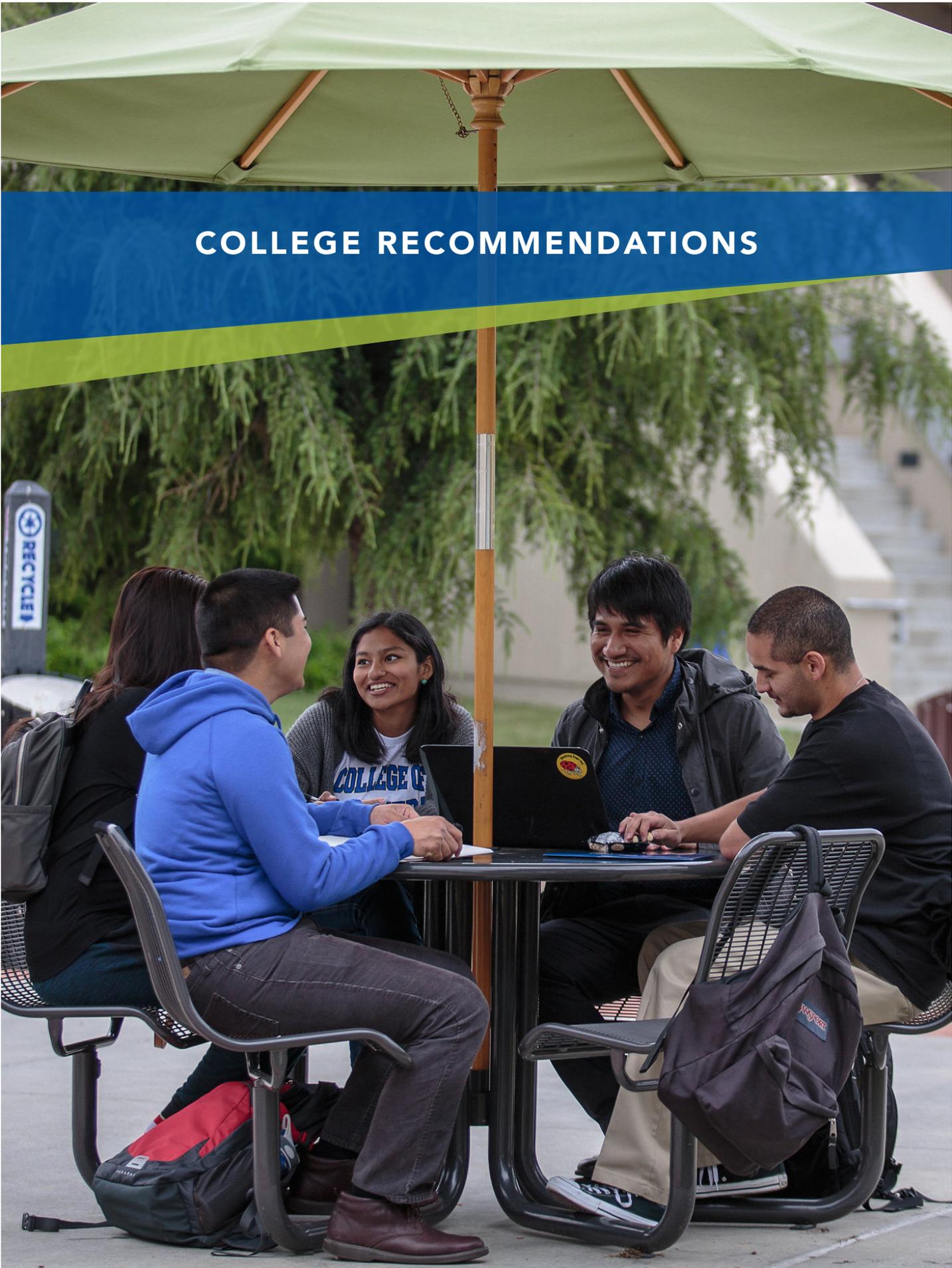


# COLLEGE RECOMMENDATIONS



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## **COLLEGE RECOMMENDATION 1**

*Recommendation 1- In order to meet the Standards and the Eligibility Requirement, the team recommends that the College develop a process for regular and systematic review of its Mission statement through appropriate College governance processes, receive board approval of the Mission statement, and display it prominently in all College documentation, including the College website. (I.A.2, I.A.3, IV.A.3; ER 2)*

### **DESCRIPTIVE SUMMARY**

The College has a process for the regular and systematic review of its Mission Statement. The process is defined in the Institutional Planning Handbook, page 6. [CR.1.11]; as part of the College planning cycle, the Mission Statement is reviewed every three years. The Institutional Planning Handbook was revised in 2015-2016 academic year. The process as outlined in the Institutional Planning Handbook, page 6, is below:

#### Vision, Values, and Mission

##### A. Definitions:

1. Vision: involves a far-sighted vision of service to the students and to the community
2. Values: the strengths of the institution and the population it serves
3. Mission: the core direction of the institution, the district and the state

##### B. Timeline: Every three years, next in 2017

##### C. Accountability

1. Launcher: President. Joint consultation with the College Management Team, the College Council and the Academic Senate.
2. Resources: Review of accomplishments and desired outcomes, consideration of vision and values, feasibility of mission, studies, district-wide considerations
3. Collaborators: Shared governance: ASCOA, Academic Senate, Classified Senate

The most recent review and adoption of the Mission Statement commenced in 2013-14 at the College Flex (Opening) Day Convocation [CR.1.1] and campus consensus was reached at the August 2014 College Flex (Opening) Day Convocation [CR.1.2]. The College Flex (Opening Convocation) days each semester are part of the colleges planning and governance process. These days are used to provide campus wide communication, dialog, and feedback on strategic planning, governance, and accreditation items. In fall 2014 the renewal of the Mission Statement proceeded through the College participatory governance process. This culminated in the re-adoption of the Mission Statement by College Council in November 2014. [CR.1.3] The Peralta Board of Trustees approved the College of Alameda Mission Statement at their April 14, 2015 Board of Trustees meeting. [CR.1.4] The next revision cycle will occur in the 2017-18 academic year.

### **College of Alameda 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.*

The College has implemented several strategies to prominently display the Mission Statement. All College participatory governance committee agendas display the Mission Statement [CR.1.5]; College publications and communiques such as:

- Campus newsletter, Splash [CR.1.6], includes the Mission Statement;
- Mission Statement is displayed throughout campus on posters;
- Mission Statement is published in official College documents, such as the College Catalog, page 15 [CR.1.7; CR.1.8];

- Mission Statement is integrated into Program Review/Annual Unit Plan process [CR.1.9]
- College website was refreshed with the Mission Statement prominently displayed at <http://alameda.peralta.edu/>. [CR.1.10]

The Mission Statement is explicitly linked as part of the Program Review Process. The Program Review process underwent review and revision in 2014-2015. In Fall 2015 the new Comprehensive Program Review Handbook was implemented [see College Recommendation 5]. Programs and service are required to address the following prompt on page 7 of the Comprehensive Program Review handbook. [CR.1.12]

*Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.*

The comprehensive program review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes. Programs and services are given consistent data sets to reflected upon and measure alignment with student populations and achievement. An example form the comprehensive program review handbook, page 10, on student success is the following prompt: [CR.1.13]

*Describe course completion rates (% of students that earned a grade “C” or better or “Credit”) in the discipline, department, or program for the past three years. Please list*

*each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?*

Further planning, budget and program development processes and procedures require a direct link of the College Mission, Vision and Values to decision and priorities. An example is the Peralta Accountability for Student Success (PASS) program. The PASS Program is an initiative designed to support creativity and innovation in the Peralta District. This process allows the campus community to propose ideas that will support the college's mission, vision and values. The planning cycles begin during the Spring semester with an application and announcement sent by the College President [CR.1.14]. The application [CR.1.15] requires the proposal to address "Relationship to College mission, vision and values". An example of one of the proposals from the Community Change and Urban Leadership Initiative [CR.1.16] illustrates the connection of the Mission, Vision and Values to serving identified populations.

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 1**

The College of Alameda has accomplished the recommendation and meets associated Standards I.A.2, I.A.3, IV.A.3 and Eligibility Requirement 2.

The College has an established continuous process for regular and systematic review of its Mission statement through College governance processes; which leads to approval or re-adoption by the Board of Trustees. The next review cycle begins in the 2017-2018 academic

## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

year. The Mission statement, and display it prominently in all College documentation, including College Catalog and the College website.

<b>Date</b>	<b>Action</b>
<b>Fall 2013 Flex Day</b>	Mission Statement presented to College
<b>Fall 2014 Flex Day</b>	College reaches consensus on Mission Statement
<b>September 2014</b>	Institutional Planning Handbook updated
<b>October 2014</b>	Mission Statement approved at College Council
<b>April 4, 2015</b>	Mission Statement approved at Board of Trustees meeting
<b>April 2015</b>	Mission Statement posters distributed
<b>May 2015</b>	2015-2017 College Catalog printed
<b>August 2015</b>	Participatory Governance Committee Agendas
<b>September 2015</b>	Institutional Planning Handbook updated [CR.1.11]
<b>October 2015</b>	College publications, such as, CoA Splash Newsletter and Enrollment Management Plan
<b>February 2016</b>	College website refreshed
<b>April 2016</b>	Institutional Planning Handbook approved by Budget Committee and College Council

**EVIDENCE: RECOMMENDATION 1**

[CR.1.1 Flex Day presentation 2014](#)

[CR.1.2 Flex Day presentation August 2014](#)

[CR.1.3 College Council Minutes- October 22, 2014](#)

[CR.1.4 Board of Trustees Minutes- April 14, 2015](#)

[CR.1.5 Sample Committee Agenda](#)

[CR.1.6 Sample Splash Newsletter](#)

[CR.1.7 College Catalog Cover](#)

[CR.1.8 College Catalog, page 15](#)

[CR.1.9 Sample Program Review](#)

[CR.1.10 College Mission Webpage](#)

[CR.1.11 COA Institutional Planning Handbook, page 6](#)

[CR.1.12 COA Institutional Planning Handbook, page 7](#)

[CR.1.13 COA Institutional Planning Handbook, page 10](#)

[CR.1.14 PASS Proposal Email from College President](#)

[CR.1.15 PASS Proposal form](#)

[CR1.16 PASS Proposal: Community Change and Urban Leadership Initiative](#)

## **COLLEGE RECOMMENDATION 2**

*Recommendation 2- In order to meet the standards, the team recommends that the College ensure that the College mission and goals drive the planning and resource prioritization processes. (I.A.4, III.A.1, III.B.1, III.D.1)*

### **DESCRIPTIVE SUMMARY**

The College follows an integrated planning and resource allocation model. The model is outlined in the College's Institutional Planning handbook [CR.2.1] and budget and planning calendar [CR.2.] developed by the Office of Business and Administrative Services. Resource allocations are integral to the program review process and the Educational Master Plan (EMP). All units completing an Annual Program Review and/or unit plan may request resources for any new allocations. All budget requests submitted through program review are tied to the institutional mission, goals, and learning outcomes [CR.2.3]

The Integrated Planning and Budgeting process at the College is illustrated in a model [CR.2.4] that places the College mission, vision, values, and institutional goals as central to the cyclical nature of the model. The model demonstrates the cyclical nature of the process. In establishing priorities, college governance committees and program review task force members review resource requests to ensure alignment with College goals and priorities.

Peralta Colleges provide a template to prepare a unit's Comprehensive Program Review/Annual Program Update (APU) [CR.2.3]. The information gathered during the program review process provides the basis for informed decision making at the College and in the Peralta District. The Comprehensive Program Review/APU is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they

are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Comprehensive Program Review /APU is a document which reflects continuous quality improvement. Additionally, the Comprehensive Program Review/APU provides a vehicle for which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

When preparing the Comprehensive Program Review/ APU, one must tie the program's mission and goals to the College mission and District and strategic goals. Each type of unit (CTE, Instructional, Library Services, Counseling, Non-Instructional, Counseling, and District Service Center) has its own Annual Program Update template. Each of these templates requires the program/unit to align its mission and goals both to the College's mission and the College's Annual Goals. Further, College of Alameda is implementing a Budget Request form [CR.2.5] that will be used when a department or program requests funding. The form requires the requestor to tie their request to the College mission, the EMP Goals, and Annual Goals; ensure the request is included in the program review or unit plan; specifically identify the budget request using accounting codes used by the College and District, and submit an evaluation of the project goals and outcomes.

Programs use the Comprehensive Program Review/APU to request resources [CR.2.3; CR.2.5]. Once the comprehensive program reviews are completed (normally in December), a task force is convened to assess the validity and completeness of the comprehensive program reviews. Within the task force, small groups are formed and each group assesses comprehensive

program reviews on the basis of the overall assessment of the program review, including whether the narrative information is complete and all elements of the program review are addressed; the analysis of the data is thorough; conclusions and recommendations are well-substantiated and relate to the analysis of the data; planning goals are articulated in the report; and if the resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals. If comprehensive program reviews are found to be complete, the unit's resource requests are moved forward. In some cases, if the comprehensive program reviews is found to be lacking some information, the unit has a chance to update and resubmit the comprehensive program review to the validation committee [CR.2.6]. In cases where a unit fails to do a comprehensive program review/APU, they are not eligible for any allocation of resources over the base allocation. [CR.2.7; CR.2.8]

Resource requests are compiled in January after the validation of comprehensive program reviews. Resource requests for new faculty are vetted and ranked through the Academic Senate and forwarded to the President who makes the final determination on new faculty ranking before submitting the lists to District Planning committees [CR.2.9]. Resource requests for all other requests are compiled before being forwarded to District Planning committees. Resource requests are forwarded to District level committees in March [CR.2.10]. As the College mission and goals are the basis for comprehensive program reviews/APUs and other funding requests, the College demonstrates that the mission and goals drive the resource allocation prioritization process.

Other integral planning documents reinforcing that planning is driven by the College mission and goals include the Educational Master Plan [CR.2.4], the SSSP Plan [CR.2.11], Institutional Effectiveness Partnership Initiative [CR.2.12], and the Equity Plan [CR.2.13].

The College of Alameda Equity Plan 2015-2016 was developed using the College mission and Districtwide strategic goals to bridge the equity gap for the population served by the College [CR.13]. The College mission is to serve the educational needs of our diverse community by providing programs and resources that empower students to achieve their goals. The Executive Summary of the Equity Plan states that “Diversity is valued at the College of Alameda through our institutional values and commitment to social justice and educational equity.” Each initiative of the Equity Plan ties to the College mission and strategic goals. For instance, Access is one of the initiatives of the Equity Plan [CR.2.14]. This initiative maps to the Districtwide goals of increasing enrollment for programs and course offerings in basic skills, English as a Second Language, CTE, and transfer. Another of the Districtwide goals is to address the achievement gap through fully implementing the student success and equity plans. By implementing the equity plan at CoA, the College is tying the mission and goals to planning and resource allocation.

The 2016-2021 College of Alameda Educational Master Plan demonstrates the College’s efforts to strengthen educational planning with the perspective of advancing integrated planning processes across the College, as well as the District as a whole [CR.2.4].

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

**2015 COLLEGE RECOMMENDATION 2**

The College of Alameda has accomplished the recommendation and meets associated Standards I.A.4., III.A.1., III.B.1., III.D.1.

<b>Date</b>	<b>Action</b>
<b>September 2014</b>	Annual College Planning Handbook updated
<b>October 22, 2014</b>	College Planning Handbook approved by College Council [CR.2.15]
<b>March 11, 2015</b>	14-15 APU Prioritization for 15-16 allocations compiled [CR.2.8]
<b>September 21, 2015</b>	Budget Committee sets annual goals [CR.2.16]
<b>September 21, 2015</b>	Draft Budget Calendar presented to Budget Committee [CR.2.16]
<b>November 16, 2015</b>	Planning & Integration model updated & approved by Budget Committee [CR.2.17]
<b>February 8, 2016</b>	Planning & resource allocation integration calendar presented to and approved by Budget Committee [CR.2.18]
<b>February 8, 2016</b>	College of Alameda Institutional Planning 2016 draft presented to Budget Committee [CR.2.18]
<b>February 24, 2016</b>	Planning & resource allocation integration calendar presented and approved by College Council
<b>April 2016</b>	Integrated Planning document approved by Budget Committee and College Council [CR.2.19]

**EVIDENCE: RECOMMENDATION 2**

[CR.2.1 Institutional planning document](#)

[CR.2.2 Planning and budget calendar](#)

[CR.2.3 Peralta Community College District Annual Program Update Template](#)

[CR.2.4 Education Master Plan, pages 12-13](#)

[CR.2.5 Budget request form](#)

[CR.2.6 Program Review Validation form and signature page, Math](#)

[CR.2.7 2014-2015 APU Prioritization](#)

[CR.2.8. 2015-2016 APU Prioritization](#)

[CR.2.9 CoA Faculty prioritization 2015](#)

[CR.2.10 CoA Prioritized Summary of New Resource Requests](#)

[CR.2.11SSSP Plan](#)

[CR.2.12 Institutional Effectiveness Partnership Initiative](#)

[CR.2.13Equity Plan](#)

[CR.2.14 Equity Plan, pages 26-41](#)

[CR.2.15 College Council Minutes, October 22, 2014](#)

[CR.2.16 Budget Advisory Committee Minutes, September 21, 2015](#)

[CR.2.17 Budget Advisory Committee Minutes, November 16, 2015](#)

[CR.2.18 Budget Advisory Committee Agenda, February 8, 2016](#)

[CR.2.19 Budget Advisory Committee Minutes, April 2016](#)

### **COLLEGE RECOMMENDATION 3**

*Recommendation 3- In order to meet the Standards and U.S. Department of Education requirements, the team recommends the College adopt institutional-set standards that will adequately measure satisfactory performance of student achievement. The team also recommends that the College's governance process be involved in the determination of these standards and the methodology used to set the standards be explained to justify reasonableness of these standards. When the College falls below these standards, the team recommends institution-wide discussion of action, and documentation of such, to be taken to improve performance. (I.B.1-6, IV.A.3)*

#### **DESCRIPTIVE SUMMARY**

The Institutional Set Standards are integral to the College community and the community plays a part in the adoption of said standards. To ensure institutional quality, the College adopts Institutional Set Standards and posts the standards on the website annually [CR.3.5]. As referenced in the self-evaluation, institutional set standards discussions were incorporated in the fall 2014 Flex (Opening) day presentation by the Vice-President of Instruction. The presentation included an overview of the institutional set-standard framework and the College set benchmarks [CR.3.1].

To demonstrate the college's commitment to review performance indicators, recommend remediation strategies, and ensure a continuous link to the mission and goals of the college, a comprehensive review of the institutional set standards assessment, findings and outcomes was completed in 2015-2016. The lead participatory governance committee was the Planning, Research and Institutional Effectiveness Committee (PRIEC). As a component of the College's cyclical review process, in fall 2015 a campus wide dialog began regarding the assessment of Institutional Set Standards. These discussions included presentations at Academic Senate,

Department Chair Council, Senior Leadership Team, Executive Council, and College Council.

The evaluation of set standards is linked to the College's three year planning and program review cycle. The Institutional Set Standards were adopted by College Council at its meeting on April 27, 2016 [CR.3.9].

The Planning, Research, and Institutional Effectiveness Committee (PRIEC) served as the oversight committee in reviewing and recommending revisions to institutional set-standards. PRIEC reviewed research regarding best practices and procedures followed by other California community colleges [CR.3.2]. After PRIEC committee discussion and feedback, metrics endorsed by the California Community College Chancellor's Office Research and Planning (RP) group were adopted as a research based framework to develop the College's institutional set standards. Based on these recommended metrics, the District Institutional Research Office developed queries to gauge College of Alameda data. The set standards are data-driven and follow the methodologies adopted by the California Community Colleges Research and Planning Group. After completing an analysis of the data and metrics, PRIEC forwarded a recommendation to College Council for seven institutional set-standards, using the adopted methodology framework [CR.3.3]. The standards cover the required two ACCJC institutional set-standard, United States Department of Education requirements, and additional college set-standards. The institutional set-standards benchmarked and assessed by the college are:

- Number of students who transferred to a 4 year institution
- Number of student completion of degrees per year
- Number of student completion of certificates per year

- Student Retention (Percentage of students who are retained Fall to Fall)
- Course Completion (percentage of students who successfully complete a course)
- Career Technical Education Job Placement Rates
- Career Technical Education Licensure Exam Pass Rates

The recommendation was reviewed, discussed, and adopted by the Academic Senate, Department Chairs Council, Senior Leadership Team, Executive Council, and College Council in December 2015 [CR.3.4]. Information on the institutional set standards is posted on the college website and is available at <http://alameda.peralta.edu/planning-documents/institutional-set-standards/> [CR.3.5]. The results of relating to the seven set-standards were documented in the College's annual report to ACCJC in March 2016 [CR.5.16].

The college undertook a revision of the program review process and documentation in 2014-2015. The participatory governance committee, Program Review Taskforce [CR.5.17], reviewed and revised the comprehensive program review handbook. The revised handbook was adopted and launch in Fall 2015 [see College Recommendation 5]. Program and service areas are required to respond to specific student performance indicators. As an example, below are two of the prompts required of programs and service areas to respond to in the comprehensive program review handbook, page 12 [CR.5.18].

*Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?*

*Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?*

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

**2015 COLLEGE RECOMMENDATION 3**

The College of Alameda has accomplished the recommendation and meets associated Standards I.B.1-6, IV.A.3.

The College has adopted institutional-set standards required by the United States Department of Education and accreditation requirements. The College participatory governance process discusses student achievement and performance data to establish set standards. An evaluation methodology has been approved to measure College progress in meeting the institutional-set standards. The institutional-set standards and results are discussed at various levels of the participatory governance structure and published on the College website.

<b>Date</b>	<b>Action</b>
<b>Fall 2014 Flex Day</b>	Vice-President of Instruction presented institutional set-standards [CR.3.1]
<b>Spring 2015 Flex Day</b>	Updated College on institutional set-standard achievement [CR.3.6]
<b>March 25, 2015</b>	Vice-President of Instruction presented to College Council on institutional set-standards and institutional effectiveness indicators [CR3.7]
<b>April 16, 2015</b>	Vice-President of Instruction presented to Academic Senate on institutional set-standards and institutional effectiveness indicators [CR.3.8]
<b>April 22, 2015</b>	College Council accepted institutional set-standards and institutional effectiveness indicators [CR.3.9]

## ***COLLEGE of ALAMEDA***

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<b>May 7, 2015</b>	Vice-President of Instruction continued conversation with Academic Senate on institutional set-standards and institutional effectiveness indicators [CR.3.10]
<b>May 14, 2015</b>	Academic Senate agreed on institutional set-standards and institutional effectiveness indicators [CR.3.11]
<b>June 25, 2015</b>	Vice-President of Instruction presented at Leadership Planning Luncheon [CR.3.12]
<b>August 2015</b>	Vice-President of Instruction presented at College of Alameda Management Retreat [CR.3.13]
<b>September 17, 2015</b>	Vice-President of Instruction presented revised framework to Planning, Research and Institutional Effectiveness Committee [CR.3.2]
<b>October 1, 2015</b>	Continued discussion about revised institutional set-standards framework to Planning, Research and Institutional Effectiveness Committee [CR.3.14]
<b>November 5, 2015</b>	Concluded discussion on revised institutional set-standards framework to Planning, Research and Institutional Effectiveness Committee. Passed recommendation to College Council [CR.3.15]
<b>December 2015</b>	College Council adopted recommendation from Planning, Research and Institutional Effectiveness Committee. [CR.3.4]
<b>January 2016</b>	Institutional Set-Standards webpage revised [CR.3.5]
<b>March 2016</b>	Institutional Set-Standards documented in ACCJC Annual Report [CR.3.16]
<b>April 2016</b>	Revised Institutional Set-Standards adopted by College Council

**EVIDENCE: RECOMMENDATION 3**

[CR.3.1 Flex Day Presentation 2014](#)

[CR.3.2 Planning, Research, Institutional Effectiveness \(PRIEC\) Committee Minutes- September 17, 2015](#)

[CR.3.3 PRIEC Recommendation](#)

[CR.3.4 College Council Minutes- December 2015](#)

[CR.3.5 Institutional Set Standards Webpage](#)

[CR.3.6 Flex Day Presentation 2015](#)

[CR.3.7 College Council Minutes- March 25, 2015](#)

[CR.3.8 Academic Senate Agenda- April 16, 2015](#)

[CR.3.9 College Council Agenda- April 27, 2015](#)

[CR.3.10 Academic Senate Agenda- May 7, 2015](#)

[CR.3.11 Academic Senate Agenda- May 14, 2015](#)

[CR.3.12 Leadership Planning Luncheon](#)

[CR.3.13 College of Alameda Management Retreat](#)

[CR.3.14 Planning, Research, Institutional Effectiveness Committee Minutes- October 1, 2015; November 5, 2015](#)

[CR.3.15 Planning, Research, Institutional Effectiveness Committee Minutes- November 5, 2015](#)

[CR.3.16 Institutional Set-Standards documented in ACCJC Annual Report](#)

[CR.3.17 Program Review Taskforce Webpage](#)

[CR.3.18 Comprehensive Program Review Handbook, page 12](#)

## **COLLEGE RECOMMENDATION 4**

*Recommendation 4- In order to meet the Standard, the team recommends that formal processes be put into place to document the discussion of student learning. (I.B.1)*

### **DESCRIPTIVE SUMMARY**

The discussion of student learning is continuous at the College. Dialog and discussion around student learning are captured at division and department meetings [ CR.4.13; CR.4.16; CR.4.17; CR.4.19; CR.4.20; CR.4.23], participatory governance committees [CR.4.7; CR.4.14; CR.4.15], academic senate [CR.4.12] as well as workshops [CR.4.11; CR.4.24]. Student learning outcomes are a standing agenda item for discussion at each academic and student services division meetings. These discussions include assessment, analysis, and alignment with institutional outcomes and effectiveness.

Several College participatory governance committees have formal processes to discuss student learning. These committees include faculty, professional staff, students and administrators. In Fall 2015, the College evaluated the effectiveness of the single IEC/SLO Coordinator model and determined that a distributed coordination model would prove more effective than a consolidated coordination model. The distributed coordination model was adopted by the College creating an IEC/SLO coordinator for each division (Division I, Division II, and Student Services). This model strengthens the infrastructure, broadens the institutional knowledge through cross-training, and ensures consistent leadership regarding student learning.

The Planning, Research and Institutional Effectiveness Committee (PRIEC) Committee is the formal College body for discussions and recommendation regarding student learning. The committee charge is:

*The mission of the Planning, Research and Institutional Effectiveness Committee (PRIEC) is to ensure that the College maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs), and the use of data and assessment results to inform decision-making. All of these activities are accomplished with the purpose of improving programs and services and increasing student success and institutional quality.*

Student learning was central to several recommendations made by PRIEC in 2015-16. In fall 2015, the College, through its participatory governance process, reviewed and revised its Institutional Set Standards [see College Recommendation 3]. After dialog on student learning, the PRIEC reached consensus that the implications to student learning are central tenants in setting institutional set standards. Student learning infuses all elements of our values and vision [CR.4.3; CR.4.4]. The College vision and value statements were discussed and recommended for reaffirmation to College Council [CR.4.1; CR.4.2]. As part of the three-year planning cycle, PRIEC reviewed and recommended reaffirmation of the College's Institutional Learning Outcomes [CR.4.5; CR.4.6]. PRIEC adopted an assessment rubric which was completed and recommended to College Council [CR.4.7].

College Council serves as the overarching participatory governance body at College of Alameda. The Council reviews and discusses recommendations from other participatory governance committees and determines recommendations to be sent to the College President for

review and approval. During the 2015-16 academic year, College Council received recommendations from PRIEC to adopt the revised Institutional Set Standards, ILOs, ILO Assessment Rubric, and the College value and vision statements. Following discussion, all of these items were adopted and forwarded to the College President for approval [CR.4.5; CR.4.6; CR.4.7].

Learning outcomes are approved for courses and programs through the curriculum approval process. Student learning addendums are stored and are available to the public through the College's curriculum inventory system, CurricuNET Meta [CR.4.8]. All courses and programs have ongoing assessment of learning outcomes. The College uses a technology solution, Taskstream, as the repository of learning outcomes, assessment data and findings. All learning outcomes (course, program, service area) are assessed within the three-year program review cycle [see College Recommendation 6].

Program review serves as the foundation for the planning and resource request processes for the College [see College Recommendation 5]. During the 2014-15 academic year, the program review process was evaluated and revised [CR.4.9]. Program review follows a three-year cyclical process, comprised of a comprehensive program review in year one, and followed by two annual program updates. Program and service areas are required to address specific questions relating to learning outcomes. The following examples are from page 8 of the comprehensive program review handbook [CR.4.31].

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled?

- Briefly describe at least three of the most significant changes/improvements your discipline, department or program made in the past three years as a response to course and program assessment results.
- Briefly describe at least three of the most significant examples of your discipline, department, or program plans for course and/or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.
- Describe effective and innovative strategies used by faculty to involve students in the learning process.

After an assessment of the program review process, the Planning, Research, and Institutional Effectiveness Committee (PRIEC) facilitated a newly implemented validation procedure, where teams read, reviewed, and commented on all program reviews [CR.4.10].

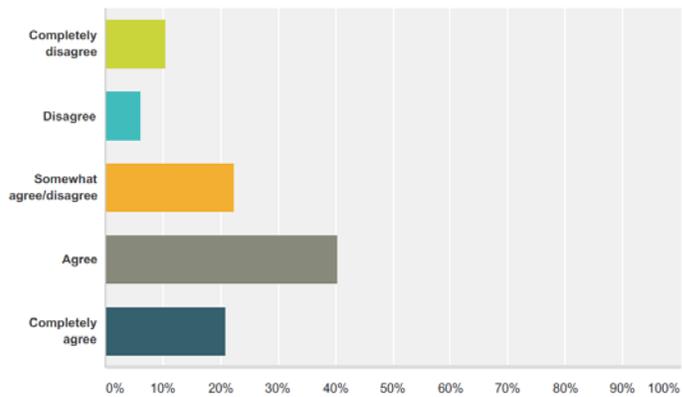
Student learning is linked to College resource requests through program review. Departments are required to link any request for resources to an Institutional Learning Outcome (ILO). The program review resource request form, page 17 [CR.4.32], and the program review goals alignment form, page 18 [CR.4.33], require programs and services areas to connect to the institutional learning outcomes and strategic goals.

To broaden the dialog and capture campus feedback regarding student learning outcomes and assessment, four targeted questions were included in the Employee Voice Survey. The survey was distributed to all College employees through email in February 2016. A

preponderance of the responses indicated employees feel the following: student learning is central to the College; employees have opportunities to participate in shaping student learning and there is widespread knowledge of the Institutional Learning Outcomes (ILO) [CR.4.25].

**Q42 I believe that COA has made student learning outcomes and assessment a focus for the college.**

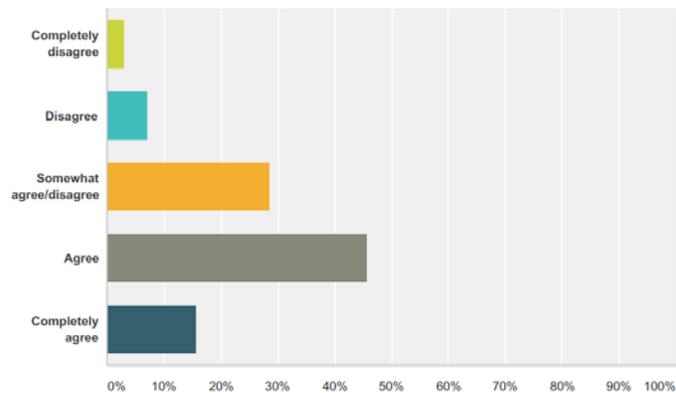
Answered: 67 Skipped: 21



Source: Employee Voice Survey [CR.4.25]

**Q45 I am familiar with Institutional Student Learning Outcomes (ISLOs) and their purpose.**

Answered: 70 Skipped: 18



Source: Employee Voice Survey [CR.4.25]

Formal processes for documenting the student learning discussion include professional development activities. Examples of professional development activities include the Breaking Barriers Lecture Series, Faculty First Fridays, Chair Seminars, and Spring 2016 Opening Day workshops [CR.4.27; CR.4.28; CR.4.29; CR.4.30]. During spring 2016, a team of faculty and administrators attended the ACCJC workshop: Taking Assessment to the Program Level [CR.4.11]. The information gathered at the workshop was shared with faculty through division meetings, the weekly campus bulletin (*CoA Splash*, Vol 6. March 11, 2016) [CR.4.26], and PRIEC.

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

**2015 COLLEGE RECOMMENDATION 4**

The College of Alameda has accomplished the recommendation and meets associated Standard I.B.1.

The College has established multiple processes to have formal discussion of student learning. At the local level, student learning is an agenda item at Division meetings and student learning and assessment results are captured in program and service area program reviews. At the institutional level, participatory governance committees discuss student learning routinely and formally adopt and assess institutional learning outcomes as part of the three year College planning cycle.

Date	Action
<b>September 3, 2015</b>	Academic Senate discussion on student learning [CR.4.12]

## **COLLEGE of ALAMEDA**

ACCJC Follow-up Report, October 2016

<b>September 17, 2015</b>	ILO Discussion Planning, Research, and Institutional Effectiveness Committee [CR.4.1]
<b>September 22, 2015</b>	Division I meeting; student learning agenda item [CR.4.13]
<b>October 6, 2015</b>	Curriculum Committee Presentations [CR.4.14]
<b>November 2015</b>	Curriculum Committee Presentations [CR.4.15]
<b>October 1, 2015</b>	ILO reaffirmation Recommendation Planning, Research, and Institutional Effectiveness Committee [CR.4.2]
<b>October 23, 2015</b>	College Council discussion and adopt ILO recommendation [CR.4.7]  “Take Care of SLO Business Workshop”
<b>October 27, 2015</b>	Division I meeting; student learning agenda item [CR.4.16]
<b>October 27, 2015</b>	Division II meeting; student learning agenda item [CR.4.17]
<b>November 11, 2015</b>	Program Review/Annual Unit Plans due
<b>November 19, 2015</b>	Program Review validation meeting [CR.4.18]
<b>November 24, 2015</b>	Division I meeting; student learning agenda item [CR.4.19]
<b>November 24, 2015</b>	Division II Meeting [CR.4.20]
<b>December 2, 2015</b>	Program Review validation meeting [CR.4.21]
<b>January 2016</b>	PASS Projects summary document distributed [CR.4.22]
<b>January 21, 2016</b>	Joint Division meeting; student learning on agenda [CR.4.23]

## **COLLEGE of ALAMEDA**

ACCJC Follow-up Report, October 2016

<b>January 22, 2016</b>	Improving Student Success in Math workshop [CR.4.24]
<b>February 2016</b>	Distributed Employee Voice Survey [CR.4.25]
<b>February 19, 2016</b>	ILO Rubric and assessment discussed at Planning, Research, and Institutional Effectiveness Committee [CR.4.5]
<b>March 17, 2016</b>	ILO rubric and assessment results endorsed by Planning, Research, and Institutional Effectiveness Committee [CR.4.6]
<b>March 3, 2016</b>	the ACCJC workshop: Taking Assessment to the Program Level [CR.4.11]
<b>April 27, 2016</b>	College Council discussions and acceptance of ILO assessment and rubric [CR.4.7]

### **EVIDENCE: RECOMMENDATION 4**

[CR.4.1 Planning, Research, and Institutional Effectiveness \(PRIEC\) Committee Minutes- September 17, 2015](#)

[CR.4.2 PRIEC Recommendation on ILO](#)

[CR.4.3 PRIEC Recommendation on College Values/Vision](#)

[CR.4.4 College Council Minutes- October 28, 2015](#)

[CR.4.5 Planning, Research, and Institutional Effectiveness \(PRIEC\) Committee Minutes- February 18, 2016,](#)

[CR.4.6 PRIEC Recommendation on ILO Assessment Rubric](#)

[CR.4.7 College Council Minutes April 27, 2016](#)

[CR.4.8 Sample Curriculum SLO Addendum](#)

[CR.4.9 Sample Program Review Booklet](#)

[CR.4.10 Sample Program Review validation Form](#)

## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

[CR.4.11 ACCJC workshop: Taking Assessment to the Program Level](#)

[CR.4.12 Academic Senate Agenda- September 3, 2015](#)

[CR.4.13 Division I Meeting Minutes- September 22, 2015](#)

[CR.4.14 Curriculum Committee Minutes- October 6, 2015](#)

[CR.4.15 Curriculum Committee Minutes- November 3 2015](#)

[CR.4.16 Division I Meeting Minutes- October 27, 2015](#)

[CR.4.17 Division II Meeting Minutes- October 27, 2015](#)

[CR.4.18 Program Review Validation meeting \(PRIEC Minutes\) - November 19, 2015](#)

[CR.4.19 Division I Meeting Minutes- November 24, 2015](#)

[CR.4.20 Division II Meeting Minutes- November 24, 2015](#)

[CR.4.21 Program Review Validation meeting \(PRIEC Minutes\) - December 3, 2015](#)

[CR.4.22 PASS Project Summaries](#)

[CR.4.23 Joint Division Meeting Minutes- January 21, 2016](#)

[CR.4.24 Improving Student Success in Math workshop](#)

[CR.4.25 Employee Voice Survey Results: Questions 40-49](#)

[CR.4.26 CoA Splash, Vol 6. March 11, 2016](#)

[CR.4.27 Faculty First Fridays](#)

[CR.4.28 Breaking Barriers Lecture Series](#)

[CR.4.29 Spring 2016 Flex Workshops](#)

[CR.4.30 Chair Seminars 2015](#)

[CR.4.31 Program Review Handbook, page 8](#)

[CR.4.32 Program Review Handbook, page 17](#)

[CR.4.33 Program Review Handbook, page 18](#)

## **COLLEGE RECOMMENDATION 5**

*Recommendation 5- In order to meet the Standards and Eligibility Requirement, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, re-evaluation, and continuous improvement (I.B.6, I.B.7, II.A.2.f, and ER 19)*

### **DESCRIPTIVE SUMMARY**

The College is committed to continuous improvement and strives to exceed the Standards in order to achieve institutional effectiveness. The College assesses its governance structure and decision making processes through an ongoing and systematic cycle of evaluation. The systematic cycle includes dialog through the participatory governance committees, campus surveys, such as employee voice [CR.5.1] and institutional effectiveness [CR.5.2], and review of planning documents. Planning is guided by the Institutional Planning Handbook. The handbook is updated annually based on recommendations from participatory governance groups, such as Budget Advisory Committee [CR.5.3]. Recommendations are discussed in College Council for consideration for adoption and forwarded to the College President for approval on April 27, 2016 [CR.5.4]. The 2015-16 Planning Handbook [CR.5.5] was modified to reflect changes identified during the review cycle in 2014-2015.

The formal process of program review evaluation is facilitated in a collaborative process by a Districtwide program review taskforce. This committee provides guidance and recommendations to the District Education Sub-Committee of the District Planning and Budget Council (PBC) and the District Academic Senate. PBC presents considerations to Chancellor's Cabinet for adoption. As part of the program review process, the program review taskforce

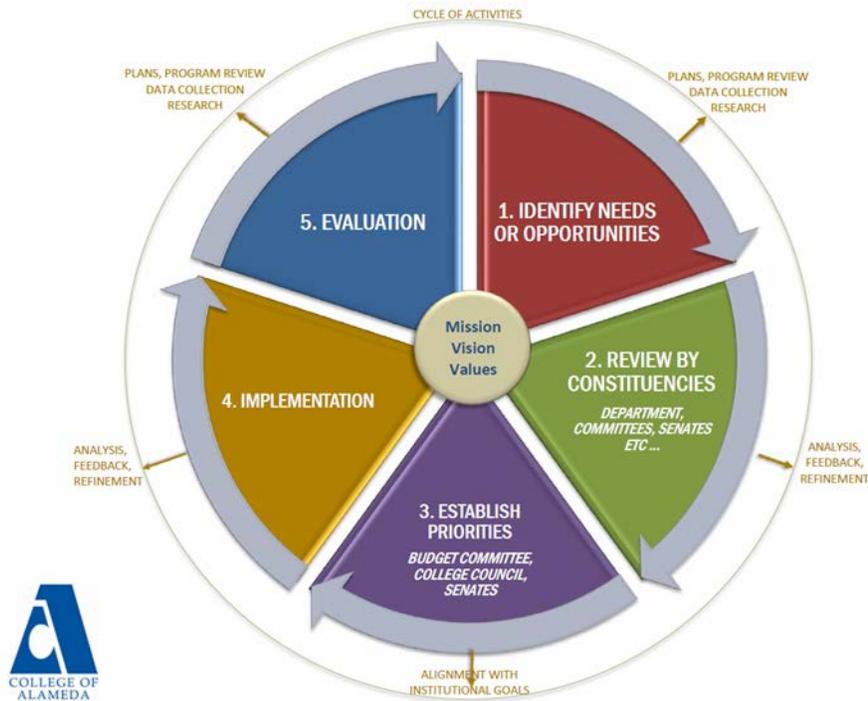
[CR.5.6] during the 2014-15 academic year reviewed and revised the comprehensive program review booklet [CR.5.7]. The updated comprehensive program review booklets for instruction [CR.5.8], non-instructional [CR.5.9], counseling [CR.5.10], library [CR.5.11], and CTE programs [CR.5.12] were implemented in 2015-16. In 2015-16 program review taskforce reviewed and revised [CR.5.13] the annual program update (APU) forms. The revised annual program update (APU) forms [CR.5.14] will be implemented in 2016-17 academic year. The College established a three year comprehensive program review cycle 2015-2023 [CR.5.15].

To provide a framework for continuous improvement and transparent communication related to College planning and accreditation, a series of publications and informational items have been produced and distributed to the campus. Documents are posted on the College webpages, such as accreditation [CR.5.16], program review [CR.5.17], and college planning [CR.5.18], for open access to planning processes.

To assess the resource allocation process, the College follows a five step integrated planning and budget framework. The integrated planning and budget framework includes:

- Identify Needs and/or Opportunities
- Review by Constituencies
- Establish Priorities
- Implementation
- Systematic Evaluation

### Integrated Planning and Budgeting



The resource allocation process follows the planning and budget calendar [CR.5.19]. The process includes the compilation and prioritization of program review resource requests (Instruction, Student Services, and Administration). Recommendations are reviewed and prioritized at the Executive Council level, indicating if/when the resource request was fulfilled and the funds to be allocated. As part of the systematic resource allocation process and continuous improvement, the program review process evaluates previous year expenditures to inform planning and budgeting during the 2016-2017 academic year. Examples include the analysis of spending trends by departments to allocate instructional supplies [CR.5.20] and instructional equipment [CR.5.21]. Recommendations are brought to the College Budget Advisory Committee for consideration [CR.5.22; CR.5.23].

The Program review process is the foundation of the college resource allocation process and goal alignment between the college and the district. Programs and service area are required to link all resource requests (human, technology, supplies, equipment, facilities, and professional development) to the College learning outcomes and strategic goals [CR.5.24]. Furthermore, programs and service areas submit a goal alignment form, as part of program review, demonstrating the connection between program and service area planning and College institutional learning outcomes and strategic goals [CR.5.25].

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE 2015 COLLEGE**

### **RECOMMENDATION 5**

The College of Alameda has accomplished the recommendation and meets associated Standards I.A.4., III.A.1, III.B.1, and III.D.1.

In 2014-2015 the College, in conjunction with the other District Colleges, began the assessment and review of the program review process. This review led to the revision of the comprehensive program review handbook. The revised comprehensive program review handbook was implemented in Fall 2015. This coincided with the start of the three year program review cycle. During the 2015-2016 academic year the annual program update document was discussed and reviewed. A revised document will be implemented in Fall 2016. The College follows a continuous three year planning cycle. The current cycle began in Fall 2015 and will conclude in Spring 2018. In the 2015-2016 through the participatory governance process the

## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

College reviewed and revised the Institutional Planning and Budget Handbook and an annual integrated planning and budget calendar.

<b>Date</b>	<b>Action</b>
<b>September 2014</b>	Annual College Planning Handbook updated [CR.5.24]
<b>October 22, 2014</b>	College Planning Handbook approved by College Council [CR.5.25]
<b>March 11, 2015</b>	14-15 APU Prioritization for 15-16 allocations compiled [CR.5.26]
<b>September 21, 2015</b>	Budget Committee sets annual goals [CR.5.27]
<b>September 21, 2015</b>	Draft Budget Calendar presented to Budget Committee [CR.5.28]
<b>November 16, 2015</b>	Planning & Integration model updated & approved by Budget Committee [CR.5.29; CR.5.30]
<b>February 8, 2016</b>	Planning & resource allocation integration calendar presented to and approved by Budget Committee
<b>February 8, 2016</b>	College of Alameda Institutional Planning 2016 draft presented to Budget Committee
<b>February 29, 2016</b>	CoA Institutional Planning 2016 draft emailed to committee members

<b>April 7, 2016</b>	CoA Institutional Planning 2016 draft approved by Budget Committee [CR.5.3]
<b>April 27, 2016</b>	CoA Institutional Planning 2016 draft approved by College Council [CR.5.4]

**EVIDENCE: RECOMMENDATION 5**

[CR.5.1 Employee Voice Survey- 2015](#)

[CR.5.2 Institutional Effectiveness Survey- 2015](#)

[CR.5.3 Budget Advisory Committee Meeting- April 11, 2016](#)

[CR.5.4 College Council Meeting- April 27, 2016](#)

[CR.5.5 Institutional Planning Handbook- 2016](#)

[CR.5.6 PCCD Program Review Taskforce Membership](#)

[CR.5.7 PCCD Program Review Taskforce Minutes Sample- April 8, 2015](#)

[CR.5.8 Instructional Programs Comprehensive Program Review Booklet](#)

[CR.5.9 Non-Instructional Programs Comprehensive Program Review Booklet](#)

[CR.5.10 Counseling Programs Comprehensive Program Review Booklet](#)

[CR.5.11 Library Programs Comprehensive Program Review Booklet](#)

[CR.5.12 Career Technical Education Programs Comprehensive Program Review Booklet](#)

[CR.5.13 PCCD Program Review Taskforce Minutes Sample- March 29, 2016](#)

[CR.5.14 Annual Program Update \(APU\) form](#)

[CR.5.15 College of Alameda 3 Year Program Review Cycle 2015-2023](#)

[CR.5.16 College of Alameda Accreditation Webpage](#)

[CR.5.17 College of Alameda Instructional Program Review Webpage](#)

[CR.5.18 College of Alameda Planning Documents Webpage](#)

[CR.5.19 College of Alameda Integrated Budget and Planning Calendar](#)

[CR.5.20 Instructional Supplies Budget Trends](#)

[CR.5.21 Instructional Equipment Budget Trends](#)

## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

[CR.5.22 Instructional Supplies Recommendations to Budget Advisory Committee](#)

[CR.5.23 Instructional Equipment Recommendations to Budget Advisory Committee](#)

[CR.5.24 Institutional Planning Handbook-2014](#)

[CR.5.25 College Council Minutes- October 22, 2014](#)

[CR.5.26 2014-15 Annual Program Update Prioritization](#)

[CR.5.27 Budget Committee Goal- 2016](#)

[CR.5.28 Draft Budget and Planning Calendar- 2016](#)

[CR.5.29 Budget Committee Minutes- November 8, 2015](#)

[CR.5.30 Integrated Planning and Budget Model Graphic](#)

[CR.5.31 Budget Committee Minutes- February 8, 2016](#)

## COLLEGE RECOMMENDATION 6

*Recommendation 6- In order to meet the Standards and the Eligibility Requirement, the team recommends that the College document the systematic assessment of course-level, program-level, and institutional learning outcomes and use this assessment to direct College and program improvement. (I.B.1, II.A.2.b, II.A.2.e, III.A.1.b, III.D.4; ER 10)*

### **DESCRIPTIVE SUMMARY**

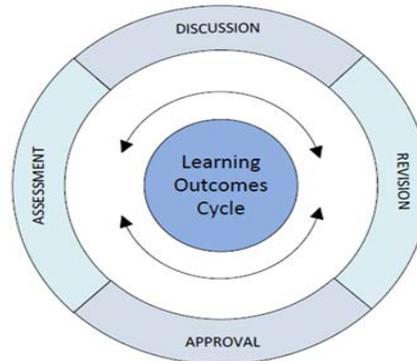
The College documents its systematic assessment of learning outcomes using the web-based enterprise system, Taskstream. Taskstream is a repository for course level, program level, service level, and institutional learning outcome assessments and findings.

To illustrate the cycle of continuous discussion and evaluation of student learning, the infographic below was created in collaboration with the College SLO coordinators and the Planning, Research and Institutional Effectiveness Committee (PRIEC).

Learning Outcomes (SLO, SAO, PLO, ILO) Assessment and Revision Cycle

The learning outcome assessment and revision process is an ongoing cycle that continuously improves course content and delivery methodologies and is a part of the larger 3 year program review cycle that the college is engaged in. It is a four part assessment cycle:

- 1: Learning outcomes are developed for new courses, program, and areas or established learning outcomes are revised based on assessment findings
- 2: Learning outcomes are approved or readopted through College integrated planning processes
- 3: Learning outcomes are assessed
- 4: Assessment findings are discussed to close the loop leading to continuation or revision of learning outcomes.



Previously, the College relied upon one faculty member to provide coordination for SLO activities. It was determined that a distributed coordination model would prove more effective than a consolidated coordination model. The adopted distributed coordination model comprises of an IEC/SLO coordinator for each division (Division I, Division II, and Student Services). This model strengthens the infrastructure, broadens the institutional knowledge through cross-training, and ensures consistent leadership regarding student learning.

To ensure campus-wide engagement with the assessment process, the three Student Learning Outcome and Assessment Coordinators (SLOACs) led a series of assessment seminars throughout the academic year, met individually with faculty members to discuss assessment strategies, and emailed follow-up reminders to faculty. SLOACs presented at division and department meetings, offered assessment tips, and made themselves available for questions and individual support. To foster the campus culture of assessment, SLOACs worked with the administration to distribute copies of *Barbara E. Wolvoord's Assessment Clear and Simple*. SLOACs also provided updates and offered assessment suggestions at Academic Senate meetings (March 17, 2016), attended ACCJC workshops on specific aspects of the assessment process (March 3, 2016), and disseminating effective practices to the campus [CE.6.24; CR.6.25].

### **Student Learning Outcomes**

Course level outcomes assessment is stored in the Taskstream System. Departments document assessment results and findings in this system. These findings are the basis for changes to course level SLOs and broader discussions on student learning. The Taskstream System

enables departments to view all associated courses and their status on assessment and findings. [CR.6.26]. Taskstream enables departments to view individual courses. Additionally, stand-alone courses can be mapped to institutional learning outcomes.

Assessment, discussion of findings, and revisions to SLOs are integrated into the program review cycle. Program review follows a three-year cycle. Clusters of courses undergo assessment each academic year [CR.6.1]. [see College Recommendation 4]. Course assessments are tied to the three year program review cycle, which ensures continuous assessment and institutional effectiveness. Since student learning outcomes are a key component of program review, there is a direct impact on program and College improvement. To track progress of course level assessment and findings, the college regularly produces reports from Taskstream data elements illustrating compliance with continuous and systematic assessment, findings, and reflection of course level outcomes [CR.6.28].

The Program Review Handbook, page 8, requires that departments reflect and report on learning outcomes. Required items that are addressed include: [CR.6.2]

*Please answer the following questions and attach the Taskstream “At a Glance” report for your discipline, department, or program for the past three years.*

*Questions:*

- *How does your discipline, department, or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department, or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found.)*

- *Briefly describe at least three of the **most significant changes/improvements** your discipline, department, or program made in the past three years as a response to course and program assessment results.*
- *Briefly describe three of the **most significant examples** of your discipline, department, or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process.*

All program review documents are validated and posted on the College website at <http://alameda.peralta.edu/planning-documents/>. Departments undergoing program review are invited to the Curriculum Committee to deliver a presentation regarding the curricular, student learning needs, and findings for their department [CR.6.3; CR.6.4]. Departments address any upcoming curricular changes to the discipline; identify areas for collaboration; and provide reflections on student learning.

The College adopted a systematic curriculum review process to identify and deactivate courses that have not been taught in more than six semesters. These courses are deactivated and removed from the SLO assessment inventory [CR.6.5]. Deactivation increases the accuracy of reports generated from Taskstream. To increase clarity of the inclusion of learning outcomes and assessment throughout the College planning cycle and resource allocation process, flowcharts were created for service areas and instructional programs/departments to illustrate the integration of learning outcomes into College planning and program review cycles [CR.6.30; CR.6.31].

### **Program Level and Service Area Outcomes**

Program Level and Service Area Outcomes are posted in Taskstream. The College has 23 academic programs. The program level outcomes are assessed within the formal three-year program review cycle. All program level outcomes are mapped to institutional level outcomes

and provide continuous improvement and institutional effectiveness that impact career technical education and transfer programs. The College produces reports to track the assessment of program level outcomes within the three year program review cycle [CR.6.27] and similar reports are generated for search area outcomes [CR.6.29]. Most service areas exceed the three year cycle and assess outcomes and post findings on a yearly basis.

### **Institutional Learning Outcomes**

Institutional Learning Outcomes are mapped to Program Level and stand-alone course outcomes. This ensures alignment with the institutional strategic goals and objectives and informs the planning and resource allocation process.

The College adopted five Institutional Learning Outcomes (ILOs),

- **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 [CR.6.6].

Institutional Learning Outcomes (ILO) are reviewed every three years as part of the College planning process. The current review cycle began during the fall 2015 semester. The Planning, Research and Institutional Effectiveness Committee (PRIEC) reviewed the ILOs over the course of multiple meetings [CR.6.7]. A recommendation to reaffirm the ILOs was forwarded to College Council and approved at its October 28, 2015 meeting [CR.6.8].

Following the approval/reaffirmation of the ILOs, a second phase of the continuous planning and review process began with the assessment phase. PRIEC established an assessment rubric for the Institutional Learning Outcomes, which was recommended to College Council for adoption. [CR.6.9; CR.6.10] College Council approved the recommended evaluation methodology, rubric, and results in April 2016 [CR.6.11]. The ILO assessment rubric and results are posted on the College website at <http://alameda.peralta.edu/planning-documents/> [CR.6.20].

The College links ILOs to the allocation of resources. The main mechanism is through the program review process. All areas requesting funds must link the specific request to a College ILO. Below is an example from the Physics department [CR.6.12].

# COLLEGE of ALAMEDA

ACCJC Follow-up Report, October 2016

College: Alameda

Discipline, Department or Program: Physics/(Astronomy)

Contact Person: Patti Tsai

Date: 11/23/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	Full-time physics (or physics/astronomy) faculty member, effective Fall 2016 or Spring 2017.	1		p. 8	#1-5
Human Resources: Classified	Physics instructional aide Coordinator for faculty evaluations	3 4	10 hours/week Unknown	p. 8	#1-5 #1-5
Human Resources: Student Workers					
Technology					
Equipment	Laboratory equipment for Physics 4B	2	\$4400.00	p. 8	#1-2

In addition to connecting resource requests to the College ILOs, departments map their goals to the College ILOs. Below is an example from mathematics [CR.6.13].

# COLLEGE of ALAMEDA

ACCJC Follow-up Report, October 2016

College: Alameda

Discipline, Department or Program: Mathematics

Contact Person: Vanson Nguyen

Date: 11/13/15

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Hire 2 full-time faculty	ILO 1,2	A.1, A.3, A.4, B.2, D.1
2. Offer Math 206, accelerated pathway to statistics	ILO 1,2	A.1, A.3, C.2, D.1
3. Create Math Jam, preparation course for students before the semester begins and/or prepare for the assessment test	ILO 1,2	A.2, C.2, D.1
4. Introduce Supplemental instruction to basic skills courses	ILO 1,2	A.4, C.2
5. Activate and offer Math 1, Pre-Calculus, to accelerate students to Calculus	ILO 1,2	A.4, C.2
6. Improve hybrid offerings with technology	ILO 1,2	A.1, A.4, C.2
7. Offer accelerated 6 unit Algebra course as pathway to calculus for STEM majors.	ILO 1,2	A.1, A.4, C.2

ILOs guide program innovation and improvement through targeted projects. An example is the Peralta Accountability for Student Success (PASS) program. PASS is a program to foster innovation leading to improved student success. A competitive proposal process was used to select projects. Each funded project was mapped to the appropriate ILO. This mapping ensures that special projects funded by the College are aligned with the learning outcomes for the institution. Below is a snapshot of the PASS summary sheet [CR.6.15].

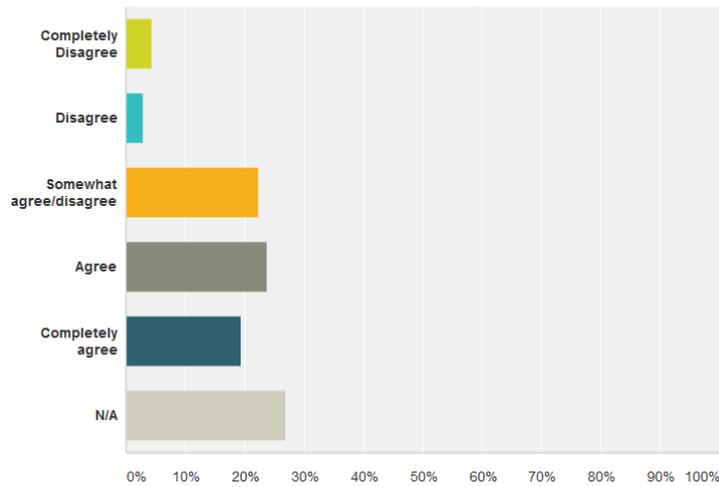
**2105-16 PASS PRJOECTS SUMMARIES- Instruction**

Project	District Goal	COA Institutional Learning Outcome
<b>MESA</b> The Mathematics, Engineering, Science Achievement (MESA) Program supports students to successfully transfer to four-year universities in science, technology, engineering and math (STEM) majors.  MESA at College of Alameda would provide our population of students the support needed to successfully transfer to a four-year university within a STEM Field. The program would positively impact the college’s persistence, retention and success rates and, has the potential to attract more students to the college.	A4, B2, C2	1, 2
<b>Chemistry</b> Rewrite a selection of experiments in the Chem1A and Chem30A/50 Laboratory Manuals for future use by all instructors. The current lab manuals used were composed years ago by Laney instructors, and need to be clarified both for students to comprehend, and for new instructors to use successfully.	A1, E4	1

An Employee Voice Survey was conducted in February to document campus feedback and perceptions on central planning, resource allocation, student learning, and facilities. Several questions directly related to the use of student learning outcomes in college planning and improvement. College employees indicated student learning is integral to program improvement, planning and resource allocation [CR.6.19].

**I engage other faculty in my department in dialogues about assessment results and subsequent action plans.**

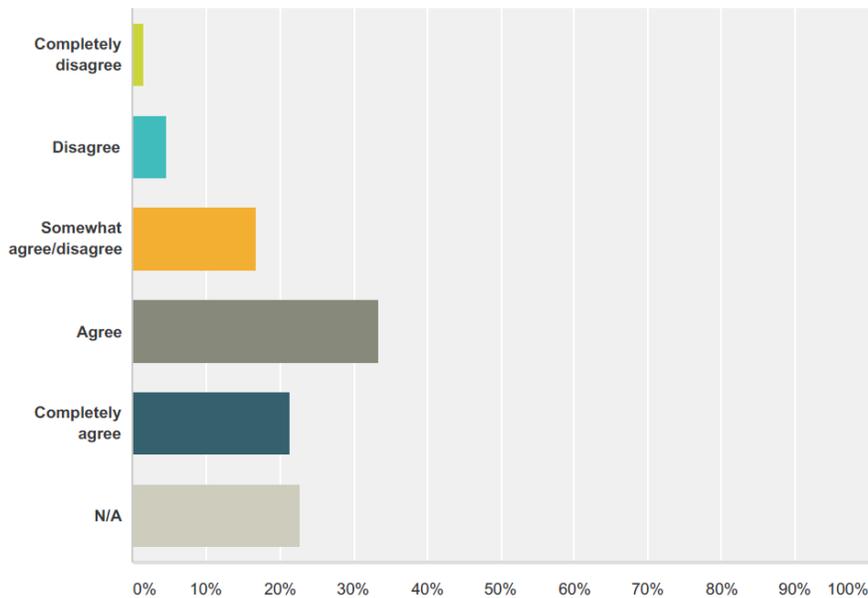
Answered: 67 Skipped: 21



Source: Employee Voice Survey [CR.6.19]

**Q47 I use assessment results to inform subsequent plans.**

Answered: 66 Skipped: 22



Source: Employee Voice Survey [CR.6.19]

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

**2015 COLLEGE RECOMMENDATION 6**

The College of Alameda has accomplished the recommendation and meets associated Standard I.B.1, II.A.2.b, II.A.2.e, III.A.1.b, III.D.4; and Eligibility Requirement 10.

All levels of learning outcomes (course, program, and Institutional) are integrated into the College planning and budget cycle. Course and program level outcomes assessment are documented in a enterprise system call *Taskstream*. Taskstream functions as the central repository of learning outcomes, assessment, and findings. Courses and program learning outcomes are assessed as part of the College three year program review cycle. The program review handbook requires departments/area to reflect on assessment finding and to tie goal and resource requests to learning outcomes. Institutional learning outcomes are assessed using a rubric adopted through the College participatory governance process. The Planning, Research, and Institutional Effectiveness Committee lead the review, assessment, and dialog concerning institutional learning outcomes. The assessment rubric and finding are posted on the College website.

Date	Action
<b>September 17, 2015</b>	ILO Discussion Planning, Research, and Institutional Effectiveness Committee
<b>October 1, 2015</b>	ILO reaffirmation Recommendation Planning, Research, and Institutional Effectiveness Committee
<b>October 20, 2015</b>	Curriculum Committee Presentations [CR.6.3]
<b>October 23, 2015</b>	College Council discussion and adopt ILO

## **COLLEGE of ALAMEDA**

ACCJC Follow-up Report, October 2016

	recommendation [CR.6.8]
<b>October 23, 2015</b>	Department Chair Seminar- Taskstream [CR.6.16]
<b>November 11, 2015</b>	Program Review/Annual Unit Plans due
<b>November 17, 2015</b>	Curriculum Committee Presentations [CR.6.4]
<b>November 19, 2015</b>	Program Review validation meeting [CR6.17]
<b>December 2, 2015</b>	Program Review validation meeting [CR6.18]
<b>January 2016</b>	PASS Projects summary document distributed [CR6.15]
<b>February 2016</b>	Employee Voice Survey [CR.6.19]
<b>February 18, 2016</b>	ILO Rubric and assessment discussed at Planning, Research, and Institutional Effectiveness Committee [CR.6.21]
<b>March 17, 2016</b>	ILO rubric and assessment results endorsed by Planning, Research, and Institutional Effectiveness Committee [CR.6.22]
<b>March 17, 2016</b>	Academic Senate student learning discussion [CR.6.24]
<b>April 27, 2016</b>	College Council discussions and acceptance of ILO assessment and rubric [CR.6.23]

### **EVIDENCE: RECOMMENDATION 6**

[CR.6.1 Program Review and Assessment 3 Year Cycle](#)

[CR.6.2 Program Review Handbook, page 8](#)

[CR.6.3 Curriculum Committee Minutes- October 20, 2015](#)

[CR.6.4 Curriculum Committee Minutes- November 17, 2015](#)

[CR.6.5 Curriculum Review and Deactivation Process](#)

[CR.6.6 Institutional Learning Outcomes](#)

## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

[CR.6.7 Planning, Research, Institutional Effectiveness \(PRIEC\) Committee Minutes- October 1, 2015](#)

[CR.6.8 PRIEC Recommendation ILO to College Council](#)

[CR.6.9 Planning, Research, and Institutional Effectiveness Committee Minutes- September 17, 2015](#)

[CR.6.10 College Council Minutes- October 28, 2015](#)

[CR.6.11 ILO Assessment Rubric and Results](#)

[CR.6.12 Sample Resource Request Form- Physics](#)

[CR.6.13 Sample Goal Alignment Form- Mathematics](#)

[CR.6.15 PASS Summaries](#)

[CR.6.16 Department Chair Seminar- Taskstream](#)

[CR.6.17 Program Review Validation meeting \(PRIEC Minutes\)- November 19, 2015](#)

[CR.6.18 Program Review Validation meeting \(PRIEC Minutes\)- December 3, 2015](#)

[CR.6.19 Employee Voice Survey](#)

[CR.6.20 College Planning Documents Webpage](#)

[CR.6.21 Planning, Research, and Institutional Effectiveness Committee Minutes- February 18, 2016](#)

[CR.6.22 Planning, Research, and Institutional Effectiveness Committee Minutes- March 17, 2016](#)

[CR.6.23 College Council Minutes- April 27, 2016](#)

[CR.6.24 Academic Senate Meeting- March 27, 2016](#)

[CR.6.25 ACCJC workshops](#)

[CR.6.26 Sample SLO Course Assessment and Finding Plan- Apparel Design and Merchandising](#)

[CR.6.27 Program Level Student Learning Outcomes Report](#)

[CR.6.28 Course Level Student Learning Outcomes Report](#)

[CR.6.29 Service Area Outcomes Report](#)

[CR.6.30 Service Area Learning Outcomes Flowchart](#)

[CR.6.31 Instructional Program/Department Learning Outcomes Flowchart](#)

## **COLLEGE RECOMMENDATION 7**

*Recommendation 7: In order to improve institutional effectiveness, the team recommends that the College document and use the assessment of student support services to engage in thoughtful reflection and improvement. (I.B.1, II.B.1, II.B.3.a, II.B.3.c, II.B.3.d, II.B.3.e, II.B.4, IV.A.)*

### **DESCRIPTIVE SUMMARY**

Assessment of the Student Services Division is conducted through a variety of evaluations which include Student Learning Outcomes, Program Reviews, Annual Program Updates and integrated budget plans. College of Alameda documents and uses the assessment of student support services to engage in thoughtful reflection and improvement through the Program Review Process, through the Student Services Leadership Team meetings, the Student Services Council meetings, and various program-level meetings. In addition, assessment and reflection occurs at the District level in collaboration with other PCCD colleges in district level meetings.

The Student Services Division uses Taskstream to annually assess the Student Learning Outcomes (SLO) for each unit and/or program. In Fall 2015, the College evaluated the effectiveness of the single IEC/SLO Coordinator model and determined that a distributed coordination model would prove more effective than a consolidated coordination model. The distributed coordination model was adopted by the College creating an IEC/SLO coordinator for each division (Division I, Division II, and Student Services). This model strengthens the infrastructure, broadens the institutional knowledge through cross-training, and ensures consistent leadership regarding student learning. The Student Services SLO Coordinator

provides ongoing support for student services departments to effectively update and assess SLOs or SAOs [CR. 7.1].

The Student Services Division uses the completion of the Program Review and Annual Program Update to assess, reflect, and improve on services and also to define human resources, facilities and technology priorities. For example, in the 2015-16 Health Services Program Review documented that students were served in nearly 600 mental health appointments throughout the year and there is still unmet need in this area [CR 7.2]. At the time of the APU, the Health Services Coordinator served three primary roles: directly providing counseling and supervising mental health interns; coordinating wellness events; and assuring that students have access to health services such as dental/ eye vouchers and referring students to Health Services at the CoA sister colleges. The PR requested additional campus facility space to expand services and to hire a part-time nurse to focus on physical health needs. Based on the documented need and outcomes of current services, the college has moved forward with advertising for a part-time nurse. Additionally, there are discussions and preliminary planning to use the health services fees to address an improved health services facility. In another example, in the 2014-15 Counseling Annual Program Update [CR 7.3] documented the increasing demand on the department based on the Student Success and Support Program mandates. Given that CoA's student: counselor ratio exceeded the statewide media ratio by more than three-fold, the college prioritized and advertised two additional counseling positions.

In addition, the documents drive the dialogue and discussion around student learning at division and department meetings, as well as participatory governance committees. For

example, Student Learning Outcomes are a standing agenda item for discussion at Student Services Council meetings [CR.7. 4]. These discussions include assessment, analysis, plans for improvement, and alignment with institutional outcomes and effectiveness. Several College participatory governance committees have formal processes to discuss student learning.

In addition to formal documentation, assessment, and reflection of student support services, CoA Student Services administrators, faculty and staff engage in ongoing dialogue, reflection, and improvement with its sister colleges. Shared reflection and efforts are crucial to improving the experience of students as over half of CoA students attend CoA and at least one other PCCD college during the semester. The constant “swirling” of students requires College of Alameda to coordinate closely with its three sister campuses to promote a seamless experience for students who attend multiple PCCD colleges per semester.

To promote student success and minimize the possible negative impact of swirling, CoA and its sister colleges hold district-wide student service meetings regularly throughout the semester. At these meetings administrators, faculty, and staff engage in reflection and improvement in the delivery of student services. For example, the directors of student life meet monthly [CR. 7.5]. Discussions and efforts may focus on district-related items such as reviewing and revising policies and procedures regarding student elections to promote civic engagement. As another example, counseling faculty from each campus attend monthly Counseling Functionality Team (CFT) meetings [CR. 7.6]. A current project of the CFT is developing a district-wide online probation workshop which will include a quiz function to assess student learning.

To improve institutional effectiveness, student services faculty, staff, and administrators attend regular trainings and professional development [CR.7.7]. The purpose of professional development is to maintain current academic and technical knowledge and skills; retraining to meet changing institutional needs or regulations; and the development of innovation and program effectiveness. Whenever possible, faculty and staff attend trainings/ conferences in teams. Updates and new ideas are shared back in Student Services Council or department meetings [CR. 7.8] for further discussion and evaluated for possible implementation.

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 7**

The College of Alameda has accomplished the recommendation and meets associated Standard I.B.1, II.B.1, II.B.3.a, II.B.3.c, II.B.3.d, II.B.3.e, II.B.4, and IV.A.

The College increased the documentation and dialog of student support service assessment to improve service delivery to the campus community. Assessments are formally conducted as part of the College program review process. The assessment finding and actions are stored in the *Taskstream* system used as the repository of learning outcomes assessment. Formal and informal assessments are discussed at the department level and the division level at Student Services Council. To coordinate efforts and provide robust service to students, the College meets regularly at the District level to discuss and implement system and service improvements. This is an ongoing continuous process of reflective dialog at the College regarding student services.

## **COLLEGE of ALAMEDA**

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<b>Date</b>	<b>Action</b>
<b>Ongoing</b>	Student Services administrators, faculty and staff attend ongoing trainings to maintain currency in practices that promote student success [CR.7.7]
<b>September 17, 2015</b>	PRIEC Committee decided to select three SLO coordinators – 1 for each instructional division and one for student services.
<b>October 12, 2015</b>	Vice President of Instruction Tim Karas sent an email with the following attachments: Program Review/APU Timeline [CR. 7.8]; Program Review Cycle [CR. 7.9]; 2015 Counseling Program Review Handbook [CR. 7.10]; 2015-2016 APU Template [CR. 7.11]
<b>November 15, 2015</b>	Student Services Program Reviews completed. Comprehensive Program Review for Assessment, Counseling Services, Student Activities, Transfer Center, and Veterans Services Completed [CR.7.13; CR.7.14; CR.7.15].
<b>November 2015 –January 2016</b>	Validation of Program Reviews completed by PRIEC [CR.7.16; CR.7.17]
<b>February 2016</b>	Student Services SLO Professional Development [CR.7.1]

**EVIDENCE: RECOMMENDATION 7**

[CR.7.1 Email from Student Services SLO Coordinator to Student Services staff re: Professional Development](#)

[CR 7.2 2015-16 Health Services Program Review](#)

[CR.7.3 2014-15 Counseling Annual Program Update](#)

[CR.7.4 Student Services Council Sample Agenda](#)

[CR. 7.5 Sample of district-wide Associated Students Directors Minutes](#)

[CR. 7.6 District-wide Counseling Functionality Team Agendas and Minutes](#)

[CR. 7.7 Student Services Professional Development Matrix](#)

[CR.7.8 Program Review/ APU Timeline](#)

[CR. 7.9 Program Review Cycle](#)

[CR. 7.10 Counseling Program Review Handbook](#)

[CR. 7.11 APU Template](#)

[CR.7.12 2015 Assessment Program Review](#)

[CR.7.13 2015 Program Review for Counseling Services/Counseling Courses -](#)

[CR.7.14 2015 Student Activities Program Review](#)

[CR 7.15 2015 Transfer Program Review](#)

[CR 7.16 2015 Veterans Program Review](#)

[CR.7.17 Example of Program Review Validation- Student Life](#)

[CR.7.18 Example of Program Review Validation- Veterans](#)

## **COLLEGE RECOMMENDATION 8**

*Recommendation 8- In order to meet the Standards, the team recommends that the College incorporate consistent and current data into the planning processes. (I.B.6, III.A.6)*

### **DESCRIPTIVE SUMMARY**

The College of Alameda practices a culture of inquiry and data informed decision making to support the planning process. The College relies on consistent and current data as a cornerstone of College planning in program review. While the Peralta Community College District has historically relied on a centralized district research office to provide data for the district colleges, through the assessment process it was determined that a College based research agenda would better achieve the culture of inquiry needed to drive equitable educational outcomes needed for institutional effectiveness. This resulted in funding to hire a campus based researcher, the new Dean of Research, Planning and Institutional Effectiveness. Prior to the appointing a new dean, intermediate solutions include hiring a research consultant and contracting with Educational Advisory Board [CR.8.1] to support the research agenda identified by the College. The College launched its research agenda at the fall 2015 Opening Convocation with a Keynote Address by educational sociologist Pedro A. Noguera, and the Executive Director of Institutional Research for the Foothill DeAnza Community College District [CR.8.2].

Each year data sets are created to inform the program review process. Departments and programs receive core data elements to inform reflection, analysis, and priority setting. The core data elements include:

- Total enrollment data for each discipline, department, or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity, and special populations. [CR.8.3; CR.8.5; CR.8.6; CR.8.7]
- Enrollment data for individual courses, by time of day, fall, spring, and summer sessions, for the last three years. [CR.8.4]
- FTES per FTEF (productivity) by course and discipline, department, or program for the last three years. [CR.8.8]
- College productivity rates for the last three years. [CR.8.9]
- Productivity for comparable departments for the last three years. [CR.8.10]
- Degrees and certificates awarded, by discipline, department, or program disaggregated by age, sex, and ethnicity for the last three years. [CR.8.11]
- Total degrees and certificates awarded by the college, per year, for the last three years. [CR.8.12]
- Retention rates by course for the last three years. [CR.8.13]
- Overall college retention rate. [CR.8.14]
- Retention rates for discipline, department, or program for the last three years. [CR.8.15]
- Course completion (student success) rates, by course for the last three years. [CR.8.16]
- Course completion (student success) rates, by discipline, department, or program for the last three years. [CR.8.17]

- College course completion rates for the last three years. [CR.8.18]
- Faculty Demographics: Full-time/part-time, age, gender, ethnicity. [CR.8.19]
- Labor Market Information and Trends (CTE Programs). [CR.8.20]

Departments respond to specific data informed questions in the comprehensive program review handbook, pages 9-13[CR.8.21]. Examples include:

- Briefly discuss the enrollment trends of your discipline, department, or program.
- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?
- Describe the discipline, department, or program retention rates (after the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the College retention standard?
- Are there differences in the retention rates when disaggregated by age, gender, ethnicity, or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

Data and achievement metrics are an integral element to the annual faculty prioritization process. The faculty prioritization process begins each fall semester following the completion of annual program reviews and/or unit plans. Data elements used for program review are also applied to the faculty prioritization process. The Office of Instruction compiles a list of faculty requests from annual program reviews and/or unit plans and distributes an information sheet listing enrollment, faculty ratio, and productivity [CR.8.22].

The Academic Senate sends department chairs a faculty prioritization request form to complete. This request form includes multiple questions, some related specifically to data elements including: [CR.8.23]

- Enrollment trends (comparative FTES, retention, persistence, or other data relevant to the need)
- FT/PT comparative data

The Academic Senate and the department chairs convene a joint meeting to discuss faculty prioritization and submit recommendations to the College President. The recommendations are discussed and reviewed by the executive cabinet based on the following criterion: [CR.8.24]

- Productivity data and trends
- Enrollment data over past two years indicating the program is growing, is stable, or is declining

- Program has no full-time faculty
- FT/PT ratio
- Reliable pool of well-qualified associate faculty is unavailable
- Program Review/APU narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes
- Program Review/APU narrative justification demonstrates clear need for FT faculty in order to achieve student learning outcomes
- Impact on other College programs
- Critical effects on overall program if the position is not filled
- Outside accreditation is at risk without FT hire
- Curriculum linked to general education requirements or degree/certificate programs

Based on these criteria, the College President creates the finalized faculty priority list and submits the prioritized list to the District Planning and Budget Committee [CR.8.25].

The College relies on research, surveys, and data from many sources in the decision making process. In addition to the enrollment, student achievement, and course data previously mentioned, the College conducts systemic surveys to collect information and gain feedback. The College conducted an annual institutional effectiveness survey in 2014-15 [CR.8.26] and 2015-16 [CR.8.27], an employee voice (campus climate) survey in 2015-16 [CR.8.28], an intensive brand discovery process in 2015-16 [CR.8.29], and the national Community College Survey of Student Engagement in 2014-15 [CR.8.30].

College-based plans, such as the Student Equity Plan [CR.8.31] and the SSSP Plan [CR.8.32], rely on data to determine benchmarks and establish areas of focus. The Student Equity Plan was written in a consultative process leading to a set of goals and activities based on multiple success measures: Access, course completion, basic skills English, basic skills math, basic skills ESL, degree and certificate completion, transfer, and Each goal and activity was based on data. Specific data reports produced to inform the decision making process were:

- Transfer gender by ethnicity December 2015 [CR.8.33]
- Access Foster Youth November 2015 [CR.8.34]
- Access Low Income November 2015 [CR.8.35]
- Access DSPS November 2015 [CR.8.36]
- Access September 2014 [CR.8.37]
- Access Veterans November 2015 [CR.8.38]
- Basic skills English Math ESL completion September 2015 [CR.8.39]
- Course completion DSPS September 2015 [CR.8.40]
- Course completion foster youth September 2015 [CR.8.41]
- Transfer from Scorecard September 2015 [CR.8.42]
- Transfer velocity September 2015 [CR.8.43]
- Top 10 Feeder High Schools October 2014 [CR.8.44]

Enrollment management decisions and strategies are based in data analytics such as daily monitoring of FTE and predictive modeling. The College adopted and implemented a comprehensive enrollment management plan [CR.8.45] in 2015-16 [see college recommendation

10]. Data informed strategies are discussed, reviewed and implemented each term to meet student needs [CR.8.46; CR.8.47].

Additional research data and resources are provided through the Education Advisory Board. The College employed an outside researcher to develop a College Factbook [CR.8.50] and specialized data reports. An internal and external scan of the College was fundamental to the Educational Master Planning process in 2015-16. These scans provided a basis for discussion, review, and strategic goal setting. The Education Master Plan [CR.8.48] for College of Alameda was approved by the PCCD Board of Trustees in June 2016 [CR.8.49]. [Linked to District Recommendation 5]

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 8**

The College of Alameda has accomplished the recommendation and meets associated Standard I.B.6, and III.A.6.

Working in conjunction with the District Office of Research, the College has established a set of consistent data elements for the planning process. The College program review process is the central element in planning and resource allocation. As part of the program review revision process in 2014-2015, an agreed set of data elements was approved to be used Districtwide for program review. These data elements are produced annually and incorporated into program reviews and annual program updates.

**EVIDENCE: RECOMMEDATION 8**

[CR.8.1 Fall 2015 Opening Convocation](#)

[CR.8.2 EAB Contract](#)

[CR.8.3 Enrollment](#)

[CR.8.4 Enrollment- Time of Day \(Political Science\)](#)

[CR.8.5 Enrollment- Age \(African American Studies\)](#)

[CR.8.6 Enrollment- Ethnicity \(Aviation\)](#)

[CR.8.7 Enrollment- Gender \(Biology\)](#)

[CR.8.8 FTEF](#)

[CR.8.9 Productivity](#)

[CR.8.10 Productivity- Department \(History\)](#)

[CR.8.11 Degrees Awarded-Ethnicity](#)

[CR.8.12 Degrees Awarded- Department](#)

[CR.8.13 Retention Rates- Course](#)

[CR.8.14 Retention Rates- College](#)

[CR.8.15 Retention Rates- Department \(Communications\)](#)

[CR.8.16 Completion Rates- Courses \(Automotive Technology\)](#)

[CR.8.17 Completion Rates- Department \(Anthropology\)](#)

[CR.8.18 Completion Rates- College](#)

[CR.8.19 Faculty Demographics](#)

[CR.8.20 Labor Market Information](#)

[CR.8.21 Program Review Handbook, pages 9-13](#)

[CR.8.22 Faculty Prioritization Information](#)

[CR.8.23 Faculty Prioritization Form](#)

[CR.8.24 Faculty Prioritization Executive Cabinet](#)

[CR.8.25 Faculty Prioritization to PBIM](#)

[CR.8.26 Institutional Effectiveness Survey 2014](#)

[CR.8.27 Institutional Effectiveness Survey 2015](#)

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[CR.8.28 Employee Voice Survey 2015](#)

[CR.8.29 Brand Discovery Report](#)

[CR.8.30 CSSE 2014](#)

[CR.8.31 Equity Plan](#)

[CR.8.32 SSSP Plan](#)

[CR.8.33 Transfer gender BY ethnicity Dec 2015](#)

[CR.8.34 Access Foster Youth Nov 2015](#)

[CR.8.35 Access Low Income Nov 2015](#)

[CR.8.36 Access DSPS Nov 2015](#)

[CR.8.37 Access 09-2014](#)

[CR.8.38 Access Veterans Nov 2015](#)

[CR.8.39 Basic skills English Math ESL completion Sept 2015](#)

[CR.8.40 Course completion DSPS Sept 2015](#)

[CR.8.41 Course completion foster youth Sept 2015](#)

[CR.8.42 Transfer from Scorecard Sept 2015](#)

[CR.8.43 Transfer velocity Sept 2015](#)

[CR.8.44 Top 10 Feeder High Schools 10-2014](#)

[CR.8.45 Enrollment Management Plan](#)

[CR.8.46 Enrollment Strategies Fall 2015](#)

[CR.8.47 Enrollment Strategies Spring 2016](#)

[CR.8.48 Educational Master Plan](#)

[CR.8.49 PCCD Board of Trustees meeting- June 2016](#)

[CR.8.50 CoA Factbook](#)

## **COLLEGE RECOMMENDATION 9**

*Recommendation 9- In order to meet the Standards, the team recommends that the College develop and implement a process for regular and ongoing evaluation and assessment of its governance and decision making structures and process, and use the results to broaden employee participation and improve institutional effectiveness. (I.B.1, IV.A.5)*

### **DESCRIPTIVE SUMMARY**

The College has developed and implemented a process for regular and ongoing evaluation and assessment of its governance and decision making structures and processes. The College uses the results to broaden employee participation and improve institutional effectiveness. Examples include the administration of three campus based surveys during fall 2015 used to evaluate campus climate and institutional effectiveness: [CR.9.1; CR.9.2] Institutional Effectiveness Survey, the Employee Voice-Campus Climate Survey, and the Brand Discovery Survey. As part of the continuous cycle, the annual Institutional Effectiveness Survey was administered again in late November 2015 [CR.9.3]. The two years of data were compiled to track response trends and provide information for College planning and decision making processes. A companion survey, Employee Voice-Campus Climate, was developed in fall 2015 and sent campus-wide in February 2016 [CR.9.4]. The Employee Voice-Campus Climate survey assessed progress made towards fulfilling the Mission, Vision and Values of the College and examined the environment and atmosphere for the staff and faculty who work, and teach at the College. The Brand Discovery and Brand Communications Audit broadened employee participation by assessing their feedback regarding the College. This assessment informs the

internal and external communication strategies of the College. The Brand Discovery and Brand Communications Audit was conducted to address the following questions:

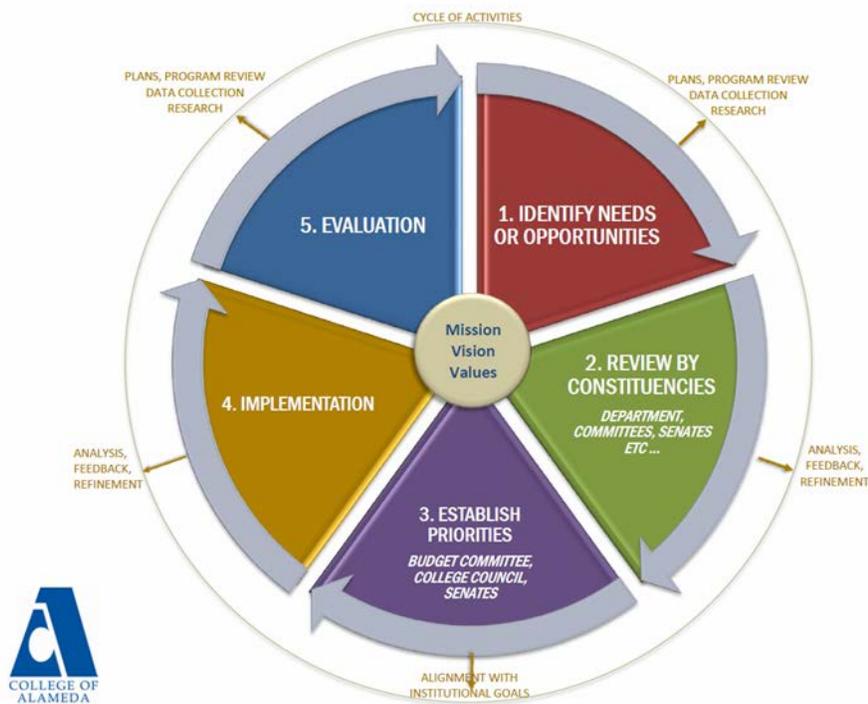
- How is College of Alameda currently perceived by its key audiences?
- How well are these perception aligned with the current reality of the College?
- What is CoA's current brand identity, according to its key audiences?
- What is the language that people use to talk about CoA?

With these finding, CoA leadership and communication staff then addressed the following issues:

- What do we want CoA's brand identity to be?
- How close to or far from it is CoA now?
- What are the key operational issues CoA needs to address?
- Where are the opportunities to strengthen CoA's story and improve its image in an authentic way that reflect the truth of who CoA is and what it has to offer?

As part of the College three-year planning cycle, the process was reviewed by the Planning Research Institutional Effectiveness Committee (PRIEC) and the accompanying integrated planning diagram was modified [CR.9.5; CR.9.6]. The modified diagram is included in the updated Institutional Planning Handbook along with an integrated College and District planning and resources allocation calendar [CR.9.7; CR.9.8].

### Integrated Planning and Budgeting



Program review functions as the cornerstone of planning and resource allocation decisions. In 2014-2015 a District taskforce reviewed the existing program review model and made recommendations for improvement. A revised program review form and process was implemented in August 2015 [CR.9.9]. At the completion of the process, the College conducted a survey [CR.9.10] to gather feedback on the form, directions, and overall process. The feedback was brought to the District taskforce. A key element of the revised process was the addition of a formal validation step. A separate survey was conducted to provide focused feedback on this discreet step. One hundred percent of responses agreed that the directions provided for program validation were clear and 83% agreed that the validation rubric was clear [CR.9.11].

In summer 2015, the College applied to the Institutional Effectiveness Partnership Initiative (IEPI). The application was accepted in July 2015 and a Partnership Resource Team (PRT) was formed. The goal of this initiative is to help advance California Community Colleges' institutional effectiveness [CR.9.12]. The College submitted four focus areas:

- Development of a robust culture of assessment for student learning and service area outcomes.
- Establishment of a transparent integrated planning and budget process that includes linkages to program review, assessment, and resource allocation.
- Development and implementation of a communication strategy to ensure all internal and external constituents engage in the participatory governance process.
- Establishment of a clear delineation of responsibilities between the District and College services.

The PRT came to campus for the first of three visits on October 21, 2015. [CR.9.13] The focus of this visit was to meet with campus groups, have dialog and discussion, and collect information. The PRT compiled a list of considerations for the College and submitted them to the College for review on February 21, 2016 [CR.9.14].

Based on the information provided, the second PRT visit on March 16, 2016 focused on the completion of the College Innovation and Effectiveness Plan [CR.9.15]. The plan outlines four areas of focus:

- Development of a robust culture of assessment for student learning and service area outcomes.

- Development and implementation of a communication strategy to ensure all internal and external constituents engage in the participatory governance process.
- Establishment of a transparent planning and budget process that includes linkages to program review, assessment, and resource allocation.
- Establishment of a clear delineation of responsibilities between District and College services.

A crosswalk was developed to articulate the linkage between District accreditation recommendations and College accreditation recommendations to ensure seamless assimilation of actions, data, and interventions [CR.9.16].

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 9**

The College of Alameda has accomplished the recommendation and meets associated Standard I.B.1 and IV.A.5.

To meet this College Recommendation and Standards, the College reviewed processes and procedures for ongoing evaluation and assessment of its governance and decision making structures and process to improve institutional effectiveness. Based on the review, the College applied for an Institutional Effectiveness Partnership Initiative Resource Team to work with the College to improve decision making procedures and processes. Based on the finding and recommendations, the College is implementing a College Innovation and Effectiveness Plan. Furthermore, the College increased communication with the campus community through

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institutionalizing the annual Institutional Effectiveness Survey administered in the Fall semester and adding an Employee Voice Survey administered in the Spring semester. Survey results are provided and discussed as part of the participatory governance structure.

<b>Date</b>	<b>Action</b>
<b>July 18, 2015</b>	Institutional Effectiveness Partnership Initiative (IEPI) accepted [CR.9.12]
<b>September 24, 2014</b>	College Council discussion on integrated planning CR.9.17]
<b>October 21, 2015</b>	Partnership Resource Team (PRT) first visit to campus [CR.9.13]
<b>October 22, 2014</b>	College Council approves Institutional Planning Handbook [CR.9.7]
<b>February 25, 2015</b>	College Council discussion on participatory governance [CR.9.18]
<b>November 5, 2015</b>	Planning Research and Institutional Effectiveness Committee discussion on modified planning cycle diagram [CR.9.5]
<b>November 16, 2015</b>	Budget Committee endorses modified planning cycle diagram[CR.9.6]
<b>November 2015</b>	Annual Institutional Effectiveness Survey administered [CR.9.3]
<b>December 2, 2015</b>	College Council approves modified planning cycle diagram [CR9.19]
<b>December 2015</b>	Program Review Survey [CR.9.10]
<b>December 2015</b>	Program Review Validation Survey [CR.9.11]
<b>February, 18, 2016</b>	Campus Climate-Employee Voice Survey administered [CR.9.4]
<b>February 21, 2015</b>	Partnership Resource Team (PRT)

	consideration submitted to campus [CR.9.14]
<b>March 16, 2016</b>	Partnership Resource Team (PRT) second visit to campus [CR.9.15]

**EVIDENCE: RECOMMENDATION 9**

[CR.9.1 Institutional Effectiveness Survey 2014](#)

[CR.9.2 Community College Survey of Student Engagement- 2014](#)

[CR.9.3 Institutional Effectiveness Survey 2015](#)

[CR.9.4 Employee Voice Survey 2015](#)

[CR.9.5 Planning Research and Institutional Effectiveness Committee Minutes- November 5, 2015](#)

[CR.9.6 Budget Advisory Committee Minutes- November 16, 2015](#)

[CR.9.7 Planning Handbook](#)

[CR.9.8 Integrated Budget Calendar](#)

[CR.9.9 Program Review Timeline 2015](#)

[CR.9.10 Program Review Survey](#)

[CR.9.11 Program Review Validation Survey](#)

[CR.9.12 Institutional Effectiveness Partnership Initiative \(IEPI\) Letter](#)

[CR.9.13 Institutional Effectiveness Partnership Initiative \(IEPI\)](#)

[CR.9.14 Institutional Effectiveness Partnership Initiative \(IEPI\) List of Primary Successes and Menu of Options](#)

[CR.9.15 Institutional Effectiveness Partnership Initiative \(IEPI\) College Innovation and Effectiveness Plan](#)

[CR.9.16 Accreditation Recommendation Crosswalk between College and District](#)

## **COLLEGE RECOMMENDATION 10**

*Recommendation 10- In order to meet the Standards, the team recommends that the College develop, implement, and assess a comprehensive enrollment management strategy based on qualitative and quantitative information that allows the College to clarify its identity while meeting its mission and the varied educational needs of its students, as well as ensuring that resources are allocated in a manner that effectively supports the direction of the College. (I.B.1, I.B.2, I.B.3, II.A.1.a, II.A.2)*

### **DESCRIPTIVE SUMMARY**

The College has developed, implemented, and assessed a comprehensive enrollment management plan based on quantitative and qualitative data. The enrollment strategy aligns with the College mission to meet the diverse educational needs of students and ensures that resources are allocated to effectively support the strategic direction of the College. An immediate action was the formation of a College Enrollment Management Committee. A draft committee charge was taken to the Academic Senate and the Planning, Research and Institutional Effectiveness Committees for review. The final recommendation was submitted to College Council for discussion and approval [CR.10.6]. The Enrollment Management Committee began meeting during the fall 2015 semester [CR.10.7; CR.10.8]. The Enrollment Management Committee reached consensus on the approach for 2015-2016 at their November 5, 2015 meeting [CR.10.16].

The College produces enrollment management strategy reports each semester [CR10.1; CR.10.2; CR.10.3]. These reports document the strategic approaches the College has implemented to achieve enrollment goals. As part of a comprehensive enrollment management framework, the College of Alameda management team attended The Claremont Colleges

Enrollment Management Institute to begin the process of drafting a comprehensive enrollment management plan. This was fortified by additional professional development opportunities.

Faculty and administrators attended a multi-day workshop provided through the Association of California Community College Business Officers to broaden campus participation and support the development of a comprehensive enrollment management plan [CR.10.4; CR.10.5].

A key deliverable of the Enrollment Management Committee is the College of Alameda Enrollment Management Plan. The plan includes eight strategic areas of focus. The focus areas for 2015-16 are:

- One: Systems and Data
  - Activate Waitlist for Dynamic classes
- Two: Planning and Reporting
  - Planning timeline (schedule production, program review)
  - Develop 2- year plans for degree/certificate
- Three: Facilities
  - Complete risk assessment plan of College including ADA
  - Maintain physical appearance of buildings
  - Refresh fading CoA sign
- Four: Technology
  - Recommendation to technology committee to include enrollment management as an integrated part of technology planning
  - Institute permission codes after first day of instruction

- Five: Student Services
  - Online Orientation
  - Associate Degree for Transfer campaign
  - Pilot Early Alert
- Six: Instructional Innovation
  - Accelerated transfer planning
  - Identify academic pathways (ex CSUEB)
  - Accelerated weekend college
- Seven: Professional Development
  - BI tool access (faculty, administrators)
  - BI tool training
- Eight: Communication
  - Update content on website for instructional divisions
  - Local visibility/events
  - Update website

The draft Enrollment Management Plan was distributed at the College's fall 2015 Opening Convocation. Subsequently, it was presented to the Academic Senate and Planning, Research and Institutional Effectiveness Committee for feedback. The final draft plan was adopted by College Council in October 2015 [CR.10.9; CR.10.10; CR.10.11; CR.10.12].

In April 2016 an annual enrollment management plan status report was presented to College Council. College Council discussed the findings and accepted the status report. The

status report highlighted the actions taken in 2015-16 to achieve plan objectives. The annual status report provides a uniform tool to discuss progress and identify priorities for the 2016-2017 academic year [CR.10.13; CR.10.14].

Enrollment information and data is broadly shared with the campus community. College and course enrollment information is distributed through the Office of Instruction daily during the beginning of a term and weekly during the remaining weeks. Elements reported include term over term enrollment statistics and FTES, year over year enrollment statistics and FTES, and cancelled class list. An analysis of enrollment data is conducted regularly by the Senior Leadership Team, the Deans' Council, and the Student Services Council. Overall enrollment trends are discussed with the Department Chair Council.

Key College participatory governance committees review, discuss, and recommend enrollment items on a regular basis. Each term enrollment strategy is developed and shared with College and District committees. The Office of Instruction posts each term's strategies on its webpage, <http://alameda.peralta.edu/office-of-instruction/>.

Additionally, the College has access to on-demand enrollment data through an information analytics tool, called the Business Information (BI) Tool, supported by the District Research Office. The College offers training to faculty and staff on using the BI Tool to analyze department enrollment and student achievement data. An example was a training was held especially for department chairs in October 2015 to review data available through the BI Tool [CR.10.15].

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

**2015 COLLEGE RECOMMENDATION 10**

The College of Alameda has responded to the recommendation and meets associated Standard I.B.1, I.B.2, I.B.3, II.A.1.a, and II.A.2.

To enhance the work previously completed per semester on enrollment management strategies, the College began a formal process of developing a comprehensive enrollment management plan in Summer 2015. College employees attended multiple workshops and trainings in Summer 2015 to gather information and strategies to produce a comprehensive enrollment management plan. The College created a dedicated enrollment management committee in fall 2015 as part of the participatory governance structure. The enrollment management committee created a draft comprehensive enrollment management plan; which was approved by College Council in December 2015. The College completed the first year of objectives and actions. A year-end document was submitted and approved by College Council in April 2016. The College will begin implementation of year-two in September 2016. The table below outlines the institutional process developed and implemented for a comprehensive enrollment management strategy.

Date	Action
<b>2014</b>	Enrollment Management Strategies for Fall 2014 distributed [CR.10.1]
<b>February 4, 2015</b>	Enrollment Management Strategies for Spring 2015 distributed [CR.10.2]
<b>April 10, 2015</b>	Enrollment Management Strategies for

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	Summer and Fall 2015 distributed [CR.10.3]
<b>July 2015</b>	College Representatives attended weeklong Enrollment Management Institute [CR.10.4]
<b>August 2015</b>	College Representatives attended two day Enrollment Management Workshop [CR.10.5]
<b>August 2015</b>	Draft Enrollment Management Plan presented to College [CR.10.9]
<b>September 23, 2015</b>	Enrollment Management Committee charge approved by College Council [CR.10.8]
<b>September 17, 2015</b>	Draft Enrollment Management Plan presented to Academic Senate [CR.10.10]
<b>September 2015</b>	Draft Enrollment Management Plan presented to Planning, Research and Institutional Effectiveness Committee [CR.10.11]
<b>October 2015</b>	Department Chair Seminar on BI Tool [CR.10.15]
<b>November 2015</b>	Enrollment Management Committee adopts focus areas [CR.10.16]
<b>December 2015</b>	Enrollment Management Committee approves Enrollment Management Plan [CR.10.17]
<b>December 2015</b>	Final Enrollment Management Plan adopted [CR.10.12]
<b>February 2016</b>	Enrollment Management Strategies for Spring 2016 distributed [CR.10.13]
<b>April 2016</b>	Annual Status Report- Enrollment Management Plan [CR.10.14]

**EVIDENCE: RECOMMENDATION 10**

[CR.10.1 Enrollment Management Strategies – Fall 2014](#)

[CR.10.2 Enrollment Management Strategies Summer and Fall 2015](#)

[CR.10.3 Enrollment Management Strategies Spring 2015](#)

[CR.10.4 Enrollment Management Institute](#)

[CR.10.5 Enrollment Management Workshop](#)

[CR.10.6 Enrollment Management Committee Charge](#)

[CR.10.7 Sample Enrollment Management Meeting Minutes](#)

[CR.10.8 College Council Minutes- September 23, 2015](#)

[CR.10.9 Draft Enrollment Management Plan presented to College](#)

[CR.10.10 Academic Senate Agenda- September 17, 2015](#)

[CR.10.11 Planning, Research and Institutional Effectiveness Committee Minutes- September 2015](#)

[CR.10.12 College Council Minutes- December 2016](#)

[CR.10.13 Enrollment Management Strategies Spring 2016](#)

[CR.10.14 Annual Status Report- Enrollment Management Plan](#)

[CR.10.14 College Council Minutes- April 27, 2016](#)

[CR.10.15 Department Chair BI Tool Training](#)

[CR.10.16 Enrollment Management Committee Minutes- November 5, 2015](#)

[CR.10.17 Enrollment Management Committee Minutes- December 3, 2015](#)

## **COLLEGE RECOMMENDATION 11**

*Recommendation 11- In order to meet the Standard, the College should develop online tutoring for its distance education students. (II.B.1; II.c.1.a; II.C.1.c)*

### **DESCRIPTIVE SUMMARY**

The College of Alameda has developed online support services, including online tutoring for all students. The Library and Learning Resources are actively engaged in improving services and programs based on the assessment of learning outcomes to enhance student learning and achievement. Students attending classes, regardless of location or means of delivery, have 24/7 access to robust information resources and tutoring services. Information resources include access to comprehensive full-text journal databases, e-Books, tutorials, tutoring, and online reference services.

To assist distance learners specifically, the Library created a dedicated website, the Library Online Service page, (<http://alameda.peralta.edu/library/library-online-services/>) as a single point of access for all digital materials, online tutorials and learning aides, and links to services [CR11.1]. The Library collaborated with the College Distance Education Coordinator to create a direct link for all instructors from online courses in Moodle to the Library. The College is committed to enhancing its learning resources across all possible locations and delivery methods.

Students enrolled in distance education classes have access to robust information resources and comprehensive full-text journal databases, e-Books, tutorials, and online reference

services [CR.11.2]. All students, including distance education students, have 24/7 access to online tutoring, research, and skill building resources [CR.11.3; CR.11.4].

To enhance and broaden tutorial services to students regardless of location or means of delivery, the College began reviewing solutions to provide 24/7 access to tutors during the summer of 2015. The College examined several online integrated solutions. Students have access to synchronous online tutorial services 24/7 in a breadth of disciplines, including English, mathematics, and the sciences. After a thorough discussion and review of products with faculty and staff that included demonstration and testing, the College chose a robust solution to provide a platform to assist online and face-to-face tutorial sessions. The College of Alameda online tutoring portal is <https://alameda.upswing.io/>. The service was launched in January 2016 to all students. Students receive one-on-one tutorial assistance from any internet capable device. The system has reporting capabilities such as time of day usage statistics, number of student sessions, subjects requested, and feedback on tutors. These reports are used to evaluate the effectiveness of the online tutorial services [CR.11.5].

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE 2015 COLLEGE RECOMMENDATION 11**

The College of Alameda has accomplished the recommendation and meets associated Standards II.B.1, II.C.1.a and II.C.1.c.

The College makes available through the Library and Learning Resource Center webpages comprehensive listing of outside resources, tutorials, and information related to tutorial and assessment. Students are able to use these open access resources to practice skills

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and concepts taught throughout the curriculum. To enhance service to students, regardless of location, the College explored several online 24/7 tutorial options in 2015. Based on vendor demonstration and employee recommendations, the College chose to implement 24/7 online tutorial services through a platform offered by UpSwing. The platform facilitates online tutorial and on-site tutorial services. Students have access to 24/7 live tutorial services. The service was launched in January 2016. The table below outlines the process to deliver online tutoring for students.

<b>Date</b>	<b>Action</b>
<b>Spring 2015</b>	Reviewed current tutorial website for clarity on online tutorial recourses available to students
<b>May 2015</b>	Revised tutorial website based on analysis [CR.11.4]
<b>June 2015</b>	Met with UpSwing to learn about 24/7 online tutorial service
<b>July 2015</b>	Presentation by vendors NetTutor and UpSwing
<b>August 2015</b>	Focused presentation, including faculty and staff, with UpSwing
<b>September 2015</b>	Second focused presentation with UpSwing and tutorial center faculty and staff
<b>September 2015</b>	Distance Education Substantive Change Report Submitted [CR.11.6]
<b>October 2015</b>	UpSwing selected to provide online tutorial platform and 24/7 tutorial service
<b>November 2015</b>	Contract completed [CR.11.7]
<b>November 2015</b>	ACCJC Accepted Distance Education Substantive Change Report [CR.11.8]

<b>December 2015</b>	Implementation and IT system integration
<b>January 2016</b>	New Service launched [CR.11.5]

**EVIDENCE: RECOMMENDATION 11**

[CR.11.1 Library Online Services Webpage](#)

[CR.11.2 Library Online Articles databases](#)

[CR.11.3 Learning Resource Center Webpage](#)

[CR.11.4 Online Tutorial Services Webpage](#)

[CR.11.5 24/7 Online Tutorial Webpage](#)

[CR.11.6 Distance Education Substantive Change Report](#)

[CR.11.7 Upswing Contract \(online tutorial\)](#)

[CR.11.8 ACCJC Accepted Distance Education Substantive Change Report](#)

## **COLLEGE RECOMMENDATION 12**

*Recommendation 12- In order to meet the Standard, the team recommends that all personnel performance evaluations be made current according to the approved cycles. (III.A.1.b)*

### **DESCRIPTIVE SUMMARY**

College of Alameda has a rigorous and inclusive evaluation process for all personnel. The College, in collaboration with District Human Resources, ensures all personnel evaluations are current according to the approved cycles. The College evaluates all employees based upon collective bargaining agreements and employee contracts. The College maintains master spreadsheets in the Office of Business and Administrative Services indicating the evaluation due dates for each classified and administrative employee. Reminders are provided to supervisors at regular intervals to ensure compliance.

The College created a supplementary employee evaluation tracking process to monitor and ensure adherence to evaluation cycles for faculty, staff and administrators [CR.12.2; CR.12.3; CR.12.4]. Once the classified staff and administrator evaluations are completed, the President's Office logs the information prior to sending the completed evaluation packet to District Human Resources.

The Vice-President of Instruction, in collaboration with the Vice-President of Student Services, works closely with the Peralta Federation of Teachers (PFT), prior to the start of each semester to discuss all faculty evaluations for the upcoming semester [CR.12.5]. At the first division meeting of the semester, department chairs receive packets of information including a listing the full-time and part-time faculty required to be evaluated, evaluation forms, and a

timeline for completion [CR.12.6; CR.12.7; CR.12.8]. Twice during the semester the Vice-President of Instruction submits a memorandum to the President on the status of faculty evaluations [CR.12.9; CR.12.10; CR.12.11; CR.12.12; CR.12.13].

To ensure compliance with the evaluation process for faculty undergoing tenure review, the College, Academic Senate, and PFT, appoint a College Tenure Facilitator. The complete duties of the College Tenure Facilitator are outlined in PFT Faculty Evaluations Handbook (pages 14-15) [CR.12.14]. A key element of this position is monitoring the Tenure Review Committee's (TRC) implementation of the tenure review process. Monitoring includes a meeting each term with each TRC, the candidate's peer advisor, and the College Vice President of Instruction, to review the TRC's activities including whether recognized standards are being applied in the evaluation process, and whether the TRC is following the tenure review process, procedures, and timetables. The TRC Coordinator provides for faculty on the evaluation process.

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE 2015 COLLEGE RECOMMENDATION 12**

The College of Alameda has accomplished the recommendation and meets associated Standard III.A.1.b.

The College implemented a tracking system for part-time and full-time faculty evaluations. Each semester departments are notified of the required evaluations with an excel file tracking sheet. Departments are required to submit progress at regular interval during a semester. At the end of each semester a document is submitted by the Vice-President of Instruction to the

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College President indicating the status of all faculty evaluations. Classified and administrative evaluations follow a timeline sent from District Human Resources. All completed classified and administrative evaluations are sign by the College President and forwarded to Human Resources.

<b>Date</b>	<b>Action</b>
<b>January 2015</b>	Spring 2015 Part-Time and Full-Time Faculty Evaluation Timeline [CR.12.6]
<b>May 2015</b>	Spring 2015 Memorandum for Part-Time Faculty Evaluations [CR.12.9]
<b>August 2015</b>	Fall 2015 Flex Day Workshop Tenure Process [CR.12.15]
<b>August 2015</b>	Fall 2015 Part-Time and Full-Time Faculty Evaluation Timeline [CR.12.7]
<b>December 2015</b>	Fall 2015 Memorandum for Part-Time Faculty Evaluations [CR.12.10]
<b>December 2015</b>	Fall 2015 Memorandum for Tenured Faculty Evaluations [CR.12.11]
<b>January 2016</b>	Spring 2016 Flex Day Workshop Tenure Process [CR.12.16]
<b>January 2016</b>	Spring 2016 Part-Time and Full-Time Faculty Evaluation Timeline [CR.12.8]
<b>May 2016</b>	Spring 2016 Memorandum for Part-Time Faculty Evaluations [CR.12.12]
<b>May 2016</b>	Spring 2016 Memorandum for Tenured Faculty Evaluations [CR.12.13]

**EVIDENCE: RECOMMENDATION 12**

[CR.12.1 External Evaluation Team Report page 59](#)

[CR.12.2 Copy of classified staff email reminder](#)

[CR.12.3 Classified Staff Evaluation Cycle Listing](#)

[CR.12.4 Administrator/Management Evaluation Performance Evaluation Timeline](#)

[CR.12.5 Sample Email to PFT regarding beginning of term evaluation meeting](#)

[CR.12.6 Spring 2015 Part-Time and Full-Time Faculty Evaluation Timeline](#)

[CR.12.7 Fall 2015 Part-Time and Full-Time Faculty Evaluation Timeline](#)

[CR.12.8 Spring 2016 Part-Time and Full-Time Faculty Evaluation Timeline](#)

[CR.12.9 Spring 2015 Memorandum for Part-Time Faculty Evaluations](#)

[CR.12.10 Fall 2015 Memorandum for Part-Time Faculty Evaluations](#)

[CR.12.11 Fall 2015 & Spring 16 Memorandum for Tenured Division I Faculty Evaluations](#)

[CR.12.12 Spring 2016 Memorandum for Part-Time Faculty Evaluations](#)

[CR.12.13 Fall 2015 & Spring 2016 Memorandum for Tenured Division II Faculty Evaluations](#)

[CR.12.14 PFT Faculty Evaluations Handbook \(pages 14-15\)- TRC Facilitator](#)

[CR.12.15 Fall 2015 Flex Day Workshop Tenure Process \(District\)](#)

[CR.12.16 Spring 2016 Flex Day Workshop Tenure Process](#)

## **COLLEGE RECOMMENDATION 13**

*Recommendation 13- In order to meet the Standard and the Eligibility Requirement, the team recommends that all faculty evaluations require the integration and analysis of the assessment of student learning outcomes. (III.A.1.c; ER 13)*

### **DESCRIPTIVE SUMMARY**

College of Alameda incorporates in all faculty evaluations the analysis of student learning outcomes. Formal evaluations standards, procedures, and processes are negotiated between the District Office of Human Resources and the Peralta Federation of Teachers. Procedures, including an assessment of student learning outcomes as a component of faculty evaluations, are required in all faculty evaluations. Faculty members are expected to describe their involvement with student success and assessment of student learning outcomes in the faculty member's Self Evaluation Report. Question number five of the faculty self-evaluation form states:

*“In terms of classroom instruction, including the assessment of student learning outcomes, what have you learned about student needs, issues, and your own teaching? How will you implement what you have learned?”* [CR.13.1; CR.13.2; CR.13.3; CR.13.4; CR.13.5; CR.13.6; CR.13.7]

The requirement of student learning outcomes in faculty evaluations is a Districtwide process established through the District's collective bargaining process. All four Colleges in the District (Berkeley City, Merritt, and Laney) consistently adhere to the District faculty evaluation procedures.

The College has satisfied this recommendation and meets the standard. Student learning outcomes are measured using a variety of criteria. Faculty are required to discuss student learning outcomes and the assessment of those outcomes as a part of program review, as a component of curriculum development, and as part of the faculty evaluation process in the self-evaluation section. In the College of Alameda External Team Report, page 56, it was noted *that faculty are asked to address and consider student learning outcomes in both the Comprehensive Program Review and Annual Program Updates documents which are completed by faculty in the discipline* [CR.13.8].

The College has also established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods. Faculty members in the discipline are responsible for keeping this addendum current. Faculty members are evaluated on whether they follow the course outline of record, and evaluators may review syllabi and sample assessment tools to make this determination [CR.13.9].

Additionally, assessment of student learning outcomes is directly addressed and considered in the Program Reviews and Annual Program Updates completed by faculty in the discipline. College of Alameda is committed to an ongoing assessment of student learning and its impact on institutional planning and effectiveness [SEE RECOMMENDATION 4] [CR.13.10].

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 13**

The College of Alameda has met the recommendation and Standard III.A.1.c and Eligibility Requirement 13.

The College adheres to the faculty evaluation process and procedures agreed upon by the Peralta Community College District and the Peralta Federation Teachers. The collective bargaining agreement sets forth the mechanism all faculty are evaluated. The faculty evaluation process integrates student learning outcomes into the process.

### **EVIDENCE: RECOMMENDATION 13**

[CR.13.1 Part Time and Tenured Faculty Self Evaluation Form](#)

[CR.13.2 Articulation Officer Self Evaluation](#)

[CR.13.3 Classroom Faculty Self Evaluation](#)

[CR.13.4 Counseling Faculty Self Evaluation](#)

[CR.13.5 Learning Assistance Faculty Self Evaluation](#)

[CR.13.6 Librarian Self Evaluation](#)

[CR.13.7 Nurse Self Evaluation](#)

[CR.13.8 College of Alameda External Team Report, page 56](#)

[CR.13.9 Sample Curriculum SLO Addendum](#)

[CR.13.10 Sample Program Review Booklet](#)

## **COLLEGE RECOMMENDATION 14**

*Recommendation 14: In order to improve institutional effectiveness, the team recommends the College collaborate with the District General Services Department of Risk Management to conduct a risk management assessment of College facilities and make recommendations to the College Facilities or College Health & Safety Committees that inform the College Maintenance and Repairs Priority Needs List. ( III.B.).*

### **DESCRIPTIVE SUMMARY**

College of Alameda collaborated with the District Department of Risk Management to conduct a risk management assessment of College facilities and made recommendations to the College Facilities or College Health & Safety Committees that inform the College Maintenance and Repairs Priority Needs List. The College of Alameda, as part of its commitment to student learning and safe working conditions for all employees, consistently accesses facilities and mitigates any identified deficiency. To continue to meet this standard the College identified, as an actionable improvement plan, the completion of a risk management assessment of College facilities. As part of the College's planning framework this process began in spring 2015 in collaboration with District General Services Department. An example of that strengthened collaboration includes the creation of the new collaborative Leadership Team meetings, which consist of leadership from both the College and the District service centers, like General Services, as delineated by function to ensure accountability. The collaborative leadership team reviews and assesses progress on work orders, procurement, timelines, and project deliverables.

[CR.14.1]

As part of the continuous health and safety assessment of facilities, a Request for Proposal (RFP) to conduct an Americans with Disabilities Act (ADA) *Self Evaluation and Transition Plan* was posted for companies to bid on the scope of work initially in February 2015 and March 2015 (PCCD Bid No. 14-15/16) [CR.14.2; CR.14.3; CR.14.4], and then again in June 2015 (PCCD Bid No. 14-15/42) [CR.14.5; CR.14.6; CR.14.7; CR.14.8; CR.14.9; CR.14.10]. Bids for the second RFP were due On July 23, 2015 and then an addendum was issued extending the deadline to July 30, 2015. On July 1, 2015, a mandatory pre-proposal meeting was held in the District Boardroom with nine bidders attending. During the fall semester of 2015, members of the College Facilities and Health and Safety Committees met with District General Services Department members to evaluate RFP bids for ADA evaluation vendors [CR.14.11]. Evaluated score sheets for each vendor were submitted to the DGS Department November 2015. The Peralta Community College District Board approved the selection of a vendor at their December 8, 2015 meeting [CR.14.12] and updated this approval, noting a correction in the selected vendor, at their January 5, 2016 meeting [CR.14.13].

The College of Alameda's Health and Safety Committee and Facilities Committee regularly discuss items related to risk management and make recommendations to the College President. [CR.14.14]. College of Alameda's District Facilities Committee (DFC) representatives regularly report back on campus updates at DFC meetings [CR.14.15; CR.14.16; CR.14.17; CR.14.18].

On June 16, 2016, MIG, the vendor approved at the January 5, 2015, held its kick off meeting with representatives from Merritt College, College of Alameda, and the District General

Services attending. They reported that they had already reviewed parking lots and paths of travel at both campuses. During the summer 2016, staff from MIG evaluated all areas at the College of Alameda, including classrooms, labs, libraries, sports facilities, parking, campus paths of travel, and other areas where members of the public participate in the programs, services and activities of the Colleges. The intent of the evaluation is to identify accessibility barriers as defined by the federal ADA standards and the California Building Code. Follow up reports will identify the barrier, suggest a feasible solution for removing the barrier including a planning level cost estimate, and the specific code and standard references. Once the reports are complete, MIG will work with Campus staff to prioritize the removal of barriers [CR.14.19].

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE 2015 COLLEGE RECOMMENDATION 14**

The College of Alameda has addressed this recommendation and meets associated Standards III.B.1

In collaboration with the District General Services Department the College began the request for proposal process in 2015 to conduct a comprehensive ADA assessment of campus. The assessment should be completed in Fall 2016.

Date	Action
<b>February 27 &amp; March 6, 2015</b>	DGS Request for Proposal for Architectural Services to Conduct an ADA Self Evaluation and Transition Plan for College of Alameda and Merritt Colleges (RFP 14-15/16) [CR.14.2; CR.14.3; CR.14.4]
<b>June 19 &amp; June 24, 2015</b>	Second posting of DGS Request for Proposal for Architectural Services to Conduct an

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	ADA Self Evaluation and Transition Plan for College of Alameda and Merritt Colleges (RFP 14-15/42) [CR.14.5; CR.14.6; CR.14.7; CR.14.8; CR.14.9; CR.14.10]
<b>September 24, 2015</b>	CoA Health and Safety Committee Meeting minutes reflect update on ADA Self Evaluation Project and discussion of campus safety concerns. [CR14.11]
<b>October 14, November 5, 2015</b>	ADA Vendor selection evaluation meetings with DGS Department
<b>October 22, 2015</b>	CoA Safety Committee Meeting report ADA Self Evaluation Bid review process update [CR.14.14].
<b>November 16, 2015</b>	College of Alameda representatives' evaluations of RFP bids submitted to DGS Department
<b>December 8, 2015</b>	PCCD Board of Trustee approval of Pacific Access Consulting to conduct an ADA Self Evaluation Survey and Transition Plan and Prioritize Implementation at College of Alameda. [CR.14.12]
<b>January 5, 2016</b>	PCCD Board of Trustee approval of MIG, Inc. as the winning consultant to Provide Architectural Services to conduct an ADA Self Evaluation Survey and Transition Plan and Prioritize Implementation at College of Alameda. Pacific Access Consulting was incorrectly identified in the December board report. [CR.14.13]

**EVIDENCE: RECOMMENDATION 14**

[CR.14.1 Sample Collaborative Leadership Team Agenda](#)

[CR.14.2 Bid No. 14-15/16 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda Advertisement](#)

[CR.14.3 Bid No. 14-15/16 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda Request for Proposal](#)

[CR.14.4 Bid No. 14-15/16 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda Pre Proposal Sign-in Sheet](#)

[CR.14.5 Bid No. 14-15/42 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda: Advertisement](#)

[CR.14.6 Bid No. 14-15/42 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda: Request for Proposal](#)

[CR.14.7 Bid No. 14-15/42 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda: Bid Sign-in Sheet](#)

[CR.14.8 Bid No. 14-15/42 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda: Addendum 1](#)

[CR.14.9 Bid No. 14-15/42 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda: Addendum 2](#)

[CR.14.10 Bid No. 14-15/42 Architectural Services to Conduct an Americans with Disabilities Act Self Evaluation and Transition Plan for College of Alameda: Addendum 3](#)

[CR.14.11 College of Alameda Health & Safety Committee Minutes, September 24, 2015](#)

[CR.14.12 PCCD Board Meeting Minutes December 8, 2015](#)

[CR.14.13 PCCD Board Meeting Minutes January 5, 2016](#)

[CR.14.14 College of Alameda Health and Safety Committee Minutes- September 2015](#)

[CR.14.15 District Facilities Committee Minutes- September 4, 2015](#)

[CR.14.16 District Facilities Committee Minutes- October 2, 2015](#)

[CR.14.17 District Facilities Committee Minutes- February 5, 2016](#)

[CR.14.18 District Facilities Committee Minutes- March 15, 2016](#)

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CR 14.19 ADA Status Report

## **COLLEGE RECOMMENDATION 15**

*Recommendation 15: In order to meet the Standard, the team recommends that the College comply with the recommendation in the Department of Education Program Review dated January 5, 2015 in response to audit findings on data submitted to the NSLDS. (III.D.2.a, III.D.2.b, III.D.3.b, III.D.3.f)*

### **DESCRIPTIVE SUMMARY**

The College has complied with the recommendation in the Department of Education Program Review dated January 5, 2015, in response to audit findings on data submitted to the National Student Loan Data System (NSLDS). Since January 2015, College of Alameda has submitted timely data to NSLDS [CR. 15.1]. District analysts in Admissions and Records, Financial Aid, and IT have worked collaboratively through the Audit Resolution Team to address ensure timely and accurate enrollment data to NSLDS.

In December 2014, the District convened an emergency meeting of personnel representing Finance, Educational Services, Information Technology, and Student Services to address audit findings related to financial aid reporting and other deficiencies. [CR. 15.2, CR. 15.3] This group met and subsequently reconvened as the Audit Resolution Work (ARW) Team in January 2015. The ARW began its cross-functional collaboration of reviewing business processes, identifying process gaps in service delivery, and developing sustainable solutions. This group meets regularly throughout the year in order to monitor and address fiscal and reporting findings [CR. 15.2, CR. 15.3].

Based on an assessment, it was recommend by ARW that National Student Clearinghouse reporting transition from the Financial Aid (FA) analyst to the Admission & Records (A&R) analyst to delineate duties with enrollment and program reporting in fall 2015

[CR. 15.4]. The FA analyst collaborates with the A&R analyst to continue to work on analyzing data discrepancies. Analysts work closely together and also consult with Oracle Higher Education User Group (HEUG) to troubleshoot errors.

Since the convening of the Audit Resolution Team, 21 Help Desk tickets related to NSC/NSLDS reporting have been successfully closed to help facilitate the reduction of errors in data [CR. 15.3; CR15.4]. A business process has also been created to guide timely and accurate submission of enrollment & program data [CR. 15.5].

While analyzing error reports, the analysts have found areas in the PeopleSoft system to reconfigure and have also identified areas in which errors are due to changes or data made manually by District and/or College staff. Therefore, in addition to reconfiguring PeopleSoft, the District also implemented regular training for campus Admissions & Records staff [CR. 15.6]. These trainings familiarize A&R staff with changes in the system and re-train staff in areas such as Program Plan updates and Special Enrollments.

As of June 30, 2016, the Department of Education issued its Final Program Review Determination that all possible resolvable findings have been resolved [CR. 15.7].

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 15**

The College of Alameda has addressed this recommendation and meets associated Standards III.D.2.a, III.D.2.b, III.D.3.b, III.D.3.f

Since January 2015, College of Alameda has submitted timely data to NSLDS [CR. 15.1]. The technical issues related to timely and accurate reporting has been resolved through

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collaborative effort with District analysts in Admissions and Records, Financial Aid, and IT. This is evidenced by the Final Determination Report regarding the federal Program Review and also a clean external financial aid audit for 2015-16.

<b>Date</b>	<b>Action</b>
<b>December 2015</b>	Audit Resolution Work Team convenes. Meets weekly and scales back to monthly meetings as tickets are closed.
<b>January 2015, ongoing</b>	Enrollment Data submission to NSC/ NSLDS
<b>March 2015</b>	AR/ FA/ IT Analysts attend Peoplesoft Higher Education User Group (HEUG) for additional training
<b>March 2015</b>	COA submits response to US Department of Ed Program Review
<b>Fall 2015</b>	NSC data transmission transitions from FA Analyst to A&R Analyst.
<b>September 2015</b>	Admissions and Records Training
<b>November 2015</b>	Audit Resolution Work Team Summary Report [CR.15.8]
<b>January 2016</b>	Admission and Records Training
<b>March 2016</b>	AR/ FA/ IT Analysts attend Peoplesoft Higher Education User Group (HEUG) for additional training
<b>June 2016</b>	USDE Sends Final Program Review Determination that the NSLDS finding has been resolved

**EVIDENCE: RECOMMENDATION 15**

[CR. 15.1 NSC/ NSLDS Enrollment Reporting Summary](#)

[CR. 15.2 A&R/ Financial Aid Audit Finding Work Team](#)

[CR. 15.3 Audit Resolution Workgroup](#)

[CR. 15.4 Audit Resolution Minutes 4.12.16 \(Summary of Closed Tickets\)](#)

[CR. 15.5 NSC Enrollment Report Setup](#)

[CR. 15.6 A&R Training Agendas](#)

[CR. 15.7 Federal Program Review Final Determination Report \(excerpt\)](#)

[CR. 15.8 Audit Resolution Work Team Status Summary Report](#)

## **COLLEGE RECOMMENDATION 16**

*Recommendation 16 – In order to meet the Standards, the team recommends that the Budget Allocation Model be assessed for effectiveness to provide fair distribution of resources that are adequate to support the effective operations of the College. (III.D.2.a, IV.B.3.c)*

### **DESCRIPTIVE SUMMARY**

College of Alameda and the District Office, through the Budget Allocation Model Task Force, has assessed the Budget Allocation Model (BAM) for effectiveness to provide fair distribution of resources that are adequate to support the effective operations of the College. In 2010 / 2011 the Peralta Community College District, through a participatory governance process, created a Budget Allocation Model that was guided by California Senate Bill 361. The Budget Allocation Model was most recently updated on December 17, 2014. This Budget Allocation Model can be found at the following link: Budget Allocation Model – [CR.16.1]

<http://web.peralta.edu/business/files/2011/09/BAM-12-17-14.pdf>

The BAM represents the cumulative work of the Planning and Budgeting Council during the 2010-11 academic year which included regularly scheduled monthly meetings, two budget allocation model workshops, and the subcommittee work of the facilitators and Vice Chancellor of Finance. Subsequently, the BAM was improved during each academic year (2011-12, 2012-13, 2013-14, and again during 2014-15).

The Guiding Principles for the Budget Allocation Model are as follows:

- Simple and easy to understand
- Provides financial stability

- Provides for a reserve in accordance with PCCD Board policy
- Provides clear accountability
- Provides for periodic review and revision
- Utilizes conservative revenue projections
- Maintains autonomous decision making at the College level
- Provides some services centralized at the District Office
- Is responsive to the District's and Colleges' planning processes

The Peralta Community College District 2015-2016 Strategic Goals and Institutional

Objectives include the following: [CR.16.2]

**D:** Strengthen Accountability, Innovation and Collaboration.

**D.3.:** Institutional Effectiveness: Evaluate and update the Planning and Budget Integration Model (PBIM) participatory governance structure and the Budget Allocation Model (BAM)

Peralta Community College District Planning and Budget Integration Council 2015-2016 Goals include Goal #1: [CR.16.3]

Evaluate the Budget Allocation Model (BAM), consider recommendations with respect to improvements, and create a three-year plan for full implementation.

In fall 2015, the Vice Chancellor of Finance and Administration, with the approval of the Planning and Budgeting Council, established the Budget Allocation Model Task Force. This

Task Force is charged with reviewing the Peralta Community College District's current budget allocation model and making recommendations to the Planning and Budgeting Council to enhance the equitable distribution of resources to the four Peralta Colleges.

At their first meeting on October 16, 2015, the Budget Allocation Model Task Force (BAMTF) set the following goals: [CR.16.4]

- Become conversant with current BAM
- Share an understanding of budgeting language
- Determine if BAM is the right model for the district
- Identify disparities/ inequities in current model
- Identify level of understanding across District of BAM.

During October 2015 the BAM Task Force (TF) Administered a BAM Opinion Survey throughout the Peralta Community College District. During the November 3, 2016 [CR.16.5], BAM TF meeting the following survey summary was provided.[CR.16.6]

“125 responses, nearly 70% of which were from faculty. Good representation from all Colleges and District office. TF identified major themes from survey results: [CR.16.7]

- More communication/ education/ understanding of model needed district wide
- Model is perceived as inequitable across Colleges
- Model does not account for high cost instructional programs (e.g., CTE)
- Model does not distribute international students' revenues fairly
- District Office share of \$\$ should be validated in relation to other CCCs

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- Model does not recognize the difference in facilities' age and size
- Model does not take into account (lack of) achieving productivity goals
- Model does not include an accountability component"

As part of the continuous evaluation and dialog concerning budget planning a Budget

Allocation Model (BAM) a workshop was held on November 19, 2015 [CR.16.8], the Planning and Budget Committee presented year end budget presentation [CR.16.9], and the Budget Allocation Model Taskforce provided a year-end report and recommendation in May 2016 [CR.16.10]. The College of Alameda Budget Committee includes the assessment of the BAM model in the 2015-2016 Committee Goals [CR.16.11].

### **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

#### **2015 COLLEGE RECOMMENDATION 16**

The College of Alameda has addressed the recommendation and meets associated Standards III.D.2.a, IV.B.3.c.

The assessment of the Budget Allocation Model commenced in 2015 with the creation of the Budget Allocation Model Taskforce. The College participated on this Districtwide Taskforce; which produced a set of recommendations to improve the Budget Allocation Model to increase institutional effectiveness. The recommendations were presented to the District Planning and Budget Committee in May 2016.

<b>Date</b>	<b>Action</b>
<b>September 21, 2015</b>	CoA Budget Committee Presentation Identifying BAM Assessment as a FY 2016 priority. [CR.16.12]

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<b>October 16, 2015</b>	Formation of Budget Allocation Model Task Force – First Meeting[CR.16.4]
<b>October 2015</b>	District Wide BAM Opinion Survey [CR.16.6]
<b>November 3, 2016</b>	BAM Task Force Meeting [CR.16.5]
<b>November 16, 2016</b>	CoA Budget Committee Agenda – Evaluate and Update the BAM (CoA Integration of Budget and Planning) [CR.16.11]
<b>November 19, 2016</b>	BAM Task Force Meeting [CR.16.12]
<b>December 9, 2016</b>	BAM Task Force Meeting [CR.16.13]
<b>January 7, 2016</b>	BAM Task Force Meeting [CR.16.14]
<b>February 26, 2016</b>	PBIC – BAM Task Force Membership revised to reflect employment transitions
<b>March 15, 2016</b>	BAM Task Force Meeting [CR.16.15]
<b>April 5, 2016</b>	BAM Task Force Meeting [CR.16.16]
<b>April 26, 2016</b>	BAM Task Force Meeting [CR.16.17]
<b>May 2016</b>	BAM Task Force Report [CR.16.10]

### **EVIDENCE: RECOMMENDATION 16**

[CR.16.1 Budget Allocation Model](#)

[CR.16.2 Peralta Community College District 2015-2016 Strategic Goals and Institutional Objectives](#)

[CR.16.3 Peralta Community College District Planning and Budget Integration Council 2015-2016 Goal #1:](#)

[CR.16.4 BAM TF Minutes- October16, 2015](#)

[CR.16.5 BAM TF Minutes- November 3, 2015](#)

[CR.16.6 Budget Allocation Model Survey Themes](#)

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[CR.16.7 BAM Survey Results](#)

[CR.16.8 BAM Workshop- November 19, 2015](#)

[CR.16.9 PBC Year End Report](#)

[CR.16.10 BAM Taskforce Year End Report and Recommendations- May 2016](#)

[CR.16.11 College of Alameda Budget Committee- November 16, 2015](#)

[CR.16.12 BAM TF Minutes- November 19, 2015](#)

[CR.16.13 BAM TF Minutes- December 9, 2015](#)

[CR.16.14 BAM TF Minutes-January 7, 2016](#)

[CR.16.15 BAM TF Minutes-March 15, 2016](#)

[CR.16.16 BAM TF Minutes-April 5, 2016](#)

[CR.16.17 BAM TF Minutes-April 26, 2016](#)

## **COLLEGE RECOMMENDATION 17**

*Recommendation 17- In order to meet the Standards and the Eligibility Requirement and to comply with the ACCJC Policy on Distance Education and Correspondence Education and the Policy on Substantive Change, the team recommends that the College submit substantive change reports to the Commission as soon as possible and receive approval to offer its programs through distance education and at the off-site science and laboratory building. (IV.A.4, ER 21)*

### **DESCRIPTIVE SUMMARY**

In order to meet the Standards and the Eligibility Requirement and to comply with the ACCJC Policy on Distance Education and Correspondence Education and the Policy on Substantive Change, the College of Alameda submitted and received approval of the Substantive Change Reports for distance education and at the 860 Atlantic Science Annex, an off-site science and laboratory building. In July 2014 the College of Alameda contacted the ACCJC staff to determine the need to submit a Substantive Change Report for the Science Annex 860 Atlantic. ACCJC confirmed the need to submit a substantive change report for the Science Annex. The College began an internal process to complete the substantive change report for the Science Annex. The internal participatory process included consultation with all College stakeholders (i.e., Academic Senate, College Council, and Department Chairs). The Substantive Change Report for the Science Annex was finalized in December 2014. In accordance with ACCJC policy “Institutions may not submit a Substantive Change Proposal in the six-month period preceding a comprehensive evaluation team visit;” (*ACCJC Substantive Change Manual, Pg. 27*) therefore; the College was unable to submit a report between September 2014 and March 2015 [CR.17.1].

Upon completion of the College's comprehensive site visit in March 2015, the College forwarded the Substantive Change Report for the Science Annex to the Board of Trustees in April 2015 [CR.17.2]. The Substantive Change Report for the Science Annex was approved at the April 4, 2015 Board of Trustees meeting [CR.17.3]. The approved Substantive Change Report for the Science Annex was reviewed and accepted at the May 2015 ACCJC Substantive Change Committee meeting [CR.17.4].

In spring 2015, the College initiated the process to complete the Substantive Change Report for programs offered 50% or more via distance education. Through a comprehensive evaluation of College curriculum, it was determined that 20 degrees and 4 certificate programs could be completed 50% or more via distance education. Following the College consultation process, key College participatory governance committees (i.e., Academic Senate, College Council, and Department Chairs) reviewed and accepted the report. The completed Substantive Change Report for Distance Education was forwarded to the Board of Trustees and approved in September 2015 [CR.17.5]. The approved Substantive Change Report was submitted for the November 2015 ACCJC Substantive Change meeting [CR.17.6]. The report was reviewed and accepted at the December 2015 ACCJC Substantive Change Committee meeting [CR.17.7].

Information and documents related to both substantive change reports are accessible on the College's accreditation website at <http://alameda.peralta.edu/accreditation/> [CR.17.8].

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

**2015 COLLEGE RECOMMENDATION 17**

The College of Alameda has accomplished the recommendation and meets associated Standard IV.A.4 and Eligibility Requirement 21.

To comply with ACCJC Standards, Eligibility Requirement and the ACCJC Policy on Distance Education and Correspondence Education and the Policy on Substantive Change, the College began work on the substantive change report for the Science Annex in 2014. The substantive change report for the Science Annex was completed in April 2015 and submitted to ACCJC. The substantive change report for the Science Annex was accepted by ACCJC in May 2015. Upon completion of the Science Annex Report the College began work on a substantive change report for distance education. This report was completed and approved by the Board of Trustees in September 2015. ACCJC accepted the substantive change report for distance education at their October 2015 meeting.

Date	Action
<b>Fall 2014 Flex Day</b>	Accreditation Update- Substantive Change Process Presented [CR.17.9]
<b>Spring 2015 Flex Day</b>	Accreditation Update- Substantive Change Progress Presented [CR.17.10]
<b>March 26, 2015</b>	Vice-President of Instruction presents Substantive Change Report- Science Annex to Academic Senate [CR.17.11]
<b>April 4, 2015</b>	Board of Trustees approves Substantive Change Report- Science Annex [CR.17.3]
<b>April 2015</b>	Substantive Change Report- Science Annex

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	submitted to ACCJC [CR.17.2]
<b>April 22, 2015</b>	College Council Update- Science Annex and DE Substantive Change Reports [CR.17.12]
<b>May 2015</b>	ACCJC Letter Substantive Change- Science Annex [CR.17.4]
<b>September 3, 2015</b>	Vice-President of Instruction presents Substantive Change Report- DE to Academic Senate [CR.17.13]
<b>September 8, 2015</b>	Board of Trustees approves Substantive Change Report- DE [CR.17.5]
<b>October, 2015</b>	Substantive Change Report- DE submitted to ACCJC [CR.17.6]
<b>December 2015</b>	ACCJC Letter Substantive Change- Distance Education [CR.17.7]

### **EVIDENCE: RECOMMENDATION 17**

[CR.17.1 ACCJC Substantive Change Manual, Pg. 27](#)

[CR.17.2 Substantive Change Report- Science Annex](#)

[CR.17.3 PCCD Board of Trustees Agenda- April 4, 2015](#)

[CR.17.4 ACCJC Letter May 2015: Substantive Change Report- Science Annex](#)

[CR.17.5 PCCD Board of Trustees Agenda- September 8, 2015](#)

[CR.17.6 Substantive Change Report- Distance Education](#)

[CR.17.7 ACCJC Letter December 2015: Substantive Change Report- Distance Education](#)

[CR.17.8 College of Alameda Accreditation Webpage](#)

[CR.17.9 Fall 2014 Flex Day Presentation- Accreditation](#)

[CR.17.10 Spring 2015 Flex Day Presentation- Accreditation](#)

[CR.17.11 Academic Senate Agenda- March 26, 2015](#)

[CR.17.12 College Council Agenda- April 22, 2015](#)

[CR.17.13 Academic Senate Agenda- September 3, 2015](#)

## **COLLEGE RECOMMENDATION 18**

*Recommendation 18- In order to improve institutional effectiveness, the team recommends that the College establish a means to clearly identify and communicate recommendations made through the College governance structure and operational processes to the College president, and how those recommendations improve student learning programs and services. The outcomes of committee work and actions of the president in response to recommendations should be widely and effectively communicated to the College. (IV.A.1, IV.A.2, IV.A.3)*

### **DESCRIPTIVE SUMMARY**

The College established a means to clearly identify and communicate recommendations made through the College governance structures and operational processes to the College President, determining how those recommendations improve student learning programs and services. The outcomes of committee work and actions of the President in response to recommendations are widely and effectively communicated to the College. In consultation with the senior management team, Academic Senate, Classified Council, Associated Students and collective bargaining units, it was determined that the communication protocols and reporting of outcomes made through the governance structure and operational processes should be evaluated. This included both recommendations made to the President and the actions of the President in response to those recommendations.

A quantitative and qualitative approach was taken to evaluate the communication process. A quantitative methodology, using a campus survey (Institutional Effectiveness Survey), was used to measure processes and procedures that are operationalized to improve student learning programs and support services [CR.18.1]. The qualitative approach included meetings with key stakeholder groups to gather perceptions about processes and procedures.

After a thorough assessment of the communication processes and governance structures, the follow gaps were identified:

- The divisions were not holding regularly scheduled meetings to keep the departments abreast of pertinent campus information related to committee work and outcomes.
- Committees held meetings with limited agenda items and minutes that did not accurately communicate issues, recommendations, and action taken; neither agendas nor minutes were posted on committee websites to provide open access to decision-making processes, recommendations and actions taken, and there was not a meeting management system in place to serve as a historical repository of recommendations, action taken by the President, and operational processes.

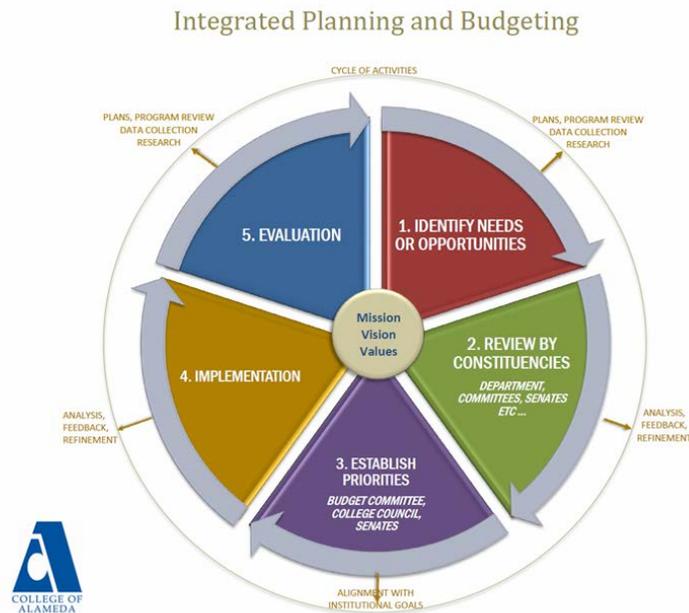
The results of the assessment of the communication protocols were shared with the constituent groups through the governance structure. Recommendations were made to the President and the following actions were taken:

- Monthly division meetings will be held by the instructional and student service deans.
- All meetings will have agendas, minutes, and supporting documents that will be housed in Dropbox [CR.18.2].
- Agendas and meeting minutes will be posted on the committee website for open access to the campus community [CR.18.3].

College Council is the overarching participatory governance body at the College. Recommendations are made to College Council from the various other participatory governance committees. College Council discusses the roles and responsibilities in a participatory

governance environment [CR.18.4]. Recommendations to form new committees or revise committee charges are submitted to College Council for adoption. An outcome of the dialog was documented in the College of Alameda Compendium of Committees, which outlines the roles and responsibilities of each constituency group and a directory of College committees [CR.18.5]. Recommendations from College committees are brought to College Council for discussion and action [CR.18.6; CR.18.7; CR.18.8].

As part of the College three year planning cycle, the process was reviewed by the Planning Research Institutional Effectiveness Committee (PRIEC) and the accompanying integrated planning diagram was modified [CR.18.9; CR.18.10]. The modified diagram is included in the updated Institutional Planning Handbook with an integrated College and District planning and resources allocation calendar [CR.18.11; CR.18.12] [See Recommendations 3, 4, 5].



In addition to the formal structure of posting committee meeting minutes, a weekly campus newsletter was created to disseminate information to the campus community to inform them of initiatives, activities, decisions, and actions taken on campus related to accreditation, budget, and governance issues [CR.18.13]. Marketing materials were created for two separate constituencies: A fact book for the external community, *Connecting to the Community* [CR.18.20], which presents the College to a broad range of stakeholders; and a fact book for Students, *A Community of Excellence* [CR.18.21], which provides an introduction to College of Alameda and the opportunities available for engagement. The President published an Annual Report that provides campus highlights for the year in review. To use a multimedia approach, a campus video, <https://vimeo.com/173114184/1ba773eaeec>, was produced that showcases College of Alameda Programs and Services. Also, social media platforms represent an additional opportunity for engagement and information dissemination which is expanding outreach and engagement [CR.18.19].

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 18**

The College of Alameda has accomplished the recommendation and meets associated Standard IV.A.1, IV.A.2, and IV.A.3.

The College identified several threads to enhance communication of recommendations and information from the College President to the campus community. New initiatives, projects, and recommendations are highlighted in the campus newsletter, *Splash*. To frequency of the

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newsletter varies from monthly during the summer to weekly during the primary semesters. To facilitate communication with the greater community, the College President established a Presidents Roundtable comprised strategic community organizations, for example Chamber of Commerce and Superintendent of the Alameda Unified School District.

<b>Date</b>	<b>Action</b>
<b>September 24, 2014</b>	College Council discussion on integrated planning [CR18.14]
<b>October 22, 2014</b>	College Council approves planning handbook [CR.18.15]
<b>February 25, 2015</b>	College Council discussion on participatory governance [CR.18.4]
<b>March 17, 2015</b>	Academic Senate discussion concerning Institutional Learning Outcomes [CR.18.15]
<b>March 25, 2015</b>	College Council discussion on Institutional Set Standards and Institutional Effectiveness Performance Indicators [CR.18.16]
<b>September 17, 2015</b>	Academic Senate discussion on program review and compendium of committees [CR.18.17]
<b>October 30, 2015</b>	Inaugural Issue of College of Alameda Splash Newsletter [CR.18.18]

### **EVIDENCE: RECOMMENDATION 18**

[CR18.1 Institutional Effectiveness Survey- 2015](#)

[CR.18.2 Screen Capture of Dropbox](#)

[CR.18.3 College Council Agenda/Minutes Webpage](#)

[CR.18.4 College Council Minutes- February 25, 2015](#)

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[CR.18.5 Compendium of Committees](#)

[CR.18.6 Sample Recommendation to College Council](#)

[CR.18.7 Sample Recommendation to College Council](#)

[CR.18.8 Sample Recommendation to College Council](#)

[CR.18.9 Planning Research and Institutional Effectiveness Committee Minutes- November 5, 2015](#)

[CR.18.10 Budget Advisory Committee Minutes- November 16, 2015](#)

[CR.18.11 Planning Handbook](#)

[CR.18.12 Integrated Budget Calendar](#)

[CR.18.13 Sample Splash Newsletter](#)

[CR.18.14 College Council Minutes- September 24, 2014](#)

[CR.18.15 College Council Minutes- October 22, 2014](#)

[CR.18.16 College Council Minutes- March 25, 2015](#)

[CR.18.17 Academic Senate Agenda- September 17, 2015](#)

[CR.18.18 College of Alameda Splash- October 30, 2015](#)

[CR.18.19 College of Alameda Twitter page](#)

[CR.18.20 Connecting to the Community](#)

[CR.18.21 A Community of Excellence](#)

## **COLLEGE RECOMMENDATION 19**

*In order to meet the Standards, the team recommends that the College president establish a collegial process that sets values, goals, and priorities; ensure that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensure that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; establish procedures to evaluate overall institutional planning and implementation efforts; and effectively control budget and expenditures. (IV.B.2)*

### **DESCRIPTIVE SUMMARY**

The College President has established a collegial process that sets values, goals, and priorities; ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; has established procedures to evaluate overall institutional planning and implementation efforts and effectively control expenditures. During the Summer 2015 Senior Leadership Retreat [CR.19.1], the management team reviewed the processes to determine their effectiveness and strategy to ensure processes are in alignment with values, goals, and priorities and effectively allocate and manage resources. The team identified five areas that needed to be streamlined and strategies to integrate budget and planning:

- Modification of program review cycle;
- Realignment of the integrated planning and budget calendar;
- Synchronization of the planning and budget calendar with the District planning and budget calendar;

- Maintenance of spreadsheets of budget priorities identified through the unit plans and annual program reviews; and,
- Creation of budget request process for one-time funds that are linked to values, goals, and priorities.

These processes were discussed with all constituent groups on campus through the governance committees.

To establish a collegial process that sets values, goals, and priorities, the College implemented a process for the regular and systematic review of its Mission Statement. The process is defined in the Institutional Planning Handbook, page 6 [CR.19.2]. As part of the College planning cycle, the Mission Statement is reviewed every three years. The most recent review and adoption of the Mission Statement commenced in 2013-14 at the College Flex (Opening) Day Convocation [CR.19.3] and campus consensus was reached at the August 2014 College Flex (Opening) Day Convocation [CR.19.4]. In fall 2014 the renewal of the Mission Statement proceeded through the College consultation process. This culminated in the re-adoption of the Mission Statement by College Council in October 2014 [CR.19.5]. The Peralta Board of Trustees approved the College of Alameda Mission Statement at their April 14, 2015 Board meeting [CR.19.6]. In the spring of 2016, the College contracted with the College Brain Trust (CBT) to facilitate campus engagement to develop revisions to the College Educational Master Plan (EMP), which chronicles the College values, goals, and priorities in a campus-wide planning effort that will direct College planning during 2016-2021. The first meeting of the EMP

Working Group was on February 22, 2016. The CBT worked with the campus March 29-30, 2016 [CR.19.7], and May 12, 2016 as follows:

- EMP Working Group/PRIEC March 29, 2016 [CR.19.8]
- College Council March, 30, 2016 [CR.19.9]
- Campus Forum March 29, 2016 in conjunction with division meetings
- Follow up meeting with EMP Working Group May 12, 2016 [CR.19.10].

The Educational Master Plan process was finalized on May 26, 2016 [CR.19.11]. The final College of Alameda Educational Master Plan [CR.19.12] was approved by the PCCD Board of Trustees on June 14, 2016 [CR.19.13].

To ensure that evaluation and planning rely on high quality research and analysis of external and internal conditions, the College is participating in the State's Institutional Effectiveness Partnership Initiative (IEPI). IEPI is a year-long collaborative effort to help advance the institutional effectiveness of California Community Colleges (CCC). The California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) makes technical assistance available to colleges through Partnership Resource Teams (PRTs) [CR.19.14].

The IEPI PRT visited the College three times [CR.19.15], to understand the issues thoroughly; provided a menu of option and considerations [CR.19.16]; help the College develop an improvement plan (called the Innovation and Effectiveness Plan); and provide follow-up support as needed. The College of Alameda Innovation and Effectiveness Plan was adopted in spring 2016 [CR.19.17]. The plan identified four areas of focus for the College, one of which

related directly to Recommendation 20: Establishment of a clear delineation of responsibilities between District and College Services.

The President has assessed and identified areas that may need to be redefined as the responsibility of the College and the District. This past year the District, in a pilot process, began shifting the following responsibilities to the College:

1) Campus-Based Research:

The President of CoA launched the CoA Research Agenda at Opening Convocation for the 2015-2016 academic year. Convocation included a featured researcher that showcased the role of research in both identifying educational outcomes and designing strategies to improve institutional effectiveness using data informed decision making. [CR.19.18] CoA is working with the *Education Advisory Board* to access best practice research, data analytics, technology, and consulting services, to support the launch of the CoA Research Agenda [CR.19.19]. CoA has identified the need for a Dean of Institutional Research and Institutional Effectiveness, recruited for the position, established interview committees and scheduled interviews [CR.19.20].

2) Campus Specific Marketing And Public Information Strategies:

Responsibility for communications, marketing, and public relations has historically been centralized at the District level. However, CoA hired a communications consultant to research the CoA Brand, identify issues and opportunities, develop communication strategies, and document the need for a Public Information Officer at CoA. Specific deliverables included: Refresh of the CoA Website, Development of CoA specific

marketing materials, and the production of a report on the brand of CoA. A comprehensive brand audit and brand discovery document was finalized in November 2015 [CR.19.21; CR.19.22].

The College relies on current data to guide the decision making process. The cornerstone of college planning is the program review. Each year data sets are created to inform the program review process. The revised comprehensive program review process began in fall 2015 [CR.19.23]. Each area receives core data elements to inform reflection, analysis, and priority setting [see College Recommendation 8]. Departments respond to specific data informed questions in the comprehensive program review handbook [CR.19.24].

Data and achievement metrics are an integral element to the annual faculty prioritization process. The faculty prioritization process begins each fall semester following the completion of program review or annual unit plans [see College Recommendation 8].

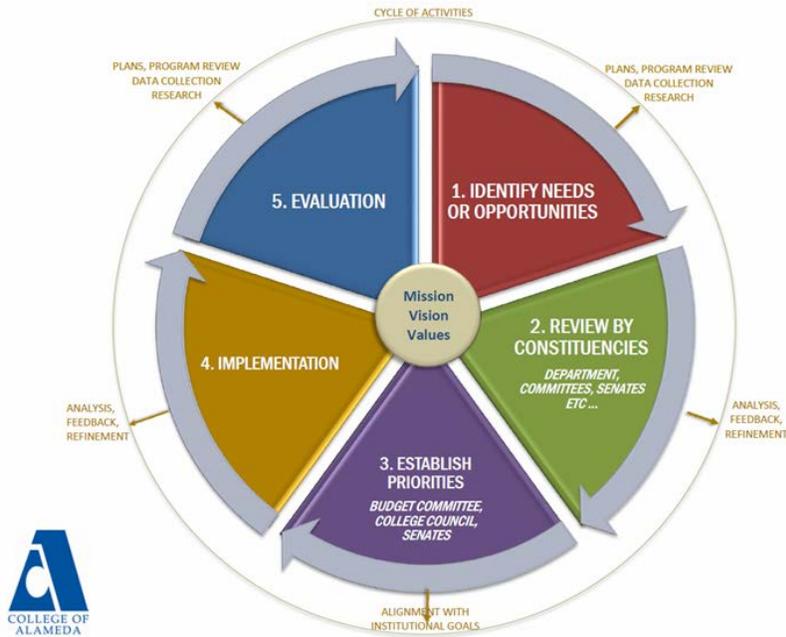
The College relies on research, surveys, and data from many sources in the decision making process. The College conducted an annual institutional effectiveness survey in 2014-15 [CR.19.25] and 2015-16 [CR.19.26], an employee voice (campus climate) survey in 2015-16 [CR.19.27], an intensive brand discovery process in 2015-16, and the national Community College Survey of Student Engagement in 2014-15.

Enrollment management decisions and strategies are based in data analytics. The College adopted and implemented a comprehensive enrollment management plan [CR.19.28] in 2015-16 [see College recommendation 10]. Data-informed strategies are discussed, reviewed, and implemented each term to meet student needs.

To ensure continuous improvement and transparent communication related to College planning, the President has implemented a framework to communicate to the campus community. This includes a series of publication and informational items related to accreditation (Blueprint for Excellence and Accreditation Update Report) and planning were produced and distributed to the campus community. All documents are posted on the College website under accreditation and college planning documents [CR.19.29]. To provide the widest breadth of communication, the College newsletter, *Splash*, provides regular information to the campus community.

As part of the College three year planning cycle, the process was reviewed by the Planning Research Institutional Effectiveness Committee (PRIEC) and the accompanying integrated planning diagram was modified [see College Recommendation 9]. The College updates its planning handbook based on improvement and revisions to the processes. The Institutional Planning Handbook was modified to reflect changes identified during the review cycle in 2014-2015. The modified diagram is included in the updated Institutional Planning Handbook along with an integrated College and District planning and resources allocation calendar [CR.19.30; CR.19.31]. To establish procedures to evaluate overall institutional planning and implementation efforts, the College is committed to continuous improvement and strives to exceed the Standards. The College participated in a review and revision of comprehensive Program Review documents and began the ongoing 3 year cycle in 2015-2016 [CR.19.32].

**Integrated Planning and Budgeting**



The College effectively controls budget and expenditures through the participatory governance process. The College Budget Committee is co-chaired by the Director of Business and Administrative Services and appointees of the Academic Senate and the Classified Council.

The Committee represents stakeholders from all constituent groups of the College. The Committee provides recommendations to the President regarding expenditures, budget allocation and budget control, and the integration of planning and budget to ensure institutional effectiveness. Information from the Budget Committee is shared with College Council. Additionally, the Director holds town hall budget meetings each semester with the District Vice Chancellor of Finance and Administration to disseminate state, district, and campus budget updates. The Director of Business and Administrative Services serves on the Executive Council

and Senior Leadership Team and provides regular updates on fiscal matters. Additionally, the Director meets with the College President weekly to review planning and budgeting priorities and updates. Finally the Director represents the College on the district-wide Budget Allocation Model Task Force.

## **CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

### **2015 COLLEGE RECOMMENDATION 19**

The College of Alameda has addressed this recommendation and meets associated Standard IV.B.2

The College revised the program review documents in 2014-2015 and launched the revised procedures in Fall 2015. As part of program review all departments/area tie goals and resource requests to learning outcomes and strategic goals. Institutional planning is evaluated annually through the Institutional Effectiveness Survey. The survey responses are reviewed by participatory governance committees. The Institutional Planning and Budget handbook is reviewed and revised accordingly. In Fall 2015 the College embarked on a comprehensive review of its Educational Master Plan. The planning and coordination of the process happened throughout the 2015-2016 academic year. The lead participatory governance committee to facilitate the process was the Planning, Research, and Institutional Effectiveness Committee. The Educational Master Plan includes a detailed assessment of internal and external data; mapping and integration of other College plans; and the identification of strategic directions for the College. The final 2016-2021 College of Alameda Educational Master plan was approved by the Board of Trustees in June 2016.

## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

<b>Date</b>	<b>Action</b>
<b>Fall 2013 Flex Day</b>	Mission Statement presented to College
<b>Fall 2014 Flex Day</b>	College reaches consensus on Mission Statement [CR.19.4]
<b>September 2014</b>	Annual College Planning Handbook updated
<b>October 2014</b>	Mission Statement approved at College Council [CR.19.5]
<b>February 25, 2015</b>	College Council discussion on participatory governance [CR.19.33]
<b>April 4, 2015</b>	Mission Statement approved at Board of Trustees meeting [CR.19.6]
<b>April 2015</b>	Mission Statement Posters Distributed
<b>May 2015</b>	2015-2017 College Catalog Printed
<b>September 2015</b>	Annual College Planning Handbook updated [CR.1.11]
<b>October 2015</b>	College publications, such as, Splash Newsletter and Enrollment Management Plan
<b>February 8, 2016</b>	Planning & resource allocation integration calendar presented to and approved by Budget Committee [CR.19.34]
<b>February 8, 2016</b>	College of Alameda Institutional Planning 2016 draft presented to Budget Committee [CR.19.34]
<b>April 2016</b>	CoA Institutional Planning 2016 draft approved by College Council

**EVIDENCE: RECOMMENDATION 19**

[CR.19.1 Senior Leadership Retreat- Summer 2015](#)

[CR.19.2 Institutional Planning Handbook, page 6](#)

[CR.19.3 Fall 2013 Flex Day Presentation](#)

[CR.19.4 Fall 2014 Flex Day Presentation](#)

[CR.19.5 College Council Minutes- October 4, 2014](#)

[CR.19.6 PCCD Board of Trustee Meeting Minutes- April, 14, 2015](#)

[CR.19.7 Educational Mater Plan Planning Visit Agenda](#)

[CR.19.8 Planning, Research and Institutional Effectiveness Committee Minutes- March 29, 2016](#)

[CR.19.9 College Council Minutes- March 30, 2016](#)

[CR.19.10 Education Master Plan Workgroup Meeting- May 12, 2016](#)

[CR.19.11 Education Master Plan Workgroup Meeting- May 26, 2016](#)

[CR.19.12 CoA Educational Master Plan](#)

[CR.19.13 PCCD Board of Trustee Meeting- June 14, 2016](#)

[CR.19.14 IEPI Proposal Acknowledgement](#)

[CR.19.15 IEPI Visit- October 2015](#)

[CR.19.16 IEPI Options for Consideration Documents](#)

[CR.19.17 CoA IEPI Plan](#)

[CR.19.18 Fall 2015 Flex Day](#)

[CR.19.19 Education Advisory Board Agreement](#)

[CR.19.20 Dean of Research, Planning and Institutional Effectiveness Announcement](#)

[CR.19.21 CoA Brand Audit](#)

[CR.19.22 CoA Brand Discovery Document](#)

[CR.19.23 Program Review Timeline- 2015](#)

[CR.19.24 Sample Program Review Handbook](#)

[CR.19.25 Institutional Effectiveness Survey- 2014](#)

[CR.19.26 Institutional Effectiveness Survey- 2015](#)

[CR.19.27 Employee Voice Survey- 2015](#)

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## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

[CR.19.28 CoA Enrollment Management Plan](#)

[CR.19.29 Accreditation Webpage](#)

[CR.19.30 Institutional Planning Handbook](#)

[CR.19.31 Budget and Planning Calendar](#)

[CR.19.32 Program Review Cycle](#)

[CR.19.33 College Council Meeting Minutes- February 25, 2015](#)

[CR.19.34 Budget Committee Agenda- February 8, 2016](#)

## **COLLEGE RECOMMENDATION 20**

*Recommendation 20 - In order to meet the Standard, the team recommends that the College and the District collaborate to clearly delineate and communicate the operational responsibilities and functions of the District from those of the College and consistently adhere to this delineation in practice; and regularly assess and evaluate District role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the College in meeting educational goals. (IV.B.3)*

### **DESCRIPTIVE SUMMARY**

The College and the District collaborated to clearly delineate and communicate the operational responsibilities and functions of the District from those of the College while consistently adhering to this delineation in practice; and to regularly assess and evaluate District role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the College in meeting educational goals. The College President and campus stakeholders reviewed the delineation of operational responsibilities and functions of the District and those of the College. An interactive function chart of District Service Center Units and the functions they perform for colleges was developed [CR.20.1]. In January 2016 and CoA participated in a *District Service Centers Customer Satisfaction Survey* designed to evaluate services provided by District. Those results were analyzed and reflected in District Service Area Program Reviews [CR.20.2]. Specifically, on page 8 of the District Service Area Program Review Handbook [CR.20.3], District Service Areas are required to describe the primary functions of your administrative unit as they relate to District-wide operations and the goals of the colleges. All District Service Centers Program Reviews and validation forms are posted on the District website.

The Peralta Community College District (PCCD) has a clear organizational chart that illustrates the delineation of functions between the District and the College [CR.20.6]. PCCD governance and decision making structure is called Peralta's Planning and Budgeting Integration Model (PBIM). The PBIM utilizes a participatory committee structure for operational planning and budgeting that integrates planning, budgeting, and resource allocation District-wide. This model (PCCD Administrative Procedure 3250) [CR.20.7] defines and clarifies district-wide processes for developing recommendations leading to decision-making. The PBIM was first implemented in August 2009 to improve the effectiveness of District-wide advisory committees. Development of the PBIM is a response that the colleges and District offices collectively establish a coordinated planning and budgeting system, which delineates functional responsibilities and provides a clear process for decision-making. The PBIM overview document, page 2 [CR.20.8], codifies PBIM goals as:

The PBIM process has these 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 and recommendations leading to decisions
- Provide a mechanism for implementing the District's Mission, Strategic Goals and Institutional Objectives

PBIM distributes and posts online [CR.20.9] a PBIM flowchart illustrating the District governance and committee structure [CR.20.10]. Each academic year begins with a PBIM Summit in August [CR.20.11] that bring together District and College faculty, staff, and administrators to establish strategic goals [CR.20.12] and evaluation the governance process. All documents related to PBIM summits (presentations, goals, and evaluations) are posted online to facilitate open and transparent communication [CR.20.9]. To strengthen communication of District and College functions, actions, and program updates, the PCCD Chancellor established as regular communication tool, called *C-Direct* [CR.20.14], which is sent to the entire College community. The College President established a similar communication tool, called *Splash Newsletter* [CR.20.15], which is sent to the College weekly.

The College is participating in the State's Institutional Effectiveness Partnership Initiative (IEPI) [CR.20.16]. IEPI is a collaborative effort to help advance the institutional effectiveness of California Community Colleges (CCC). The California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) makes technical assistance available to colleges through Partnership Resource Teams (PRTs).

The IEPI PRT visited the College three times, beginning in October 2015 [CR.20.17] that included meetings with all participatory governance groups, and ended in March 2016. The College President asked the PRT to include the following areas [CR.20.18]:

- Development of a robust culture of assessment for student learning and service area outcomes.

- Establishment of a transparent integrated budget and planning process that includes linkages to program review, assessment and resource allocation.
- Development and implementation of a communication strategy to ensure all internal and external constituents engage in the participatory governance process.
- Establishment of a clear delineation of responsibilities between the District and College Services.

After meeting to understand the issues thoroughly, the IEPI PRT provided the College with a menu of considerations in March 2016 [CR.20.19]. Based on these consideration a final College Innovation and Effectiveness Plan was developed [CR.20.20]. The College Innovation and Effectiveness Plan was reviewed and adopted by College Council in April 2016 [CR.20.21].

In 2015-2016 all four Peralta Colleges (Alameda, Berkeley, Laney, and Merritt) began their Educational Master Planning process. College Council discussed the process at multiple meetings [CR.20.22; CR.20.23] prior to the launch. In March 2016 there was an all campus meeting and targeted committee and individual meetings related to the Education Master Plan [CR.20.24]. College Council charged the Planning Research and Institutional Effectiveness Committee (PRIEC) has the lead participatory governance body guiding the Education Master Planning process. PRIEC meet over several months [CR.20.25; CR.20.26; CR.20.27; CR.20.28] to provide feedback and recommendations regarding the draft Educational Master Planning document. The final Education Master Plan 2016-2021 [CR.20.29] was completed in May 2016. The PCCD Board of Trustees approved the plan at their June 14, 2016 meeting [CR.20.30].

**CONCLUSION AND ACTIONS TAKEN TO RESOLVE**

**2015 COLLEGE RECOMMENDATION 20**

The College of Alameda has addressed this recommendation and meets associated Standards IV.B.3

The College and the District have established a delineation of function. To increase communication and collaboration, the College established regular collaborative leadership team meetings between College administration and District Service Areas. These meeting focus on projects the affect both the College and District. Priorities and timelines are reviewed, discussed, and revised. The overall District governance structure and process is evaluated annually. Each year is started with a District Planning and Budget Summit. This year’s Summit is August 26, 2016.

Date	Action
August 2015	PBIM Summit [CR.20.11]
August 2015	2015-2016 PCCD Strategic Goals and Objectives Approved [CR.20.12]
September 2015 – January 2016	District Service Centers Complete Program Reviews
October 2015	IEPI PRT Visit [CR.20.17]
January 2016	College Council discussion on Education Master Plan [CR.20.22]
February 2016	College Council discussion on Education Master Plan [CR.20.23]
February 2016 – March 2016	District Service Center Program Review Validation Process [CR.20.31]
March 2016	IEPI PRT Visit
March 2016	College wide and participatory governance meetings on Educational Master Plan

	[CR.20.24]
<b>March 2016</b>	Planning, Research and Institutional Effectiveness Committee (PRIEC) discussion on Educational Master Plan [CR.20.25; CR.20.26]
<b>April 2016</b>	College Council adopts Innovation and Effectiveness Plan [CR.20.21]
<b>April 2016</b>	Planning, research and Institutional Effectiveness Committee (PRIEC) discussion on Educational Master Plan [CR.20.27]
<b>May 2016</b>	Planning, research and Institutional Effectiveness Committee (PRIEC) discussion on Educational Master Plan [CR.20.28]
<b>June 2016</b>	PCCD Board of Trustees approves CoA Educational Master Plan 2016-2021 [CR.20.30]

**EVIDENCE: RECOMMENDATION 20**

[CR.20.1 District Functions Chart](#)

[CR.20.2 District Service Area Program Review Handbook](#)

[CR.20.3 District Service Area Program Review Handbook, page 8](#)

[CR.20.4 District Service Area Program Review Webpage](#)

[CR.20.5 District Service Area Program Review Validation Forms Webpage](#)

[CR.20.6 District Organizational Chart](#)

[CR.20.7 PCCD Administrative Procedure 3250](#)

[CR.20.8 PBIM Overview Handbook, page 2](#)

[CR.20.9 PBIM webpage](#)

[CR.20.10 PBIM Flowchart](#)

[CR.20.11 2016 PBIM Summit](#)

## ***COLLEGE of ALAMEDA***

ACCJC Follow-up Report, October 2016

[CR.20.12 2015-2016 PCCD Strategic Goals and Objectives](#)

[CR.20.13 2014-2015 PBIM Evaluation](#)

[CR.20.14 Chancellor's C-Direct Webpage](#)

[CR.20.15 President's Splash Newsletter Webpage](#)

[CR.20.16 IEPI Confirmation email](#)

[CR.20.17 IEPI PRT October 2015 Agenda](#)

[CR.20.18 PRT Request](#)

[CR.20.19 IEPI PRT Menu of Options and Observations](#)

[CR.20.20 College Innovation and Effectiveness Plan](#)

[CR.20.21 College Council Agenda- April 27, 2016](#)

[CR.20.22 College Council Minutes- January, 27, 2016](#)

[CR.20.23 College Council Minutes- February 24, 2016](#)

[CR.20.24 Educational Master Planning College wide Meeting Agenda- March 2016](#)

[CR.20.25 Planning, Research and Institutional Effectiveness \(PREIC\) Minutes- March 17, 2016](#)

[CR.20.26 Planning, Research and Institutional Effectiveness \(PREIC\) Minutes- March 29, 2016](#)

[CR.20.27 Planning, Research and Institutional Effectiveness \(PREIC\) Minutes- April 8, 2016](#)

[CR.20.28 Planning, Research and Institutional Effectiveness \(PREIC\) Minutes- May 12, 2016](#)

[CR.20.29 Final Educational Master Plan 2016-2021](#)

[CR.20.30 PCCD Board of Trustees Meeting Agenda- June 14, 2016](#)

[CR.20.31 District Service Center Validation Summary Report- May 2016](#)

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