bond program manager, College of Alameda is updating a multi-year scheduled maintenance plan ([III.B.3-3](#)). The plan identifies the repair and maintenance needs for roofs, utilities, mechanical, and exterior features at College of Alameda. The report will list eligible categories and includes hazardous material removal such as lead, asbestos, and chemicals, with additional funding from the state. The College will submit this plan every year through FUSION to secure maintenance and repair funds from the California Community College Chancellor’s Office (CCCCO) ([III.B.3-4](#)). FUSION will interface with the existing work order system to ensure the regular and timely scheduling of routine maintenance.

In addition to large scale strategic planning initiatives, all College of Alameda departments engage in annual program updates and triennial comprehensive program reviews to identify current and projected programmatic needs, including facilities and physical resources ([III.B.3-5](#)). The College Institutional Effectiveness Committee (IEC) validates all program reviews and informs the campus' master planning and allocation of resources ([III.B.3-6](#)). The annual program review process and identified resource needs inform the College Facilities and Technology Master Plan (FTMP) ([III.B.3-7](#)).

The College of Alameda participatory governance committee, Facilities and Technology meets monthly to maintain and improve communications around campus facilities issues ([III.B.3-8](#)). “The Facilities and Technology Committee is responsible for providing an open forum for discussion of issues relating to the use of computers on campus; for coordinating the acquisition, maintenance, and placement of computer hardware and software across the campus; for conducting inventories or existing equipment and software; for promoting and fostering staff and faculty computer training; for encouraging students to use and faculty to develop computer-assisted methods of instruction.” College administration, faculty and classified professionals and students represent the campus on the Peralta Community College District (PCCD) Facilities Committee providing a channel for timely communication between the campus and PCCD ([III.B.3-9](#)).

### **Analysis and Evaluation**

College of Alameda assures effectiveness of physical resources in supporting College programs and services through data driven evaluation and planning process. The Capital Outlay Plan effectively considers the College space utilization data and projected programmatic needs. triennial program reviews and annual program updates allow the College to evaluate its facilities and equipment regularly as they relate to academic program needs. College of Alameda Facilities Committee comprised of constituents from across campus to ensure campus wide participation, and College Facilities and Technology Committee members represented on the Peralta Community College District (PCCD) Facilities Committee ensure a reliable flow of information to and from the PCCD and College.

Peralta Community College District (PCCD) is currently exploring alternative work order systems that are common in the Community Colleges in California in part to ensure spending of scheduled maintenance funds from the State. Department of General Services is partnering with the PCCD Department of Finance to identify unspent funds and new projects are being identified.

*III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

### **Evidence of Meeting the Standard**

**College of Alameda engages in long-range data-informed capital planning linked to institutional planning and reflects total cost of ownership.** Project development and planning arises out of the existing conditions of facilities and infrastructure, projected changing needs of 21<sup>st</sup> century instruction and learning, and long-term Total Cost of Ownership associated with repair, maintenance and/or replacement of existing facilities.

Peralta Community College District (PCCD) is committed to fiscal stewardship when engaging in long-range planning. PCCD defines “Total Cost of Ownership (TCO) as a financial projection to help identify direct and indirect costs of a facility and equipment. TCO applies a systematic approach to balancing maintenance costs, operating costs and replacement and refurbishment costs over the life of the asset. It combines cost information with real-time experience and provides a data foundation for taking a closer look at cost, provides a foundation for considering cost reductions and overall gives practical financial information to support data-driven decision-making.” ([III.B.4-1](#)).

In 2016, the Peralta Community College District (PCCD) Total Cost of Ownership (TCO) Guidelines were developed in consultation with each of the four Colleges, reviewed by both the Planning and Budgeting Integrated Model (PBIM) District Facilities Committee (DFC) and the Planning and Budget Council (PBC). The DFC adopted this plan at its September 2016 meeting, and continues to evaluate this document to ensure it continues to meet the developing needs of the College and PCCD. TCO is an integral part of the College project planning process. ([III.B.4-2](#), [III.B.4-3](#), [III.B.4-4](#), [III.B.4-5](#))

The Total Cost of Ownership (TCO) guidelines provide a basis for creating a data driven approach to facilities, and the 2017 College Facilities and Technology Master Plan provide goals and an implementation schedule ([III.B.2-4](#)). The College continues to engage in long-term capital planning and incorporates TCO when planning facility upgrades or construction projects ([III.B.4-6](#), [III.B.4-7](#), [III.B.4-8](#)).

College of Alameda 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 ([III.B.4-9](#), [III.B.2-4](#), [III.B.4-10](#), [III.B.4-11](#), [III.B.4-12](#)).

### **Analysis and Evaluation**

College of Alameda and Peralta Community College District continuously strive to strengthen the linkage of long-term institutional master planning with the Total Cost of Ownership (TCO), allowing for increased analysis of facilities conditions. The District and College Facilities Committees continue to focus on TCO as it relates to all projects.

The Facilities and Technology Master Plan linkage to the Educational Master Plan, and the annual program review process ensure that all capital projects fulfill the Educational Master Plan.

## Conclusion on III.B.

Peralta Community College District (PCCD) and College of Alameda assures safe and sufficient physical resources at all locations where the College offers courses, programs, and learning support services. Physical resource capital projects and ongoing maintenance are a District function and PCCD District General Services all buildings are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. PCCD strives for timely completion of all projects to ensure adequate and safe facilities for student learning and support areas. College of Alameda and PCCD conduct regular and ongoing assessment of facility needs and the College plans, builds, maintains, and upgrades physical resources, including facilities, and equipment to assure the continuing quality necessary to support its programs and services and achieve its Mission. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College and PCCD plan and evaluate facilities and equipment on a regular basis. PCCD and College long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

## III.C. Technology Resources

*III.C.1. 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.*

### Evidence of Meeting the Standard

Technology Services are a shared function between the Peralta Community College District (PCCD) Information Technology (IT) and the College of Alameda Information Technology (IT) department ([III.C.1-1](#)). Together, these departments create the infrastructure, evaluation and services to ensure the College has appropriate and adequate support. **College of Alameda technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College.** Campus wide access is supported by 767 computers in offices, labs, classrooms, and common spaces. These include laptops and tablets available for faculty and staff to check out. Three College IT User Support Technicians and the Campus Senior Network Administrator maintain these systems and inventory list ([III.C.1-2](#)).

#### Professional Support

In fall 2018, the Peralta Community College District (PCCD) District-wide Helpdesk was created as an effective way to respond to and resolve 600+ tickets monthly in the following domains: email, Passport, PeopleSoft, phones and voicemail, PCCD and College Information Technology ([III.C.1-5](#))

The Helpdesk system makes it easy to submit and track progress on tickets and is accessible anywhere, anytime and includes robust reporting features. This tool was expanded to serve the following departmental needs independent of District Information Technology (IT): Admissions and Records, Institutional Research, Business Intelligence, PCCD Financial Aid, District General Services, Marketing & Communications, employee ID badges through Peralta Police Services, and College Informational Technology departments. The Helpdesk is now a one-stop portal for submitting service requests for PCCD and the Colleges ([III.C.1-6](#)).

The College and Peralta Community College District (PCCD) network Information Technology (IT) teams meet weekly to provide updates, coordinate activities and share knowledge ([III.C.1-3](#)). Each member of the group reports on their campus or area and asks for assistance if needed. Occasionally, vendors are invited to demonstrate new technology and share information with the whole group. The weekly communication is invaluable and has created a strong sense of teamwork between the College and PCCD IT.

### Facilities

Peralta Community College District (PCCD) Network and Wireless Standards were updated to outline the minimum requirements and establish the design guidelines for Information Technology systems that will support network and Wi-Fi connectivity ([III.C.1-4](#)). The PCCD Standards are provided to all vendors and contractors to ensure that they follow PCCD requirements for equipment purchases and infrastructure installation.

### Hardware and Software

**Peralta Community College District (PCCD) Information Technology (IT) department ensures hardware, and software are appropriate and adequate to support the District and College management and operational functions, academic programs, teaching and learning, and support services.** In March 2017, PCCD Information Technology (IT) migrated all email to Microsoft Office 365 and implemented Single Sign On for all PCCD students and employees ([III.C.1-7](#)). This PCCD District-wide upgrade addressed the problems of inefficiency in the older email platform. On-premise email moved to Microsoft 365 cloud email providing a modern, resilient email system for all students, faculty and staff throughout the District. Single Sign On was also implemented, permitting a user to log in once to access multiple applications (Outlook email, Canvas, Starfish, Excel, Word, etc.). This simplifies the management of user IDs and passwords for both users and administrators. During the implementation, PCCD IT provided multiple training opportunities for faculty and staff to learn how to use the new system. Sessions were held at all the College and PCCD offices ([III.C.1-8](#)).

Peralta Community College District (PCCD) Information Technology (IT) migrated PeopleSoft and the data center to the Azure cloud platform in 2018 to adhere to the 2012-2015 IT Strategic Plan proposing PCCD IT "Create a strategy for Cloud Computing and Virtualization of the Data Center" improving costs as well as operational efficiency and effectiveness. The strategy states "The concepts of cloud computing and virtualization are now well established and mature." It replaced all or most on-site data center hardware with rented 'virtual' server space at commercially available remote data centers. When the PCCD PeopleSoft assessment was presented to the Board of Trustees in October 2017, it identified critical weaknesses in the PeopleSoft infrastructure and proposed for Azure migration to remedy the risks ([III.C.1-9](#)).

In March 2018, Peralta Community College District (PCCD) launched the Starfish Early Alert platform throughout the PCCD, a student success tool that identifies students who need academic support and connects them to appropriate student service resources. Faculty and counselors can identify at-risk students and reach out to them to offer support. Students may use Starfish to view their courses and assignments, make appointments and connect to people and services that can help them succeed and meet their goals ([III.C1-10](#)).

Peralta Community College District (PCCD) Information Technology (IT) department programmed systems to allow preferred name functionality in PeopleSoft, as required by California state law AB 1266 for students and scaffolded systems for all PCCD employees ([III.C.1-11](#)).

In 2018, Peralta Community College District (PCCD) started the implementation of the District-wide PeopleSoft modernization and business process improvement project. The three goals are:

1. To enhance the student experience by streamlining processes that restrict student access and hinder success
2. To have agile systems that will meet the current demands and support evolving priorities which enable Peralta to respond to future business needs
3. To provide comprehensive, real-time access to better quality, easily understood information for all users of the system

In May 2018, the finance module was upgraded to PeopleSoft 9.2. The project was named ONEPERALTA and updated these modules: Accounts Payable, Purchasing, Commitment Control and General Ledger ([III.C.1-12](#)). Peralta Community College District (PCCD) Human Resources and Student Services modules are in the process of updates.

On May 29, 2020, the Peralta Community College District (PCCD) Board of Trustees approved an agreement with Oracle to complete the technology upgrade and address the business process modernization ([III.C.1-13](#)). The project began June 2020 and is scheduled to be completed in 18 months. The technology upgrade was vetted through institutional participatory governance committees (PCCD Technology Committee and Participatory Governance Council) and the identified source of funding is Measure G bond funds ([III.C.1-14](#)).

#### Management of Operational Functions

**Technology and resources are appropriate and adequate for management and operational functions.** Every full-time faculty and staff member have access to a standard issue computer complete with standard software supplied by the Peralta Community College District (PCCD) to complete day-to-day work (i.e. Microsoft 365, PeopleSoft Enterprise System, Adobe). Staff and part-time faculty have access to desktops and/or workstations. All employees have access to the PCCD Web Portal, where Peralta email, the Canvas learning management system, Microsoft Office Applications, and other applications are available. The PCCD Web Portal includes a widget for the Peralta Help Desk (Web Help Desk Software) ([III.C.1-15](#), [III.C.1-16](#), [III.C.1-17](#)).

#### Academic Programs, Teaching and Learning

**College of Alameda Information Technology department supports all academic programs.** Labs, technology resource areas, computers, and tablets are available throughout the College for instruction and student use. The College 38 Smart Classrooms feature a desktop computer, VHS and DVD players, dual projectors, smart boards whiteboards, and document cameras. The College Program for Students with Disabilities (DSPS) Adaptive Computer Learning Center is equipped with enabling software and assistive devices ([III.C.1-18](#)). During the recent campus closure due to COVID-19, when access to these campus resources was not possible, all in one

desktop computers, laptops, monitors and hotspots were distributed to faculty and classified professionals requesting technology support for remote work.

### Student Learning Support Services

Student Learning Support Services departments (i.e. Financial Aid, Admission and Records, EOPS/CARE/NextUP/CalWORKs, the Transfer Center, Career and Employment Center, Learning Resource Center, and the Veteran Resource Center) computers are available for students relevant to department needs. As an example, the Welcome Center maintains 20 computer stations dedicated to student enrollment purposes where they can apply for College, enroll in classes, add or drop classes, review their Student Education Plan and schedule counseling appointments. All student services department computers include dedicated-to-student access and support. Each employee is provided adequate technology to perform their duties in support of student learning and achievement. In support of College-wide security, students can download the Campus Shield smartphone application to expedite the reporting and response time for emergency services ([III.C.1-19](#), [III.C.1-20](#), [III.C.1-21](#), [III.C.1-22](#)).

### Distance Education

College of Alameda technology infrastructure is sufficient to maintain and sustain Distance Education offerings. In September 2018, the Peralta Community College District (PCCD) Information Technology (IT) completed migration from Moodle Learning Management System (LMS) to Canvas Learning Management System (LMS) for all classes, students, and instructors. Online access to materials and activities for PCCD classes are used for distance education, hybrid classes and face to face instruction. Canvas support was integrated with Helpdesk system, improving the process of finding help and resolution to problems ([III.C.1-23](#)).

## **Analysis and Evaluation**

Through a partnership between Peralta Community College District (PCCD) Information Technology (IT) and College of Alameda Information Technology (IT), the College maintains appropriate and adequate IT systems to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Technology services, professional support, facilities, hardware and software are robust and support all functions of the College. Peralta Community College District (PCCD) is in the process of developing a technology strategic plan fall 2020 to further assess and support growing technology needs across the District.

*III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its Mission, operations, programs, and services.*

## **Evidence of Meeting the Standard**

**College of Alameda continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its Mission, operations, programs, and services.** The Peralta Community College District (PCCD) and College of Alameda Facilities and Technology Committees evaluate infrastructure and make critical recommendations for the planning, updating, and replacement of technology leading to resource allocation ([III.C.2-1](#), [III.C.2-2](#), [III.C.2-3](#), [III.C.2-4](#)). The PCCD Planning and Budgeting Integrated Model (PBIM) and specifically the PCCD District Technology Committee (DTC) serves as the



District-wide planning and evaluation committee with representation from each College technology committee ([III.C.2-5](#)). The interface between College and District-wide technology committees allows for evaluation of program and service needs as departments document technology needs through in part, program review where department prioritize technology needs ([III.C.2-5](#), [III.C.2-6](#), [III.C.2-7](#)).

**Peralta Community College District (PCCD) has established provisions to ensure a robust, current, and sustainable technical infrastructure is maintained that provides maximum reliability for students, staff, and faculty.** The (PCCD) Strategic Plan integrates all resource needs across the District and aligns them according to PCCD strategic goals. Technology is a critical focus area detailed in the plan in support of the Mission, operations, and services ([III.C.2-8](#)).

**Peralta Community College District (PCCD) follows a long standing and established process for evaluating technology in support of the College.** PCCD has established provisions to ensure a robust, current, and sustainable technical infrastructure is maintained that provides maximum reliability for students, staff, and faculty. In March 2018, a Facility and Technology Master Plan was developed outlining technology requirements for new facility infrastructure projects ([III.C.2-9](#)). PCCD Information Technology 2018-2020 Operational Strategy, June 22, 2018 focuses on three Information Technology strategic pillars:

- Rebuild and secure the core
- Operational Effectiveness
- Student Success

([III.C.2-10](#))

These strategic pillars are identified by short-term strategic actions and expected institutional outcomes. The current plan is being implemented according to the project timeline, and sufficiently addresses the institutional gaps. The Peralta Community College District (PCCD) Technology Capital Project prioritization and rubric details the planning and prioritization of PCCD and College needs, identifying priorities District-wide and vetting them through a rubric that is used in shared governance committees ([III.C.2-11](#)).

In response to strategic planning and established technology needs, in fall 2019 Peralta Community College District (PCCD) Information Technology (IT), in collaboration with PCCD Office of Academic Affairs, launched the College and District-wide online program review platform ([III.C.2-12](#)). A District-wide workshop held on Flex Day 2019 rolled out the new tool ([III.C.2-13](#)). The online program review platform automated the process allowing for enhanced College participatory governance and resource allocation prioritization ([III.C.2-14](#)).

After evaluating the infrastructure and assessing Peralta Community College District (PCCD) and College needs and participatory governance approval and allocation of Measure G funds, beginning summer 2020, Peralta Community College District Information Technology (IT) implemented the fiber network switch replacement, wireless infrastructure upgrade and PCCD datacenter refresh to provide enhanced student access as well as instructional and business support. This project replaces end of life network switches and equipment, wireless access points

and fiber optic cabling throughout the PCCD complex, and end of life core network equipment, benefitting all users ([III.C.2-15](#)).

#### College of Alameda Technology Upgrades

After assessing College needs, Peralta Community College District (PCCD) Information Technology (IT) implemented the College of Alameda network upgrade in March 2017: 10 GB core switches, building network switches, fiber optic cabling between buildings, and wireless infrastructure providing enhanced student access, as well as instructional and business support. ([III.C.2-16](#))

Another example of evaluation, integrated planning and resource allocation, Peralta Community College District (PCCD) Information Technology (IT) upgraded voice communications at College of Alameda to Cisco VOIP in July and September 2016 respectively, replacing the 25-year-old Mitel system. The previous phone systems were unstable and often failed, leaving no phone service on the campuses. ([III.C.2-17](#)).

### **Analysis and Evaluation**

College of Alameda and Peralta Community College District (PCCD) utilize a variety of processes to ensure that the District and College plans incorporate evaluation of technology. Planning processes lead to upgrades that occur as a result of discussions on campus and at the District of problems with technological solutions. The College maintains its Equipment Repair process as an option for unforeseen issues with technology. Following the PCCD Information Technology 2018-2020 Operational Strategy and the three strategic pillars of rebuilding and securing the core; operational effectiveness; and student success, College of Alameda continuously plans for, updates, and replaces technological infrastructure, ensuring that quality and capacity support its Mission, operations, programs, and services. Routinizing, documenting, and disseminating the planning process will reduce overall costs and improve effectiveness.

*III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

### **Evidence of Meeting the Standard**

**College of Alameda assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.** Technology resources at the College assure reliable access to academic and enterprise systems for all students, faculty and staff. In December 2017, the Peralta Community College District (PCCD) Information Technology (IT) designed and implemented the PCCD Portal to simplify the user experience and support single sign on access to PCCD email and Canvas for students, faculty and staff ([III.C.3-1](#)).

**College of Alameda provides an appropriate system for safety and security.** In September 2016, Peralta Community College District (PCCD) Information Technology (IT) implemented Cisco Emergency Response (CER) throughout the District to send 911 calls directly to the Public Safety Answering Point, with simultaneous notification to PCCD Police Services (PPS) ([III.C.3-2](#)). The CER provides location information and a call back number to emergency responders, a

requirement of the FCC. CER also provides this information to PPS. Effective February 16, 2020 the District was required to provide private telephone systems to allow callers to reach emergency services (911) without the need to dial a prefix for an outside number first. Peralta is compliant in this area as well ([III.C.3-2](#)).

**College of Alameda provides an appropriate system for security, reliability and back up.**

Peralta Community College District (PCCD) Information Technology (IT) continuously monitors and protects institutional data by utilizing a Microsoft security umbrella and Cisco open Domain Name System (DNS) tools to reduce phishing / spam attacks by 95% through a “defense in-depth” strategy implemented in December 2017 ([III.C.3-11](#)).

In Fall 2018, the Peralta Community College District (PCCD) Information Technology (IT) upgraded College of Alameda to 10 GB redundant bandwidth connections to the internet. This circuit interconnects all campuses, satellite sites and the PCCD Office complex ([III.C.3-3](#)). California Community Colleges (CCC) Technology Center worked with Cenic (Corporation for Educational Network Initiatives in California) to upgrade the existing 1GB circuits to 10 GB circuits for all California Community Colleges, resulting in a high-bandwidth, high-capacity redundant fiber network. College of Alameda’s satellite locations (860 Atlantic, and Aviation) were upgraded to 1 GB circuits as part of this project as well in spring 2018. In 2018 PCCD IT added modern firewalls at each campus for increased network security, and protection from threats and malware ([III.C.3-4](#)).

In March 2017, Peralta Community College District (PCCD) Information Technology (IT) purchased and deployed CommVault backup and system recovery software to protect PCCD data and recover it in the event of a disaster ([III.C.3-5](#)). PCCD IT collaborated with the Merritt College Cyber Security Program to conduct a District-wide network infrastructure security audit and remediated all high priority technical items in April 2019 ([III.C.3-6](#)).

Peralta Community College District (PCCD) Information Technology (IT) implemented the Human Capital Management pillar in Peoplesoft automatically terminating former employee accounts ([III.C.3-7](#)). Prior to this implementation, PCCD IT created a manual daily task to terminate all employees who have exited Peralta after notification from Human Resources ([III.C.3-8](#)).

At the end of fiscal year 2017-2018, over 11,000 student workers were removed from the Peralta Community College District (PCCD) PeopleSoft Human Resources system as part of a Student Worker Account Clean Up ([III.C.3-9](#)). 600 active student workers were then rehired in the system with a termination date. Working with PCCD Human Resources, a process was put in place to assure that accounts are terminated when a student worker’s assignments are complete.

Peralta Community College District (PCCD) security camera oversight is currently a joint responsibility between PCCD Information Technology (IT) and District General Services (DGS). The two departments are working on improved communication and collaboration and a joint project is underway to replace the existing head-end equipment and upgrade the cameras at all sites ([III.C.3-10](#)).

## Analysis and Evaluation

College of Alameda ensures the reliability and security of technology at all locations where courses, programs and services are located. Security measures meet legal and regulatory standards and measures have been implemented and maintained to assure reliable access, safety, and security.

*III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

## Evidence of Meeting the Standard

**College of Alameda and Peralta Community College District (PCCD) offer training and Information Technology (IT) support to help faculty, staff, students, and administrators effectively use technology related to programs, services, and institutional operations.** As new technology is implemented or current technology is upgraded, training for appropriate employees is included in the roll out. Training is either done within an implementation contract with train the trainer methodology afterwards. The College ensures resources are allocated for all software upgrades or implementations and allocated additional resources as needed ([III.C.4-1](#), [III.C.4-2](#)).

### College of Alameda Training and Support

One example is the ongoing support of a College of Alameda Distance Education Coordinator who in part leads professional development opportunities for faculty. Common practice is to train subject matter experts for Learning Tools Interoperability (LTIs) such as with Canvas Learning Management System ([III.C.4-3](#)). Canvas support is in multiple modalities. The College of Alameda Distance Education webpage provides Canvas support for students and faculty ([III.C.4-4](#), [III.C.4-5](#)). The College Distance Education Coordinators are available for one-on-one support and each College offers courses or trainings for faculty to improve their online education skills ([III.C.1-17](#), [III.C.4-6](#)). The College offers equity training and Peralta Community College District Distance Education Committee members developed an equity rubric for online instruction ([III.C.4-7](#)).

College of Alameda utilizes CurriQunet Meta to manage Course Outline of Records (CORs) and Student Learning Outcomes (SLO) and the College Curriculum Committee webpage includes a user manual to support faculty and classified professionals ([III.C.4-8](#)). The College of Alameda Student Learning Outcomes (SLO) webpage includes a user-friendly guide on how to use CurriQunet Meta ([III.C.4-9](#)).

A similar model was utilized for moving all student services remote and online. Google Voice was implemented in student services as was Zoom-SARS integrated counseling across all student support programs along with the addition of a live chat, Tawk-to, function on key webpages ([III.C.4-10](#), [III.C.4-11](#), [III.C.4-12](#), [III.C.4-13](#)).

The College Library incorporates several student-facing training tools on the website ([III.C.4-14](#)). Student Service departments provide learning aides for all online platforms utilized to provide students with technology support ([III.C.4-15](#)). Students have access to application

support and enrollment support ([III.C.4-16](#)). The Learning Resource Center incorporates online tutoring training materials on the webpage ([III.C.4-17](#)).

College of Alameda utilizes a helpdesk ticket system for information technology software training needs. As appropriate, College Information Technology (IT) department personnel provide one-on-one training ([III.C.4-18](#)).

#### Peralta Community College District Training and Support

In September 2018, the Peralta Community College District (PCCD) completed migration from Moodle Learning Management System (LMS) to Canvas Learning Management System (LMS) for all classes, students, and instructors. Online access to materials and activities for PCCD classes can be used for distance education, hybrid classes or in-classroom instruction. Canvas (LMS) support was integrated with PCCD Helpdesk system, improving the process of finding help and resolution to problems ([III.C.1-23](#)).

In May 2018, the Peralta Community College District (PCCD) Peoplesoft Finance 9.2 upgrade was completed as part of ONEPERALTA project (District-wide project designed to upgrade all PeopleSoft finance modules and streamline business practices). PCCD implemented Fluid WorkCenter, allowing users to navigate on mobile platforms with ease, reconfigured business processes using AWE (Approval Workflow Engine), allowing documents to be attached and reducing the paper trail and adding tracking capabilities ([III.C.4-19](#)).

Peralta Community College District (PCCD) Information Technology (IT) implemented the Transfer Credit Project in June 2019 ([III.C.4-20](#)). PCCD led this software and function initiative and gained input from end users in Admissions and Records and Counseling. The Transfer Credit Project, delivered functionality and improved the enrollment process for students by providing upfront information regarding requirements for graduation, avoiding duplication of courses taken at other institutions and monitoring academic progress throughout the students' time at PCCD. Counselors are able to generate Degree Audit Reports in PeopleSoft and better advise the students ([III.C.4-21](#)).

In compliance with Assembly Bill (AB) 705, Matriculation and Assessment, effective January 1, 2018, Peralta Community College District (PCCD) implemented the Linked Classes Project providing students enrollment access without holds into a College level math class with linked support course and an English course with a support class. This project helps more students attain a degree, certificate or transfer by increasing the likelihood they can complete College-level coursework in English and math within a one-year timeframe. PCCD completed this project in March 2019. ([III.C.4-22](#))

In March 2017, the Peralta Community College District (PCCD) launched Power BI to expand access and ease of use of PCCD data to administrators, faculty and staff. Power BI simplifies creation of complex datasets and reports and creates charts and graphs to provide data visuals. The PCCD Institutional Research Department provided training sessions. PCCD Help Desk provides one-one support ([III.C.4-23](#), [III.C.4-18](#)).

## Analysis and Evaluation

Peralta Community College District (PCCD) and College of Alameda provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and systems related to its programs, services, and institutional operation. The College provides formal training (contracted and in-house), detailed user-guides, online instruction, and effective support in technologies applied across the campus for faculty, staff, students, and administrators. A mandatory online learning orientation for students may improve student outcomes in distance education courses. A more robust continuing education program for staff with the added value of noncredit credentialing may improve operational efficiency.

*III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

## Evidence of Meeting the Standard

College of Alameda adheres to Peralta Community College District (PCCD) Board Policy and Administrative Procedures guiding the appropriate use of technology in the teaching and learning process.

- *Board Policy 3720 Information Technology Use*- outlines the rules and responsibilities of students and staff who use Peralta's network, computers, learning management systems and other technology resources ([III.C.5-1](#)).
- *Administrative Procedure 3720 Telephone, Computer and Network Use*- details the rules and responsibilities regarding the usage of all telephone and communication systems, computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes, but is not limited to, telephones, personal computers, laptops, workstations, tablets, servers, network devices, mobile devices, and associated peripherals, printers, fax machines, software and information resources, regardless of whether used for administration, research, teaching or other purposes ([III.C.5-2](#)).
- *Board Policy 3725 Information Security Standard*- states that PCCD adheres to the current California Community Colleges' Information Security Standard. The Peralta District's Information Security program will adhere to the current California Community Colleges' Information Security Standard. ([III.C.5-3](#))
- *Administrative Procedure 3725 Information and Communication Technology Accessibility and Acceptable Use*- details accessible and equally effective access adhering to Section 508 of the Rehabilitation Act of 1973 ([III.C.5-4](#)).

- *Administrative Procedure 4105 Distance Education-* details delivery through the District learning management system and student authentication to access the learning management system ([III.C.5-5](#)).

## Analysis and Evaluation

College of Alameda faculty, students, administrators and classified professionals adhere to Peralta Community College District (PCCD) Board Policies and Administrative Procedures using technology appropriately. Additionally, network access and level of access is contingent upon reading and accepting the network user agreement and manager approval.

## Conclusion on Standard III.C. Technology Resources

Peralta Community College District (PCCD) and College of Alameda information technology services, professional support, facilities, hardware, and software that support College of Alameda operations and Mission are adequate and maintained. Training for faculty, staff, students, and administrators is ongoing and occurs in a variety of modes. PCCD Board Policy 3270 and Administrative Procedure 3270 guide safe use of technology at the campus. With the growing reliance on educational technologies, the College continues to engage in data-driven analysis for planning and resource allocations.

## III.D. Financial Resources

*III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

## Evidence of Meeting the Standard

**The College of Alameda budget is allocated by the Peralta Community College District (PCCD) financial services per Board Policy and Administrative Procedures and is sufficient to support student learning programs and services and to improve institutional effectiveness.** PCCD Board Policy 6300 recognizes that “certain principles, when present and followed, promote an environment for growth, productivity, self-actualization, and progress” ([IIID.1-1](#)). PCCD Board Policy requires that the annual budget support the College Educational Master Plan (EMP), and sets the standard for the College reserve: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.

The College receives its apportionment through the Peralta Community College District (PCCD) Budget Allocation Model (BAM), based on its fulltime equivalent student (FTES) count. Based on the PCCD BAM, College revenue includes unrestricted and restricted funds to support and

sustain student learning programs and services to improve its institutional effectiveness ([IIID.1-2](#)).

Prior to providing the college allocations, the current Peralta Community College District (PCCD) Budget Allocation Model (BAM) deducts district related expenses, including, but not limited to, retiree benefits, OPEB debt services, DSPS contributions, and other debts. Further deductions include full-time and part-time salary and benefits. PCCD then allocates the remaining revenues to each of the four colleges, based on a three-year FTES rolling average.

College of Alameda unrestricted funds support ongoing operational costs including salaries, benefits, supplies, equipment, and other services ([IIID.1-14](#)). College restricted funds are used for operational costs and in support of the college Mission ([IIID.1-7](#))

### *Distribution of Resources*

Annual financial reports, including audited financial statements, indicate that Peralta Community College District (PCCD) utilizes funds in each area as specified by the program and funding source. Financial integrity in the process of fund management is supported through PCCD established Board Policy and Administrative Procedures, regulations, and accepted accounting practices in managing its assets, cash, revenues and expenses ([IIID.1-1](#)). The district employs the California Community College Sound Fiscal Management Self-Assessment Checklist as a benchmark to gauge long-term and short-term financial sustainability and audit results are presented to the Board of Trustees and posted on the PCCD website ([IIID.1-3](#)).

The College of Alameda annual budget development process begins with outcomes assessment and the college comprehensive program review process. The data-driven review process ensures each department is aligned with and works towards achieving the Mission and goals of the college in support of student learning and achievement. During the College-wide program review and annual program update review, each department includes resource requests to support the department in maintaining or enhancing instruction and student supports for students. After a validation program review process is conducted, resource requests are aggregated on a College matrix and reviewed by the College Budget Advisory Committee (BAC) and the College Council ([IIID.1-4](#), [IIID.1-5](#)). The College integrated planning and budgeting process includes participation and input from constituency groups across the college.

College of Alameda Full Time Equivalent Faculty (FTEF) allocation considers Student Centered Funding Formula (SCFF) metrics and the College effectively remains within its allocation annually ([IIID.1-6](#)). This method of FTEF allocation ensures each program is focused on increasing college funding through SCFF metrics and the data-driven process leads to increased efficiency and integrity of resource allocation and management.

### *Management of Institutional Resources*

Annual financial reports, including audited financial statements, indicate that the Peralta Community College District (PCCD), and in turn the College, has utilized its funds in each area as specified by the program and funding source. Financial integrity in the process of fund



management are supported through the PCCD established policy and procedure, regulations, and accepted accounting practices in managing its assets, cash, revenues, and expenses. Peralta Community College District (PCCD) employs the California Community College Sound Fiscal Management Self-Assessment Checklist as a benchmark to gauge long-term and short-term financial sustainability ([IIID.1-3](#)). Annual audits document the PCCD adherence to prudent financial management standards and audit results are presented to the Peralta Community College District (PCCD) Board of Trustees and posted on the PCCD website ([IIID.1-7](#)). The College regularly manages its financial affairs with integrity and is evidenced by the monthly preparation and review of budget vs. actual reports that are distributed throughout the College ([III.D.1-15](#)). Each cost center manager receives a report of all funds to review for accuracy, and to ensure funds will support planned expenditures and the program goals ([III.D.1-15](#), [III.D.1-16](#), [III.D.1-17](#)).

### **Analysis and Evaluation**

Peralta Community College District (PCCD) fiscal management processes are moving forward with integrity. In June 2019, the Fiscal Crisis Management Assistance Team (FCMAT) submitted a report that contained 78 recommendations ([IIID.1-8](#)). PCCD responded to the FCMAT recommendation with an Integrated Financial Plan 2019-2024 detailing an action plan to resolve the fiscal issues ([IIID.1-9](#)). PCCD provided ongoing planning and reporting through the PCCD Planning and Budgeting Integration Model, Cash Flow reports, California Community College Chancellor's Office (CCCCO) updates and a Budget Reduction Plan ([IIID.1-10](#)).

Peralta Community College District (PCCD) contracted with the Collaborative Brain Trust (CBT) to review and assess district operations. CBT published a Phase I Report evaluating the financial processes at PCCD and the College in June 2019 ([IIID.1-11](#)). The CBT Phase II Final Report included the review, assessment, and recommendations for enrollment management practices across PCCD ([IIID.1-12](#)).

Peralta Community College District (PCCD) is currently revising the Budget Allocation Model (BAM) model to address the Student Centered Funding Formula (SCFF) ([IIID.1-13](#)). The PCCD BAM is allocated on three-year rolling Full Time Equivalent Student (FTES) average data and provides College of Alameda with sufficient revenue to support the College educational programs and services. Approximately 93% of general funds are allocated to salaries and benefits. Discretionary resources are managed by the College business office and cost center manager ([III.D.1-18](#)).

*III.D.2. The institution's Mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

### **Evidence of Meeting the Standard**

**College of Alameda Mission and goals are the foundation for financial planning and the college utilized an integrated planning and budgeting model to effectively allocate**

**resources. The College follows Board Policy and Administrative Procedures and appropriate financial information is disseminated throughout the college.**

### *Institutional Policies and Procedures for Financial Planning*

Within the Peralta Community College District (PCCD), financial planning is an integral part of a well-defined and coordinated district-wide planning process linking the district and college goals and strategic priorities. The College aligns planning efforts within the PCCD annual planning and budgeting timeline ([IIID.2-1](#)). PCCD ensures long-term fiscal health and viability through a Five-Year Integrated Financial Plan ([IIID.2-2](#)).

College of Alameda adheres to Peralta Community College District (PCCD) clearly defined guidelines and processes for financial planning and budget development. These are codified in the following Peralta Community College District (PCCD) Board Policies and Administrative Procedures:

- BP 6250 - Budget Management ([IIID.2-3](#))
- AP 6250 - Budget Management ([IIID.2-4](#))
- BP 6300 - Fiscal Management and Accounting ([IIID.1-1](#))
- AP 6300 - General Accounting ([IIID.2-5](#))
- BP 6320 - Investments ([IIID.2-6](#))
- AP 6320 - Investments ([IIID.2-7](#))
- AP 6741 - Parcel Tax ([IIID.2-8](#)).

The College implements Peralta Community College District (PCCD) Board Policies and Administrative Procedures through the integrated planning and budgeting process as well as through operational controls. The College Business and Administrative Services Director provides reports including the position control report for accurate allocation of fiscal and human resources ([IIID.2-9](#)). Position control reports are distributed annually to cost center managers for longer-range planning of costs, effort, impact, and financial sustainability.

Following Board Policy and Administrative Procedures, Peralta Community College District (PCCD) financial services commences the budget planning cycle, sets the timelines and processes to ensure planning drives budgeting and to meet deadlines for the tentative and adopted budget reports ([IIID.2-10](#)).

### *Dissemination of Financial Information*

The Peralta Community College District (PCCD) Vice Chancellor of Finance and Administration provides regular budget information to the PCCD Board of Trustees, including timely updates that apprise the PCCD Board at all stages of the budget planning cycle: tentative budget, adopted budget, and annual budget reports, including the annual external audit ([IIID.2-10](#), [IIID.2-11](#), [IIID.2-12](#)). The PCCD Board approves the annual budget and external audit reports

in a public session ([IIID.2-13](#)). Senior leadership and decision-makers from each college regularly attend PCCD Board meetings, and all information presented to the PCCD Board is publicly available ([IIID.2-14](#)).

The College regularly communicates the importance of integrated planning and budgeting as well as timelines, processes and updates through the governance structure and specifically the Budget Advisory Committee (BAC) and College Council ([IIID.2-15](#), [IIID.2-16](#)). Communication regarding the budget development timeline and process is also communicated at manager meetings and in executive cabinet ([IIID.2-17](#)).

## **Analysis and Evaluation**

The development of the annual general fund budget is guided by College of Alameda Mission, vision, values, and goals, the Peralta Community College District (PCCD) Board of Trustees goals, the PCCD Strategic Plan, and the College strategic goals and initiatives. The College resource allocation process supports funding needs identified through the program review process. PCCD and the College have various financial controls in place to ensure fiscal stability, including PCCD Board Policies and Administrative Procedures that guide the budget development process.

*III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

## **Evidence of Meeting the Standard**

### *Financial Planning and Budget Development*

#### **Peralta Community College District (PCCD) and College of Alameda follow clearly defined policies and procedures for financial planning in budget development.**

College of Alameda follows the guidelines for financial planning and budget management per Peralta Community College District (PCCD) Administrative Procedure 6250. The College aligns its planning cycle with the PCCD Annual Integrated Planning Calendar ([IIID.3-1](#)). The PCCD calendar provides timelines for planning at the college, district, and board levels. The budget calendar encompasses the whole fiscal year and concludes with the adoption of the final budget. Budget development at the college is completed within the timeline and submitted to the District.

The annual budget building process begins with updating a list of Peralta Community College District (PCCD) Tentative Budget Assumptions, used in developing the adopted budget. As the Peralta Community College District financial services receives detailed information from the California Governor's Office and the California Community College Chancellor's Office (CCCCO), assumptions are adjusted accordingly. These budget assumptions are categorized in three ways: General Assumptions, Revenue Assumptions, and Expenditure Assumptions. The 2019-20 Budget Assumptions are listed in the Adopted Budget ([IIID.3-2](#)).

College of Alameda follows the guidelines and processes outlined by the Peralta Community College District (PCCD) finance office for financial planning and budget development ([IIID 2-4](#)). The College Director of Business and Administrative Services creates a budget development timeline and disseminates worksheets to all cost center managers ([III.3-7](#), [III.3-8](#)). Each budget development period, position control is disseminated to each college for review to ensure all positions are budgeted correctly ([IIID.2-9](#)).

The Annual Budget is posted online once adopted by the Peralta Community College District (PCCD) Board of Trustees ([IIID.3-3](#)).

### *Engagement of College Constituents in the Planning and Budgeting Process*

Through College of Alameda data driven comprehensive program review and annual program planning processes faculty, classified professionals and administrators have the opportunity to participate in the development of integrated plans ([IIID.3-4](#)). Faculty department chairs collaborate with Instructional Deans to develop two year program schedule plans, implement the data driven Full Time Equivalent Faculty (FTEF) allocation matrix and schedule per the block schedule leading to more increased student learning and achievement outcomes ([IIID.3-5](#)). All faculty, classified professionals and administrators have the opportunity to engage in college-wide-planning including Educational Master Plan (EMP) development as well as other planning and budgeting processes through participation on governance committees including the Student Equity and Achievement Committee, Budget Advisory Committee and College Council (BAC). Constituency members serving on the BAC and College Council engage in resource allocation review and participate in recommending fiscal resources ([IIID.3-6](#)).

### **Analysis and Evaluation**

Peralta Community College District and College of Alameda follow clearly defined Board Policies and Administrative Procedures to guide processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

### **Fiscal Responsibility and Stability**

*III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

### **Evidence of Meeting the Standard**

**Peralta Community College District (PCCD) and College of Alameda planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.** The PCCD Budget Allocation Model (BAM) is designed to be simple, predictable and stable, to protect the integrity of base funding and to support student learning and achievement ([IIID.4-1](#)). The Planning and Budgeting Integrated Model (PBIM) utilizes planning and participatory governance inclusive of district-wide constituency groups to assess financial resource availability, development of financial resources, partnerships and expenditure requirements ([IIID.4-2](#)).

### *District-Level Financial Resource Assessment and Development*

The Peralta Community College District (PCCD) assesses its overall resources and expenditures each year through an integrated district-wide planning and budgeting process. The PCCD Integrated Planning and Budget Calendar ([IIID.4-3](#)) provides an overarching timeframe for the different aspects of the district-wide planning process and specifies when deliverables are to be accomplished and who is responsible. The PCCD Planning and Budgeting Committee (PBC) and by the Board of Trustees review and approve the integrated planning and budget calendar. At the College level, the Budget Advisory Committee and College Council review the resource allocation planning process and timeline for identifying budgeting needs, developed according to the schedule outlined in the PCCD Integrated Planning and Budgeting Calendar.

The Peralta Community College District (PCCD) quarterly financial status report, CCFS 311 report incorporated into the Board meeting agendas, provides the public and all District and College employees with a comprehensive picture of the district finances ([IIID.4-4](#)). The quarterly reports present financial information compared to the initial annual budget plan and past quarterly reports. Each quarterly report includes a budget statement and narrative to convey the PCCD projected ending fund balance and any anticipated major events that might affect the ending fund balance.

To aid in sound budgeting development and fiscal management, the Peralta Community College District (PCCD) annually adopts a set of assumptions for budget development and for the tentative and adopted budget ([IIID.2-11](#), [IIID.3-3](#)). Included are general assumptions for the budget, as well as specific assumptions for revenue and for expenditures. Peralta Community College District (PCCD) formally affirms its commitment to adopting a budget that is balanced and confirms that the District and College use plans, planning documents, and planning processes as a basis for the development of their expenditure budgets.

### *College-Level Financial Resource Assessment and Development*

College of Alameda ensures a realistic assessment of resources available to support the college Mission and strategic goals through annual integrated planning and budgeting processes. College-wide annual goal review in addition to comprehensive program review and annual unit planning serve as the basis for financial resource assessment and development ([IIID.4-2](#)).

### **Analysis and Evaluation**

College of Alameda institutional planning process reflects a realistic assessment of financial resource availability, expenditure requirements for various revenue sources, and resource development opportunities. Through the annual district-wide integrated planning and budgeting process individuals involved in institutional planning are presented with accurate information about available funds and the college fiscal condition and commitments, as well as new and potential funding streams and partnerships. This examination of the organizational budget and budget trends and prospects ensures that the annual plan, at both the college and district level, is based on sound financial planning. The Peralta Community College District (PCCD) Budget

Allocation Model (BAM) uses a three-year FTES average to provide the base allocation to the college.

*III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

### **Evidence of Meeting the Standard**

College of Alameda places high value on financial integrity and the responsible use of resources. The college utilizes specific mechanisms for budgetary control and dissemination of dependable and timely budgetary information for financial decision-making.

#### *Internal Controls, Policies, and Procedures for Financial Resource Management*

The College adheres to internal controls and processes established by the Peralta Community College District (PCCD) for the management of fiscal resources. These specifications are detailed in the following PCCD Board policies and administrative procedures:

- BP 6300 - Fiscal Management and Accounting ([IIID.1-1](#))
- AP 6300 - General Accounting ([IIID.2-5](#))
- BP 6330 - ([III.D.5-1](#))
- AP 6330 - Purchasing ([III.D.5-2](#))

College of Alameda utilizes the Peralta Community College District (PCCD) ONEPeralta financial management system, which integrates data from Student Services, Human Resources, Payroll, Finance, and Financial Aid modules. The ONEPeralta enterprise system is used to record budget journal entries, accounts payable, accounts receivable, revenues, payroll, grants, and purchase requisitions. The system includes internal controls, such as user IDs and passwords, which allow system access at the appropriate security level, thus limiting the data to particular users who have access ([III.D.5-3](#)). Additional controls are in place for purchasing, and the system prevents spending when funds are not allocated. Internal controls flag accounts with insufficient funds, requiring further action prior to purchase. The College Office of Business and Administrative Services approves all journal entries and requisitions. Managers review and approve expenditures, journals, and requisitions for their cost centers. Budget transfers require approval of the appropriate department administrator and the College Director of Business and Administrative Services before going through approval at the District level.

Personnel changes are reviewed and updated regularly throughout the fiscal year with the Electronic Personnel Action Form (EPAF) system for position control ([III.D.5-7](#)). College of Alameda administrators review position control reports for permanent positions during the budget development process and make revisions through the EPAF process, requiring appropriate college approvals and further action by Peralta Community College District (PCCD)

Human Resource and Finance and Administration Office. The four college lead administrators for business services meet monthly with the Vice Chancellor of Finance to discuss, evaluate, and make recommendations on financial processes such as internal controls, procedures, and software enhancements.

Peralta Community College District (PCCD) engages an external auditor to conduct annual audits, and the PCCD Audit Reports demonstrate financial controls ([III.D.5-5](#)). PCCD employs a full-time Internal Auditor to ensure internal controls are effective and regulations are followed. Based on audit findings, the PCCD is currently strengthening its internal controls, particularly in the area of Financial Aid.

### *Management and Evaluation of College Budget and Financial Practices*

College of Alameda ensures responsible and appropriate use of financial resources through internal controls. The College office of Business and Administrative Services provides daily oversight and evaluation of the budget and approves all budget entries and expenditures in the ONEPeralta enterprise system. The College Director of Business and Administrative Services works closely with the administrative team to manage and monitor the annual budget. The College Director of Business and Administrative Services serves as the liaison with the Peralta Community College District (PCCD) financial services for all financial matters, making sure that all college-level financial management operations are in compliance with PCCD financial policies and procedures.

College cost center managers monitor their assigned budgets including tracking budgetary expenditures and making sure that funds are being spent as planned, in alignment with College Mission and strategic goals and in compliance with State and Federal regulations. The College uses fund accounting to monitor and create reports for all budgets. Resources are allocated to and managed per fund and project. This method of accounting is designed to demonstrate legal compliance with contractual obligations and funder requirements regarding restricted funds. It also supports institutional financial integrity and enables strict financial monitoring by segregating transactions related to certain activities ([III.D.5-5](#), [III.D.1-16](#), [III.D.1-17](#)).

### *Dissemination of and Access to Dependable and Timely Financial Information*

The Peralta Community College District (PCCD) PeopleSoft enterprise system continually records and updates financial transactions, providing accurate up-to-date accounting information. It is also able to produce various reports and queries on demand, including financial and budget reports used by PCCD and College of Alameda personnel to monitor spending, planning, and making informed financial decisions.

The College of Alameda Business and Administrative Services Director provides monthly budget reports to all college cost center managers ([III.D.5-5](#), [III.D.1-16](#), [III.D.1-17](#)).

Funds are reviewed for compliance and to ensure fiscal integrity.

College cost center managers, and classified professionals with financial responsibilities regularly access cost center and project budgets in the PeopleSoft ONEPeralta enterprise system for dependable and timely financial information.

## **Analysis and Evaluation**

College of Alameda has appropriate internal controls in place to assure the financial integrity of the college and the responsible use of its financial resources. This includes Peralta Community College District (PCCD) Board Policies and Administrative Procedures, the PCCD financial management system, and designated college personnel and procedures for the ongoing management and evaluation of the organization's budget and financial practices. Annual audits performed by an external auditor demonstrate financial controls. PCCD is committed to strengthening controls in the area of Financial Aid. Information regarding the budget, fiscal conditions, and financial planning are provided throughout the College and individuals involved in institutional planning and management receive dependable and timely information to inform budget development and resource allocation.

*III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

## **Evidence of Meeting the Standard**

### *Credibility and Accuracy of Financial Documents*

In compliance with California Education Code, the Peralta Community College District (PCCD) financial statements are audited annually by an external independent firm in accordance with the California Community Colleges Chancellor's Office (CCCCO) Contracted District Audit Manual. PCCD audit reports are met with timely and corrective action for findings. College of Alameda has had no audit findings within the past three years ([III.D.5-6](#)).

Peralta Community College District (PCCD) regularly prepares and presents financial reports throughout the fiscal year for the college communities and PCCD Board of Trustees, including the tentative budget, a mid-year report, the final adopted budget, and the annual audit ([IIID.2-10](#), [III.D.6-2](#), [IIID.2-13](#), [III.D.6-3](#)) The PCCD Planning and Budgeting Council (PBC) reviews these reports, and copies are posted online on the website under Peralta Community College District Offices of Finance ([III.D.5-6](#)).

College of Alameda financial documents have a high degree of credibility and accuracy. College documents are developed through the college integrated planning and budgeting processes. Additional documents are developed by the college Business office such as regular cost center reports.

The budget has a high degree of accuracy and is developed and monitored for proper use of funds according to a strict set of financial management and budget development policies set by



Peralta Community College District (PCCD) and College internal controls. The accuracy and integrity of the budget is monitored through regular financial reports and budget variance analyses and verified through PCCD annual external audit, which validates fiscal information and practices at each college ([III.D.5-5](#)).

### *Appropriate Use and Allocation of Financial Resources*

College of Alameda financial documents reflect the appropriate use and allocation of financial resources to support student learning programs and services. The budget reflects priorities set through annual integrated planning and alignment with the college Mission and goals ([III.D.6-4](#)).

Peralta Community College District (PCCD) and the college follow Administrative Procedures AP 6250 Budget Management and AP 6300 General Accounting regarding appropriate distribution and administration of fiscal resources ([IIID.2-4](#), [IIID.2-5](#)). The allocation of resources to support student learning programs and services is guided by the PCCD Strategic Plan, the college Education Master Plan and strategic goals, and comprehensive program reviews or annual program updates ([III.D.6-5](#), [III.D.6-6](#), [III.D.6-7](#)).

College of Alameda resources to support student learning programs and services are comprised of general funds based on the Peralta Community College District (PCCD) Budget Allocation Model (BAM) (three-year FTES average); and grants and state categorical funds ([IIID.4-1](#)). The PCCD Finance and Administration Office loads all fulltime administrator, faculty and classified salaries and benefits first according to position control and based on the approved budget. Ongoing obligations and integrated planning resource request guide allocation of funds for other personnel costs, supplies, equipment, technology, etc. Integrated planning and resource request and allocation through comprehensive program reviews and annual program updates are aligned with the college Mission and goals in support of student learning and achievement ([III.D.6-8](#), [III.D.6-9](#)).

### **Analysis and Evaluation**

College of Alameda and the Peralta Community College District (PCCD) prepare regular financial reports and fiscal trend analyses to ensure the effective use of financial resources to support student learning with a high degree of credibility and accuracy. The annual district-wide audit demonstrates the integrity of financial management practices at the district and college level.

*III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) and the College responses to external audit findings are comprehensive, timely, and appropriately disseminated to internal and external audiences. PCCD has primary responsibility for organizing external audits for both the district and colleges. The annual independent audit of the district includes all financial records of the PCCD, including

all funds and student financial aid. Each College is responsible for responding to the audit in a comprehensive and timely manner. If audit findings are identified, College of Alameda and PCCD take appropriate and timely action to implement corrective actions in order to address any identified deficiencies.

#### *College Response to External Audit*

College of Alameda has not had audit findings for the past three years ([III.D.5-6](#)).

#### *District Response to External Audit*

The Peralta Community College District (PCCD) has an established process for responding to external audit findings. All audit findings are first reviewed in an exit conference attended by the audit firm, the District Vice Chancellor of Finance and Administration, accounting and finance staff, and depending on the significance of the audit findings in any college operational area, the appropriate college staff. The Vice Chancellor of Finance and Administration reviews all findings, creates an action plan and responds to the findings which are detailed in the audit report ([III.D.5-5](#)).

The Peralta Community College District (PCCD) audit report documents actions taken or planned in response to auditor findings and recommendations ([III.D.5-5](#)). PCCD audit recommendations have been fully addressed. The report includes a summary of the previous year's recommendations and corrective actions taken, responsible parties, and timelines for completion.

The completed audit report is presented to the Peralta Community College District (PCCD) Board of Trustees, as required in Administrative Procedure 6400 Administrative Audits, and also presented to the PCCD Planning and Budgeting Council (PBC) ([III.D.7-1](#), [III.D.7-2](#)). For the most recent audit, the audit exceptions and management recommendations report were presented to the Board of Trustees, along with related responses ([III.D.5-5](#)). The audit report was published on the PCCD website ([III.D.5-6](#)).

### **Analysis and Evaluation**

College of Alameda participates in the annual Peralta Community College District (PCCD) external audit. Information regarding the annual audit, including information about budget, fiscal conditions, financial planning, and audit results are communicated at the college level as relevant.

*III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

### **Evidence of Meeting the Standard**

College of Alameda and the Peralta Community College District (PCCD) evaluate and assess financial and internal control systems for validity and effectiveness on an ongoing basis and use the results of those assessments to improve procedures as needed. PCCD assumes primary responsibility for evaluating and assessing internal controls district-wide, including evaluating and assessing internal controls at each college. Checks and balances are incorporated into PCCD processes such as

document approvals at different levels preventing unilateral or unsupervised transactional activity. College of Alameda takes responsibility for continually assessing College financial and internal control systems and making refinements as needed.

### *College-level Monitoring of Institutional Internal Controls*

College of Alameda utilizes internal controls including ongoing monitoring of the budget by the Business and Administrative Services Office, the college president, the president's executive cabinet, and cost center managers. College of Alameda responds to external audit findings, as appropriate.

The College Business and Administrative Services Office provides tailored financial reports and analyses for cost center managers to monitor expenditures related to their programs or service area ([III.D.5-5](#), [III.D.1-16](#), [III.D.1-17](#)). The College Business and Administrative Services Office along with cost center managers review and analyze grants and categorical funds to ensure the college adheres to funding regulations. College of Alameda provides processes, guidelines, and support to ensure project managers expend funds in a manner consistent with the intent and requirements of the funding source ([III.D.8-1](#)).

### *District Level Evaluation and Assessment of Internal Control Systems*

Peralta Community College District (PCCD) conducts an annual external audit, as required by California Education Code Section 84040.5 and the State Budget and Accounting Manual, as well as related District Board Policies and Administrative Procedures, such as BP 6400, Financial Audits and AP 6400, Financial Audits ([III.D.8-2](#), [III.D.8-3](#)). The external audit is conducted by independent Certified Public Accountants (CPAs), who meet the qualifications and credentials required by the State of California and who are experienced with auditing California community colleges. The audit is conducted in compliance with the Education Code and American Institute of Certified Public Accountants standards ([III.D.8-4](#)). The District employs an Internal Auditor to ensure the integrity of its accounting system and to ensure that all funds are used in accordance with the purpose of the funding sources. The internal audit is used to improve operations, increase efficiencies, and promote effectiveness in serving students ([III.D.8-5](#)).

## **Analysis and Evaluation**

College of Alameda and Peralta Community College District (PCCD) review financial and internal control systems regularly. Internal control systems are regularly evaluated and assessed for validity and effectiveness, through budget and cost center reports, and the results of this assessment are used for fiscal planning and improvement. Categorical and grant funds are audited or reviewed by funding agencies on a regular basis. Expenditures from grants and special funds are made in a manner consistent with the intent and requirements of the funding source, and bond expenditures are consistent with regulatory and legal restrictions. The integrity of the fiscal management system is demonstrated through the audit. Internal control systems are regularly reviewed at the district and college level.

*III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

**Evidence of Meeting the Standard**

Peralta Community College District (PCCD) maintains sufficient cash flow and reserves to meet all of its fiscal obligations including financial emergencies and unforeseen circumstances. PCCD maintains a minimum 10 percent unrestricted general fund reserve in accordance with PCCD Board Policy 6250: Budget Management, District Reserve Policy and Board Adoption and is demonstrated in the cash flow reports ([IIID.1-10](#), [IIID.2-3](#)). A prudent reserve, as defined by the California Community College Chancellor’s Office (CCCCO) Fiscal Policy guidelines, is five percent. Below is a table summarizing the reserve amount for the last three years:

Table III.D.9-1 Reserve Levels, 2017-2020

<b>Fiscal year</b>	<b>Unrestricted General Reserve Amount</b>	<b>Percent of Budgeted Unrestricted General Fund Expenditures</b>
2017-2018	\$13,894,555	9.42%
2018-2019	\$17,928,885	12.54 %
2019-2020	\$16,058,377	10.37%

**Analysis and Evaluation**

Peralta Community College District (PCCD) maintains sufficient cash flow and reserves to meet its financial obligations. PCCD and the college have sufficient cash flow and reserves to maintain stability. Peralta Community College District implements strategies for risk management, and contingency plans to meet financial emergencies and unforeseen occurrences when necessary.

*III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

**Evidence of Meeting the Standard**

College of Alameda and Peralta Community College District (PCCD) practice effective oversight of fiscal resources. Financial oversight occurs at the college and the district levels. The PCCD internal auditor conducts periodic audits however, the PCCD annual comprehensive

external annual audit is the main vehicle by which district-wide financial practices and resources are monitored. The audit includes an evaluation and review of financial statements and a careful review of all financial resources and programs, including financial aid, grants, externally funded programs, contractual relationships, foundations, and investments.

Peralta Community College District (PCCD) adheres to Board Policy 6250: Budget Management, Title 5 and the California Community College Chancellor's Office (CCCCO) Budget and Accounting Manual in budgeting and accounting methods. PCCD Finance Services Department which includes accounts payable, payroll, student finance, grants and special programs, and purchasing, provides financial oversight for the District. The PCCD Finance and Administrative Services office provides oversight for College investments and assets. Assets are invested with Alameda County for revenues that are under the PCCD accounts. Working with departmental budget managers at the Colleges as appropriate, the PCCD Finance Services staff maintain oversight for all funds, including financial aid, grants, and trusts. The Vice Chancellor of Finance and Administration and the Executive Finance Director prepare a fiscal report on a regular basis at the Board of Trustees meeting (Evidence: Fiscal Report to the Board of Trustees). Special reports in regards to the Bond expenditures are also reported on a regular basis at the PCCD Board of Trustees meeting per Board Policy and Administrative Procedures 6740, Citizen's Oversight Committee ([III.D.9-1](#), [III.D.9-2](#), [III.D.9-3](#)).

Peralta Community College District (PCCD) purchasing department, along with the PCCD General Services, reviews and executes all contracts for the district. Contracts are presented to the PCCD Board of Trustees each month for review and ratification. Purchasing processes are conducted according to PCCD Board Policy and Administrative Procedure 6330, Purchasing ([III.D.10-1](#), [III.D.10-2](#)).

Peralta Community College District (PCCD) partners with the Peralta Colleges Foundation (PCF). The Peralta Colleges Foundation is a legally separate, 501(c)(3) tax-exempt organization and as such has its own audit each year by an independent auditor ([III.D.10-3](#)). PCF acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the district. Although PCCD does not control the timing or amount of receipts from the Foundation, the majority of resources or income that PCF holds and invests is restricted to the activities of PCCD at the request of the donors.

## **Analysis and Evaluation**

College of Alameda and the Peralta Community College District (PCCD) practice effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationship, auxiliary organizations or foundations, as well as institutional investments and assets. The 2019 external audit indicated the district needed to adjust practices to ensure effective oversight of finances in compliance with Federal Title IV regulations and requirements. PCCD addressed the finding ([III.D.10-4](#)).

*III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. (Liabilities: Financial Solvency)*

### **Evidence of Meeting the Standard**

College of Alameda and Peralta Community College District (PCCD) Finance and Administration Office collaborate to ensure financial solvency of the institution through financial planning, budgeting, revenue and expense monitoring, and reporting ([IIID.3-2](#), [III.D.5-5](#)).

The Peralta Community College District (PCCD) short-range financial decisions are made based on its long-range financial priorities. Planning for payment of liabilities and future employee-related obligations are addressed within the PCCD annual budget development process. PCCD projects a multi-year budget during the annual budget development cycle which assures fiscal solvency and an adequate amount of reserves per PCCD Board Policy 6250, Budget Management ([IIID.2-3](#)). The PCCD tentative and final budget is reviewed by the District's Participatory Governance such as Planning and Budget Committee (PBC) and Participatory Governance Committee (PGC) prior to the approval by the Board of Trustees ([III.D.11-1](#), [III.D.11-2](#))

The tentative budget is approved by the Peralta Community College District (PCCD) Board of Trustees in June and final budget in September of each year ([IIID.2-13](#)).

Short and long-term fiscal priorities are examined on an annual basis. Liabilities and obligations include Other Post-Employment Benefits (OPEB) debt service, CalSTRS and CalPERS rate increases and retiree health benefits.

Allocated by Peralta Community College District (PCCD) Budget Allocation Model (BAM), College of Alameda financial resources provide a reasonable expectation of both short-term and long-term financial solvency ([IIID.4-1](#)). College short-range financial plans consider long-range financial priorities to assure financial stability.

### **Analysis and Evaluation**

College of Alameda and Peralta Community College District (PCCD) work together to ensure that the financial resources are sufficient, thereby providing a reasonable expectation of short-term and long-term financial solvency. PCCD and the College continually assess and adjust financial management strategies to maintain solvency and consider long-term financial priorities when making short-range financial plans. Peralta Community College District (PCCD) manages

long-term liabilities and obligations as part of this financial planning process. Due to ongoing coordinated planning, the district and the college currently have appropriate financial resources to address all current liabilities and future obligations.

*III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) plans for and allocates appropriate resources for the payment of liabilities and future obligations. The PCCD Other Post Employee Benefits (OPEB) program serves the contractual commitments contained within the collective bargaining agreements covering health benefits. PCCD continues to provide retirees who were hired prior to July 1, 2004 with lifetime medical benefits. For employees hired after July 1, 2004, medical benefits upon retirement are provided until age 65 or Medicare eligibility. As of June 30, 2018, PCCD total OPEB liability was \$202.7 million, with \$189.8 million for the pre-2004 hires and \$12.9 million for the post-2004 hires. As of June 30, 2019, the liability was \$189,821,787 for pre-2004 hires and \$10,277,949 for post-2004 employees.

The current Peralta Community College District Other Post Employee Benefits (OPEB) structure includes payment of annual debt service (annual principal and interest payments) and current retiree medical expenses to be paid out of unrestricted general funds ([III.D.12-1](#)). The OPEB Trust, is overseen by the Peralta Community College District (PCCD) Board, then reimburses the unrestricted general fund for the annual expense of the retiree medical cost ([III.D.12-2](#)). PCCD manages transactions centrally as retiree costs are not associated with the annual operations of an individual college. Sources of evidence include actuarial valuation report for pension and OPEB, notes to financial statements dealing with employee benefit plans, commitments and contingencies, and other documents that demonstrate the institution is aligned with this Standard as noted in the PCCD Special Report [III.D.12-4](#).

In 2016, Peralta Community College District (PCCD) revised Administrative Procedure 6305, Debt Issuance and Management ([III.D.12-3](#)). PCCD continues to follow the 2014 audit recommendations and developed an action plan to fund OPEB liabilities, including associated debt service. PCCD conducts annual actuarial studies to determine the degree to which it should plan for covering the present value cost of these benefits. Bond proceeds are invested by the PCCD Retirement Board ([III.D.12-2](#)).

### **Analysis and Evaluation**

Peralta Community College District (PCCD) accounts for future liabilities. Recently, the PCCD improved its management of its Other Post Employee Benefits (OPEB) Bond Program and increased its financial sustainability.

*III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. (Liabilities: Locally Incurred Debt Instruments)*

### **Evidence of Meeting the Standard**

The Peralta Community College District (PCCD) regularly assesses and allocates appropriate resources for the repayment of any locally incurred debt instruments that can affect the financial conditions of the district or the college. PCCD maintains primary responsibility for this task.

Peralta Community College District (PCCD) uses a debt service fund to account for the accumulation of resources for, and the payment of, general long-term debt. PCCD evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments, and the information is in the annual financial report to the Board of Trustees ([III.D.5-6](#)).

### **Analysis and Evaluation**

On an annual basis, Peralta Community College District (PCCD) assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition. During the annual budget development process, PCCD assesses short-term and long-term debts and allocates resources to meet debt service requirements.

*III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

### **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) has procedures in place to ensure that all PCCD and college personnel use financial resources in a manner consistent with the intended purpose of the funding sources ([IIID.2-5](#), [IIID.2-6](#), [III.D.14-1](#), [III.D.14-2](#), [III.D.14-3](#), [III.D.14-4](#)).

College of Alameda manages and tracks all financial resources in the Peralta Community College District ONEPeralta financial management system by respective budget codes (fund, organization, and purpose of the funding source). For restricted funding sources (state categorical or grant, account, and program) the district and college carefully tracks and reviews revenue and expenditures to ensure appropriate monitoring and use of funds with the intended purpose of the funding source, thereby ensuring a high degree of integrity and minimizing financial and reputational risk ([III.D.14-5](#), [III.D.14-6](#)). The Chart of Accounts is set up based on the California Community College Chancellor's Office (CCCCO) Budget and Accounting Manual ([IIID.4-1](#)).



## Analysis and Evaluation

Peralta Community College District (PCCD) policies and procedures ensure all expenditures are reviewed and approved to minimize undue institutional risk and exposure and are aligned with the College's Mission and strategic goals. All financial resources, including short-term and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

*III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. (Liabilities: Compliance with Federal Requirements)*

### Evidence of Meeting the Standard

College of Alameda monitors and manages student loan default rates, revenue streams, and assets and works with Peralta Community College District (PCCD) Finance and Administration Office to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Specifically, the College Financial Aid Office is responsible for monitoring student loan default rates, revenue streams, and assets. The student loan cohort default rate (CDR) for College of Alameda for the last data report cycle is as follows:

*Figure III.D 15-1 Student Loan Cohort Default Rate (CDR), FY 2015-17*

Cohort	Student Loan Default Rate
FY 2017	16%
FY 2016	7.4%
FY 2015	18.1%

College of Alameda partners with Educational Credit Management Corporation (ECMC) to monitor and manage the student loan default. Since using this service, the college default rate remains low. ECMC communicates to students to provide them with resources and financial literacy to proactively keep students out of loan default.

College of Alameda Financial Aid Office sets an annual default rate goal and partners with Educational Credit Management Corporation (ECMC) on a plan to achieve the goal. College Financial Aid Office activities include:

- Regularly assesses at risk students for default ([III.D.15-1](#))
- ECMC Outreach to students needing to start repayment and advise students on the most advantageous repayment plan
- Direct outreach to students ECMC is not able to contact ([III.D.15-2](#))
- Send ECMC introduction emails to students ([III.D.15-3](#))

- Monitors the cohort loan default rate (CDR) to ensure its accuracy. Errors are corrected as necessary.

College of Alameda Financial Aid Office determines student eligibility and fund management is maintained by the Peralta Community College District (PCCD) Finance and Administration Office.

College internal auditors, PCCD and external auditors monitor the effectiveness of the Financial Aid Office annually for compliance with federal regulations. There were no findings in the most recent (FY 2018-2019) audit ([III.D.5-5](#)).

## **Analysis and Evaluation**

College of Alameda and Peralta Community College District (PCCD) work to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act., audits, which report no findings, demonstrate that the college complies with federal requirements.

### *Contractual Agreements*

*III.D.16. Contractual agreements with external entities are consistent with the Mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

## **Evidence of Meeting the Standard**

College of Alameda and Peralta Community College District (PCCD) enter into a variety of contractual agreements, including grants and awards, construction contracts, rental/lease agreements, instructional service agreements, and independent contractor agreements for professional services.

All contractual agreements with external entities undergo extensive review and approval at the college and district level following the Peralta Community College District (PCCD) Board Policy and Administrative Procedures for bids and contracts:

- BP 6340 - Bids and Contracts ([III.D.16-1](#))
- AP 6340 - Bid and Contracts ([III.D.16-2](#))
- AP 6350 - Contracts - Construction ([III.D.16-3](#))
- AP 6365 - Contracts - Accessibility Information Technology ([III.D.16-4](#))

Procedures and approvals vary by type of contract (grants, construction, instructional service agreements/contract education, and independent contractor professional service agreements). Contractual agreements with external entities are initiated at the department or division level to achieve program or college-wide goals. Proposed agreements are reviewed and require approval by the appropriate Dean, Vice President and President. Once reviewed and approved by appropriate college personnel, agreements are sent to the Peralta Community College District (PCCD) contract office for legal review and approval

prior to an approval by the Chancellor. PCCD utilizes an online review and approval system with Contract Tracking System (CTS) along with Adobe Sign ([III.D.16-7](#), [III.D.16-5](#))

Per Peralta Community College District (PCCD) Board Policy 6100, Delegation of Authority, Business and Fiscal Affairs, “The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of the following: property and contracts; the budget; audit and accounting of funds; the acquisition of supplies, equipment, and property; the protection of assets and persons; the construction, maintenance and use of facilities. All transactions shall comply with applicable laws and regulations, and with the California Community College Chancellor’s Office (CCCCO) Budget and Accounting Manual.” ([III.D.16-6](#)).

Contracts and contract amendments are submitted to the Peralta Community College District (PCCD) Governing Board for ratifications at its bi-monthly meetings.

### **Analysis and Evaluation**

Contracting practices support the College Mission, goals, and priorities and are in compliance with the Peralta Community College District (PCCD) Board Policies and Administrative Procedures. The district and college ensure all contractual agreements are reviewed and approved to minimize undue institutional risk and exposure. The College and PCCD maintain control over all contracts and each contract contains provisions whereby the district can terminate contracts that do not meet required standards of quality.



## Standard IV: Leadership and Governance



## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-College Districts or systems, the roles within the District/system are clearly delineated. The multi-College District or system has policies for allocation of resources to adequately support and sustain the Colleges.

### IV.A. Decision-Making Roles and Processes

*IVA.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant and implementation institution-wide implications, systematic participative processes are used to assure effective planning*

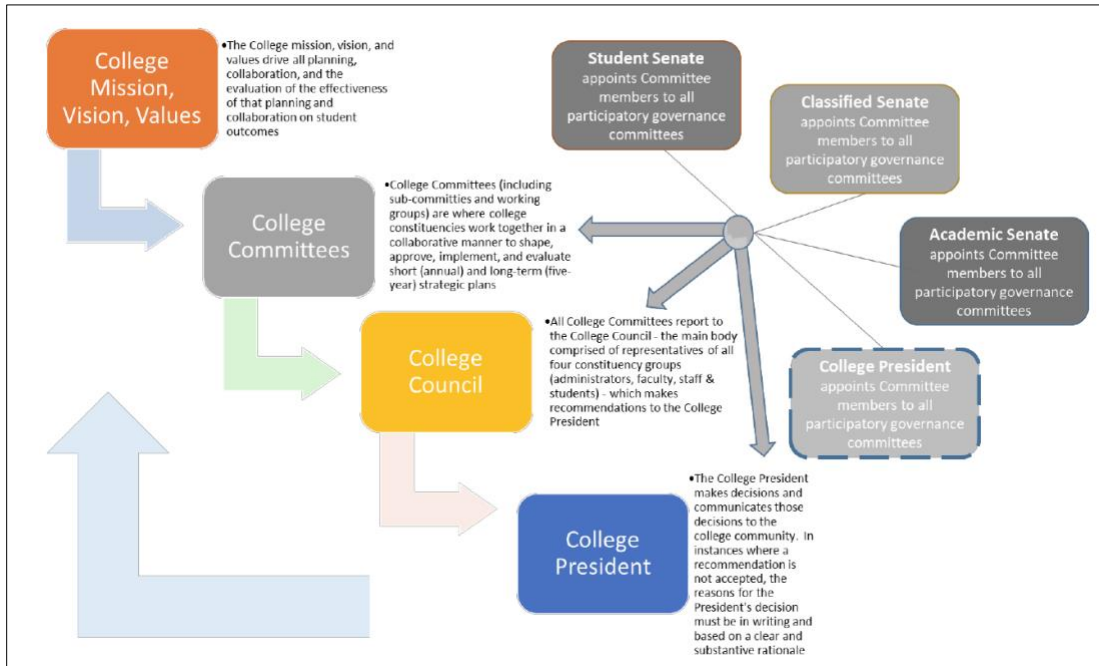
#### Evidence of Meeting Standard

**College of Alameda leaders create and encourage innovation leading to College excellence.** Faculty, classified, administration, and students are continually encouraged to give input into improving educational opportunities and services at Peralta Community College District (PCCD) and College of Alameda. College leaders create and encourage innovation leading to institutional excellence through a number of mechanisms.

College of Alameda constituency groups (faculty, staff, administrators, and students) are encouraged to participate in College and Peralta Community College District (PCCD) committees and workgroups. **This provides an opportunity for all constituency groups, regardless of their official titles, to bring forth ideas for improvement, taking initiative for improving the practices, programs and services they are involved and to participate in the decision-making process.** Constituency representatives are appointed formally through the Academic Senate (faculty), Associated Students of College of Alameda (students), and Classified Council (classified professionals) and engage in integrated planning and resource allocation. Administrators are appointed by the Executive Cabinet to participate in planning the future direction of programs and services, and the development and coordination of associated budgets.

College of Alameda Participatory Governance Handbook (PGH) provides detailed information about the role of the various constituency groups in College decision-making ([IV.A.1-1](#)). Faculty members are responsible for contributing to the development of educational policy, as well as academic and professional matters under California Assembly Bill (AB) 1725, 10+1 as noted in PCCD Board Policy 2510 and Administrative Procedure 2511 and Title 5, Section 53200(c) ([IV.A.1-2](#) , [I.V.A.1-3](#) ).

Figure 34. The Decision-Making Process



Source: *Participatory Governance Handbook 2019-20*

The Classified professional role in College decision-making is valued due to their critical role in supporting faculty, administration, and students. Students are integral to the decision-making process and their voice in campus-wide committees is important for two reasons. One, students bring a unique perspective to committees. Two, participation creates a learning opportunity for students. The Administrator role in decision-making includes serving as an advocate for all constituents in the participatory governance process and ensuring the continuous improvement of programs and services.

Constituency groups are encouraged to provide input and suggestions through their respective forms of governance, be it the faculty senate, the student governance process, in administrative meetings, through the classified senate, and with the various participatory governance committees and groups identified in the participatory governance structure. The College management team has an open-door policy and regularly solicits input and ideas from students and employees at all levels.

### Analysis and Evaluation

College of Alameda utilizes formal and informal practices and procedures to encourage individuals, no matter their role, to bring forward ideas for institutional improvement. The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement. The Participatory Governance Handbook provides the structure for how individuals, through the various constituency groups, can participate in College committees.

*IVA.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

## **Evidence of Meeting the Standard**

**The College, utilizing Peralta Community College District (PCCD) Board policy and administrative procedures and local decision-making guide, has an established a governance structure that includes staff, faculty, administration, and students in the committee structure and decision-making process.** The Peralta Community College District Board of Trustees approved Board Policy and Administrative Procedures to define the roles of faculty, classified professionals, Associated Students of College of Alameda (students), and administrators ([IV.A.2-1](#), [IV.A.2-2](#), [IV.A.2-3](#), [IV.A.2-4](#), [IV.A.2-5](#)). Below are details of participation per board policy by constituency group.

Peralta Community College District (PCCD) Board Policy and Administrative Procedure 2510, Participation in Local Decision Making, Peralta Participatory Governance Manual, and the College of Alameda Participatory Governance Handbook (PGH) outline the participation in local decision-making for each constituent group ([IV.A.2-6](#), [IV.A.1-1](#), [IV.A.2-1](#)). The College of Alameda PGH is comprehensive and contains sections on the value of participatory governance, the structure of participatory governance at the College, the institutional planning process, the Mission review process, the budget process, and appendices on the purpose, charge, composition, and evaluation of all participatory governance committees.

ASCOA: The Associated Students of College of Alameda (ASCOA) is the representative body for the students of College of Alameda. ASCOA includes an Executive Student Council, Student Senate, and various other student government committees that serve to represent the interests of students. The Executive Student Council is the official voice of the students. Executive Student Council members serve alongside faculty, staff, and administrators in campus-wide planning and advisory committees. The Executive Student Council appoints student representatives at large to College and District committees. The ASCOA President is a member of College President's Cabinet.

Classified Council: The Classified Council is the recommending body responsible for appointing all classified representatives to College and Peralta Community College District (PCCD) committees. The Classified Council ensures that classified professionals have representation and opportunities to provide input through the appointment of classified representatives to College and PCCD committees. The Classified Council President is a member of President's Cabinet.

Academic Senate: The Academic Senate is the representative body for the faculty at the College. The College of Alameda Academic Senate Mission is to serve its faculty; promote the best interests of higher education; and represent the faculty in College, District, and State- level senate charges by carrying out the primary functions delineated in the CA Code of Regulations, Title 5, Section 53200, which includes both academic and professional matters [10 + 1] and

consulting collegially with the local campus and District governing boards. The Peralta Community College District (PCCD) Board of Trustees relies on the advice and judgment of the Academic Senate in developing policies on curriculum, degree and certificate requirements, policies regarding student preparation and success, educational program development, faculty roles and involvement in accreditation processes, policies for faculty professional development activities, and processes for program review ([IV.A.2-2](#)). The Academic Senate is responsible for appointing faculty to various campus and PCCD committees ([IV.A.2-7](#)).

College Management Team: Managers represent administration at the District and College. Administrators serve on College and Peralta Community College District (PCCD) committees, and attend a monthly managers meeting held by the College President and the executive team.

**The College ensures broad participation in decision-making process through its committee structure. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.** All committees in the College governance structure make recommendations to the College Council or Academic Senate. The College Council and Academic Senate make recommendations to the President and ultimately the President and the executive team make final decisions in consultation with those recommendations. Each of these represented groups and organized committees offer opportunities for individuals to bring ideas forward and work together on policy, planning, and decision-making. The College follows guidelines in the College of Alameda Participatory Governance Handbook ([IV.A.1-1](#)).

College of Alameda administers an annual committee effectiveness evaluation to evaluate the effectiveness of the individual committees, to allow opportunity for assessment and growth from year to year. Results are tabulated by the Office of Research, Planning, and Institutional Effectiveness, distributed to each committee, and published on the website ([IV.A.2-8](#)). Each committee reviews and discusses survey results and makes any necessary changes for improvements.

As part of the continuous improvement loop the College annually conducts an Employee Voice (Campus Climate) Survey ([IV.A.2-9](#), [IV.A.2-10](#)). Survey results are distributed to campus committees, senates, and the executive team to inform institutional improvement. As part of the three-year budget and planning cycle, a comprehensive survey and dialog is conducted to assess the current organizational and committee structures.

### **Analysis and Evaluation**

College of Alameda decision-making and shared governance structure is transparent and documented in the College Participatory Governance Handbook. The structure encourages participation from all campus constituents to consult collegially in decision-making to improve College practices, programs, and services. The College implemented a clear process of self-reflection and improvement. The College continually assesses processes and is working on additional strategies to improve how decisions are communicated back down throughout the campus.



*IVA.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

## **Evidence of Meeting the Standard**

**College and Peralta Community College District (PCCD) Board Policies and Administrative Procedures define the role of all constituency groups in College governance and processes, and ensure that administrators and faculty exercise a substantial voice in their areas of responsibility and expertise.** Relevant PCCD Board Policy and Administrative Procedures include:

- BP/AP 2410 Board Policies and Administrative Procedures ([IV.A.3-6](#))
- BP/AP 2510 Participation in Local Decision-Making ([IV.A.2-1](#))
- BP 3225 Institutional Effectiveness ([IV.A.3-1](#))
- BP 3250 Institutional Planning ([IV.A.2-3](#))

College of Alameda Participatory Governance Handbook describes the College decision-making process and the role of administrators and faculty, in addition to classified staff and students ([IV.A.1-1](#)) and adheres to Board Policy and Administrative Procedures ([IV.A.3-6](#), [IV.A.2-1](#), [IV.A.2-3](#), [IV.A.3-1](#)). College administrators collectively serve on an array of committees and attend the monthly managers meeting held by the President and the executive team.

The College Council serves as the principal body for participatory decision-making at the College and is co-chaired by the College President and the Academic Senate President. The College Participatory Governance Handbook details the committee structure and flow of recommendations through final recommendation to the President from the College Council. Examples of participatory governance committees are the Institutional Effectiveness Committee, Budget Advisory Committee, and the Health and Safety Committee. All committees include diverse representation of faculty, classified professionals and student members. Sample minutes from a variety of committees demonstrate active participation ([IV.A.3-2](#), [IV.A.3-3](#), [IV.A.3-4](#), [IV.A.3-5](#)).

Faculty are represented and have a substantial voice through their participation in Academic Senate and as representatives of Academic Senate across the committees and taskforces at College of Alameda. Administrative Procedure 2511 outlines the role of the Academic Senate in College governance. Academic Senate has a direct relationship to the College President and maintains a critical voice in decision-making processes ([IV.A.2-2](#)). In accordance with California Law, and the Peralta Community College District (PCCD) adopted Board Policy and Administrative Procedures 2510. PCCD and the College “relies primarily upon the advice and recommendations of the senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.” The definition of “academic and professional matters” as stated in Title 5 regulations means the following policy development and implementation matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and College governance structures, as related to faculty roles
- Faculty roles and involvement in Accreditation process, including the Institutional Self Evaluation and Annual Reports
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon between the governing board and the academic senate ([IV.A.3-6](#)).

**Administrators and faculty exercise a substantial voice in institutional policies.** Peralta Community College District (PCCD) Board Policy and Academic Procedure 2410 Policy Development Process direct the Chancellor or designee to engage in a participatory decision-making process to solicit comments with regards to drafting, revising, and updating of board policies ([IV.A.3-7](#)). Administrative Procedure 2410 describes Peralta Governance Council (PGC), the primary District-wide participatory governance committee, as a body for consultation on board policies and administrative procedures. The PCCD Planning and Budgeting Integration Model (PBIM) process delegates to the Participatory Governance Council (PGC) the responsibility for review and revision of existing board policies and administrative procedures or creation of new ones, as needed ([IV.A.2-6](#)). Members of the PGC are responsible for communicating to College constituency groups proposed revisions or new policies or procedures and bringing back the input to the committee for consideration ([IV.A.2-6](#)).

College of Alameda ensures there is broad-based participation from all constituent groups in matters relating to planning and budget, program review, development of College goals, development of institutional student learning outcomes, Mission and vision, and resource prioritization including non-personnel, faculty, and classified staff.

### **Analysis and Evaluation**

College of Alameda administrators and faculty, through policy and procedures, have a substantive and clearly defined role in College participatory governance. All constituency groups play a substantial role in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

*IVA.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

## **Evidence of Meeting the Standard**

**College of Alameda faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.** Peralta Community College District (PCCD) Board Policy and Administrative Procedures clearly outline the role of the academic senate in curriculum development and student learning programs and services in the following Board Policies and Administrative Procedures:

- Peralta Board Policy 4020 - Program, Curriculum, and Course Development ([IV.A.2-4](#))
- Peralta Board Policy 4050- Articulation ([IV.A.4-4](#))
- Peralta Board Policy 4210- Student Learning Outcomes ([IV.A.4-6](#))
- Peralta Board Policy 4220- Standards of Scholarship ([IV.A.4-8](#))
- Peralta Administrative Procedure 4020- Program, Curriculum, and Course Development ([IV.A.4-2](#))
- Peralta Administrative Procedure 4021- Program Discontinuance or Program Consolidation ([IV.A.4-1](#))
- Peralta Administrative Procedure 4050- Articulation ([IV.A.4-5](#))
- Peralta Administrative Procedure 4210- Student Learning Outcomes ([IV.A.4-7](#))
- Peralta Administrative Procedure 4220- Standards of Scholarship ([IV.A.4-9](#))

Peralta Community College District (PCCD) Board Policy and Administrative Procedures 2510 and 4020 specifies the Chancellor will rely primarily upon the advice of the Academic Senate for the development and review of all curricular offerings ([IV.A.2-1](#), [IV.A.4-1](#)). The College of Alameda Academic Senate is composed of a faculty member from each division on campus and at-large representatives. At the College level, the Curriculum Committee is an Academic Senate committee, with faculty representatives from each academic Division as well as the articulation officer for the College. As a multidisciplinary committee, it ensures the broadest of academic perspectives in the review, approval, and renewal of sound curriculum. The committee certifies academic rigor and adherence to state standards and regulations.

**Faculty and academic administrators play key roles in curriculum development.** The College Curriculum Committee is responsible for evaluating and approving new courses and programs, and revisions to existing course and programs ([IV.A.4-10](#), [IV.A.4-11](#)). The process uses CurriQunet software, allowing department faculty, chairs, and deans to comment and suggest changes before the proposed new or revised course or program is sent to Curriculum Committee for review and discussion. Once the College Curriculum Committee has approved curriculum changes, they are forwarded to the District Council on Instruction and Program Development (CIPD) and then to the Peralta Community College District (PCCD) Board of Trustees for approval ([IV.A.4-12](#)).

**Faculty and academic administrators play key roles in student learning programs and services.** Through the College of Alameda program review process, faculty engage annually in evaluation regarding the effectiveness of academic and non-academic programs and their impact on student learning and achievement. Comprehensive program review is conducted every three years with annual plan updates and includes data analysis to measure effectiveness in delivering student outcomes ([IV.A.4-13](#), [IV.A.4-14](#)). Faculty develop and assess student learning outcomes to evaluate program effectiveness on a three-year cycle. All offered courses are assessed along with certificate and degree programs ([IV.A.4-15](#)). Faculty implement program changes when appropriate based on program review and outcomes assessment ([IV.A.4-16](#)). Faculty are involved and central to learning support program review including for the Learning Resource Center, Counseling, Library and other student support programs. Faculty, along with classified professionals, develop and assess learning outcomes and evaluate programs for their effectiveness in supporting student learning and achievement ([IV.A.4-17](#)).

### **Analysis and Evaluation**

Peralta Community College District (PCCD) and College policies and procedures describe the official responsibilities and authority of faculty and of academic administrators in curricular and other educational matters. Through PCCD Board Policies and Administrative Procedures, Academic Senate, and Shared Governance, the College relies on faculty and academic administrators for recommendations about student learning programs and services, particularly through the Academic Senate, the Curriculum Committee, as well as through program review processes. The College has mechanisms for evaluating decision-making processes which include those that support student learning. College of Alameda continues to improve the integration of instruction and student support programs in support of student learning and achievement.

*IVA.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

### **Evidence of Meeting the Standard**

**California State Law, Peralta Community College District (PCCD) Board Policy and institutional governance define the role of faculty, students, classified professionals and administrators. The PCCD Board Policy and Administrative Procedures ensure decision making is properly aligned with the expertise and responsibility of each group ([IV.A.2-1](#), [IV.A.5-1](#)).** In order to ensure the appropriate consideration of relevant perspectives, PCCD Board Policy 2510 and Administrative Procedures 2511 outline the Board commitment to the full participation of all groups in decision-making District-wide. PCCD Board policies encourage faculty, students, staff, and administration to participate in the broad planning and decision-making responsibilities of the District.

When collaborating on academic and professional matters involving the Peralta Community College District (PCCD) and the Academic Senate, PCCD Board Policies and Administrative Procedures delineate the roles and responsibilities of each party. Policy identifies the matters in which the board relies primarily on the recommendations of the senate and those matters on

which the board will rely primarily on the Academic Senate. The PCCD Board of Trustees limits its own decision-making to approving “College plans and programs,” adding that “except for unforeseeable emergency situations, the PCCD Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate” ([IV.A.2-1](#)).

**The College has processes in place to ensure that decision-making aligned with expertise and responsibility.** The Participatory Governance Handbook (PGH) provides an overview and guides the governance process, which links the decision-making process to the various constituency groups ([IV.A.1-1](#)). The PGH details how constituency group items and issues of concern are brought forward as recommendations to the College President, primarily through College Council, so that all parties’ perspectives are heard and represented. The composition of College Council ensures decision-making is aligned with expertise and responsibility ([IV.A.3-4](#)). College Council representative members are comprised of a combination of staff, faculty, student and administrative experts, and positions with administrative responsibility ([IV.A.3-4](#)). It is an explicit responsibility of all College Council representatives to seek input from their respective constituents to share at each meeting and to report back to constituents information shared and decisions made at College Council ([IV.A.1](#)).

**Through its system of board and institutional governance, the College ensures timely action on institutional plans, policies, curricular change, and other key considerations.** The Peralta Community College District (PCCD) Board of Trustees holds regular, bi-monthly meetings and publishes agendas and minutes ([IV.A.5-2](#)). The PCCD Board of Trustees follows Board Policy 2510 and ensures timely action of District plans, policies and other key considerations.

Peralta Community College District (PCCD) Planning and Budgeting Integration Model (PBIM) governance committees have broad representation from constituencies and from the four Colleges ([IV.A.5-3](#)). The PCCD Participatory Governance Committee (PGC) is the primary governance committee with several resource focused sub committees: District Academic Affairs and Student Services Committee (DAASSC), District Technology Committee (DTC), District Facilities Committee (DFC), Planning and Budget Council (PBC). All Peralta Community College District participatory governance committees meet monthly and mirror the College governance structure to ensure timely action on institutional plans, policies, resource allocations, curricular changes and other key considerations. The DAASSC serves to coordinate District-wide instructional goals and student support services to promote student success, sustain academic quality, and to continuously evaluate and make improvements ([IV.A.5-4](#)). The District Technology Committee (DTC) supports College and District-wide technology needs through an ongoing review of available resources and planning priorities, and implementation of the Informational Technology Plan ([IV.A.5-5](#)). The District Facilities Committee (DFC) serves in support of College and District-wide facilities needs through an ongoing review of available resources and planning priorities, and implementation of the District Facilities Master Plan ([IV.A.5-6](#)). The Planning and Budgeting Council (PBC) receives and reviews recommendations that have been forwarded from the PBIM committees and makes final recommendations to the District Participatory Governance Council (PGC) ([IV.A.5-7](#)). Recommendations include educational and resource priorities, Board Policies and Administrative Procedures, and new initiatives ([IV.A.5-3](#)).

College of Alameda participatory governance committees regularly meet during the academic semester, some monthly and some bi-monthly. All committees publish agendas on the College website. Committee agendas are organized to include new and old business. Each committee reviews minutes of the previous meeting and accepts those minutes as a way to ensure all business is covered. In addition, each committee sets goals to meet and guidelines to follow for each semester ([IV.A.1](#)). For example, the Student Equity and Achievement Committee reviews the annual equity goals, evaluates status of implementation of activities, and evaluates progress in mitigating equity gaps ([IV.A.5-8](#), [IV.A.5-9](#)). Each committee reviews the committee charge and membership every fall to ensure all members are informed and participate fully in the decision-making process.

### **Analysis and Evaluation**

Peralta Community College District and the College ensure the appropriate consideration of relevant perspectives and align decision-making with expertise and responsibility. The planning and decision-making documents provide guidance for functional decision-making bodies and process timelines for decision-making systems alignment. The result of this effort results in documented institutional improvement. The College follows developed structures of communication demonstrating it values diverse perspectives. The College demonstrates consideration of diverse perspectives leads to setting institutional priorities and timely action.

*IVA.6 The process for decision-making and the resulting decisions are documented and widely communicated across the institution.*

### **Evidence of Meeting the Standard**

All major decisions are processed through Peralta Community College District (PCCD) or College participatory governance structures. **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.** All Board Policies and Administrative Procedures describing decision-making processes are published on the Peralta Community College District (PCCD) website published for employees and the general public ([IVA.6-1](#)).

The Peralta Community College District (PCCD) Board of Trustees, College Academic Senate, and Associate Students of College of Alameda (ASCOA) adhere to the open meeting laws for public agencies. Agendas and minutes are posted open and all meetings included opportunities for public comment. Decisions made by the Board of Trustees are posted as minutes on the PCCD website ([IV.A.6-2](#)). Decisions made by the Academic Senate are posted as minutes on the Senate website ([IV.A.6-3](#)).

At the District and College levels, decisions and discussions made by committees not covered by the Brown Act are included in the minutes of meetings and posted on each committee webpage. Committee members are also tasked with bringing information back to their constituency group, per committee members' roles and responsibilities guidelines ([IV.A.2-1](#)).

The College Academic Senate makes decisions following the guidelines of primary functions, as delineated in the California Code of Regulations, Title 5, Section 53200, which includes both academic and professional matters. This includes consulting collegially with local College and District governing board to ensure faculty decisions are made within the parameters of 10 + 1 ([IV.A.3-6](#)).

The Peralta Community College District (PCCD) Planning and Budgeting Integration Model (PBIM) manual describes planning and decision-making processes at PCCD and ensures participation of all constituency groups. The PBIM manual is reviewed and revised annually via a PBIM Summit ([IV.A.2-6](#)). The Planning and Budgeting Integration Model (PBIM) webpage on the PCCD District website includes agendas, minutes and documents ([IV.A.2-6](#)). PBIM meetings are announced District-wide to ensure full participation and all documents including agendas and minutes are available to employees and the general public ([IV.A.2-6](#)).

College of Alameda College Council is the main recommending body to the President on matters of college-wide planning and budget ([IV.A.3-4](#)). College Council is comprised of representatives charged with disseminating the information and decisions they make. Decisions are brought back to academic departments and shared at regular department and division meetings. The College uses the committee structure on campus for the sharing of information. All participatory governance committees make recommendation to College Council for discussion and College Council makes recommendations to the President. College of Alameda publishes all meeting agendas and minutes on the College website ([IV.A.1](#)).

College of Alameda program review serves as the major mechanism for broad and data driven decision-making and resource allocation. The Peralta Community College District (PCCD) Office of Academic Affairs provides program review templates and related data. Department program reviews are archived through the College website ([IV.A.4-13](#)).

The College communicates broadly through multiple methods to ensure all members of the community are informed. On an annual basis, College of Alameda hosts four flex days for faculty and professional development days for classified staff. At the beginning of each event, the President provides opening remarks that include current and future goals and projects ([IV.A.6-4](#)). Communication methods including the campus newsletter, *Splash*, the President's reports to the Board of Trustees, and the community Roundtable Bulletin, which keep internal and external groups apprised of College decisions, goals, and priorities ([IV.A.6-5](#), [IV.A.6-6](#), [IV.A.6-7](#)). The College utilizes an annual Employee Voice Survey as a tool to obtain employees' perceptions of the campus climate and to promote open and constructive communication among faculty, staff, and administrators. College of Alameda continuously works to improve communication processes.

## **Analysis and Evaluation**

College of Alameda has a governance structure in which all constituents participate in decision-making. The College has processes to document and communicate decisions across the institution. Faculty, staff, and students know essential information about institutional efforts to achieve goals and improve learning.

*IVA.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

## **Evidence of Meeting the Standard**

**College of Alameda regularly evaluates its leadership roles, governance and decision-making policies, procedures, and processes to assure their integrity and effectiveness.** The College Institutional Effectiveness Committee oversees evaluation of the College and ensures the regular evaluation of decision-making structures and shared governance committees. The practices and processes in the Participatory Governance Handbook are reviewed once every three years by College Council, which consists of representatives from all constituent groups. College Council evaluates the effectiveness of its participatory governance processes and recommends changes to improve integrity and effectiveness ([IV.A.1](#)).

As part of the College three-year planning cycle multiple surveys and forums were held in 2017-2018 to gather data and recommendations related to the organizational structure, committee structure and charges, and decision and planning process. A participatory governance survey was conducted in fall 2017 and results were shared via a college-wide email ([IV.A.7-1](#)). The key findings were used to ground recommendations. In 2018-2019, a revised participatory governance committee structure was adopted ([IV.A.7-2](#)). Committee membership and terms were re-codified and several committees joined together to reduce duplication of efforts. College of Alameda reduced the number of department clusters and aligned to a three academic division model ([IV.A.7-3](#)). The College distributes an annual survey to collect feedback to be used for improvements. College of Alameda Institutional Effectiveness Committee (IEC) is charged with reviewing the College governance process and making recommendations for improvement.

Below is a brief list of milestone points for the evaluation and consultative process:

February 2018:	Academic Senate and Classified Senate complete review of draft and provide feedback
February 2018:	Academic Senate and Department Chairs Council review department clusters and provide feedback
Early March 2018:	Draft Participatory Governance Handbook and Organizational structure provided to Senate’s and Department Chairs Council for review and feedback
Late March 2018:	College-wide planning meeting to review revised documents
April 2018:	College Council adoption of handbook
April-May 2018:	Participatory Governance Committee appointment for 2018-2019 academic year.

College of Alameda conducted a review and evaluation in 2019-2020 of the College governance effectiveness and focuses on continuous improvement. Discussions of potential changes to the participatory governance structure or College organizational structure will commence in academic year 2020-2021.



College of Alameda evaluates its program review and resource allocation processes to ensure the processes meet the needs of the College in decision-making. The College Institutional Effectiveness Committee (IEC) is charged with leading the comprehensive program review process. College of Alameda adheres to a three-year program review and assessment cycle ([IV.A.4-14](#)). The current cycle began in 2018-2019 with significant updates to the instructional program review template ([IV.A.7-4](#)). The revised student services program review template was launched in 2020 ([IV.A.7-5](#)).

**College of Alameda widely communicates the results of all evaluations and uses them as the basis for improvement.** The College communicates the results of all evaluations and uses them as the basis for improvement broadly and in through multiple methods to ensure all members of the community are informed. On an annual basis, the College hosts four flex days for faculty and professional development days for classified staff where the President provides opening remarks including updates ([IV.A.7-6](#)). Additional communication methods include the College newsletter *Splash*, the President's Report to the Board of Trustee, and the community Roundtable Bulletin to keep all internal and external groups apprised of College decisions, goals, and priorities ([IV.A.6-5](#), [IV.A.6-6](#), [IV.A.6-7](#)).

### **Analysis and Evaluation**

College of Alameda regularly evaluates its governance and decision-making structures. The results of these evaluations are communicated within the campus community. The institution uses the results of these evaluations to identify weaknesses and to make needed improvements. The College is committed to expanding the human capital dedicated to institutional effectiveness and its functions in research, planning, implementation, assessment, and institutional improvement.

### **Conclusions on Standard IV.A.**

College of Alameda recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Peralta Community College District (PCCD) Board Policy and Administrative Procedures define governance roles and are assigned to facilitate decisions that support student learning programs and services and improve institutional effectiveness. PCCD and the College acknowledge the designated responsibilities of the governing board and the chief executive officer. Through Peralta Community College District and College established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together and collaborate for the good of the institution. The roles within the PCCD are clearly delineated and the College and District follow Board Policies and Administrative Procedures to support the Mission of the College. Peralta Community College District follows policies for allocation of resources to adequately support and sustain each of the four Colleges.

## IV.B. Chief Executive Officer

*IVB.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

### Evidence of Meeting the Standard

**College of Alameda President or Chief Executive Officer (CEO) has primary responsibility for the quality of the College.** The College President reports to, assists, and supports the Peralta Community College District (PCCD) Chancellor in the performance of duties delegated by Board Policy 2430 Delegation of Authority to Chancellor ([IV.B.1-1](#)). Under PCCD Administrative Procedure AP 2430, Delegation of Authority to the Chancellor's Staff, the Chancellor delegates authority to the College President as Chief Executive Officer of the College with primary responsibility for the quality of the College ([IV.B.1-2](#)). Duties and responsibilities for College President as stipulated by AP 2430 include "The Presidents shall provide leadership to their campus community shared governance process in a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and College operating procedures with the expectation that recommendations for improvement will be made." The College President job description specifies duties including:

- Assess the quality of the existing instructional programs and recommend programs for continuation, improvement, and enhancement of phase out if no longer viable or appropriate.
- Promote a student-centered culture that ensures access, sustains educational excellence, fosters student development, and supports high levels of student achievement.
- Monitor student academic progress and assess the performance of students for a three (3) year period after completing a PCCD program and/or transferring to a four-year institution.
- Develop and implement a comprehensive marketing plan to promote the Mission of the College and District and enhance enrollment growth.
- Fully integrate the planning, assessment, and budget process in order to be more effective and efficient and to make full use of institutional research and effectiveness indicators.
- Review and make appropriate adjustments to the PCCD current organizational structure and staff and build a management team with a shared vision and high competence.
- Restructure the PCCD budget and budget process to further improve financial efficiency to reflect the goals and priorities of the District and provide a rational basis for allocating the financial resources to the primary cost center.
- Substantially increase the amount of funds generated through competitive grants and other external funding sources ([IV.B.1-3](#)).

**The College of Alameda President (CEO) provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.** The President meets weekly with the executive cabinet, composed of the Vice Presidents of Instruction, Vice President of Student Services, and Director of Business and Administrative Services. The College executive team discusses and advises the President on strategic topics such as state-wide

developments, Peralta Community College District (PCCD) Chancellor Cabinet items, PCCD Board of Trustees actions, advocacy efforts, administrative oversight, and best practices for developing a cohesive workplace environment across the College divisions ([IV.B.1-4](#)). The President meets once a month with the entire administrative team during the all Managers Meeting ([IV.B.1-5](#)). The manager meetings allow discussion for best practices for employee evaluation and development; expectations of annual integrated planning and budgeting, safety awareness and security protocols, and the role and expectations of administrators in College governance.

The President provides leadership in achieving the College Mission to improve student learning and achievement through a variety of activities, including co-chairing College Council, meeting weekly with the Academic Senate President, making hiring decisions, College presentations at faculty flex days, holding college-wide forums, distribution of College *Splash* newsletter, all College email communication, hosting focused discussions on emergent sectors, and informally having an open door policy ([IV.B.1-6](#), [IV.B.1-7](#), [IV.B.1-8](#)).

The College of Alameda President provides effective leadership and oversees the College participatory governance structure in the following areas:

**Planning.** Planning at College of Alameda is central to continuous quality improvement. The President provides leadership and ensures College integrated planning follows the Participatory Governance Handbook (PGH), which is the comprehensive document that explains the College governance structure, how the campus makes decisions and shares governance. The handbook explains the planning process for the College, which flows from the Mission, vision, program review and planning strategies ([IV.B.1-9](#)). The President oversees the annual revision of the PGH, supported by College Council review ([IV.B.1-10](#)).

**Organizing.** College of Alameda President provides leadership regarding the overall governance organization by following the Participatory Governance Handbook, which details processes for organizational planning, and resource allocation ([IV.B.1-9](#)).

**Budgeting.** College budget development is consistent with Peralta Community College District (PCCD) Office of Finance and Administration established processes and timelines. The College President follows the Participatory Governance Handbook (PGH) regarding budget development and follows the College and PCCD District timeline annual budget review and development process timeline cycle ([IV.B.1-9](#)). Program review resource allocations are considered and department budgets are allocated per the College PGH. This process allows the President to closely oversee and approve the budget before it is adopted, while honoring the recommendations of administrators that are directly and closely involved with the departments that they serve.

**Selecting Personnel.** The College President adheres to Peralta Community College District (PCCD) Board Policies specifying the hiring processes for classified professionals, confidential, faculty, and management employee classifications ([IV.B.1-11](#), [IV.B.1-12](#), [IV.B.1-13](#), [IV.B.1-14](#), [IV.B.1-15](#), [IV.B.1-16](#)). The President or his designee serves on final interview committees for all senior-level managers and all tenure-track faculty. The President makes all final recommendations on hiring to the Board of Trustees ([IV.B.1-11](#)).

**Developing Personnel.** The President provides leadership in developing personnel from the assignment of administrators to the College professional development committee to leading all Flex Days. The College Professional Development Committee develops the program for Flex Days, in collaboration with the College President ([IV.B.1-18](#)). The President organizes the Flex Day general session ([IV.B.1-6](#)) and approves individual professional development requests for events such as conferences. This keeps the President abreast of the professional development occurring on campus. Each year, the College Professional Development committee creates an annual review of professional development activities.

**Assessing Institutional Effectiveness.** The College President assigned the Director of Research and Planning as co-chair of the Institutional Effectiveness Committee (IEC). The IEC coordinates and supports the College program review process, works closely with faculty Student Learning Outcomes and Assessment Coordinators (SLOACs) to coordinate outcomes assessments, coordinates each major council and committee self-evaluation every three years, gathers and helps interpret enrollment and disproportionate impact data, as well as coordinates campus wide surveys for a variety of processes from management evaluations, to a multitude of surveys throughout the year ([IV.B.1-19](#)). The President relies on the data and analysis provided by the office and meets regularly with the Director of Research and Planning to keep informed of evaluative and survey processes.

### **Analysis and Evaluation**

College of Alameda President (CEO) regularly communicates institutional values, goals, Institution Set Standards, and other relevant information, to internal and external stakeholders. As CEO, the President provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness through his leadership position as the co-chair of College Council, which is the primary decision-making committee that is represented by all constituent groups.

*IVB.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### **Evidence of Meeting Standard**

**The College Chief Executive Officer, President, oversees and evaluates an administrative structure organized and staffed to reflect the College purposes, size and complexity.** Per Peralta Community College District (PCCD) Administrative Procedure 2430, Delegation of Authority to the Chancellor's Staff, the President is the final authority at the College and is responsible for planning, overseeing, and evaluating the College administrative structure ([IV.B.1-2](#)).

The College President executive team is comprised of the Vice President of Student Services, Vice President of Instruction and the Director of Business and Administrative Services. College-wide support services including the Office of Research and Planning and Information Technology staff report directly to the College President. The College President meets weekly with Vice Presidents and directors reporting to the president. The College President holds standing monthly meetings with all managers ([IV.B.2-1](#)).

The College President regularly reviews the organizational structure and makes recommendation for changes when necessary. Since the last accreditation study, the President created the following leadership positions:

- Associate Dean of Educational Success
- Director of Research and Planning
- Dean of Science, Technology, Engineering, Arts, and Mathematics
- Director of Financial Aid
- Director of Hispanic Serving Institution Grant

To ensure the College achieves its Mission and improves institutional effectiveness, the President delegates authority to administrators and others consistent with their responsibilities as listed in their job descriptions.

### **Analysis and Evaluation**

The College regularly evaluates its administrative structure to assess the effectiveness of its organization and determine if staffing is aligned to the College purposes, size, and complexity. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the purposes, size, and complexity. The President delegates authority to administrators and others consistent with their responsibilities, as appropriate to their job descriptions.

*IVB.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the College sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement;*  
*and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the Mission of the institution.*

### **Evidence of Meeting the Standard**

**The President (CEO) guides improvement of the teaching and learning environment through his establishment of a participatory process to draft and review the College Participatory Governance Handbook (PGH), which sets forth College values, goals, and**

**priorities.** The President oversees the College integrated planning and budgeting process. The processes of institutional review of the Mission statement, vision, values, goals, and Institution Set Standards are described in detail in the College Participatory Governance Handbook ([IV.B.1-9](#)). As part of the three-year planning cycle, the College of Alameda completed the review cycle in 2017-2018. Recommendations from governance committees are presented to College Council for approval ([IV.B.1-10](#)). As co-chair of College Council, the President ensures the results are shared with the entire College community. Once adopted, updates are disseminated and published on the website ([IV.B.3-3](#)).

**Institution Set Standards are developed by the Director of Research and Planning and are initially approved by the Institutional Effectiveness Committee (IEC), which recommends to the College Council.** The President relies on recommendations from the Institutional Effectiveness Committee (IEC) regarding College Institutional Set Standards and targets ([IV.B.3-1](#)). The IEC committee, with support from the Office of Research and Planning, and through data analysis, develops measurable College benchmarks and stretch goals ([IV.B.3-2](#)).

**The President guides institutional improvement of teaching and learning through the development of the Educational Master Plan (EMP).** The President assigned the Director of Research and Planning as co-chair of the Institutional Effectiveness Committee (IEC), which oversees the Educational Master Plan development, implementation and annual evaluation ([IV.B.3-4](#)). The current EMP guides the College through 2020-2021 and is aligned with the College Mission. IN spring 2021, the Vice President of Instruction, the Director of Research and Planning and the Institutional Effectiveness Committee will launch the Educational Master Plan process to update the plan for the next five years. This EMP provides data and research regarding the College environment, student access to the College, enrollment trends, student outcomes, student outcomes specifically related to equity groups, and employee data ([IV.B.3-5](#)).

**College of Alameda President ensures that the campus makes data-driven decisions as it strives towards institutional improvement. The Office of Research and Planning supports the entire campus.** The President, in collaboration with the Office of Research and Planning, conducts an annual employee voice survey. The survey provides a mechanism for the College community to provide feedback on institutional planning, communication, and campus climate. The Institutional Effectiveness Committee (IEC) reviews the survey feedback and makes recommendation for improvement to the planning and budgeting framework ([IV.B.3-6](#), [IV.B.3-7](#)).

The College comprehensive and integrated program review and planning processes are discussed at length in Standard I.B.5. The President and Director of Research and Planning oversee the evaluation for this process ensures that the process is working as intended to further the campus Mission and guide institutional improvement. All College departments participate in a three-year comprehensive program review with an annual update. Included in program review, Student Learning Outcomes (SLO) assessment informs the improvement of instruction and administrative processes ([IV.B.3-8](#), [IV.B.3-9](#)). The educational planning and resource allocation process flows directly out of program review and resource requests.

The College of Alameda Director of Research and Planning reports directly to the President and co-chairs the Planning and Research Institutional Effectiveness Committee (IEC). Under the direction of the President and IEC, the director establishes procedures to evaluate overall institutional planning and implementation efforts. In 2016, the College of Alameda re-established the Office of Research and Planning to provide research capacity in response to the College needs. **The College reviews and updates data access for integrated planning processes and relies on high quality research and analysis of external and internal conditions.**

### **Analysis and Evaluation**

The College of Alameda President guides institutional improvement and institutional effectiveness through existing planning and budget processes and procedures. The College President actively engages in collegial dialogue that lead to improvement of teaching and learning.

*IVB.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

### **Evidence of Meeting the Standard**

**The College President maintains the primary leadership role for accreditation. College of Alameda President ensures the institution meets or exceeds eligibility requirements, accreditation standards, and Commission policies by providing leadership in the development and implementation of a strategic plan that relies on institutional research and considers accreditation standards.** The President delegated the role of Accreditation Liaison Officer (ALO) to the Vice President of Student Services. The production of the Institutional Self Evaluation Report (ISER) as well as all accreditation reports including the annual report, midterm reports and follow reports as required is coordinated by the ALO with the support of the accreditation taskforce under the Institutional Effectiveness Committee (IEC). The President and Accreditation Liaison Officer are in regular communication regarding accreditation.

While, the Accreditation Liaison Officer coordinates the production of the Institutional Self Evaluation Report (ISER), and any additional follow-up, midterm, and annual reports that are required by the commission; the College President reviews, signs off on all reports, and recommends the reports for approval to the Board of Trustees. Under the leadership of the College President, faculty, staff, and administrative leaders have responsibility for assuring the College meets accreditation standards and reflects those accomplishments in the development of the institutional self-evaluation report. Administrators, faculty, and staff have participated in multiple accreditation training lead by Accrediting Commission of Community and Junior Colleges (ACCJC) staff during the preparation of the ISER ([IV.B.4-1](#)).

The President ensures Accreditation items and processes are discussed in open transparent dialog at College Council meetings ([IV.B.4-2](#)). Regular updates are provided to the College community at each semester flex day ([IV.B.1-6](#)). The President serves as a member of the team drafting Standards I and IV responses. The College President and the Accreditation Liaison Officer

combined are experienced in accreditation matters and have served on multiple ACCJC evaluation teams.

## **Analysis and Evaluation**

The College President (CEO) takes a lead role in accreditation processes and in creating a culture of commitment to continuous quality improvement. The President ensures others on campus also understand accreditation. The President collaborates with the College Accreditation Liaison Officer to guide all Accreditation efforts.

*IVB.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional Mission and policies, including effective control of budget and expenditures.*

## **Evidence of Meeting Standard**

**The College of Alameda President (CEO) ensures the College follows all federal and state statutes, regulations, institutional and programmatic accreditation standards, and PCCD Board Policies, as well as internal campus policies and procedures.** The role of the President, as stated in the job description, “the President has full authority to administer and manage the College and participates in policy making. The President reports directly to the Peralta Community College District (PCCD) Chancellor ([IV.B.1-3](#)). The President maintains polices, rules, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of California Community Colleges, and the general laws of California and the United States”. Consistent with PCCD Administrative Procedure 2430, the College President assures that institutional Mission and practices are consistent with state statutes, regulations, and governing board policies ([IV.B.1-2](#)). The President is responsible for developing and monitoring the College budget and assumes fiscal responsibility.

The College President assures practices are consistent with College Mission and policies primarily through the governance structure evidenced in the Participatory Governance Handbook, which relies on College Council as the primary body for recommendations to the President ([IV.B.1-9](#)). The President plays the primary leadership role in setting the Mission, vision, values, Institution Set Standards, and institutional priorities of the College, as well as in ensuring that resource allocation set through the annual integrated planning process is effective.

The College of Alameda President regularly attends Board of Trustees meetings, including closed sessions, and provides a report on the activities of the College and sits on the Chancellor’s Cabinet, which meets bi-weekly to discuss issues of importance to the District. This executive body seeks to coordinate district-wide implementation of programs and practices related to addressing Board of Trustee goals, federal and state regulations, compliance issues, and other governance recommendations. The Chancellor meets biweekly with the four College Presidents, which provides an opportunity to discuss College priorities and make collective recommendations.

When new, revised, and deleted board policies and administrative procedures are proposed in the through District, the President provides feedback at both the cabinet level and as a member of the



District Participatory Governance Council (PGC) ([IV.B.5-1](#)). Revisions to Board Policy and Administrative Procedures are reviewed as part of the PCCD decision-making structure.

The College executive team is comprised of the President, the Vice President of Student Services, Vice President of Instruction and the Director of Business and Administrative Services and meets weekly. The meeting agendas guide the executive team by tracking requests, recommendations, issues, and concerns through discussion to making a final decision and/or adopting an implementation strategy.

The Vice Presidents of Student Services, Vice President of Instruction and the Director of Business and Administrative Services participate in district-wide meetings with their respective Vice Chancellor and colleagues from the other Peralta Community College District (PCCD) Colleges. These meetings focus on district-wide operational and process items related to PCCD practices.

### **Analysis and Evaluation**

The College of Alameda President, Chief Executive Officer (CEO), regularly communicates statutory and compliance expectations to provide for informed decision-making. The President ensures that all governance decisions are linked to the institutional Mission.

*IVB.6. The CEO works and communicates effectively with the communities served by the institution.*

### **Evidence of Meeting the Standard**

**The College of Alameda President (CEO) communicates effectively with the communities served by the College through internal campus communication and community outreach.** The President employs multiple strategies to communicate effectively with the communities served by the institution.

#### Internal Campus Communication

The College President communicates through the College newsletter, *Splash*, with the campus internal community of ongoing and future goals and projects ([IV.B.6-1](#)). The College President attends all Peralta Community College District (PCCD) Board of Trustees meetings and submits a board update available to board members and the public ([IV.B.6-2](#)).

Annually, the College hosts two flex days for faculty and professional development days for classified staff. At the beginning of each event, the President provides opening remarks that include current and future goals and projects that the College is focusing on ([IV.B.6-3](#), [IV.B.6-4](#), [IV.B.6-5](#), [IV.B.6-6](#)).

College of Alameda hosts forums as needed during the academic year allowing the President to provide updates to College constituency groups about ongoing issues. College-wide update topics include included Accreditation, building projects, growth sectors, data analysis regarding enrollment and equity indicators and budget ([IV.B.6-7](#)).

## Community Outreach

The President establishes and maintains a strong community presence to ensure the College is more than simply a location; the College must be an integral partner in the life of the communities served. The President hosts a bi-annual Roundtable meeting, which is comprised of business, civic, and educational leaders from the community. A Roundtable Bulletin is distributed to members and posted on the College website ([IV.B.6-8](#)). This is a forum to provide College updates to strategic partners and receive feedback to align the College with community needs. The President produces an Annual Report published electronically and distributed in print to Roundtable members ([IV.B.6-9](#)).

The President serves as a board member for local organizations, such as, Alameda Chamber of Commerce and Alameda Family Services ([IV.B.6-10](#), [IV.B.6-13](#)). This provides a formal mechanism to communicate with community partners. In years past, the President was appointed by the Alameda City Council to serve on the Economic Development Advisory Panel ([IV.B.6-12](#)). A College administrator serves on the West Alameda Business District Board ([IV.B.6-11](#)).

In a non-formal capacity, the President meets regularly with Alameda Unified School District Superintendent and other Alameda Unified and Oakland Unified District employees. The President regularly meets with educational, governmental, and business entities in the interest of the College and partnerships.

### **Analysis and Evaluation**

The President ensures communities served by the College are regularly informed about the institution. The President keeps the internal community informed through different forums and represents the College within its service area by being involved in different community, business, and educational organizations.

### **Conclusion on Standard IV.B.**

College of Alameda President (CEO), maintains primary responsibility for the quality of the College delegated by the Chancellor and following Board Policy. Even during College President transitions, Board Policy and Administrative Procedures are followed and effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness is provided for the College. The College President oversees, plans and evaluates the administrative structure and organizes in a manner to best serve the College and students. The President delegates authority to administrators and others consistent with their responsibilities, as appropriate and guides institutional improvement of the teaching and learning environment. The College of Alameda President maintains the primary leadership role for Accreditation, ensuring the College meets or exceeds Eligibility Requirements, Standards, and Commission policies at all times. The President follows all statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional Mission and policies, including effective control of budget and expenditures.

## IV.C. Governing Board

*IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (ER 7).*

### Evidence of Meeting the Standard

College of Alameda is part of the Peralta Community College District (PCCD). The District is governed by a Board of Trustees consisting of seven publicly elected members. **The Board of Trustees, with the assistance of the Chancellor, maintains the responsibility and authority under California Education Code to establish policies to assure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of PCCD and the College.**

The Peralta Community College District (PCCD) Board of Trustees is the policy making body for the District and provides oversight and direction as stated in Board Policy 2200 ([IV.C.1-1](#)). All Board Policies are published online on the PCCD website, “Board Policies” and they “establish policies that define the institutional Mission and set prudent, ethical and legal standards for College operations” ([IV.C.1-2](#)). All policies are adopted, amended, and revised according to the process outlined in Board Policy 2410 ([IV.C.1-3](#)). The Board of Trustees appoints the Chancellor, who serves as the PCCD Chief Executive Officer (CEO) with the delegated authority to implement and enforce Board Policies, establish Administrative Procedures and authorize employment subject to Board approval per Board Policy 7110 ([IV.C.1-4](#)).

Peralta Community College District (PCCD) Board Policy 2200, Duties and Responsibilities establishes the authority of the Board of Trustees over nine key areas of District and College ([IV.C.1-1](#)). This includes, “monitoring institutional performance and educational quality, establishing policies that standards for the Colleges, assuring fiscal health and stability, and hiring and delegating authority to the Chancellor.” ([IV.C.1-1](#)). Additional Board Policies regarding institutional integrity include conduct of Board elections, code of ethics and standards of practice for managing conflicts of interest, appropriate Board meeting conduct, maintaining confidentiality in closed sessions, exercising authority as trustees and handling of administrative matters ([IV.C.1-5](#)).

Peralta Community College District (PCCD) serves the residents of the cities of Oakland, Berkeley, Alameda, Piedmont, Emeryville, and Albany with four community Colleges: Berkeley City College, College of Alameda, Laney College and Merritt College. The Board of Trustees consist of seven locally elected members and two nonvoting student Trustees who are elected by representatives of the students at each of the four Colleges. Locally-elected Board members serve a term of four years and are elected by Trustee area in staggered terms ([IV.C.1-5](#)).

As noted in the Peralta Community College District (PCCD) Board of Trustees calendar of required topics that are covered throughout the year, the Board of Trustees receives updates that include student success presentations, budget related items and enrollment updates ([IV.C.1-2](#)). The calendar serves as a basis for required agenda items and as a means of keeping the PCCD Board abreast of the quality of institutional performance, including student learning programs

and services and financial stability. At its meetings, the Board of Trustees receives updates that include presentations about student success, specific programs designed to aid students, documentation about curriculum updates and innovation, budget presentations, revenue and audit reports, enrollment reports and reports from the College President highlighting effective programs ([IV.C.1-3](#)).

The Peralta Community College District (PCCD) Board ensures academic quality and effectiveness of student learning and support programs and services by adopting a strategic plan with a shared vision, Mission, principles and values. In 2019 the PCCD Board adopted five strategic priorities to align with California Community College Chancellor's Office (CCCCO) Vision for Success 2022, 1) Advance Student Access, Equity and Success; 2) Engage and Leverage Partners; 3) Build Programs of Distinction; 4) Strengthen Accountability, innovation and Collaboration; 5) Develop and Manage Resources to Advance Our Mission ([IV.C.1-6](#)).

The Peralta Community College District (PCCD) Board has adopted a set of metrics that correspond with the California Community College Chancellor's Office (CCCCO) data-mart scorecard and published them on the to allow for regular monitoring, review, planning and public access ([IV.C.1-7](#)). The PCCD Board receives updates on the progress of the metrics ([IV.C.1-8](#)).

To assure the overall financial stability of the District the Peralta Community College District (PCCD) Board sets the overall annual budget, receives quarterly financial statements and reports, provides monthly approval for budget transfers, and receives reports from District leaders on issues impacting fiscal integrity. Independent, external audits are performed to assess the PCCD internal processes and controls, guidelines and policies for consistency with accepted standards for higher education. The annual audit is presented to the PCCD Board annually in a public session ([IV.C.1-9](#)).

### **Analysis and Evaluation**

The Peralta Community College District Board of Trustees through Board Policy 2200 and during Board meetings, monitor the programs and services for students and are aware of key budget related items ([IV.C.1-1](#)).

*IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

### **Evidence of Meeting the Standard**

**The Peralta Community College District (PCCD) Board of Trustees acts as a collective entity and board members, individually, demonstrate their support for board policies and decisions.** The PCCD Board of Trustees is committed to high standards of ethical conduct for its members, as delineated in Board Policy 2715, Code of Ethics for Members of the Board of Trustees ([IV.C.2-1](#)). One of the basic principles of this policy is the recognition that the Board acts as a whole and that authority rests only with the Board in a legally constituted meeting, not with individual members ([IV.C.2-1](#)).

The Peralta Community College District (PCCD) Board considers business matters in public Board meetings allowing full and open discussion. After full discussion of the issues, the Board considers the recommended motions and takes a roll-call vote. Confidential matters are considered in closed session. Any actions taken in closed session are reported out to the public ([IV.C.2-2](#)). PCCD Board Policy 2715, Code of Ethics and Standards defines legal and effective functioning determined by the Board as a whole as District matters are not governed by individual actions of Board members ([IV.C.2-1](#)). The PCCD Board acts and speaks on behalf of the District when acting as a whole. The Board acts by majority vote except as noted in PCCD Board Policy 2330, Quorum and Voting ([IV.C.2-3](#)). The Board conducts an annual self-evaluation that reflects Board opinion about whether members act as a collective unit.

### **Analysis and Evaluation**

Peralta Community College District (PCCD) Board of Trustees acts as a collective entity. Adopted policies provide a framework for collective decision making and effectively guides Board processes of open discussions, voting and actions. Board meeting agendas, closed session and open meeting operations adhere to Board Policy and corresponding California Education Code. The PCCD Board comes to collective decisions on all matters and supports those decisions once reached.

*IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system.*

**The Board of Trustees adheres to clearly defined policies for selecting and evaluating the Chancellor of the District.** Peralta Community College District (PCCD) Board Policy 2431 establishes the process for selecting and hiring a new Chancellor ([IV.C.3-1](#)). The policy describes the process, committee composition and public forums. As stated in the policy, the District conducts a national search, holds one or more open forums, organizes a selection committee with particular parameters that include the numbers of each constituent group ([IV.C.3-2](#)). The PCCD Board recently executed the CEO selection process. In so doing, the Board determined that a legal statement was needed to allow for the forwarding of two finalists as opposed to the five required by the Board Policy. The legal statement thus allowed the PCCD Board of Trustees to hire a new Chancellor the Board took a position to waive the policy requiring five finalists and proceeded to consider the two finalists forwarded by the screening committee ([IV.C.3-3](#)).

The Peralta Community College District (PCCD) Board of Trustees appointed an Interim Chancellor in October, 2020. The PCCD Board engaged a consultant to execute the search process ([IV.C.3-4](#)). The approach was inclusive and transparent ([IV.C.3-5](#), [IV.C.3-6](#)). The PCCD Board of Trustees is in the process of conducting a nation-wide search for the permanent Chancellor.

**The Peralta Community College District (PCCD) Board of Trustees maintains established processes for its evaluation of the Chief Executive Officer (CEO) performance.** PCCD Board Policy 2435 requires the Board to review and evaluate the performance of the Chancellor at least once every year. The CEO evaluation is designed to foster open communication and to clarify expectations, roles and responsibilities. The PCCD Board adheres to Board Policy 2435 in evaluating the CEO ([IV.C.3-7](#)). The Board and the Chancellor mutually agree upon the process and tool incorporating District goals, objectives and expectations. The evaluation is based upon the Chancellor job description, implementation of Board Policy, performance in attain goals, objectives and expectations that were developed in accordance with Board Policy 2430, Delegation of Authority to the Chancellor ([IV.C.3-8](#)).

**President Selection and Evaluation.** Peralta Community College District (PCCD) Board Policy specifies the criteria by which the College Chief Executive Officer, the President, shall be selected and evaluated ([IV.C.3-9](#)). The evaluation of the College President is discussed in Standards III.A.3 and III.A.5.

### **Analysis and Evaluation**

The Peralta Community College District (PCCD) Board adheres to Board Policy 2431 in conducting the search for the Chancellor. The Board adheres to PCCD Board Policy 2435 and conducts an annual evaluation of the Chancellor. The Board evaluates the CEO with a focus on how their performance and priorities contribute to the effectiveness of the educational program and services for students and the community including how well the institution is fulfilling its Mission. The expected outcomes of the evaluation process are clear expectations, realistic goals, strengthened communications, role and responsibility clarification, and clarification of the PCCD agenda.

*IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

### **Evidence of Meeting the Standard**

On behalf of the citizens of the Peralta Community College District (PCCD), **The Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure.** The PCCD governing board is appropriately representative of the public interest and lacks conflict of interest. The Board does so in accordance with the authority granted and duties defined in Education Code Section 70902 ([IV.C.1-1](#)).

In accordance with law and Peralta Community College District (PCCD) Board Policy 2715, Code of Ethics for the Board of Trustees, Board members are agents of the public entrusted with public funds, and they must protect, advance, and promote the interest of all citizens while maintaining independent judgment unbiased by private interests or special interest groups ([IV.C.6-10](#)). The PCCD Board advocates for and protects the District and represent the public interest pursuant to BP 2200 Board Duties and Responsibilities ([IV.C.1-1](#)). Board members consistently advocate for the interests of both the public and District through their interaction with the community, legislators, local organizations, and students.

**The Peralta Community College District (PCCD) Board of Trustees commitment to reflecting public interest is exercised by regular and formal communications with the public regarding Board activities and decisions through its public meetings.** The PCCD Board provides an opportunity for the public to speak at the Board meetings at the beginning of closed session, at the beginning of open session and during the consideration of public agenda items. The PCCD Board posts all Board meeting agendas, minutes of meetings and policies and procedures on the District website ([IV.C.4-1](#)).

Peralta Community College District (PCCD) Board Policy 2345, Public Participation at Board Meetings, the Board encourages public participation at Board meetings ([IV.C.4-2](#)). There is time allotted to public comments at each meeting, or written comments may be submitted. Members of the public may also place items on the prepared agenda in accordance with PCCD Board Policy 2340, Agendas ([IV.C.4-3](#)). To validate and support transparency in all its decision-making, the Board conducts all PCCD business in open public meetings, with the exception of legally permitted closed sessions related to legal concerns, personnel, collective bargaining, and real estate matters. The Board consistently provides all of its business and other information to the public on the PCCD website. This information includes Board Policy, Administrative Procedures, Board self-evaluations, meeting agendas and minutes, and other relevant information ([IV.C.4-5](#)).

### **Analysis and Evaluation**

The Peralta Community College District (PCCD) Governing Board is an independent, policy-making body that reflects the public interest in the institution's educational quality. When the Board faces challenges from the community that may not agree at times with their actions, Board members strives to listen and respond to the public while maintaining the overall well-being of the District as a priority. The PCCD Board has clear policies and practices that provide for public input and avoidance of conflict of interest ([IV.C.4-4](#)).

IV.C.5. The governing board establishes policies consistent with the College/District/system Mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

## Evidence of Meeting the Standard

**The Peralta Community Collee District Board (PCCD) establishes policies consistent with the College/District/system Mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.** PCCD Board Policies cover a range of topics consistent to the Mission regarding educational policy, legal matters, and financial integrity and stability ([IV.C.1-2](#)). They are organized into seven categories: District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources. PCCD Board Policy 2410 establishes rules for adopting and changing Board policies ([IV.C.1-3](#)). The Board ensures appropriate members of the District participate in the development of recommended policies. It further intends that no policies shall be construed to interfere with governing laws related to employment or educational acts and that PCCD participatory governance bodies shall be allowed to consult on policies. This policy also establishes that all Administrative Procedures are under the authority of the Chancellor.

The Peralta Community College District (PCCD) Board maintains several policies focused on ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. PCCD Board Policy 4020, Program Curriculum and Course Development establishes that programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the PCCD and College Mission, vision and values, and evaluated regularly through program review and annual program updates to ensure quality and currency ([IV.C.5-1](#)). Peralta Community College District (PCCD) Board Policy 4025 establishes the criteria for the Associate Degree and General Education ([IV.C.5-2](#)). Additional policies that impact academic integrity includes Board Polities 4030 Academic Freedom, 4040 Library Services, 4050 Articulation, 4100 Graduation Requirements, 4210 Student Learning Outcomes, 4260 Prerequisites and Co-requisites, 5050 Student Success and Support Programs, 5110 Counseling, 5120 Transfer and 5300 Student Equity ([IV.C.5-3](#), [IV.C.5-4](#), [IV.C.5-5](#), [IV.C.5-6](#), [IV.C.5-7](#), [IV.C.5-8](#), [IV.C.5-9](#), [IV.C.5-10](#) , [IV.C.5-11](#) , [IV.C.5-12](#)).

The Peralta Community College District (PCCD) Board of Trustees monitors the financial stability of the District and of the College and reviews annual and quarterly District financial reports as required by Board Policy 6300, Fiscal Management ([IV.C.5-13](#)). The PCCD Board delegates authority of business and fiscal affairs to the Chancellor ([IV.C.5-14](#)). The Chancellor, with input from the Planning and Budgeting Integrated Model (PBIM), recommends action on the tentative and adopted annual budgets, annual external audits, and quarterly financial reports ([IV.C.5-13](#)). The PCCD Board ratified Board Policy 6250, Budget Management requiring a minimum 10% of unrestricted fund balance for every fiscal year. When the unrestricted ending fund balance falls below 10%, the District shall adopt a plan to replenish it to 10% within one year ([IV.C.5-15](#)).

Peralta Community College District (PCCD) subscribes to the Community College League of California (CCLC) Board Policy and Administrative Procedure Service. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([IV.C.5-16](#)).



## Analysis and Evaluation

Peralta Community College District (PCCD) Board policies are developed consistent with the Mission. The policies ensure the overall quality, integrity and improvement in student learning. The Chancellor and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide oversight for all District and College operations, especially educational quality, legal matters, and financial integrity and stability.

*IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

## Evidence of Meeting the Standard

**The Peralta Community College District (PCCD) Board of Trustees maintains established policies to define its composition and operating procedures. All Board bylaws and policies are published on the PCCD website and are accessible to all, including the public.**

- Board Policy 2010 outlines the membership of the Board ([IV.C.6-1](#)).
- Board Policy 2100 and Board Policy 2110 describe the board makeup, elections, terms of office and filling of vacancies for the Board ([IV.C.6-2](#), [IV.C.6-3](#)).
- Board Policy 2015 outlines the selection, duties, term of office and compensation for the student trustee ([IV.C.6-4](#)).
- Board Policy 2200 establishes the duties and responsibilities of the Board ([IV.C.1-1](#)).
- Board Policy 2210 Board Membership ([IV.C.6-5](#)).
- Board Policy 2310 establishes the location of meetings and manner for publishing meeting agendas ([IV.C.6-6](#)).
- Board Policy 2315 defines the topics to be discussed in Closed Session ([IV.C.6-7](#)).
- Board Policy 2340 describes the agenda development and posting process including the process for “emergency meetings” ([IV.C.4-3](#)).
- Board Policy 2350 establishes a policy for public speaker and the decorum required ([IV.C.6-8](#)).
- Board Policy 2360 describes the mandate for minutes and recording of meetings ([IV.C.6-9](#)).
- Board Policy 2715 describes how Board members are expected to conduct themselves as members of the Board ([IV.C.6-10](#)).
- Board Policy 2725 describes the compensation and benefits of the Board ([IV.C.6-11](#)).

## Analysis and Evaluation

The Peralta Community College District (PCCD) Board of Trustees has numerous policies in place that define rules of governance.

*IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/District/system Mission and revises them as necessary.*

### **Evidence of Meeting the Standard**

**The governing board systematically evaluates and revises policies on a regular basis.** The Peralta Community College District Board of Trustees performs its duties and fulfills its responsibilities in a manner consistent with Board Policy 2200, Board Duties and Responsibilities ([IV.C.1-1](#)). In accordance with PCCD Board Policy and Administrative Procedure 2410, Board Policies and Administrative Procedures, the Board of Trustees regularly assesses and revises its Board Policies and Administrative Procedures to ensure their effectiveness in fulfilling the Missions and visions of the District and its Colleges ([IV.C.1-3](#)).

New Peralta Community College District (PCCD) Board Policies and revisions to existing board policies may originate from Board members, the Chancellor or any recognized PCCD group or individuals with area expertise ([IV.C.1-3](#)). The primary body for reviewing existing Board Policies and Administrative Procedures or creating new ones, as needed, is the Participatory Governance Council (PGC), as described in Board Policy and Administrative Procedure 2410, Board Policies and Administrative Procedures ([IV.C.1-3](#)). When reviewing Board Policies and Administrative Procedures, the Board considers recommendations by the Community College League of California (CCLC), changes to state and federal laws and regulations, and changes to accreditation standards. Once PGC approves revisions, updates, deletions or creations of Board Policies and Administrative Procedures the process culminates with a recommendation to the Chancellor for Board Approval ([IV.C.1-3](#)).

**The Peralta Community College District (PCCD) Board regularly assesses policies through a participatory governance process outlined in the** Planning and Budgeting Integration Model (PBIM) Manual ([IV.C.7-1](#)). As part of the policy formulation and review process, the Board follows Board Policy 2510, Participation in Local Decision Making, the role of the constituency governance groups in policy matters ([IV.C.7-2](#)). Various committees including the District Academic Senate, Planning and Budgeting Committee and Participatory Governance Council provide input into the Board Policies and Administrative Procedures selected for revision, and ultimate authority over changes to Policies are reviewed and voted on by the Board at regular meetings ([IV.C.7-3](#), [IV.C.7-4](#), [IV.C.7-5](#), [IV.C.7-6](#), )

Peralta Community College District (PCCD) subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([IV.C.5-16](#)).

## Analysis and Evaluation

The Peralta Community College District (PCCD) governing board acts in a manner consistent with its policies and bylaws. The Board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/District/system Mission and revises them as necessary.

*IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

## Evidence of Meeting the Standard

**The Peralta Community College District (PCCD) Board of Trustees regularly reviews and discusses a variety of reports and analyses related to student learning and achievement and institutional plans for improving academic quality.** The PCCD Board reviews the district-wide Enrollment Report on an annual basis ([IV.C.8-1](#)). The report provides an overall evaluation of College and PCCD key performance indicators including goals for student learning and achievement. The evaluation reflects the commitment of the District to examine its institutional strengths and identify areas for improvement in student success.

Peralta Community College District (PCCD) Board Policy 2200 establishes the Board of Trustees as committed to fulfilling the responsibilities of monitoring institutional performance and educational quality, including the review of programs for students, enrollment and student success ([IV.C.1-1](#)). To comply with this Policy and to ensure Board members are abreast of College functions related to student success. Student success informational presentations are noted on the annual Governing Board Meeting Schedule where presentations on Student Success occur at a minimum three (3) times per year ([IV.C.8-2](#)). These presentations are District and College executive leadership and can include faculty and staff who work directly in the many programs that focus on the success of students.

The Peralta Community College District (PCCD) Board receive an annual presentation of the California Community College Chancellor's Office (CCCCO) Scorecard Report ([IV.C.8-3](#)). Metrics examined in the scorecard include Degree, Certificate and Transfer related completion rates, Persistence, 30 Unit Completion, Career Education completion, math and English metrics, Basic Skills and ESOL metrics and Transfer Level Achievement.

## Analysis and Evaluation

Ongoing dialogues and presentations on student learning and performance that occur at Peralta Community College District (PCCD) Board meetings demonstrate that the Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

*IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

## **Evidence of Meeting the Standard**

**The Peralta Community College District (PCCD) Board follows policy for providing continuity of board membership and staggered terms of office.** PCCD Board Policy 2100 provides for the election of seven Trustees to be staggered so that, as nearly as practical, one-half of the trustees are elected at each consolidated general election falling on an even numbered year ([IV.C.1-5](#)). The PCCD Board membership has been very stable. One Board member was first elected in 2002 and has 18 years of Board experience. Two Board members were elected in 2004 and have 16 years of Board experience. One Board member was elected in 2009 and has 11 years of Board experience. One Board member was elected in 2012 and has eight years of Board experience. One Board member was elected in 2016 and has four years of Board experience and one Board member was elected in 2018 and has two years of Board experience. The PCCD Board of Trustees has collectively 79 years of Board experience among them ([IV.C.9-1](#)).

New Peralta Community College District (PCCD) Board members attend the Community College League of California (CCLC) training for new community College trustees at CCLC conferences. New Board members learn about Trustee roles and responsibilities. Trustees maintain access to online presentations and materials used to orient new Board members. Trustees attend the annual “Effective Trustee” workshop sponsored by CCLC. CCLC provides a Trustee handbook with a section highlighting governing board responsibilities and effective trusteeship ([IV.C.9-2](#)).

**The governing board has an ongoing training program for board development, including new member orientation.** Training has been provided to the Board members on a consistent schedule including:

- Board Workshop - Accreditation & Leadership and Governance December 9, 2014 Board Retreat ([IV.C.9-3](#)).
- November 17, 2017 – At the request of members of the Board of Trustees, a budget training presentation was prepared ([IV.C.9-4](#)). The presentation was provided at the statewide CCLC Annual Conference of Trustees by VC of Finance and a Trustee. Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees.
- The presentation on Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees was subsequently presented by VC of Finance –at the Peralta Board Retreat on November 28, 2017. ([IV.C.9-5](#)). This Retreat on November 28, 2017 was particularly notable because it educated the Board members on maintaining fiscal stability and processes and penalties. The Vice Chancellor of Finance discussed the fiscal health of the District and evaluated the District’s stability. At that time the recommendation was made to re-evaluate salary savings, reduce hiring and to build the District’s reserves to 13-15% by using 8 million of the 14 million in salary savings. The suggestion was made to address potential declining enrollment through enrollment management. The presentation was 1.5 hours and included concerns about the Districts 86% salary and benefits cost. The training consisted of the state regulatory guidelines and explained how the development of an annual proposed budget was governed by the State

Chancellor's Office selected Budget Work Group. Apportionment funding based on Full Time Equivalent Students (FTES) was covered and questions allowed.

- Governance Workshop - January 30, 3018 Board Retreat ([IV.C.9-6](#)).
- Governance Training – Provided March 13, and 27<sup>th</sup> 2018 at the regular meetings of the Board of Trustees ([IV.C.9-7](#), [IV.C.9-8](#))
- Board Handbook – Presented and adopted at the March 27<sup>th</sup>, 2018 regular meeting of the Board of Trustees ([IV.C.9-9](#)).
- Excellence in Trusteeship Program Certificate of Accomplishment – Two members of the Board have earned the CCLC Certificate of Accomplishment for the successful completion of the Excellence in Trusteeship Program.
- Community College League of California (CCLC) Professional Development Training – Peralta Trustees regularly attend the Annual Trustee Conferences to receive professional development. Members of the Board of Trustees report on the professional development that they received during Board Meetings ([IV.C.9-10](#)).

Community College League of California (CCLC) professional development for Trustees provides training on eight areas of competencies with subtopics to complete the knowledge and skills learning to support strong leadership. Participants attend sessions in each of the eight competencies which define the roles and responsibilities of governance boards and provide tools that keep efforts focused on student learning ([IV.C.9-11](#)).

A certificate of participation in governance leadership from the League can be earned with completion of the program. Participants must complete the program within 24 months of the start date. Competencies taught in Community College League of California (CCLC) Trustee Professional Development include:

- **Accreditation:** An in-depth study of accreditation as a regional peer-review process that looks at the entire campus/District, and provides an opportunity for continuous self-improvement, grounded with data-driven evidence. Standard IV.B requires the governing board acts as a unit, support and evaluate the CEO, and monitor student success and institutional effectiveness.
- **Board/CEO Relationship:** Address roles, goals, and expectations, including how to develop and maintain a strong Board/CEO relationship to ensure the Board/CEO partnership functions effectively.
- **Board Evaluation:** The objective is to examine the role of the Board and its limits; how to run effective meetings; the Board self-evaluation and its evaluation of the CEO.
- **Brown Act Training:** This module covers the Open and Public Meetings law (Government Code 54950-54961) that provides the primary set of statutes for governing community legislative bodies of local agencies, to include how to set agendas, provide for public comment, run Board meetings and when to hold closed sessions ([IV.C.9-12](#)).
- **Ethics Training:** AB1234 requires certain public officials to undergo ethics training every two years. Boards have adopted the position to comply with AB1234 as good practice. The Western Association's Accrediting Commission for Junior and Community Colleges require Boards of Trustees to have a code of ethics including a process to handle violations ([IV.C.13-1](#)). The objective is to safeguard both ethical and legal concerns as a foundation of governance.

- **Fiscal Responsibilities:** This module covers the skills and knowledge needed to make fiscal policy decisions and set guidelines for fiscal and asset management practices that support College goals and student success, to include learning about state and local revenue sources, fiscal accountability to the state, local fiscal operations and how to advocate for state funding
- **Governance:** This module covers the Governing Board’s policy-making function, and its role in the participatory governance process, to include how to identify policy issues, set a process for developing sound policies and keep them current; understand the conditions and constraints defined in AB 1725 (participatory governance), and the Board’s relationship with internal constituencies.
- **Student Success & Equity:** This module covers topics from the Student Success Act of 2012, Senate Bill 1456, including utilizing student services in individual education planning, monitoring student progress, and improving completion and transfer rates. Other sessions cover assessing institutional effectiveness using various reports and community advocacy with stakeholders.

## Analysis and Evaluation

The Peralta Community College District (PCCD) Governing Board engages in ongoing training for board development, including new member orientation and a mechanism for providing for continuity of board membership and staggered terms of office.

*IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

## Evidence of Meeting the Standard

The Peralta Community College District (PCCD) Board of Trustees engages in a process of self-evaluation for assessing Board performance. Board Policy 2745, Board self-evaluation establishes the expectation for the Board to conduct a self- evaluation “in order to identify strengths and areas in which it may improve its functioning” ([IV.C.10-1](#)). The PCCD Board contracted a consultant to lead a two-part retreat in July and August 2020 to conduct a self-evaluation. The two-part retreat served as an opportunity for a robust self-evaluation of in relation to improved performance regarding academic quality and institutional effectiveness. The goal of the self-evaluation is to share views, values, concerns, priorities, and recommendations among the Trustees. **The PCCD Board uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.** The PCCD Board established goals for work during 2020 ([IV.C.10-2](#)). Per board policy, these goals will be evaluated in July 2021.

## Analysis and Evaluation

The Peralta Community College District (PCCD) Board adheres to board policies and engages in a self-evaluation process. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results.

*IV.C.11. Board governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

## Evidence of Meeting the Standard

**Peralta Community College District (PCCD) Governing Board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code.** Board Policy 2715 outlines the Code of Ethics and Code of Conduct for Board members ([IV.C.6-10](#)). The Code of Ethics embodies the Board commitment to maintaining high standards of ethical conduct for its members. The Code of Ethics policy includes specific tenants on acting as a whole, managing conflicts of interest, handling special interest groups, maintaining confidentiality of closed session and defines the legal and effective functioning of the PCCD Board as a whole, maintaining appropriate conduct at Board meetings, exercising authority as Trustees, and handling administrative matters. The Code of Conduct outlines the process for addressing any violation of the Policy.

**Peralta Community College District (PCCD) Board policy 2710 prescribes the conditions of conflict of interest ([IV.C.4-4](#)).** The policy addresses the Board obligation to avoid conflicts of interest or the appearance of conflict of interest between their obligations to the District and private business or personal commitments and relationships. The PCCD Policy prescribes conditions of disclosure and recusal for Board members who have, may have or appear to have a conflict of interest in matters being considered by the Board. The Policy includes a stated process for dealing with board behavior that is unethical.

A majority of governing board members are non-owners of the Peralta Community College District (PCCD). A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The Board members annually file statements of economic interest with the Fair Political Practices Commission(FPPC Form 700) as a public statement for review ([IV.C.11-1](#)).

## Analysis and Evaluation

The Peralta Community College District (PCCD) Board has a published Code of Ethics policy that is adhered to by the Board. Furthermore, the PCCD Board adheres to conflict of interest policies. During this evaluation period, there have been no violations of these Board policies and administrative procedures.

*IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or College, respectively.*

### **Evidence of Meeting the Standard**

Per Peralta Community College District Board Policy 2430, Delegation of Authority to the Chancellor, “The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” and “The Chancellor may delegate any powers and duties entrusted to him/her by the Board including the administration of the Colleges, but will be specifically responsible to the Board for the execution of such delegated powers and duties.” The Chancellor will continue to be specifically responsible to the PCCD Board for the execution of such delegated powers and duties. The Board of Trustees, with the ultimate responsibility for the District, delegates full responsibility and authority to the Chancellor to administer the District without interference while holding the Chancellor accountable ([IV.C.3-8](#)).

Per Peralta Community College District (PCCD) Administrative Procedure 2430, Delegation of Authority to the College Presidents, “Administer compliance of all their assigned College personnel with all Board Policies and Administrative Procedures. The President shall provide leadership to their College community shared governance process in a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and College operating procedures with the expectation that recommendations for improvement will be made.” ([IV.C.3-8](#)).

The Peralta Community College District (PCCD) staff are briefed on the Board commitment and delegation of authority and have a specific protocol for supporting the Board and Chancellor in adhering to it.

The Chancellor provides the Peralta Community College District (PCCD) Board members with weekly updates on various issues in the District, including questions members posed requiring information from the Executive staff. The Board receives updates to alleviate concerns without interacting or reaching into the operations of the District.

Historically, faculty and staff at all levels of the District and Colleges escalate issues immediately to the Board. The Board is consistent with referring the issue to the Chancellor and redirecting the faculty and staff member to the appropriate operational staff.

### **Analysis and Evaluation**

The Peralta Community College District (PCCD) Board follows board policy and delegates full responsibility and authority to the Chancellor (CEO) to implement Board policy without interference. The Board holds the Chancellor (CEO) accountable through goal setting and evaluation.



*IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

### **Evidence of Meeting the Standard**

The Peralta Community College District (PCCD) Board of Trustees maintains a consistent focus on Accreditation. **The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the Colleges.** Board Policy 3200 outlines the responsibilities of the Board and the Chancellor regarding accreditation ([IV.C.13-1](#)).

The governing board receives training about the accreditation process and Accreditation Standards, Eligibility Requirements, and Commission policies. On September 24, 2019, the Board received training by the Accrediting Commission of Community and Junior Colleges (ACCJC) Vice President. The training included: 1) Recent Changes at ACCJC; 2) Accreditation 101; 3) Accreditation's Purposes, Processes and Standards; and 4) The Roles and Responsibilities of the Governing Board ([IV.C.13-2](#)).

### **Analysis and Evaluation**

The Board of Trustees stays informed and updated about issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process.

### **Conclusions on Standard IV.C. Governing Board**

Acting as a collective, the Peralta Community College District (PCCD) Board establishes and adheres to policies ensuring the quality, integrity and improvement of student learning programs and services. The PCCD Board makes policies, agendas, and meetings available to the public. The Board receives ongoing training and development to ensure effective engagement with duties and responsibilities as a Board and as individual Board members. The PCCD Board regularly evaluates its performance and uses the evaluation to achieve continuous improvement. The Board adheres to a clearly defined Code of Conduct and Code of Ethics ([IV.C.9-9](#)).

The Peralta Community College District (PCCD) Board responsibilities through the adoption of an extensive set of Board Policies and Administrative Procedures. The Board of Trustees freely engages in discussions on issues, initiatives, and efforts of the Colleges and District. The Board follows clearly defined policies for the selection and evaluation of the Chancellor. The Board ensures transparency by posting these policies and discussion on the District Board website. Assessment of Board Policies and Procedures to ensure compliance and relevance occurs regularly during District Participatory Governance Council (PGC) meetings and delegates full responsibility and authority to the CEO to implement Board policies without interference. The Board stays abreast of Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes and the Colleges' accredited status.

## IV.D. Multi-College Districts or Systems

*IV.D.1. In multi-College Districts or systems, the District/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the Colleges. Working with the Colleges, the District/system CEO establishes clearly defined roles, authority and responsibility between the Colleges and the District/system.*

### Evidence of Meeting the Standard

Peralta Community College District (PCCD) is a multi-College District and the Chancellor is the CEO of the District. **The Chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the system for effective operation of the District Colleges:** College of Alameda, Berkeley City College, Laney College and Merritt College. The Board of Trustees has approved Board Policies and ratified Administrative Procedures to ensure the Chancellor is able to establish clearly defined roles, authorities, and responsibilities among the Colleges and the District ([IV.D.1-6](#)). Board Policy and Administrative Procedure 2430 clearly defines the authority the Board delegates to the Chancellor and the authority the Chancellor delegates to the College Presidents, respectively ([IV.D.1-1](#), [IV.D.1-2](#)). The PCCD Chancellor is primarily responsible for providing leadership of the educational enterprise and delegating powers and duties entrusted to them by the Board including the administration of the Colleges, but will be specifically responsible to the Board for the execution of the delegated powers and duties ([IV.D.1-1](#), [IV.D.1-4](#), [IV.D.1-5](#)). The PCCD Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Chancellor may delegate any powers and duties entrusted to them by the Board including the administration of the Colleges but will be specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor serves as the liaison between the four Colleges and the Peralta Community College District (PCCD) Board of Trustees ([IV.D.1-1](#)). At the College level, authority and responsibility for incorporating Board policies and District administrative procedures, as well as Chancellor directives, rests with each College President as delineated in the President job descriptions ([IV.D.1-3](#)).

The Peralta Community College District (PCCD) Chancellor communicates expectations of educational excellence and integrity by working with the administrative leadership at both the District and College levels. The PCCD Chancellor works directly with a leadership team consisting of the four College Presidents, the Vice Chancellor of Academic Affairs, Vice Chancellor of Human Resources and Employee Relations, Vice Chancellor of Finance, Vice Chancellor of District General Services, Vice Chancellor of Technology and the Executive Director of Marketing, Communications and Public Relations.

The Chancellor's Executive Cabinet meets bi-weekly to assure effective operation of the Colleges and District by providing guidance and ongoing oversight of academic programs and services, College and District operations and physical, fiscal and human resources. The Peralta Community College District (PCCD) Executive Cabinet collaborates and coordinates together

and across the District. The Chancellor works with Cabinet to set clear priorities as framed by the Mission, Vision and Values of PCCD. Administrative priorities and goals are set, and the entire team is expected to translate the set priorities into College-wide communications and actionable information. The Chancellor communicates expectations of educational excellence and integrity directly with each Cabinet member by meeting weekly or bi-weekly to address area specific priorities, challenges, opportunities and strengths.

## **Analysis and Evaluation**

In accordance with Peralta Community College District Board Policy and Administrative Procedure 2430, the Chancellor provides leadership and encourages employees from the Colleges and District office to work together towards educational excellence and integrity ([IV.D.1-1](#), [IV.D.1-2](#)). The Chancellor establishes clearly defined roles, authority and responsibility between the Colleges and the District/system.

*IV.D.2 The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the Colleges receive effective and adequate District/system provided services to support the Colleges in achieving their Missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

## **Evidence of Meeting the Standard**

**Peralta Community College District Chancellor (CEO) by adhering to board policies and administrative procedures, clearly delineates, documents, and communicates the operational responsibilities and functions of the District from those of the Colleges and consistently adheres to this delineation in practice.** As established in a number of Board Policies and Administrative Procedures, there is a clear delineation between the functions and responsibilities of District Office and the College. These Board Policies and Administrative Procedures include:

- BP and AP 2430: Delegation of Authority to the Chancellor and Delegation of Authority to the College Presidents ([IV.D.1-1](#), [IV.D.1-2](#)).
- BP and AP 2510: Participation in Local Decision Making ([IV.D.2-1](#), [IV.D.2-2](#))
- BP/AP related to academic affairs (4000s), student services (5000s), business and fiscal affairs (6000s), and human resources (7000s) that define the role of the Colleges and District Office in terms of specific functions and operations ([IV.D.2-3](#)).

These Board Policies and Administrative Procedures are communicated by the Chancellor in a variety of ways, including through the posting to the Peralta Community College District (PCCD) website.

**The Peralta Community College District (PCCD) is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.** The College and the District engaged in substantive and ongoing work to provide a clear delineation of functional responsibilities. The PCCD Functional Map clarifies the delineation of responsibilities by

function and major areas ([IV.D.2-4](#)). The Peralta Community College District (PCCD) Functional Map is evaluated and adjusted as function responsibility shifts from District to College or shared to ensure delineation of responsibilities is regularly evaluated for effectiveness.

**The Peralta Community College District (PCCD) Chancellor (CEO) ensures the College receives effective and adequate District provided services to support the College in achieving its Missions.** PCCD works to provide adequate services to support the four College and their Missions, which includes human resources, fiscal affairs, facilities, research and planning, as well as information technology. At the College level, authority and responsibility for incorporating Board Policies and Administrative Procedures and Chancellor directives, is the responsibility of each College President. The President implement policies and procedures at the College level.

The Peralta Community College District (PCCD) district-wide participatory governance structure, Planning and Budgeting Implementation Model (PBIM), allows for the District to regularly evaluate services with regard to their support for institutional Missions and functions ([IV.D.2-5](#)).

## Analysis and Evaluation

The Peralta Community College District (PCCD) Chancellor follows board policy and administrative procedures to clearly delineate, document, and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adheres to this delineation in practice. The District follows a clear functional map delineating College, District or shared responsibilities for all functions. The Chancellor ensures the Colleges receive effective and adequate services to support the Colleges in achieving their Missions. The District engages in District-wide planning and resource allocations evaluation through the District governance structure and meets the standard.

*IV.D.3 The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and District/system. The District/system CEO ensures effective control of expenditures.*

## Evidence of Meeting the Standard

**The Peralta Community College District (PCCD) maintains established resource allocation Board Policies and Administrative Procedures to support the effective operations and sustainability of the College and District Office.** Under the leadership of the Chancellor, College and District Office personnel work together to ensure effective control of expenditures and the financial stability of the District.

The allocation of Peralta Community College District (PCCD) general fund resources to the Colleges occurs in accordance with Board Policies and Administrative Procedures 6250 Budget Management, 6300 Fiscal Management and Accounting, 6305 Debt (AP6306), 6320 Investments, and 6400 Financial Audits ([IV.D.2-3](#)). These Board Policies and Administrative

Procedures were developed in alignment with the PCCD Board philosophy of ensuring prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District and College Missions.

The standards set through the Board Policies and Administrative Procedures related to College allocations include:

- A general fund reserve for economic uncertainties of no less than 10% of the projected unrestricted revenue shall be maintained.
- Expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.

[\(IV.D.2-3\)](#)

Peralta Community College District (PCCD) follows a resource allocation process to support the effective operations and sustainability of the College and District. Under the leadership of the Chancellor, the District and College work collaboratively to ensure effective control of expenditures and financial stability of the District.

The Peralta Community College District (PCCD) Planning and Budgeting Integration Model process (PBIM) is the structure for district-wide planning. The PBIM utilizes a participatory governance process for operational planning and resource allocation that integrates district-wide the four key elements of the strategic planning cycle: Planning, Budgeting, Resource Allocation, and Evaluation. PBIM was designed to rely upon its strategic planning processes as the foundation for integrated planning and budgeting. Strategic Planning includes the District Strategic Plan, and planning for Academic Affairs, Student Services, Facilities, Information Technology, Human Resources, Enrollment Management, and Fiscal Resources ([IV.D.2-5](#)).

In August 2010, the Planning and Budgeting Council (PBC) developed a Budget Allocation Model (BAM) to recommend to the Chancellor ([IV.D.3-1](#), [IV.D.3-2](#)):

- Specifying a reserve in accordance with Board policy,
- Providing clear accountability,
- Allowing for periodic review and revision,
- Utilizing conservative revenue projections,
- Maintaining autonomous decision-making at the College level
- Supporting necessary centralized services
- Being responsive to the District and College planning processes.

The Peralta Community College District (PCCD) Budget Allocation Model (BAM), a revenue-based funding model, allocates resources to the four colleges. PCCD relies primarily on the general unrestricted fund revenues, which are distributed to the four Colleges, the District office, and centralized services. College allocations are adjusted up or down based on increases and decreases in the three-year rolling average numbers of Full-Time Equivalent Students (FTES). In fall 2015, the Vice Chancellor of Finance and Administration, with the approval of the Planning

and Budgeting Council (PBC), established the Budget Allocation Model (BAM) Task Force. The Task Force is charged with reviewing the current Budget Allocation Model and making recommendations to the Planning and Budgeting Council (PGC) to enhance the equitable distribution of resources to the four Colleges. During 2020-2021 the BAM taskforce will review the current allocation model to incorporate the Student Centered Funding Formula (SCFF) metrics ([IV.D.3-3](#)).

The College President is responsible for maintaining expenditures within the College budget. Annually, the College President works with appropriate College personnel, to set institutional objectives to address the strategic goal to develop and manage resources to advance the College Mission.

The adequacy of financial resources is discussed in Standard III.D.9 and refers to the most recent annual independent audit reports and audited financial statements demonstrating the District reviews and controls system-wide expenditures.

### **Analysis and Evaluation**

Peralta Community College District (PCCD) follows Board Policies and Administrative Procedures for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and District. The PCCD Chancellor ensures effective control of expenditures.

PCCD Fiscal Services Department processes and facilitates the distribution of resources to the Colleges in accordance with the model set by Board Policy and Administrative Procedure 6200, Budget Preparation, and state and federal categorical fund allocation guidelines. Resources allocated to the Colleges are based on both state-mandated guidelines and Board-approved budget guidelines ([IV.D.3-4](#), [IV.D.3-5](#)).

Peralta Community College District (PCCD) continues to evaluate the Budget Allocation Model and is in the process of revising it to address the Student-Centered Funding Formula (SCFF) metrics.

*IV.D.4 The CEO of the District or system delegates full responsibility and authority to the CEOs of the Colleges to implement and administer delegated District/system policies without interference and holds College CEO's accountable for the operation of the Colleges.*

### **Evidence of Meeting the Standard**

**The Peralta Community College District (PCCD) Chancellor (CEO) delegates full responsibility and authority to the President of the College to implement and administer delegated District policies without interference and holds College President accountable for the operation of the Colleges.** The College President reports to the Chancellor with full administrative responsibility and authority for their respective College. Each President is charged with ensuring that programs and operations are administered in compliance with rules, regulations, policies, and legal requirements as specified in PCCD Administrative Procedure 2430 states the following for the College Presidents: “Administer compliance of all their assigned College personnel with all Board Policies and Administrative Procedures. The President provides leadership to their College community shared governance process in a systematic review of Board Policies, Administrative Procedures, and College operating procedures with the

expectation that recommendations for improvement will be made.” (IV.D.4-2). The Chancellor meets weekly with the four College Presidents in Chancellor’s Cabinet or Presidents Meeting and individually bi-weekly.

The College President is charged with oversight responsibilities for College operations and ensuring the implementation of Board Policies and Administrative Procedures. The President is specifically responsible for institutional leadership. The President is expected to lead exercising dynamic, institutional, and academic leadership to advance the College Mission and internal and external relationships. The President provides leadership to all segments of the College community to promote effective and productive relationships within the District. The President work closely with the College Director of Business and Administrative Services to promote oversight, responsibility, and fiscal integrity for development, implementation, and management of the College budget.

The College President creates a climate of mutual partnership, accountability, and active participation with constituents in participatory governance groups, such as College Council (IV.D.4-3). The President also provide faculty, staff, students and community perspectives to the Chancellor and the Board of Trustees. The College President regularly files College reports with the Board of Trustees (IV.D.4-10). With regard to community relations, the College President promotes and maintains close contact between the College and the local community. The College of Alameda President holds a College Roundtable meeting comprised of local community, business, school, and government leaders (IV.D.4-4, IV.D.4-5). The College of Alameda President produces and distributes an Annual Report to the community (IV.D.4-6, IV.D.4-7). Annually, the College reviews and revises goals and objectives aligned with the District Strategic Objectives (IV.D.4-8, IV.D.4-9) .

## **Analysis and Evaluation**

Peralta Community College District (PCCD) follows Board Policies and Administrative procedures and the College President is delegated full responsibility by the Chancellor for the operation and function of the College. The College President serves as the CEO of the respective Colleges. The President is responsible for the quality and integrity of programs and services, accreditation, and the fiscal stability of the College. The President is held accountable for the operation of the College.

*IV.D.5. The District/system planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness.*

## **Evidence of Meeting the Standard**

**Peralta Community College District (PCCD) planning is integrated with College planning through the District and College strategic plan framework and annual evaluation occurs to improve student learning and achievement and institutional effectiveness (IV.D.5-1, IV.D.5-2).** The annual strategic planning process includes administrators, faculty and classified staff. Broad District goals are developed first to ensure broad institutional objectives for the entire District. All of the five district-wide strategic goals focus on improving student learning and achievement. These strategic goals were formed in 2008 and since then the District and Colleges

have set annual institutional objectives ([IV.D.5-3](#), [IV.D.5-4](#)). Currently, the 2015-2016 five Strategic Goals continue to serve as the basis for establishing objectives. The goals are; A. Advance Student Access, Equity and Success; B. Engage and Leverage Our Partners; C. Build Programs of Distinction; D. Strengthen Accountability, Innovation and Collaboration; and E. Develop and Manage Resources to Advance our Mission ([IV.D.5-1](#)). Annually in August, the District holds a summit to assess the alignment of the goals with the Planning and Budgeting Integrative Model (PBIM) where goals are updated ([IV.D.5-6](#)). Each PBIM participatory governance committee develops goals annually aligned with the PCCD goals and in alignment with the District Mission typically in October ([IV.D.5-7](#)). Each May, PBIM participatory governance committees evaluate goals set for the year and discuss progress ([IV.D.5-8](#), [IV.D.5-9](#), [IV.D.2-5](#)).

Peralta Community College District (PCCD) Board Policy and Administrative Procedure 3250, Institutional Planning, delineates the institutional integrated planning and evaluation process for the District and ensures the analysis of student learning and achievement is in part through inclusion of College integrated planning evaluation through program review ([IV.D.5-11](#), [IV.D.5-12](#)). The Planning and Budgeting Integration Model (PBIM) detailed in AP3250 has the following key goals:

- Integrate planning and budgeting across the four Colleges and District Service Centers
- Bring the expertise of the four Colleges together to focus on trends, best practices, and student learning and success
- Support a culture of collaboration
- Streamline decision making among the Colleges and District Service Centers by providing a transparent process of collaboration leading to effective decisions and recommendations
- The PBIM is the core response to the Accreditation recommendation that the Colleges and District collectively establish a coordinated planning and budgeting system, which delineates

[\(IV.D.5-10\)](#)

Peralta Community College District (PCCD) Administrative Procedure 3250 guides institutional effectiveness processes and establishes effective District-wide recommendations leading to decision making:

- Stress the use of Program Reviews and unit plans in making decisions
- Seek collaborative solutions that utilize resources on a District-wide basis
- Assist in developing District-wide strategies that are acceptable to all Colleges
- Provide feedback to the Colleges
- Provide technical reviews of College priorities
- Ensure consistency between College requests and existing approved projects. Identify opportunities for College-to-College collaboration where resource sharing could be useful.

[\(IV.D.5-10\)](#)



The Planning Budgeting Integrated Model (PBIM) operating principles assures District and College planning are integrated. The PBIM operating principles per AP3250:

- Use a District-wide perspective;
- Use shared agreement to create collaborative solutions;
- Ensure consistent committee engagement;
- Commit to adhering to the PBIM bylaws and common goals;
- Adhere to the annual integrated planning and budgeting calendar;
- Provide ongoing two-way communication;
- Maintain a transparent process;
- Ensure the official advisory capacity of the PBIM.

[\(IV.D.5-10\)](#)

## **Analysis and Evaluation**

Peralta Community College District (PCCD) planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness. The District uses the strategic planning process to guide decision-making focused on student success. This is done through annual planning summits, integration of College plans and the comprehensive program review and annual program updates process. Following Board Policy and Administrative Procedure 3250, the Planning and Integrated Budgeting Model (PBIM) ensures District and College planning are interconnected and evaluate student learning and achievement as well as institutional effectiveness.

*IV.D.6 The Communication between Colleges and Districts/systems ensures effective operations of the Colleges and should be timely, accurate, and complete in order for the Colleges to make decisions effectively.*

## **Evidence of Meeting the Standard**

Peralta Community College District (PCCD) utilizes a wide range of communications procedures and strategies to ensure the flow of information from the Colleges to PCCD central office and back to all College employees. District-level participatory governance committees and standing operational groups greatly assist in the communication of such information. An example of an operational group is the Chancellor's Cabinet consisting of all Vice Chancellors and College Presidents, and the Executive Director. Of Public Information, Communication and Media. Other examples of operational groups include the Vice Chancellor (VC) of Academic Affairs and Vice Presidents (VP) of Student Services and Instruction weekly meetings, Districtwide Administrative Leadership Team Meetings and monthly PCCD manager meetings ([IV.D.6-1](#)). Topics for the Vice Chancellor and Vice President meetings include: enrollment management Full-Time Equivalent Students (FTES) goals, productivity, degrees and certificates offered, Guided Pathways strategies, block scheduling, instructional research needs, learning communities, student equity plan implementation and professional development needs for deans and department chairs, AB540 students, admission and financial aid policy procedures and audit issues, all student facing software implementation, career exploration, counseling, technology customization of

student facing module for PeopleSoft, and health services including mental health services. Through these operational groups, open communication regarding needs, decisions and critical thinking processes occur in support of student learning and achievement.

**Peralta Community College District (PCCD) and the College follows established communication protocols to ensure effective operations of the Colleges and the Colleges are well informed about District issues, governing board actions and impacts on operations, educational quality, stability and the ability to provide high quality education.** PCCD values strong communication between the District office and the four Colleges. To ensure effectiveness, communication is two-way. PCCD central offices uses various methods to ensure strong two-way communication exists to allow for information to be shared easily. The most complex and complete method is through the Planning and Integrated Planning Model (PBIM), which includes constituency members from the District office and Colleges and allows for a flow of communication to ensure a high quality of education occurs.

One of the Peralta Community College District (PCCD) Planning and Budgeting Integrated Model (PBIM) goals is to “streamline decision-making among the Colleges and District Service Centers by providing a transparent process of collaboration leading to effective decisions and recommendations” ([IV.D.5-10](#)). The District-wide planning committees include: The Participatory Governance Council (PGC); the Planning and Budgeting Council (PBC); the District Facilities Committee (DFC); District Technology Committee (DTC) and the District Academic Affairs and Student Services Committee (DAASSC).” ([IV.D.2-5](#)). Appropriate PCCD Central Office personnel and College administration, faculty, classified staff and student representatives are appointed to the PBIM committees and regular meetings are held. Members on these committees from the College are requested to take back information to the Colleges in an effort to keep everyone informed about what is discussed and decided at the District-level. Each of these Committees is co-chaired by a Vice Chancellor and a Faculty member and the Participatory Governance Council (PGC) is co-chaired by the Chancellor and the District Academic Senate President. ([IV.D.2-5](#), [IV.D.5-10](#)).

Peralta Gems, a weekly newsletter is published to provide district-wide communication. Employees receive information related to the various PCCD central office units including Finance, Human Resources, Marketing Communication and Human Relations, Technology, General Services and the Chancellor’s Office. Information highlighting services across the District is shared. Spotlights on College and District initiatives are shared. Information related to the governance discussions at the District level is shared ([IV.D.6-2](#)).

Peralta Community College District (PCCD) committees allow for enhanced communication amongst constituency groups across the District including the Council on Instruction, Planning and Development (CIPD) ([IV.D.6-4](#)). The role of CIPD is to advise the District in academic areas and related planning, to provide a leadership role in program development; and, to review College curriculum additions, deletions, or modifications and submit them to the Chancellor and subsequently to the Board of Trustees for approval. Additional examples include the PCCD District Academic Senate and the District Classified Senate where both meet bi-monthly or monthly ([IV.D.6-5](#)).

**Peralta Community College District (PCCD) follows a robust evaluation process on College role delineations governance and decision-making processes to ensure their integrity and effectiveness in assisting College in meeting their goals.** The Planning and Budgeting Integrated Model (PBIM) process has internal evaluations occurring annually at the PBIM summit as well as through all PCCD governance committees ([IV.D.5-6](#), [IV.D.6-6](#)). The Functional Map details delineation of roles to further support the College in meeting its goals and overall operation of the District in support of student learning and achievement ([IV.D.2-4](#)).

### **Analysis and Evaluation**

The Peralta Community College District (PCCD) central office acts as the liaison between the Colleges and the Board of Trustees ensuring effective operations of the Colleges in all areas. The PCCD central office and the College employs active and effective methods of communication to assist in the operations of the Colleges. These systems endeavor to be timely, accurate and complete to ensure effective decision making from the Colleges.

*IV.D.7 The District/system CEO regularly evaluates District/system and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Evidence of Meeting the Standard**

**The Peralta Community College District (PCCD) Chancellor regularly evaluates delineation of functions, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning.** For example, in spring 2018 the Chancellor and College Presidents revised the delineation of functions between the District and Colleges to serve as the basis of considerations for restructuring. This PCCD Delineation of Functions Map was vetted through College Vice Presidents, each College Council and Academic Senate and distributed as a result of a collaborative process among the four Colleges and the PCCD District Office ([IV.D.2-4](#)). The PCCD Functional Map served as the first step in considerations for restructuring and providing clarity in services to best support student learning and achievement.

The Peralta Community College District (PCCD) Chancellor meets regularly with the executive cabinet for discussions of District-wide items that may need recommendations or decisions by the Chancellor and the Board of Trustees. The Chancellor co-chairs the Planning and Governance Council (PGC), which reviews priorities in College and District office planning agenda items and utilizes the District level decision-making and participatory governance ([IV.D.7-1](#)). The Chancellor communicates the results of major decisions at meetings of the PGC, through Peralta Gems, a widely-published newsletter posted on the District website and sent to every PCCD employee ([IV.D.6-2](#)).

The Peralta Community College District (PCCD) central office and the College conducts climate surveys to evaluate decision-making processes to assure their integrity and effectiveness in assisting meeting educational goals for student achievement and learning

([IV.D.7-2](#), [IV.D.7-3](#)). The College and the District office share and discuss the results of these assessments and use them to improve governance, decision-making to ensure effectiveness in meeting goals for student learning and achievement.

### **Analysis and Evaluation**

The Chancellor evaluates the District and College roles and delineation of function, governance and decision-making processes to assure their integrity and effectiveness in assisting the College in meeting educational goals for student achievement and learning. The District-wide communicates the results of these evaluations and uses them as the basis for improvement.

### **Conclusions on Standard IV.D. Multi-College Districts or Systems**

The Peralta Community College District (PCCD) Chancellor provides leadership, sets clear expectations of educational excellence and high performance of the team. Following Board Policies and Administrative Procedures, the Chancellor clearly defines roles and delegates the authority to the College Presidents. The Chancellor delineates, documents and communicates operational responsibilities and functions of the District.

Peralta Community College District (PCCD) is in the process of analyzing the Budget Allocation Model (BAM). The Chancellor charged the Budget Allocation Model (BAM) Task Force with making a recommendation of a model that is sustainable and works in the interest of the Colleges and District.

The Chancellor maintains full responsibility and authority to administer the District policies without interference. The Chancellor keeps the Board apprised of issues through weekly updates.

Communication between the District and College is enhanced through District-wide meetings, updates and newsletters.

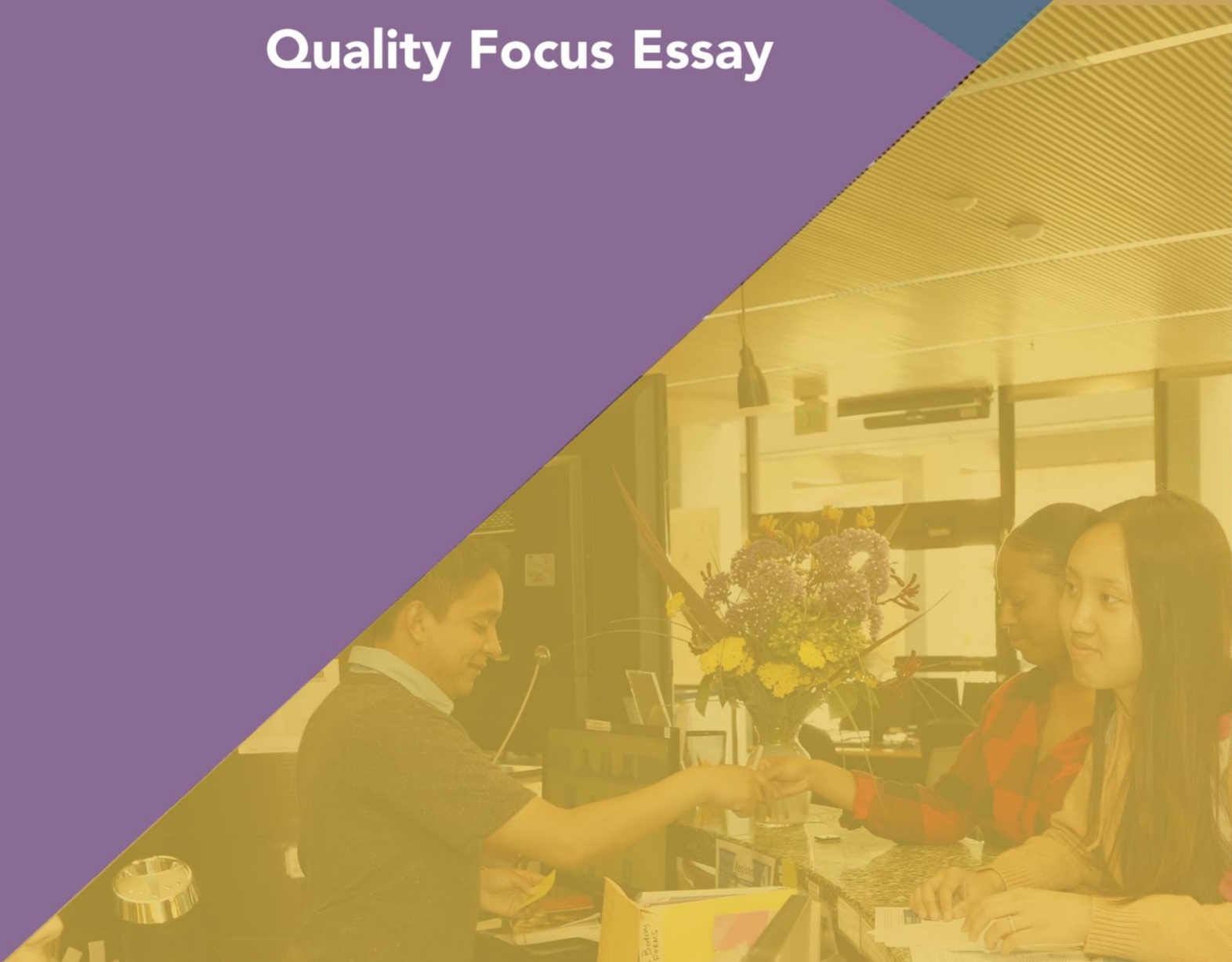
The District engages a number of assessments of its effectiveness, received more than a hundred recommendations and has diligently worked to address the issues raised.

### **Improvement Plan**

Peralta Community College District will continue to improve resource allocation and strengthen the Budget Allocation Model (BAM) to support all four Colleges and the District service center in support of student learning and achievement and the Mission of the College.



# Quality Focus Essay



## H. Quality Focus Essay

### Introduction

Beginning fall 2019, the Quality Focus Essay (QFE) and identification of broad focus areas was discussed in the Accreditation Steering Committee at College of Alameda as it planned for and drafted the Institutional Self-Evaluation Report (ISER). College Council was the College governance body that approved the two focus areas for the QFE and made recommendations to the College President.

The emphasis on “moving the needle” and equity in student success shaped the dialogue and guided the final focus areas. The last several years have been a time of extraordinary change for all California Community Colleges with an unforeseen number of new initiatives, required plans and reports, legislated changes, funding formula changes, and goal setting requirements. The shift that is occurring is calling for a redesign of our institutions to focus on providing students clear pathways to success, including completion of degrees and certificates, transfer to four-year Colleges and universities, wage increases, and successful career placement. College of Alameda QFE focus areas are designed to lead to full and seamless student services and instruction tied to the Vision for Success Goals (Vision 2022). The College broad QFE focus areas include:

- Guided Pathway Implementation
- Closing the Equity and Achievement gaps

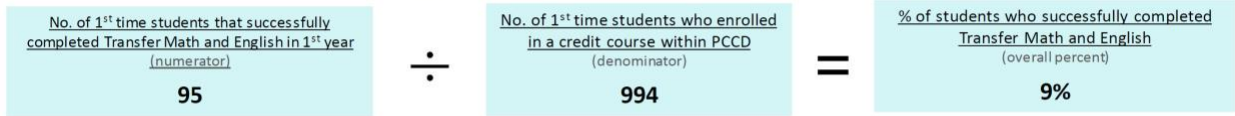
### Background and Context

In May of 2019, all California Community Colleges were required to submit goals, aligned with the Chancellor’s Office Vision for Success Goals. In an effort to achieve the Vision for Success Goals (Vision 2022), College of Alameda stated a focused effort to implement Guided Pathways and close equity and achievement gaps. While the College has consistently worked toward these two areas of focus, there continues to be room for improvement in achieving them as well as the Vision for Success Goals. As a College we reviewed overall student success data based on multiple metrics and saw clear areas for improvement amongst disproportionately impacted groups. For example, we reviewed data regarding completion of transfer level math and English and found the greatest disparity for female former foster youth, male African-American students, male Latinx, male former foster youth, male LGBTQ+ students, and male disabled students.

Figure 1: Disproportionate Impact in Transfer Level Math and English Completion

### Completed Both Transfer - Level Math and English

Excluding high school students, the proportion of all students who completed transfer-level Math and English in their first academic year of credit enrollment within PCCD.



The table below reflects the subgroups who have been determined to be disproportionately impacted using the percentage pointgap method in 2017-18. Subgroups with a percentage point gap of 3% or more suggest a disproportionate impact exists.

Female Students	Numerator	Denominator	Subgroup Percentage	Overall Percentage	Percentage Point Gap (subgroup % minus overall %)
Foster Youth	0	15	0%	9%	-9%
Male Students	Numerator	Denominator	Subgroup Percentage	Overall Percentage	Percentage Point Gap (subgroup % minus overall %)
Black or African American	2	71	3%	9%	-7%
Hispanic or Latino	8	120	7%	9%	-3%
Some other race	0	5	0%	9%	-9%
Disabled	0	21	0%	9%	-9%
Economically Disadvantaged	24	330	7%	9%	-2%
Foster Youth	0	18	0%	9%	-9%
LGBT	0	15	0%	9%	-9%

Source: *CoA Disproportionate Impact Analysis – April 2019*

The data supports the concerns raised by Assembly Bill 705 (AB705), which attempted to mitigate the barriers faced by students through the math and English placement processes, which negatively affected these groups across the California Community College System. The College Quality Focus Essay (QFE) Action Plan seeks to address these disparities.

After analysis of data related to the Vision for Success 2022 goals, the College found significant disproportionate impact in multiple metrics related to completion of certificates and degrees amongst several student populations facing the greatest equity barriers.

Figure 2: Disproportionate Impact in Degree and Certificate Completion

### Attained the Vision Goal Completion Definition

Excluding high school students, the number of students met one of the following: earned an AA, AS, AAT, and or AST; earned a Chancellor's office approved credit certificate, earned a noncredit certificate, attained apprenticeship journey status, or transferred to postsecondary coursework in 2017-18.

$$\begin{array}{ccc}
 \begin{array}{c} \text{No. of students that attained} \\ \text{Vision Goal} \\ \text{(numerator)} \\ \hline 308 \end{array} & \div & \begin{array}{c} \text{No. of enrolled students in} \\ \text{2017-18 or 2016-17} \\ \text{(denominator)} \\ \hline 15,198 \end{array} = \begin{array}{c} \% \text{ that attained} \\ \text{Vision Goal} \\ \text{(overall percent)} \\ \hline 2\% \end{array}
 \end{array}$$

The table below reflects the subgroups who have been determined to be disproportionately impacted using the proportionality index method. Subgroups with a proportionality index of 0.85 or less suggest a disproportionate impact exists.

	Numerator	Denominator	Subgroup Percentage	Overall Percentage	Proportionality Index (subgroup % divided by overall %)
<b>Female Students</b>					
Asian	40	2436	2%	2%	0.82
Black or African American	26	1880	1%	2%	0.69
Hispanic or Latino	31	1903	2%	2%	0.81
More than one race	5	347	1%	2%	0.72
Foster Youth	2	246	1%	2%	0.41
LGBT	2	404	0%	2%	0.25
Veterans	144	8573	2%	2%	0.84
<b>Male Students</b>					
American Indian or Alaska Native	0	4	0%	2%	0.00
LGBT	2	194	1%	2%	0.52

Source: *CoA Disproportionate Impact Analysis – April 2019*

As can be seen in Figure 2, the greatest equity challenges for degree and certificate completion are amongst African American, Asian, Hispanic or Latino, Multiracial, Former Foster Youth, LGBTQ+, and Veteran female students, with Native American and LGBT males also showing disproportionate impact.

### Guided Pathways Implementation History

As Guided Pathways funding was given to the College in May of 2018, a team of College of Alameda faculty, staff, students, and administrators developed a plan through several dialogue sessions. The team developed a work plan and introduced Guided Pathways to the College. Several dialogue sessions commenced spring 2018. The College hosted a Guided Pathways Summer Institute that focused on increased awareness and a deeper understanding of the framework. A two-day Summer Institute in June 2018, was attended by an average of 75 participants daily. Participants included classified professionals, faculty, administrators, and 15 students, culminating in a cross-section of the campus community. Career Ladders Project personnel and Guided Pathways Leads educated the campus community and described the work and intended outcomes. Multiple interactive sessions were held each day to learn about the different pillars of Guided Pathways. Data demonstrating student barriers to access and success was shared to ground the discussion in the student experience. Also discussed was participatory governance role in the work and the College began planning activities for the 2018-19 academic year and beyond.

The College commenced dialogue about Guided Pathways program mapping in spring 2019 and several interdisciplinary faculty cohorts began mapping the College 10 Associate Degrees Transfer (ADT). Student focus groups were conducted to better understand the



difficulties with current program pattern practices and to look to the future for better results. Counseling Faculty shared Student Education Plans with Instructional Faculty for a real view of the student experience striving toward goal achievement.

The College community energized around Guided Pathways and the potential impact on student success. This led to more than 40 Faculty, Classified Professionals joining together in fall 2019 to complete program mapping for all College of Alameda degrees and certificates, and to outline and discuss the formatting of future maps. Guided Pathway teams of Faculty, Classified Professionals and at least one student developed completed ADT, Associate in Arts (AA) and Associate in Science program maps. Each team presented during spring 2020 flex day to share with the entire College the proposed program maps and the team thought-sharing process.

The completed ADT, AA and AS maps are intended to guide the development of Student Education Plans (SEPs) in support of closing equity gaps and student achievement. For 2020-2021, to support Guided Pathways mapping and the achievement of Vision 2022 goals, the College incorporated Student Education Plan and class demand data in the enrollment management processes. The College will also include in its teaching resource allocation processes student course completion and success data, retention data and other equity-focused considerations. See below for further action plan details.

### **Closing the Equity and Achievement Gap**

The College is committed to the equity focus of guided pathways and is in the process of creating a revised institutional understanding of incorporating equity work into the next many years. College of Alameda was an early adopter of implementing Multiple Measures and Self-Guided Placement to improve access of disproportionately impacted groups to complete transfer level math and English in the first year.

An example of use of data in making student achievement decisions is AB705 work for math and English. The multiple measure assessment project work happening around the state, led to the AB705 legislation which identified major barriers for students (often students from underserved populations) taking standardized placement exams and often placing 2, 3 or 4 levels below transfer-level coursework. Student success data showed students beginning at lower levels often were over-prepared and misplaced by the assessment instruments or became discouraged and stopped completing the basic skills sequence of courses. The data revealed the greatest barriers were being faced by disproportionately impacted and underserved populations.

Beginning in 2018, a robust series of discussions and review of research took place throughout the College and around the District within AB705 team meetings. College of Alameda's mathematics and English faculty committed to build support courses that could be attached to transfer-level courses (or an expanded transfer-level course) to assist CoA students (and those that might struggle most) to achieve success and pass the transfer-level courses in their first year. By Fall 2019, students had options to enroll in a standalone transfer level English course (English 1A) or a transfer level English course with embedded

support (English 1AS) that included study skills such as note taking, time management, stress management and campus resources. In mathematics, support courses for Statistics, Trigonometry and Pre-Calculus were expanded for students who needed additional help in successfully completing transfer level mathematics.

College of Alameda Student Services eliminated all standardized placement tests and the department created and implemented a Guided Self-Placement Tool in Spring 2019 to assist students with English and mathematics placement using their high school grade point average, high school coursework and high school grades. Within the first year of implementation, over 800 students utilized the tool to assist them in determining a transfer level mathematics or English course. Over 40% enrolled directly in the course. The following chart indicates the number of students completing both transfer level math and English within their first year, by Ethnicity.

*Table 12: Students using College of Alameda’s Guided Self-Placement Tool*

<b>By Ethnicity</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>% change from 2018</b>
Asian	66	84	80	21%
Black/African American	16	15	29	81%
Hispanic/Latinx	48	55	51	6%
Two or More	16	18	15	-6%
Unknown	n/a	n/a	14	n/a
White	30	39	31	3%

*Source: CoA College Research and Planning Office, September 2020*

Outcomes within the first year of implementation reflect a 21% increase in first time students completing both transfer level English and mathematics compared to the number in 2018. By ethnicity, all categories other than the two or more group showed increases compared to 2018; the most significant is reflected in the African American students completing both transfer level math and English where the number of students almost doubled from 2018 to 2020. These preliminary successes, while small, are a good indicator of future improvements to student equity and advancement towards completion of their degrees.

### **Action Plan**

Building upon the work the College engaged in for Guided Pathways, AB705, and the Equity Academies the College will focus on Student Equity and achieving the Vision 2022 goals outlined above by the time of our next midterm report. Each year, the College will review primary indicators of student success towards these goals, and through our Student Equity and Achievement Committee, Guided Pathways teams, and strategic enrollment management, will engage in the work necessary to achieve the Vision 2022 goals. The following details of the College plans, followed by a chart of goals and timeline.

Spring 2020- Spring 2021- The College focused on developing meta-majors based on developed two-year program maps developed. Guided Pathways map and meta-major development and implementation will directly assist in reducing the number of units students need to complete certificates and associate degrees and increase student completion.

Fall 2020- Spring 2021 A complete set of program maps will be included in the 2021- 2022 College Catalog and published in one-page brochures and webpages.

Fall 2019- Spring 2022 All four Peralta Community College District (PCCD) Colleges collaborated and developed a block schedule to improve enrollment management across the District and support student access to classes needed for completion. Improved scheduling will also assist in the College in achieving the Vision for Success goal of reducing the average total units that students are taking to complete their degrees. The College goal is to reduce the number of units taken from the current average of 84 units to associate degree completion to the minimum required 60 units.

Fall 2019- Spring 2022 The College is committed to improving classroom andragogy to meet the equity needs of its students. Faculty at College of Alameda continue to engage in a wide variety of professional development opportunities related to active and applied learning and andragogy. Faculty have attended multiple trainings including:

- Reading Apprenticeship training,
- 3CSN trainings,
- Guided Pathways training,
- Equity Institutes at Skyline College in classroom andragogy, counseling and STEM

With continued focus on equity and guided pathways the College will reach the Vision for Success goal of reducing the equity gap and will greatly assist in student retention and persistence towards their goals of completion of certificates and degrees.

Fall 2020- Spring 2022 An increased level of co-curricular, equity-focused student engagement activities will support all students in career and academic goal achievement. The integration of student support services with instruction will compliment equity focused andragogy and pedagogy. Through College-wide changes, students will attain degree completion and transfer at a greater rate and work toward meeting the Vision for Success goals.

The below action plan is designed to move the College closer to achieving the Vision 2022 goals and improving student success for all students.

## Guided Pathway (GP) Implementation and Closing the Equity and Achievement gaps

Activity	Responsible Party	Resources	Timeline
I. Develop and Implement Guided Pathways Areas of Emphasis	Guided Pathways Design Team, Instruction Faculty, Classified Professionals, administrators	Guided Pathways	2020-2021 Development 2021-2023 Implementation
II. Improve Scheduling for Shortened Degree Completion	Department Chairs, Counseling Faculty, Instructional Faculty, Deans	Guided Pathways, Parcel Tax	2021-2023
III. Implement Equity focused classroom andragogy  a. Develop common understanding of classroom equity  b. Develop Classroom Equity Resource in Canvas LMS	Faculty (Counseling, Instructors, Distance Education Coordinators), Classified Professionals, Administrators	Guided Pathways, Professional Development, Student Equity and Achievement	a. 2020-2021 Common understanding b. 2021-2022 Develop Classroom Resources  b. 2021-2023 Ongoing dialog around classroom Equity
IV. Increase student engagement campus wide  a. Increase co-curricular, equity focused, and completion and employment focused activities.	ASCOA, Administrators (Director of Student Activities and Campus Life), Faculty (Instructional and Non-Instructional, Classified Professionals	ASCOA, General funds, Student Equity and Achievement	2021-2023 overall engagement, increased completion, employment and transfer rates  a. 2020-2021 Engage students online
V. Student Learning and Support Service and Instruction equity focused integration.	Instruction and Non-Instruction Faculty, Classified Professionals, Administrators	General Funds, Professional Development, Student Equity and Achievement	2020-2021 Campus wide integration focused dialogue  2021-23 Implement Integration Best Practices

## **Conclusion**

As College of Alameda seeks to improve student success it will engage in the outlined activities to shorten student time for completion of math and English transfer courses, shorten time for degree and certificate completion, address equity disparities, and improve student engagement. The College will constantly review student success data and infuse its work with equity-minded principles intended to shorten and improve students' paths to completion of their goals. Creating clear, common and integrated equity-based instructional and student services practices will support changes the College intends for the continued success and achievement of each of all students.



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[IV.C.10-1 Peralta Board Policy 2745 Board Self Evaluation](#)  
[IV.C.10-2 Peralta Board Goals Implementation Plan 2020-21](#)  
[IV.C.11-1 Fair Political Practices Commission Form 700](#)  
[IV.C.13-1 Peralta Board Policy 3200 Accreditation](#)  
[IV.C.13-2 Peralta Board Agenda and Minutes September 24, 2019](#)  
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[IV.C.13-4 Peralta Board Agenda and Minutes December 11, 2018](#)  
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**Standard IV.D. Evidence**

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[IV.D.4-8 CoA Institutional Set Standards](#)  
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[IV.D.5-1 Peralta CCD Strategic Plan](#)  
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[IV.D.7-3 CoA Community College Survey of Student Engagement \(CCSSE\) 2017 Key Findings](#)