



# Introduction and Overview

## Foreword: Major Developments since the Last Self-Evaluation

College of Alameda supports student success by empowering students with the values, knowledge, and skills to succeed in becoming engaged global citizens. These qualities enable them to be involved in the creation of a future that is socially just, economically viable, ecologically sound, and promotes a healthy quality of life and holistic well-being.

We assess the achievement of our goals in the success of our students when they are able to apply what they learn in the classroom to the efforts needed to achieve their academic, professional, and personal aspirations!

College of Alameda has been actively engaged in the accreditation process since the last accreditation team's site visit in March 2009, completing four progress reports (in March 2010, October 2010, March 2011 and March 2013) as well as a Midterm Progress Report in March 2012.

The College strives to continuously reflect and improve. During the current accreditation cycle the college has significantly advanced in targeted areas. A thematic description and timeline is articulated below:

### Board Policies and Administrative Procedures

<i>Academic Year</i>	<i>Activity</i>
2011-12	Adopted Board Policy 2410 Board Policy and Administrative Procedure outlining the process for ongoing review of Board Policies (BP) and Administrative Procedures (AP)
2011-12 – present	Followed the policy of review which is based upon recommendations from the California Community College League
2011-12 – present	Revised and updated 138 Board Policies
2011-12 – present	Revised and updated 142 Administrative Procedures
2013-14	Delineations in the PCCD Function Map revised

### Integrated Planning, Budgeting and Resource Allocation

<i>Academic Year</i>	<i>Activity</i>
2010 - 11	Development of the PCCD Budget Allocation Model (BAM) by the Planning and Budgeting Council (PBC)
2011-12	Review and revision of the BAM for allocations for Non-Res Students
2012-13	Review and revision of the BAM for multi-year IT expenditure planning
2013-14	Review and revision of the BAM for facility, maintenance, and operation expenditure planning
2014 – present	Review of the BAM for allocation of Total FTES rather than RES FTES

### Participatory Governance

<i>Academic Year</i>	<i>Activity</i>
2009-10	Development and Implementation of the Planning and Budgeting Integration Model (PBIM) of District-wide participatory governance process
2010-11	Evaluation and improvement of the PBIM process
2011-12	Evaluation and improvement of the PBIM process
2012-13	Evaluation and improvement of the PBIM process
2013-14	Evaluation and improvement of the PBIM process. Restructuring of committee memberships

2014 - present	Enhancement of the PBIM process linking committee goals to PCCD Strategic Planning Goals and Institutional Objectives

### Strategic Planning

<i>Academic Year</i>	<i>Activity</i>
2008-09	Development of the PCCD Strategic Plan
2010-11	District-wide Strategic Plan Update
2011	Review and Revision of the PCCD Mission Statement
2011-12	District-wide Strategic Plan Update
2012-13	District-wide Strategic Plan Update
2013-14	District-wide Strategic Plan Update
2014	Review and revalidation of the PCCD Mission Statement
2014	Review and revision of PCCD Strategic Goals and Institutional Objectives
2014- present	Comprehensive review and revision of the PCCD Strategic Plan

### Technology

<i>Academic Year</i>	<i>Activity</i>
2010-11	Development and implementation of PeopleSoft Resolution Teams to identify and monitor resolution of critical issues
2011-12	IT Strategy for 2012 – 2015 developed
2012-13	Hired a Director of Enterprise Services to manage the PeopleSoft system
2012-13	Trust accounts and agency funds moved from the Legacy system into PeopleSoft
2013-14	PeopleSoft Human Resources module upgraded
2013-14	PeopleSoft Student Finance module upgraded to include the Electronic Content Management feature
2014 – present	PeopleSoft Student Financial Aid module implemented

### Student Learning Outcomes

<i>Academic Year</i>	<i>Activity</i>
2008	Ongoing since 2008, faculty, staff, students, and administrators representative of Instruction, Student Services, and Administration related units participate in a cross-discipline, cross-services, approach to assessment of their respective programs, courses, certificates, degrees, and services areas.
2009	The College began using the TaskStream database that includes course and program SLO's, an Assessment Plan, Assessment Findings, and changes made

	<p>as a result of the findings</p> <p>Student learning outcomes and authentic assessment are fully implemented across the campus and opportunities for both unintentional (meetings and other gatherings) and intentional (planned TaskStream and other workshops).</p>
2010	The College Institutional Effectiveness Committee developed and implemented an annual strategy. Through the extremely competent faculty-driven leadership and work of the IEC SLO assessment was woven into the fabric of the College.
2011	<p>The College's Interim Vice President of Instruction led non-instructional units (Office of the President, Office of the Vice President of Instruction, Office of the Vice President of Student Services, and Business Office) in developing their student learning outcomes, visual map depictions of their units, and in identifying key assessment points to measure how well they are meeting their SLO's.</p> <p>The College review previous Institutional Level Outcomes (ILO) and adopted four ILO's, which were placed on a three-year review cycle.</p>
2012	All active courses at College of Alameda have SLOs and have been entered into TaskStream. Faculty and pertinent student service areas are assuring that course student learning outcomes are aligned with degree student learning outcomes by means of using a feedback loop method for assessing and reassessing alignment of ILO's, PLO's, and SLO's and the course level. The College is very proud of its progress to reach the completion of 100% of its SLO's and of its assessment plans.
2013	The College achieved proficiency status by ACCJC. Departments continued to access their student learning outcomes, document results, and make improvements.
2014	<p>The College reaffirmed its ILO's, in conjunction with the Mission, Vision, and Value Statements.</p> <p>Comprehensive assessment reports exist through the College's use of TaskStream as a means for compiling, documenting, and showing alignment with course, program, and institutional level student learning outcomes. Those course and programs that have completed their comprehensive assessment reports are updating their data on a regular basis.</p> <p>The College's ILO's, SLO's, and assessment practices, in addition to its program review and unit planning processes have accelerated with purpose and attention to meaningful dialogue among all constituencies. The College of Alameda continues to create and refine a "data-driven environment in which continuous assessment is used as a vehicle for institutional improvement."</p>

### Leadership Capacity

The College has made significant strides in stabilizing senior leadership positions and increasing capacity with the institution of department chairs. During this accreditation cycle, the College has had 3 Presidents, 5 Vice-Presidents of Instruction, and 2 Vice-Presidents of Student Services. The College anticipates all senior leadership positions will be permanently filled by the visiting team visit in March 2015. Below is the status of the senior leadership positions:

Position	Status
President; Dr. Eric Gravenberg	Interim-2013+; Finalist Open Forums-November 6, 2014
Vice-President, Student Services; Dr. Alexis Montevirgin	Permanent
Vice-President, Instruction; Timothy Karas	Permanent
Director of Business & Administrative Services; MaryBeth Benvenuti	Permanent
Dean, Division I; Dr. Charlene Perlas	Permanent
Dean, Division II; Myron Jordan	Interim 2014+; Interview processes underway
Dean, Special Programs; Toni Cook	Permanent
Dean; Enrollment Services; Dr. Amy Lee	Permanent
Director, Student Life; Luis Escobar	Permanent

# History and Demographics

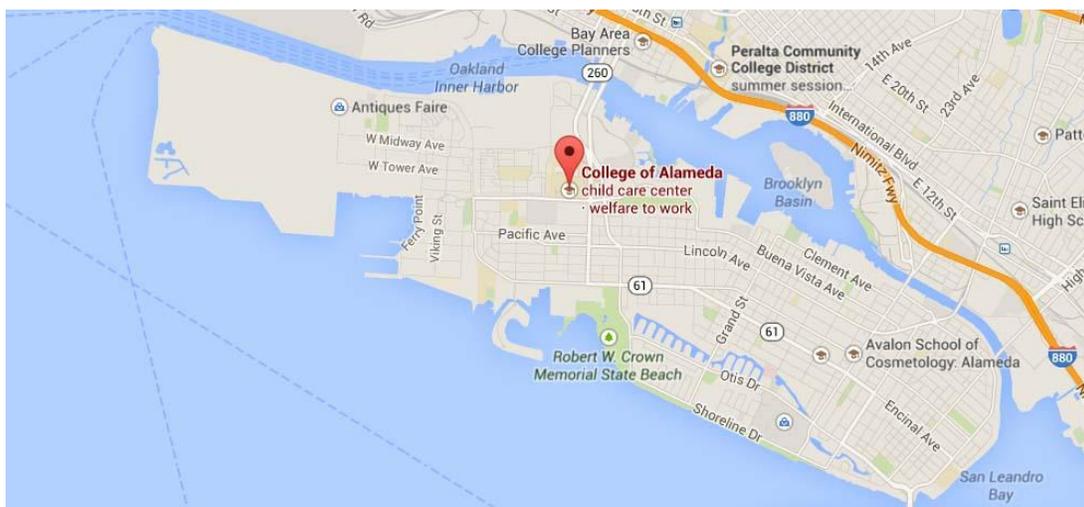


## HISTORY, DEMOGRAPHICS & STUDENT OUTCOMES: PORTRAIT OF THE INSTITUTION

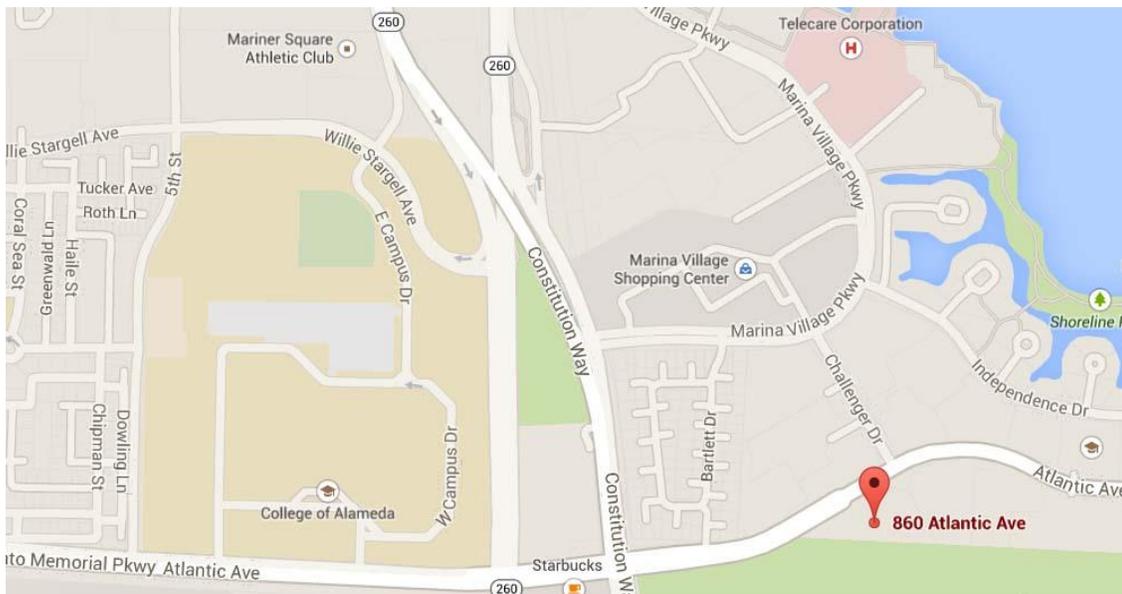
- I. History
- II. Demographics
  - a. Enrollment relative to the College's Communities: 2013-2014
  - b. Enrollments by Gender, Age and Race/Ethnicity: 2008-2013
  - c. Headcounts and FTES: 2008-2013
  - d. Enrollments by Full- and Part-time Status and by Program Status: 2008-2013
  - e. Language and Special Student Populations: 2013-2014
- III. Student Educational Goals and Pathways
  - a. Where do our Students Plan to Go, and Where do they Go?: Transfer, Degree, Award numbers
  - b. What do Students have to Say about Their Experiences at COA?: CCSSE

### I. HISTORY

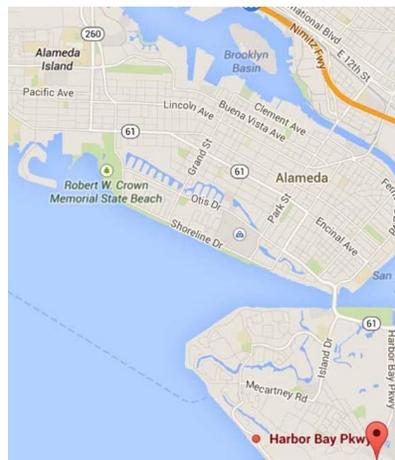
College of Alameda (COA) is one of the four accredited Peralta Community Colleges. The Peralta Community College District, primarily serving the residents of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont, was established in 1964 by a vote of the residents to join in establishing a single community college district. The new district was named after Sgt. Luis Maria Peralta, who was granted 44,800 acres (that now encompass the six cities) in August 1820. From the outset, it was determined that the existing campuses, as well as future campuses, would become comprehensive colleges, offering occupational and liberal arts courses.



College of Alameda opened in 1970 after two years of offering classes in the historic Alameda high school on Central Avenue in downtown Alameda. It is located on a 62 acre campus at the corner of Webster St. and Ralph Appezzato Memorial Parkway in the city of Alameda. The College's Aviation Maintenance program is located on a 2.5 acre site on Harbor Bay Parkway, adjacent to Oakland International Airport's North Field. The college also has a building at 860 Atlantic Ave. which it shares with Merritt College and which houses science classes and laboratories.



The college, including its two off site facilities, is conveniently located on bus routes and is accessible by car from Oakland through the Posey tube or via the Park St. and High St. bridges.



As a publicly-supported two-year community college, one of the 112 California Community colleges, College of Alameda makes available lower division college level work at a moderate cost to students. Its unique career technical education programs make it a magnet for students from the greater Bay Area as well as the other Peralta colleges. Associate in Arts (AA) or Associate in Science (AS) degrees may be earned in many areas of liberal arts and occupational studies, with most credits earned transferable to the University of California, California State Colleges and Universities, and to other public and private four-year colleges and universities.

Small classes allow students to benefit from closer contact with instructors and fellow students, and to become more individually involved in campus life and student activities.

The college shares with the other three Peralta colleges a commitment to its community which has shown its support by the approval, since 1970, of construction bonds that have contributed to improvements in the buildings and land and the creation of a baseball field, track, and tennis courts. The most recent, measure A (passed 2006), has funded and will soon be the means to replace the C and D buildings. Measure B, a parcel tax, was passed by the voters in June 2012 to expand educational offerings by the colleges.

Since 1996, when the Naval base was closed, the college has worked with the city of Alameda to develop this part of the island. The city of Alameda leases the baseball field and various community groups and secondary institutions lease the track and tennis courts. The Alameda Science and Technology Institute, an early college high school, operates on the campus, as does the One Stop Career Center, an Alameda Workforce Investment Board facility.

**II. DEMOGRAPHICS: COA & the Community**

The College of Alameda is a lively campus with broad and diverse demographics that reflect the demographics of the surrounding cities we serve. Detailed demographic data is available on the following reports: Enrollment by Zip Code, Enrollment by Gender, Enrollment by Race, Enrollment by Age, Enrollment by Ethnicity, Course Completion Data, Course Success Data, Transfer Data, Persistence Fall to Spring, Awards by Subject, Awards granted- Degrees, and Awards Granted- Certificates.

**i. Enrollment by Ethnicity, Age, and Gender**

The tables below provide snapshots that highlight the diversity of our student population, as well as track the enrollment and demographic shifts that have occurred since the last self-study.

In general, COA students are 29 years of age or younger (72% in Fall 2013), slightly predominantly female (52% in Fall 2013), and predominantly Asian or African American (these are by far the two highest represented ethnic groups – together, Asians and African Americans make up 49% of the student population for Fall 2013). Enrollments by age group have held relatively steady within the age brackets, and overall (as illustrated below) have reflected the fluctuations in general enrollment at COA over the past 6 years, although by far the highest numbers remain in the 19-24 age group (47% of the overall student population in Fall 2013).

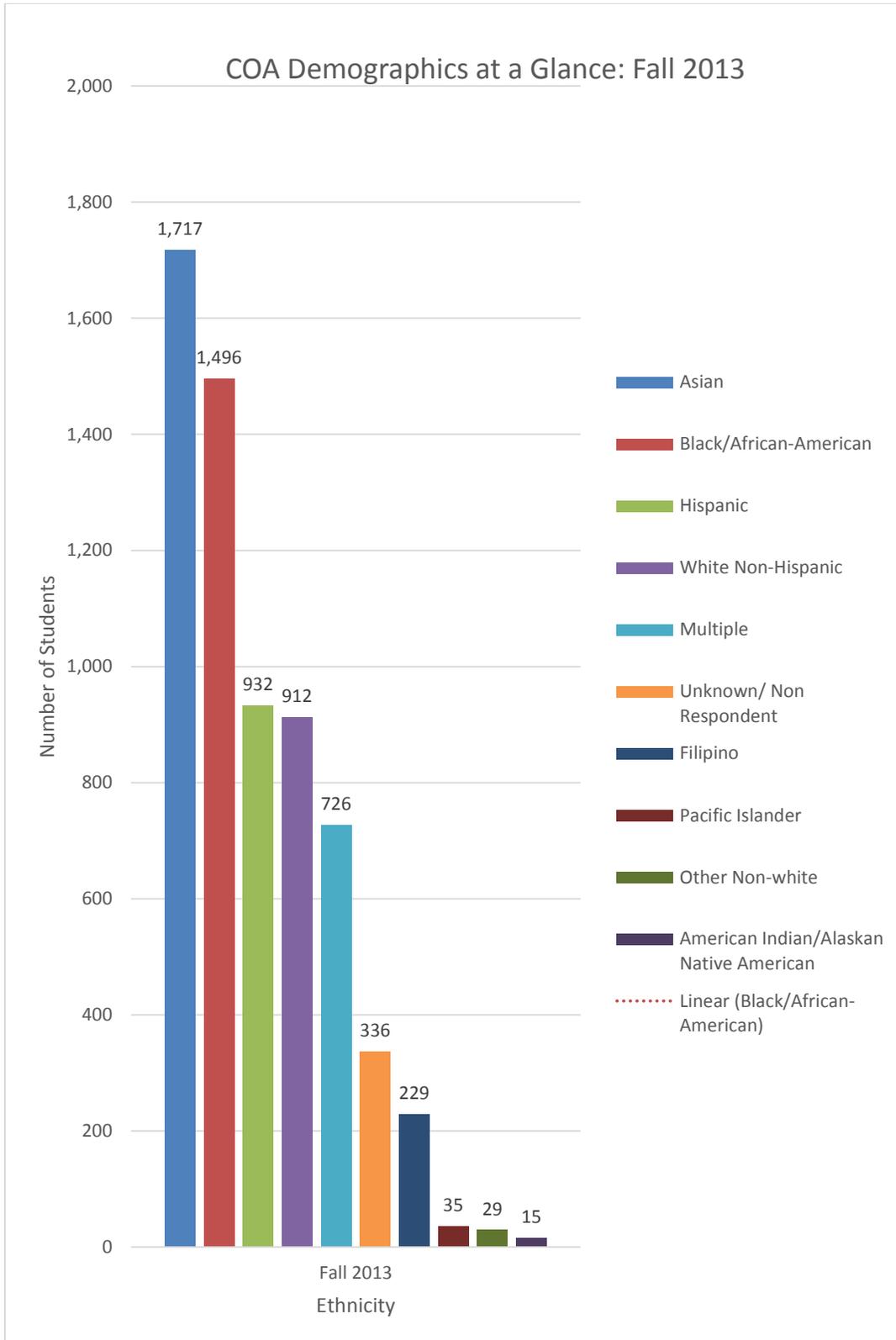
**Ethnicity: Oakland and Alameda, 2010**

<i>2010 Population estimate</i>	<i>Of 390,724</i>	<i>Of 73,812</i>	<i>Of 6,427</i>
<b>Ethnicity</b>	<b>2010: % of Cohort – Oakland</b>	<b>2010: % of Cohort - Alameda</b>	<b>2010: % of Cohort - COA</b>
<b>American Indian or Alaskan Native</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.4%</b>
<b>Asian</b>	<b>16.7%</b>	<b>30.9%</b>	<b>21.6%</b>
<b>Black/African-American</b>	<b>27.3%</b>	<b>6.1%</b>	<b>25.5%</b>
<b>Hispanic or Latino</b>	<b>25.4%</b>	<b>11%</b>	<b>12.3%</b>
<b>Native Hawaiian or Pacific Islander</b>	<b>0.5%</b>	<b>0.5%</b>	<b>2.9%</b>
<b>Two or More Races</b>	<b>3.6%</b>	<b>5.5%</b>	<b>5.9%</b>
<b>White</b>	<b>25.9%</b>	<b>45.3%</b>	<b>17.9%</b>

Source: US Census Bureau, 2010, and PCCD Institutional Research Office.  
 Note: Oakland and Alameda are the two cities COA predominantly serves. 2010 data is chosen for sake of relevant comparison to the demographics of these populations. In Fall of 2010, Ethnicity of 12.6% of COA students is unknown. They may have declined to state.

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
American Indian/ Alaskan Native American	39	.6%	39	.5%	27	.4%	17	.4%	17	.3%	15	.3%
Asian	2,204	24.5%	2,282	21.8%	2,086	21.6%	1,928	21.6%	1,803	21.7%	1,717	20.7%
Black/ African-American	1,655	26.5%	1,819	24.5%	1,650	25.5%	1,640	26.1%	1,396	25.1%	1,496	25.2%
Filipino	262	2.5%	264	2.1%	263	2.3%	250	2.2%	211	2.2%	229	3.5%
Hispanic	815	13.5%	845	11.5%	847	12.3%	808	12.9%	803	13.9%	932	15.2%
Multiple	148	2%	195	2.6%	395	5.9%	502	7.9%	613	10.1%	726	11.6%
Other Non-white	129	1.6%	126	1.4%	72	.9%	59	.7%	36	.5%	29	.3%
Pacific Islander	67	.7%	59	.6%	43	.6%	38	.5%	30	.5%	35	.5%
White Non-Hispanic	961	18.7%	1,014	15.5%	1,014	17.9%	1,007	17.9%	921	18.4%	912	18.5%
Unknown	544	9.4%	1383	19.7%	848	12.6%	679	10%	473	7.3%	336	5.4%
<b>Grand Total</b>	<b>6,824</b>		<b>8,026</b>		<b>7,245</b>		<b>6,928</b>		<b>6,303</b>		<b>6,427</b>	

Source: Gender, Age and Ethnicity, Fall 2008-2013: PCCD Office of Institutional Research.



Age Group	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
16-18	559	8%	687	8.5%	603	8%	543	8%	488	8%	534	8%
19-24	2,983	44%	3,485	43%	3,407	47%	3,275	47%	2,950	47%	3,052	47%
25-29	1,146	17%	1,340	17%	1,122	15%	1,116	16%	1,050	17%	1,030	16%
30-34	602	9%	751	9%	687	9%	678	10%	596	9%	577	9%
35-54	1,211	18%	1,346	17%	1,161	16%	1,080	16%	956	15%	954	15%
55-64	222	3%	254	3%	192	3%	154	2%	167	3%	173	3%
65 & Above	63	.6%	65	.6%	36	.5%	26	.25%	28	.4%	35	.5%
Under 16	38	.4%	98	1.9%	37	.5%	56	.75%	68	1%	72	1%
<b>Grand Total</b>	<b>6,824</b>		<b>8,026</b>		<b>7,245</b>		<b>6,928</b>		<b>6,303</b>		<b>6,427</b>	

Source: Gender, Age and Ethnicity, Fall 2008-2013: PCCD Office of Institutional Research.

Gender	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Count	%										
Female	3,765	55%	4,362	54%	3,687	51%	3,602	52%	3,326	53%	3,339	52%
Male	2,871	42%	3,393	43%	3,254	45%	3,025	44%	2,726	43%	2,830	44%
Unknown/Non-Respondent	188	3%	271	3%	304	4%	301	4%	251	4%	258	4%
<b>Grand Total</b>	<b>6,824</b>		<b>8,026</b>		<b>7,245</b>		<b>6,928</b>		<b>6,303</b>		<b>6,427</b>	

Source: Gender, Age and Ethnicity, Fall 2008-2013: PCCD Office of Institutional Research.

Total FTES - Alameda	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
FTES	1742.3269	1984.37	1799.89	1686.97	1491.49	1540.61

Source: PCCD Office of Institutional Research.

COA students are diverse in many ways, in addition to ethnically, by age, and where concerns sex and gender. College of Alameda students make a variety of choices and come to COA with a spread of educational goals. Many COA students work part-time or full-time outside of campus, and/or have significant family or caretaking responsibilities.

Source: PCCD Office of Institutional Research.

While the number of full-time students has declined over the past 6 year period, the number of part-time students has held steady, and the percentage of part-time students at COA has grown proportionately to the total population. This is something to consider as we move forward and continue to implement our planning cycles.

Full/Part-time	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
Full-time	1,140	16.7%	1,393	17.4%	1,167	16.1%	1,040	15%	755	12%	834	13%
Part-time	5,684	83.3%	6,633	82.6%	6,078	83.9%	5,888	85%	5,548	88%	5,593	87%
Grand Total	6,824		8,026		7,245		6,928		6,303		6,427	

**English as a Second Language**



Alameda County has a significant population of bilingual residents whose first language is not English.

<b>Foreign Born: Alameda County</b>	
<b>Foreign Born: 2008-2012 (Total)</b>	<b>30.6%</b>
Source: U.S. Census Bureau (uses U.S. Census Bureau language)	
<b>English as a Second Language: Alameda County</b>	
<b>Spanish or Spanish Creole</b>	<b>16.7%</b>
<b>Other Indo-European languages</b>	<b>7.1%</b>
<b>Asian and Pacific Islander languages</b>	<b>18.0%</b>
<b>Other languages</b>	<b>1.1%</b>
<b>Speak a language other than English: 2008-2012 (Total)</b>	<b>42.8%</b>

\*Note: Both data sets for population 5 years and over.

While we do not have specific numbers as of yet on our international student population, we do have data tracking our ESL students’ persistence and retention in ESL classes. As you can see, our ESL persistence and retention rates are high, with a mean for the last six years hovering around 90%.

Academic Year	08-09	09-10	10-11	11-12	12-13	13-14	Average 08-14
Completion rate (%)	89.1%	88.3%	92.8%	92.6%	92.3%	91.8%	91.2%

Source: BI Tool.

We also track productivity summaries for Non-resident students (those who are not residents of California). While we have a higher number of ESL students than non-resident students, there is some overlap here. Consistently, since 2008-2009 through the 2013-2014 Academic year, we have maintained a mean of about 200 non-resident students whose primary campus is Alameda. COA also serves many ESL and non-resident students who are primary students elsewhere in the District. This year, we opened a new ESL/Language Learning Lab and expanded academic support services related to language acquisition. This population of students is projected to grow.

**Student Goals and Pathways**

COA students enter with a broad array of goals, and choose many educational paths while studying here. The following table lays out COA students' self-reported goals upon entrance.

Educational Goal	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Count	Percentage										
4-year college student taking courses	1,035	15.2%	1,297	16.2%	1,281	17.7%	1,350	19.5%	1,130	17.9%	1,125	17.5%
Advance in current job/career	337	4.9%	385	4.8%	320	4.4%	282	4.1%	259	4.1%	277	4.3%
Complete credits for H.S. Dpl/GED	135	2%	136	1.7%	104	1.4%	107	1.5%	82	1.3%	77	1.2%
Discover Career Interests	246	3.6%	270	3.4%	191	2.6%	185	2.7%	159	2.5%	131	2%
Earn a vocational cert. w/out transfer	121	1.8%	143	1.8%	163	2.2%	166	2.4%	141	2.2%	142	2.2%
Educational Development	265	3.9%	307	3.8%	217	3%	179	2.6%	140	2.2%	149	2.3%
Improve basic skills (Eng, Rd, M)	208	3%	211	2.6%	190	2.6%	188	2.7%	153	2.4%	151	2.3%
Maintain certificate or license	113	1.7%	113	1.4%	124	1.7%	107	1.5%	80	1.3%	76	1.2%
Move from non-credit to credit courses	8	.1%	13	.2%	7	.1%	6	.1%	10	.2%	10	.2%
Obtain 2-year AA without transfer	370	5.4%	414	5.2%	415	5.7%	409	5.9%	392	6.2%	412	6.4%
Obtain 2-year Vocational Degree without transfer	73	1.1%	81	1%	87	1.2%	91	1.3%	71	1.1%	74	1.2%
Obtain AA – Transfer to 4-year	1,504	22%	1,820	22.7%	1,581	21.8%	1,662	24%	1,605	25.5%	1,788	27.8%
Prepare for new career	381	5.6%	409	5.1%	315	4.3%	273	3.9%	237	3.8%	230	3.6%
Transfer to 4-year without AA degree	820	12%	955	11.9%	972	13.4%	947	13.7%	987	15.7%	1,009	15.7%
Uncollected/unreported	145	2.1%	133	1.7%	86	1.2%	60	.9%	86	1.4%	27	.4%
Undecided on goal	1,063	15.6%	1,339	16.7%	1,192	16.5%	916	13.2%	771	12.2%	749	11.7%
<b>Grand Total</b>	<b>6,824</b>		<b>8,026</b>		<b>7,245</b>		<b>6,928</b>		<b>6,303</b>		<b>6,427</b>	

**Where do our Students Plan to Go, and Where do they Go?: Transfer, Degree, Award numbers**

COA offers pathways toward each of the above stated goals. As the above table shows, the populations of students entering with the stated goal of obtaining an AA degree without transfer, obtaining a two-year vocational degree without transfer, and transferring to a four-year without an AA degree have all grown consistently over the past six year period. With this in mind, COA has been particularly focused on tracking our success rate in these areas.

**CTE &  
Non-CTE**

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
48	59	88	57	84	76	84
147	146	197	159	172	180	206
195	205	285	216	256	256	290

**Number of Transfers to UC and CSU**

System	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
UC	64	39	61	61	57	51	44	44	45	48	50
CSU	175	159	143	147	167	153	134	91	141	176	116
Total	239	198	204	208	224	204	178	135	186	224	166

**Percentage Distribution of Transfers to UC and CSU**

System	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
UC	27%	20%	30%	29%	25%	25%	25%	33%	24%	21%	30%
CSU	73%	80%	70%	71%	75%	75%	75%	67%	76%	79%	70%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: PCCD Office of Institutional Research.

In 2012-2013, COA awarded almost 50% more AA degrees than in 2007-2008. Relative to the COA student population, the percentage of COA students completing AA degree's climbed by almost 3 percentage points.

The number of AA degree's awarded in both CTE and Non-CTE areas has risen since 2007-2008. COA awarded almost twice as many CTE degree's in 2013-2014 as in 2007-2008. The number of Non-CTE degree's awarded in 2013-2014 rose 30% from the number awarded in 2007-2008.

### What do Students have to Say about Their Experiences at COA?: CCSSE

In April 2014, the Community College Survey of Student Engagement (CCSSE) was administered in selected classes. In analysis of the CCSSE, the survey administrators create benchmarks, complete with means and frequencies that aid in interpretation of collected data, and in the comparison of like institutions. The average (mean) for each benchmark is 50, with a standard deviation of 25.

COA's 2014 results can be compared with the results obtained from April 2007, which were included in the previous self-evaluation. The results of the 2014 CCSSE indicate that the College of Alameda is on track in terms of meeting both academic and social-emotional needs of the student population, both when compared to its performance in the past and when compared to like institutions today.

All Students – COA 2014	
Benchmark	Score
Active and Collaborative Learning	56.7
Student Effort	50.3
Academic Challenge	47.4
Student-Faculty Interaction	50.2
Support for Learners	53.0

In particular, COA students identified active and collaborative learning and support for learners as two areas that made COA an attractive campus to attend and a dynamic and effective learning environment. Support for learners was defined broadly by COA students to include faculty availability, student support services such as counseling and tutoring, and the general safety and friendliness of the campus. These are all areas in which COA students rated their experience high.

#### LIST OF EVIDENCE (in alphabetical order)

[Awards by Subject](#)

[Awards Granted-](#)

[Certificates](#)

[Awards Granted-Degrees](#)

[Course Completion Data](#)

[Course Success Data](#)

[Enrollment by Age](#)

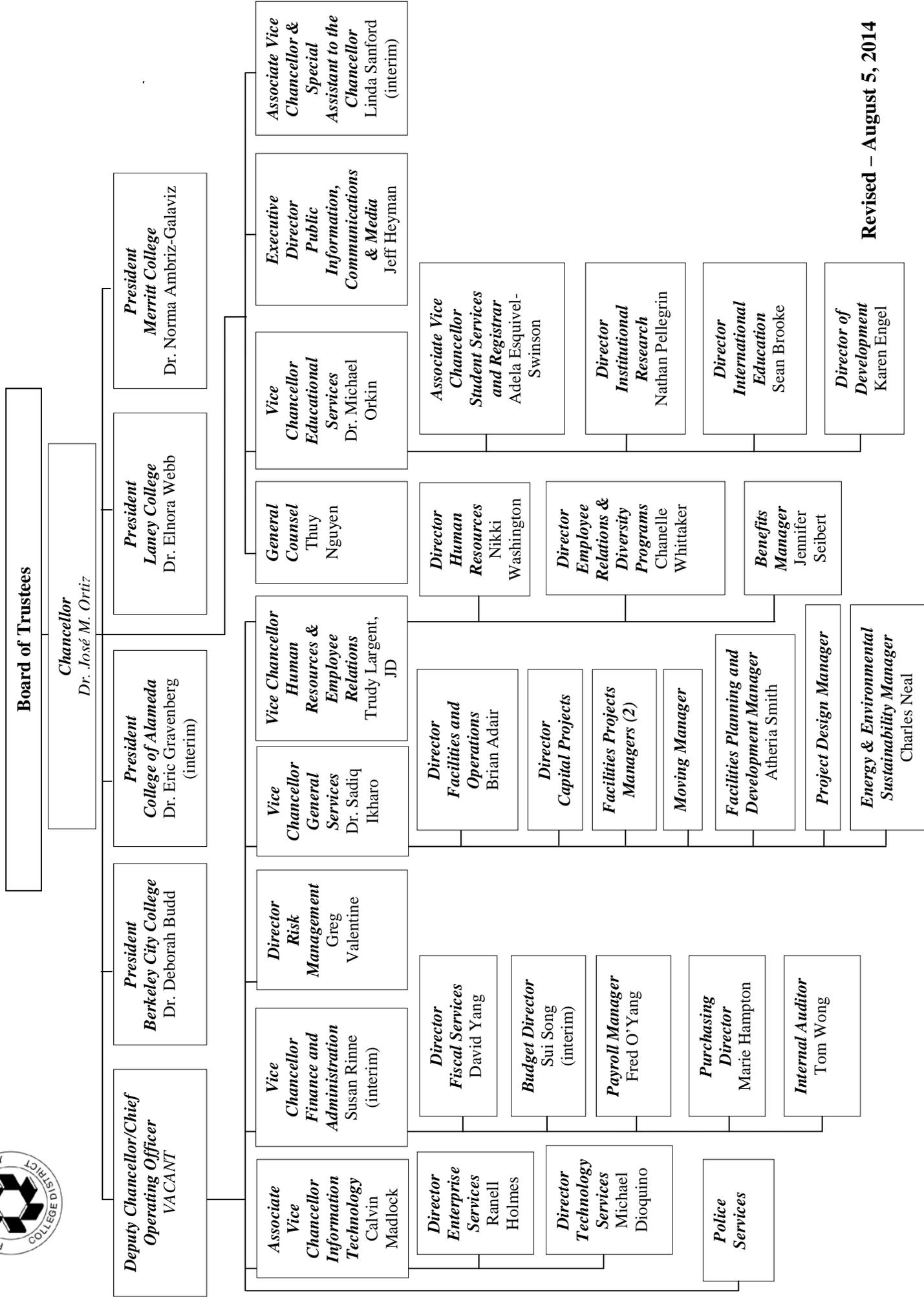
[Enrollment by Ethnicity](#)

- [Enrollment by Gender](#)
- [Enrollment by Race](#)
- [Enrollment by Zip Code](#)
- [Persistence Fall to Spring](#)
- [Transfer Data](#)

# Organizational Charts



**PCCCD ORGANIZATIONAL CHART (Managers)  
2014-15**

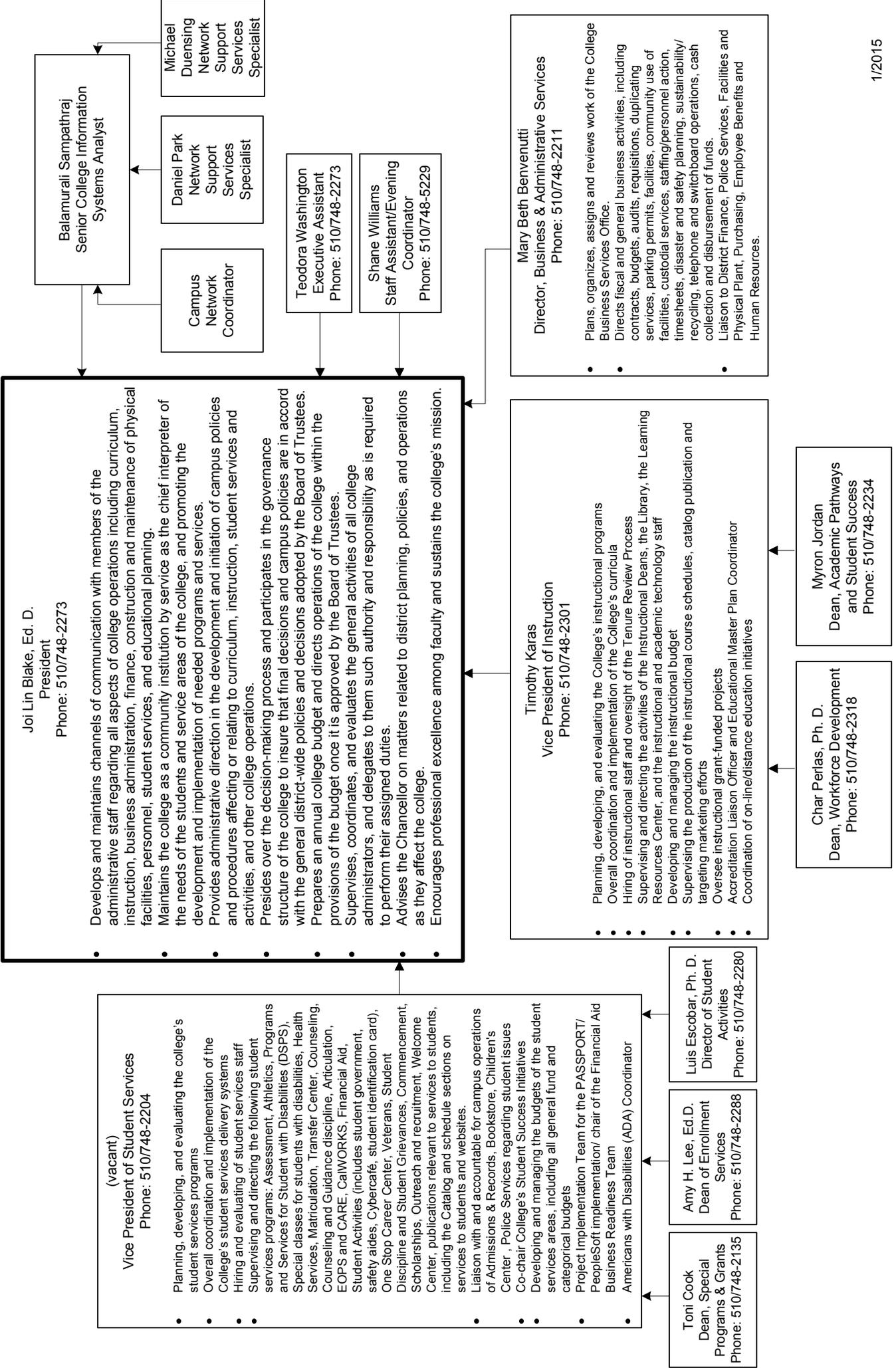




# COLLEGE OF ALAMEDA

## Office of the President

### Organizational Chart 2014-15



Joi Lin Blake, Ed. D.

President

Phone: 510/748-2273

- Develops and maintains channels of communication with members of the administrative staff regarding all aspects of college operations including curriculum, instruction, business administration, finance, construction and maintenance of physical facilities, personnel, student services, and educational planning.
- Maintains the college as a community institution by service as the chief interpreter of the needs of the students and service areas of the college, and promoting the development and implementation of needed programs and services.
- Provides administrative direction in the development and initiation of campus policies and procedures affecting or relating to curriculum, instruction, student services and activities, and other college operations.
- Presides over the decision-making process and participates in the governance structure of the college to insure that final decisions and campus policies are in accord with the general district-wide policies and decisions adopted by the Board of Trustees.
- Prepares an annual college budget and directs operations of the college within the provisions of the budget once it is approved by the Board of Trustees.
- Supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority and responsibility as is required to perform their assigned duties.
- Advises the Chancellor on matters related to district planning, policies, and operations as they affect the college.
- Encourages professional excellence among faculty and sustains the college's mission.

(vacant)  
Vice President of Student Services  
Phone: 510/748-2204

- Planning, developing, and evaluating the college's student services programs
- Overall coordination and implementation of the College's student services delivery systems
- Hiring and evaluating of student services staff
- Supervising and directing the following student services programs: Assessment, Athletics, Programs and Services for Student with Disabilities (DSPS), Special classes for students with disabilities, Health Services, Matriculation, Transfer Center, Counseling, Counseling and Guidance discipline, Articulation, EOPS and CARE, CAIWORKS, Financial Aid, Student Activities (includes student government, safety aides, Cybercafé, student identification card), One Stop Career Center, Veterans, Student Discipline and Student Grievances, Commencement, Scholarships, Outreach and recruitment, Welcome Center, publications relevant to services to students, including the Catalog and schedule sections on services to students and websites.
- Liaison with and accountable for campus operations of Admissions & Records, Bookstore, Children's Center, Police Services regarding student issues
- Co-chair College's Student Success Initiatives
- Developing and managing the budgets of the student services areas, including all general fund and categorical budgets
- Project Implementation Team for the PASSPORT/PeopleSoft implementation/ chair of the Financial Aid Business Readiness Team
- Americans with Disabilities (ADA) Coordinator

Toni Cook  
Dean, Special Programs & Grants  
Phone: 510/748-2135

Amy H. Lee, Ed.D.  
Dean of Enrollment Services  
Phone: 510/748-2288

Luis Escobar, Ph. D.  
Director of Student Activities  
Phone: 510/748-2280

Timothy Karas  
Vice President of Instruction  
Phone: 510/748-2301

- Planning, developing, and evaluating the College's instructional programs
- Overall coordination and implementation of the College's curricula
- Hiring of instructional staff and oversight of the Tenure Review Process
- Supervising and directing the activities of the Instructional Deans, the Library, the Learning Resources Center, and the instructional and academic technology staff
- Developing and managing the instructional budget
- Supervising the production of the instructional course schedules, catalog publication and targeting marketing efforts
- Oversee instructional grant-funded projects
- Accreditation Liaison Officer and Educational Master Plan Coordinator
- Coordination of on-line/distance education initiatives

Char Perlas, Ph. D.  
Dean, Workforce Development  
Phone: 510/748-2318

Myron Jordan  
Dean, Academic Pathways and Student Success  
Phone: 510/748-2234

Balamurali Sampathraj  
Senior College Information Systems Analyst

Campus Network Coordinator

Daniel Park  
Network Support Services Specialist

Michael Duensing  
Network Support Services Specialist

Teodora Washington  
Executive Assistant  
Phone: 510/748-2273

Shane Williams  
Staff Assistant/Evening Coordinator  
Phone: 510/748-5229

Mary Beth Benvenuti  
Director, Business & Administrative Services  
Phone: 510/748-2211

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

# COLLEGE OF ALAMEDA Office of Instruction Organizational Chart 2014

**Kevin Tran**  
Staff Assistant  
Phone: 748-2352

**Min Wu**  
Academic Support Svcs.  
Specialist  
Phone: 748-2350

**Lynn Torres**  
Curriculum Specialist  
Phone: 748-5260

**Frank Nguyen**  
Staff Assistant  
Phone: 748-2300

**ACCREDITATION**  
Phone: 748-5259

**Tim Karas**  
Vice President of Instruction  
Phone: 748-2301

- Planning, developing, and evaluating the College's instructional programs
- Overall coordination and implementation of the College's curricula
- Hiring of instructional staff and oversight of the Tenure Review Process
- Supervising and directing the activities of the Instructional Deans, the Library, the Learning Resources Center, and the instructional and academic technology staff
- Developing and managing the instructional budget
- Supervising the production of the instructional course schedules, catalog publication and targeting marketing efforts
- Oversee instructional grant-funded projects
- Accreditation Liaison Officer and Educational Master Plan Coordinator
- Coordination of on-line/distance education initiatives
- Center for Applied Learning (CAL)

**LEARNING RESOURCE CENTER/TUTORIAL & ASSESSMENT CENTER**  
Faculty Coordinator: Academic Labs  
Trish Nelson  
**Learning Resource Center**  
Anna O'Neal – Tutorial Services Assistant  
Phone: 748-2315  
Caitlin Fischer – Instr. Asst.  
Phone: 748-2307

**LIBRARY**  
David Sparks – Head Librarian Phone: 748-2253  
Steve Gerstle – Librarian Phone: 748-2398  
Jane McKenna – Librarian Phone: 748-2366  
**Library Technicians**  
Lili Tavassoli Phone: 748-2251  
Caitlin Gilbert Phone: 748-2365  
Glenda Gardner Phone: 748-2252  
Nikki Lee Phone: 748-2122

**Charlene Perlas**  
**Dean, Workforce Development and Applied Sciences**  
Phone: 748-2318 D203

- Planning, implementing, and coordinating the development of the instructional program of Division I
- Developing and supervising the division's budget
- Participating in the hiring of adjunct faculty and classified staff for the division
- Assigning teaching loads of faculty and staff in the division
- Supervising the design of new curricular offerings
- Initiating the class schedule for the division
- Assisting in the recruitment of students for the college
- Administration of various grants from government and private sources
- Managing CTE (Carl Perkins) funds and ensuring compliance with Federal and State regulations
- Working with Vocational Program Advisory Committees and other industry organizations to gain support for programs and on-going input on curriculum
- Coordination of college collaboration with Alameda Science and Technology Institute (Early College High School) and Oakland Aviation High School

Apparel Design & Merchandising  
Alameda Science & Tech. Inst. (ASTI)  
Astronomy  
ATLAS Program  
Auto Body & Paint  
Auto Tech  
Aviation Maint. Tech.  
Aviation High School  
Biology  
Business  
Chemistry  
Computer Info Systems  
Cooperative Work Experience Ed.  
Dental Assisting  
Deputy Sector Navigator Program  
Diesel Mechanics  
Economics  
Geography  
Geology  
Health Education & Occupation  
Physics  
Trade & Logistics

**Vacant**  
**Dean, Academic Pathways and Student Success**  
Phone: 748-2234 D203

- Planning, implementing, and coordinating the development of the instructional program of Division II
- Developing and supervising the division's budget
- Participating in the hiring of adjunct faculty and classified staff for the division
- Assigning teaching loads of faculty and staff in the division
- Supervising the design of new curricular offerings
- Initiating the class schedule for the division
- Assisting in the recruitment of students for the college

African-American Studies  
Anthropology  
Art  
Asian/Asian-American Studies  
Chinese  
Communication  
Dance  
English  
English as a Second Language  
French  
German  
History  
Humanities  
Mathematics  
Mexican/Latin-American Studies  
Music  
Physical Education  
Philosophy  
Political Science  
Psychology  
Sociology  
Spanish  
Vietnamese



# Eligibility Requirements



## Certification of Continued Institutional Compliance with Eligibility Requirements

### 1. Authority

College of Alameda has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U. S. Department of Education. This authority is published on page 17 of the College Catalog and is on the College website [REF: [College of Alameda Accreditation](#)].

### 2. Mission

The current Mission-Vision-Values statement [REF: [College of Alameda Mission Statement](#)] was revised and board-approved in 2009 and most recently reaffirmed by the College in October 2014 [REF: [President's Flex Day Presentation: Fall 2014](#); Minutes of College Council, October 2014]. It is regularly revised to reflect the commitment of the College to meet the learning needs of the students and the community. The Mission-Vision-Values statement is found on pages 12 through 14 of the College Catalog and is posted on the College website. The College Mission-Vision-Values statement is congruent with the Mission of the District [REF: [Board Policy 1.01, District Mission](#)].

### 3. Governing Board

The Peralta County Community College District is governed by a Board of Trustees that consists of seven members elected by District area and two non-voting student trustees elected by the students of the four Colleges in the district. Trustees represent specific geographical areas of the District and are elected for four-year staggered terms. The student trustees serve a one-year term. The function of the Board is to determine policies, establish rules, regulations and procedures, and oversee the use of financial and other resources to provide a sound educational program consistent with the mission and goals of the District. The President of the Board of Trustees is one of the community-elected trustees selected by the trustees on an annual basis.

The Board of Trustees invites public input by publishing agendas for its meetings several days in advance of the meeting; agendas may be reviewed online or requested by phoning 510-466-7203. Every regular meeting agenda includes an item for Statements from the Public on Non-Agenda items.

The Peralta Community College Board of Trustees meets on the second and fourth Tuesdays of each month (with the exception of February, April and August) at 7:00 p.m. in the District Office Boardroom located at 333 East 8th Street, in Oakland, or as posted. The meetings are open to the public and are also televised on Peralta Colleges Television (PCTV), Cable Channel 27 in Alameda and Berkeley, and Cable Channel 28 in Emeryville, Oakland and Piedmont, with a meeting repeat airing the following Wednesday at 11:00 p.m.

Members of the Board of Trustees have no employment, family, ownership or personal financial interests related to either the Colleges or the District. The Board has and enforces a conflict of interest policy [REF: [2710 Conflict of Interest Disclosure](#); [2712 Conflict of Interest Code](#)].

#### **4. Chief Executive Officer**

The College of Alameda President serves as chief executive officer for the College and is responsible for the development, implementation, and evaluation of all College programs and services and for the administration and operation of the College. The interim President was re-appointed by the board in 2014 after an unsuccessful nationwide search for a new President. The search process was activated with an anticipated appointment in Spring 2015. The President does not sit on the Board of Trustees for the District. [REF: [2431 Chancellor Selection](#); [2432 Chancellor Succession](#); [2435 Evaluation of the Chancellor](#); [7120 Recruitment and Hiring](#)]

#### **5. Administrative Capacity**

The College has a sufficient number of administrators to effectively manage the College's programs and services [REF: [3100 Organizational Structure](#)]. All administrators are selected using appropriate statewide minimum qualifications and District guidelines and have the education and experience to perform their assigned duties [REF: [7250 Academic Administrators](#)].

#### **6. Operational Status**

Since 1970 College of Alameda has held classes on a 62-acre campus, located at the intersection of Webster Street and Ralph Appezato Memorial Parkway in Alameda. We have a science lab and classroom building at 860 Atlantic, one block to the east of our main campus. The College has a satellite building housing the Aviation Maintenance Program located on a 2.5-acre site on Harbor Bay Parkway, adjacent to the Oakland International Airport's North Field.

In the 2013/14 academic year, the College had a unique headcount of 13,433 (3904 FTES) enrolled in 1,154 sections. Approximately 43 percent of these students listed transfer as their educational goal, while ten percent listed a degree or certificate without transfer as their goal. Of these students, 65 percent took both online and face-to-face classes and 35 percent took only online classes.

#### **7. Degrees**

College of Alameda offers over 33 Associate of Arts and Associate of Science degrees, 8 Associate Degrees for Transfer, and 25 Certificate Programs. The degrees and majors offered by College of Alameda are listed in the 2014/15 catalog and online. [REF: [College Catalog, 2014-2015](#); [Awards granted-Degrees](#); [Awards Granted- Certificate](#); [Awards by Subject](#)]

#### **8. Educational Programs**

The degree programs offered at College of Alameda are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When

combined with the general education component, the degree programs represent two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that of face-to-face sections of the same or equivalent courses. Student learning outcomes are utilized in all courses and programs in order to assess effectiveness of the instruction and to improve the students' learning experience. Program and course descriptions are found in the catalog (pages 50-192), available both in print and on the web. [REF: [College Catalog, 2014-2015](#)]

### 9. Academic Credit

College of Alameda awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses. A definition of unit value is included in the College Catalog (page 197). [REF: [College Catalog, 2014-2015](#)]

### 10. Student Learning and Achievement

Each course and program offered at College of Alameda has defined and measurable student learning outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations follows the course outline of record and the defined student learning outcomes. The College has also defined student learning outcomes for general education and for the institution. The Institutional Effectiveness Committee webpage lists institutional student learning outcomes, rubrics, and assessment information. [REF: [Institutional Effectiveness Webpage](#)] Institutional set-standards were reviewed at the College's opening (Flex) day presentation [REF: [Flex Day Presentation, Accreditation ,August 2014](#)].

#### Institutional Set-Standards

##### **Student Retention (Percentage of students who are retained Fall to Fall)**

**Set-Standard: 54%**

FALL 08	51.93%
FALL 09	49.37%
FALL 10	48.67%
FALL 11	50.41%
FALL 12	52.24%

**Course Completion (percentage of students who successfully complete a course)**

**Set-Standard: 67%**

FALL 08	63.10%
FALL 09	65.10%
FALL 10	67.90%
FALL 11	65.90%
FALL 12	65.10%
FALL 13	63.40%

Only credit courses (CB(04) is in C or D).

Total Graded = any grade, including W

Success = A, B, C, or Pass

**11. General Education**

College of Alameda requires a minimum of 19 units in general education towards degree attainment, with a minimum of three units in Natural Sciences (Category 1), Social and Behavioral Sciences (Category 2), Humanities (Category 3), 10 units in Language and Rationality (Category 4), and minimum of three units in Ethnic Studies (Category 5). General education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development. The purpose of the program in general education is to assist students in moving toward the following goals:

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

Detailed information about general education requirements is published in the College of Alameda Catalog on pages 50-56 [REF: [College Catalog, 2014-2015](#)], available in both print and electronic format.

**12. Academic Freedom**

The Peralta County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints [REF: [4030 Academic Freedom](#)]. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help

them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry, and rigorous attention to the pursuit of truth.

The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus, or at College-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate that they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education.

### **13. Faculty**

College of Alameda has 57 full-time faculty and approximately 150 part-time faculty (2013-14). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Peralta Federation of Teachers (PFT) contract [REF: [Peralta Federation of Teachers \(PFT\) contract](#)]. Faculty carry out comprehensive program reviews every 3 years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections.

### **14. Student Services**

College of Alameda offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses [REF: [Student Services](#)]. Unless exempted, each new student is required to participate in the matriculation process; which includes assessment for appropriate placement into mathematics, English, or English as a Second Language courses; college orientation; and counseling. All student support services programs promote the objective of serving the whole student and supporting student success.

### **15. Admissions**

College of Alameda adheres to admissions policies consistent with its mission as a public California Community College and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the catalog, in the schedule of classes, and on District and College websites [REF: [Admissions](#)].

## **16. Information and Learning Resources**

College of Alameda provides long-term and short-term access to sufficient print and electronic information and learning resources through its Library and programs to meet the educational needs of its students [REF: [Library](#)]. The Library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available on campus. Computers are available in the Library, open computer labs and Learning Resource Center without charge. The institution is committed to enhancing its learning resources across all possible locations and delivery methods.

## **17. Financial Resources**

College of Alameda, through the Peralta Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

## **18. Financial Accountability**

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

## **19. Institutional Planning and Evaluation**

College of Alameda practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional Mission-Vision-Values, goals, and strategic priorities [REF: [Planning Handbook](#)]. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation in order to maximize effectiveness in promoting academic excellence and student success.

## **20. Integrity in Communication with the Public**

Regularly updated information about all aspects of College of Alameda, including both onsite and distance education, is available to the public through the College of Alameda website, annually published course catalogs, and class schedules published for each semester. General information is provided in the online and print College Catalog, including the official institution name, address, phone numbers, and website address, the College Mission-Vision-Values, course, program, and degree offerings, academic calendar and program length, the academic freedom statement, available student financial aid, and available learning resources. The names and credentials of faculty and administrators and the members of the Board of Trustees are listed in the College Catalog pages 245-251. Additionally, the catalog includes requirements for admission (page 21); degrees, certificates, graduation and transfer requirements (pages 50-63); and fees and other financial obligations (pages 22-26). Policies affecting students, including academic honesty (page 223), nondiscrimination (page 208), acceptance of transfer credit (pages 53-63), grievance and complaint procedures (page 218), sexual harassment (page 208), and refunds of fees (page 25), are located in the College

Catalog. The semester schedule of classes contains the College address, names of the members of the Board of Trustees, calendar information, general information, policy information, and the semester's class listings. [REF: [College Catalog, 2014-2015](#) and [Fall 2014 Schedule of Classes](#)]

## **21. Integrity in Relations with the Accrediting Commission**

The Peralta Board of Trustees provides assurance that College of Alameda complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission. College of Alameda maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

### **List of Evidence References (in alphabetical order)**

[Admissions](#)

[AP 2710 Conflict of Interest Disclosure;](#)

[AP 2712 Conflict of Interest Code](#)

[Awards granted-Degrees](#)

[Awards Granted- Certificate](#)

[Awards by Subject](#)

[BP 1.01, District Mission](#)

[BP 2431 Chancellor Selection;](#)

[BP 2432 Chancellor Succession;](#)

[BP 2435 Evaluation of the Chancellor;](#)

[BP 3100 Organizational Structure](#)

[BP 4030 Academic Freedom](#)

[BP 7120 Recruitment and Hiring](#)

[BP 7250 Academic Administrators](#)

[College of Alameda Accreditation: \(<http://alameda.peralta.edu/accreditation/>\)](#)

[College of Alameda Mission Statement.](#)

[College Catalog, 2014-2015](#)

College Council, *Minutes*, October 2014

[Fall 2014 Schedule of Classes](#)

[Flex Day presentation, Accreditation, August 2014](#)

[Institutional Effectiveness Webpage](#)

[Library](#)

[Peralta Federation of Teachers \(PFT\) contract](#)

[Planning Handbook](#)

[President's Flex Day Presentation: Fall 2014](#)

[Student Services](#)

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# Compliance with Commission Policies



## Certification of Continued Institutional Compliance with Commission Policies

### Policy on Distance Education and on Correspondence Education

**Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.**

Over the last decade, College of Alameda has provided distance education (DE) courses in various formats, including hybrid or blended and completely online via the Internet. College of Alameda students continue to embrace online and hybrid learning because it provides more flexibility in addressing work schedules, personal circumstances, the cost of transportation, time constraints and economic pressures. At College of Alameda 35% of all enrollments were in DE classes during fall 2013 and spring 2014. The need to provide students with access to courses as a result of their varying needs is the impetus behind an ongoing expansion of the electronic delivery of courses.

**Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.**

College of Alameda meets all eligibility requirements, Accreditation Standards, and regulations related to its DE courses. Curriculum is reviewed to ensure regular, effective contact between the instructor and students. All distance education courses are required to go through a separate approval and review process to ensure that they meet the same standards, rigor, and learning outcomes as traditional face-to-face courses. Distance education courses are reviewed both at the College curriculum committee and at a District-level curriculum committee. The College Distance Education Coordinator provides oversight of the implementation of the courses and the distance education learning management system (Moodle). Faculty who teach distance education courses are evaluated to ensure academic quality. All instructors assigned to teach distance education courses must have received training in how to effectively teach through the distance education modality.

**Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.**

The College and the District require that all distance education courses have the same student learning outcomes and use the same course outline of record as when the course is offered face-to-face. A course is written, approved, and offered as a face-to-face course and then separate review and approval is required to offer that course through distance education.

**Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.**

The rigor, breadth, objectives, learning outcomes, and academic quality of DE courses and programs offered by the College meet the same course quality Standards of those provided in the traditional mode. Appropriate assessment of outcomes, dialogue regarding the assessment results and changes made to improve student learning as a result of the dialogue all occur in a DE course, just as with a traditional course. Equally significant is that the same or equivalent resources are available to COA students in a DE course as in a traditional course.

College of Alameda assesses distance education courses through program review. The four Colleges in the Peralta Community College District share a common Learning Management System, Moodle, which is fully integrated with the PeopleSoft/Passport enterprise management system for easy registration and tracking of student enrollment and performance.

Faculty who teach distance education courses are required to either have a certificate in online education or equivalent teaching experience and academic background. In addition, if a faculty member is evaluated while teaching a DE course, the evaluation will be completed for that specific DE course. Effective pedagogical techniques appropriate to the DE mode are used to ensure that the curriculum of online courses is the same as on-campus courses. The District provides regular training for instructors who want to teach online and offers an Online Teaching Certificate for faculty who want to gain more in-depth training in distance education. The District Distance Education Committee, consisting of the four college Distance Education Coordinators, provides basic technical support to faculty teaching online courses and pedagogical advice for distance education. The District's IT Help Desk provides assistance to online students and faculty teaching on-line courses.

**Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process. Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.**

College of Alameda programs are regularly reviewed to determine whether 50 percent or more of any degree or certificate is offered through Distance Education. Correspondence and Commission procedures are complete. The College does not offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.

**Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course and is awarded academic credit.**

All DE courses are required to have an individual login for each student. This process verifies that the person who participates every time and completes the course or program is the same individual who receives the academic credit. Students who enroll in online classes are provided a specific login ID for authentication when they access the online Learning Management System (LMS).

District policies and procedures regarding academic honesty and acceptable use of Information Technology Services; include penalties for unauthorized use of another student's name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these policies/procedures the first time they login to the District LMS (Moodle). This approach provides a pedagogical focus rather than a punitive approach to academic honesty. This approach educates students about the consequences of academic dishonesty. Complete information about "Academic Dishonesty, Due Process, and Conduct" is posted on the shared District online education site, College Catalog and College of Alameda website. [REF: [Academic Dishonesty](#); [College Catalog, page 223](#)]

Frequent on-line interaction between students and instructors also contributes to verifying a student's identity. Instructors can require proctored examinations that can serve as another method of authentication.

The District Office of Educational Services, working collaboratively with the four college Distance Education Coordinators and Information Technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student's identity. [REF: [District Distance Education Webpage](#)]

The District also has a specific Administrative Procedure 4105: Distance Education that addresses various topics regarding distance education. [REF: [4105 Distance Education](#)] College of Alameda was the first college in the District to pilot an online counseling service (e-Counseling) for distance education students in fall 2010. Since then, the remaining campuses in the District have introduced similar services, utilizing the program that COA created. [REF: [e-Counseling](#)]

E-Counseling provides general educational and career-planning to students enrolled in online courses. Students must first review Counseling FAQs and complete a Confidentiality Agreement before submitting questions via e-Counseling. Responses are sent within 72 hours by an assigned counselor to ensure a timely response to the needs of our distance education students.

### Policy on Institutional Compliance with Title IV

**As part of the Commission’s eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV and of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.**

College of Alameda recognizes that federal regulations require that borrowers of direct loans receive entrance counseling. Entrance counseling informs the student how the master promissory note works, emphasizes the importance of repaying the loan, describes the consequences of default, and shows borrowers simple monthly repayment amounts. The College collects contact information about borrowers during the file completion process in order to facilitate future contact if needed. This ensures more knowledgeable, responsible borrowers and results in fewer defaulters as well.

Entrance Counseling is conducted at [www.studentloans.gov](http://www.studentloans.gov). College of Alameda provides exit counseling to students who are leaving their program of study. The college views exit counseling as an effective way to prevent defaults and understands that it is often the last opportunity that borrowers have to work with someone at the college regarding their loans. Exit counseling provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the borrower’s needs. It also is an opportunity to clear up any misconceptions students may have about their loan obligations and to reemphasize the consequences of default.

Exit counseling is done at the website: <https://studentloans.gov/myDirectLoan/index.action> College of Alameda recognizes that timely and accurate enrollment reporting to NSLDS or the guarantor is required by regulation and promotes school and student success. The College also believes that there is a correlation between late or inaccurate enrollment reporting and loan defaults. Accurate reporting activity ensures that borrowers receive their full grace period and further ensures that contacts from the loan servicer, such as correspondence and telephone calls, occur in the appropriate timing and sequence. College of Alameda’s Default Management Plan assures timely and accurate reporting of changes in enrollment status as is required. The College adheres to the required schedule of reporting changes in enrollment status and always tries to expedite timelines. College of Alameda continues to keep loan default rates at an acceptably low level. The loan default rate in 201-143 was 18.7%; in 2013-13 was 28.5%; and in 2011-12 was 15%. In addition, the College complies with program responsibilities defined by the U.S. Department of Education (USDE).

**Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

**Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.**

All advertising, whether in print or electronic, has as its primary emphasis the College's educational programs and services. This includes, but is not limited to, advertisements, publications, promotional literature, and recruitment activities. Any statements and representations made by the College are clear, factually accurate, and current. This information is provided primarily through the course catalog, [ASSIST.org](http://ASSIST.org) (the statewide articulation website), the College and District websites, and advertising materials available in the community.

The College Catalog is available electronically on the College website or a print version that can be purchased in the Bookstore, accessed in the College Library, or available from special Student Services programs. Included within the College Catalog is all of the information required by ACCJC Policy including the Accreditation status of the College as well as the Accreditation status required for specialized programs. In addition, the term Accreditation is used in the correct manner, representing the Accreditation status of the College conferred by ACCJC. In the case of the accreditation of a specialized program, the source of the accreditation is clear and given with reference to the specific program. [REF: [College Catalog](#)]

Student recruitment is guided by qualified personnel. Any scholarships or financial aid are offered only on the basis of specific criteria related to financial need as set forth by the United States Department of Education.

**In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.**

College of Alameda lists occupational programs in the College Catalog that contain licensure information and career opportunities, such as diesel mechanic, and other career/technical education programs. Additionally, to provide guidance to students, narrative descriptions responding to questions, such as "Why Study X?" and "Careers in X", are provided in the program descriptions in the College Catalog and on the College website.

### **Policy on Institutional Degrees and Credits**

**Accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.**

All Associate Degrees awarded by the College require a minimum program length of 60 semester credit hours. Written policies and procedures use the accepted academic expectations applied consistently to all the College's courses and programs.

**An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.**

Units of credit at College of Alameda are standardized in accordance with State Title 5 regulations and the California Community College Chancellor's Office Program and Course Approval Handbook, which require three hours of student learning per week throughout the semester for each unit of credit. This requirement is cited in the Peralta Community College District Administrative Procedure 4020: Program, Curriculum, and Course Development. [REF: [4020: Program, Curriculum, and Course Development](#)]

**Programs in which credits and degrees are awarded based solely on successful student demonstration of expected competencies, and not through credit or clock hours, are defined as direct assessment programs.**

College of Alameda has no direct assessment programs.

### **Policy on Institutional Integrity and Ethics**

**An accredited institution will uphold and protect the integrity of its practices.**

College of Alameda upholds and protects the integrity of its policies and practices. To this end, the College provides current, complete, and accurate information that is readily available when asked by the Commission or any other person or organization. In addition, the College has policies to ensure academic honesty and integrity in hiring practices as well as due process for students and employees. The policies describe how violations of integrity are resolved. These policies are reviewed regularly and available via the College Catalog and website. The College has a good, collegial relationship with the Commission.

**An institution applying for eligibility, candidacy, or extension of candidacy, accreditation, or reaffirmation of accreditation, provides the Commission with information that is readily available.**

College of Alameda complies with all Commission reporting requirements.

**The institution assures the clarity, accuracy, and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services and tuition and fees. The institution reports accurately to the public its accreditation status.**

College of Alameda publishes information related to its mission statement, educational programs, student services, accreditation status, tuition and fees via the College Catalog, the College Schedule and College website. [REF: [College Catalog, page 23](#)]

**The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures that provide due-process protection. These policies are reviewed regularly, posted on the College website and are widely available to the institution and to the public.**

A process for reviewing District policies and administrative procedures is in place and regular review of policies and administrative procedures occurs through the participatory governance process. [REF: [2410: Board Policy and Administrative Procedure](#)]

**The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services.**

The Peralta Community College District's Board Policy 7380: Ethics, Civility, and Mutual Respect, ensures the professional and respectful behavior of all employees and areas of service. [REF: [7380: Ethics, Civility, and Mutual Respect](#)]

**The institution provides information about its accreditation status, its transfer of credit policies and whether successful completion of its courses qualifies students to receive, to apply and/or to take licensure examinations.**

College of Alameda's Accreditation status is posted on the College website and included in print publications such as the Catalog and class schedule. College of Alameda accreditation status is posted on the College website and included in print publications such as the Catalog and class schedule. Transfer-of-credit policies and information on licensure examinations are included in the College Catalog in both print and electronic versions. [REF: [Accreditation Webpage; College Catalog, page 17](#)]

**The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are resolved.**

The College makes widely available through the college catalog, online, and other means to all students, staff, and faculty the student rights and responsibilities and academic standards. Pertinent procedures include: (1) the Prohibition of Harassment, Discrimination, and Sexual Assault Procedure; (2) Student Standards of Conduct, Discipline Procedures and Due Process; and (3) Students Rights and Grievance Procedure. [REF: [College Catalog, page 194-244](#);

**The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies.**

College of Alameda holds accreditation activities as a priority and ensures that the college community is prepared for all accreditation requirements throughout the year.

#### **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

**When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining and evaluating significant matters and relationships involving related entities that affect accreditation requirements.**

The College has no contractual relationships with non-regional accredited organizations.

**If an institution is part of a District/system with shared facilities or processes, the institution may use documents prepared by District/system in its report to the Commission.**

College of Alameda is one of four colleges in the Peralta Community College District. There are various centralized services provided through the District office. Specific documents used in reports to the Commission include: Board Policies and District Administrative Procedures, procedures in student services and instructional areas, and planning and budget integration at the District-level.

**List of Evidence (in alphabetical order)**

[Academic Dishonesty](#)

[Accreditation Webpage](#)

[AP 4105: Distance Education](#)

[AP 4020: Program, Curriculum, and Course Development](#)

[AP 4105 Distance Education](#)

[BP 2410](#)

[BP 7380: Ethics, Civility, and Mutual Respect](#)

[College Catalog- 2014-15](#)

[e-Counseling](#)

[District Distance Education Webpage](#)

[www.ASSIST.org](#)

[www.studentloans.gov](#)

# USDE Regulations



## **Certification of Continued Compliance with selected United States Department of Education (USDE) Regulations**

Effective fall 2012 the Accrediting Commission for Community and Junior Colleges (ACCJC) issued specific procedures for External Evaluation Teams to demonstrate compliance with United States Department of Education (USDE) regulations, particularly several new regulations that became effective July 1, 2010, 2011, and 2012 (higher Education Opportunity Act 2008 including 2010 and 2011 regulations interpreted through August 2012; USDE Regulations and USDE Guidelines for Paragraph 34 C.F.R Sub-Section 602, January 2012).

The Self-Evaluation Report contains analysis and evidentiary documentation that substantiate the College's continued compliance with USDE regulations. The following is a summary of conclusions regarding compliance with each of these specific regulations and citations of key parts of the Self-Evaluation Report containing analysis and evidence of that compliance.

### **Institution-Set Student achievement measures (Sub-Sections 602.16(a)(1)(i))**

The analyses and evidence in the Self-Evaluation Report, particularly as presented in the Eligibility Requirements and in the Standards demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the mission. The College regularly assesses performance on these metrics including, but not limited to, course completions, program/certificate completion data, graduation data, course retention and success, transfer rates, and, where available, job placement rates. Dialogue takes place on the results of the assessments to guide improvement planning.

### **Proper Credit hour Standards (Sub-Sections 602.16(a)(1)(viii); 602.24(e); 602.24(f); as pertains to: 600.2 (Credit Hour); 668.8(k), (l))**

Analyses and evidence presented in the Self-Evaluation Report under Standard II.A demonstrates that the College ensures that any awarded academic credits and degrees conform to commonly accepted practice including time invested and content mastered. Course Outlines of Record and corresponding syllabi, along with the class schedule, demonstrate that the appropriate amount of work is assigned to conform to the Carnegie unit.

This is true of traditional classroom-based classes, as well as distance education courses, courses with a laboratory, and courses that provide for clinical practice.

The College's transfer of credit policies are publicly disclosed and include a statement of the criteria regarding the transfer of credit earned to another institution of higher education.

The College does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable.

### **Student Complaints (Sub-Sections 602.16(a)(1)(ix); and Related 668.43)**

The analyses and evidence presented in the Self-Evaluation Report under Standard II.B

demonstrate the College has procedures that define student grievances and complaints and the manner in which they are received. An examination of the College's files containing student complaints and grievances for the five years did not reveal any patterns constituting evidence of failure to comply with Accreditation Standards, Eligibility Requirements, or policies.

The College Catalog, page 17 and [accreditation webpage](#), provides information about the College's accrediting body, copies of documents describing an institution's accreditation or governmental approval, as well as contact information for filing third party comments with such bodies.

#### **Performance on student achievement (Sub-Section 602.17(f))**

The analyses and evidence in the Self-Evaluation Report demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the mission. In addition, analyses and evidence presented in Standard II.A demonstrate that Student learning Outcomes (SLOs) are set and assessed at the programmatic levels with the intent of continuous improvement. The evidence presented in the Self-Evaluation Report shows the achievement by students on institution-level and programmatic-level measures.

#### **Distance Education – Security of Student Identity and Effective Student Contact (Sub-Section 602.17(g))**

The analyses and evidence in the Self-Evaluation Report presented under Standard II.A demonstrate that the College has a process to establish that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit. Specifically, the College meets this requirement through a process of a secure log-in and individual password.

The College's distance education courses involve regular and substantive interaction between students and the instructor, initiated by the instructor, and distance education activities are included as part of a student's grade. The strategies include not only the extensive use of the Moodle Course Management System and integrated distance education course content.

The effectiveness of distance education instructional delivery is monitored by the department chair and academic deans and included in the faculty evaluation process.

#### **Collection and analysis of key data and indicators, including fiscal information and measures of student achievement (Sub-Sections 602.19(a-e))**

Standard III.D, the Self-Evaluation Report presents data on the College's fiscal condition, including increases or decreases in revenues and enrollments, and demonstrates current and past fiscal stability.

As stated several times above, the Self-Evaluation Report shows that the College's student achievement data demonstrates stability and achievement of mission.

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