

COLLEGE OF ALAMEDA

MIDTERM REPORT

MARCH 2025



Submitted by:

College of Alameda

555 Ralph Appezato Memorial Pkwy
Alameda, CA 94501

Submitted to:

**Accrediting Commission for
Community and Junior Colleges**

Western Association of Schools and Colleges



MIDTERM ACCREDITATION REPORT

COLLEGE OF ALAMEDA (CoA)

SUBMITTED TO: Accrediting Commission for Community and Junior Colleges (ACCJC)

DATE: January 29, 2025

CERTIFICATION

The College of Alameda (CoA) has prepared the Midterm Accreditation Report as required by the Accrediting Commission for Community and Junior Colleges (ACCJC) to:

- Articulate substantive institutional progress and strategic advancements.
- Undertake a rigorous, data-driven evaluation of student achievement subsequent to the prior Comprehensive Peer Review.

The Midterm Accreditation Report is in alignment with CoA’s mission and strategic objectives, affirming our commitment to continuous improvement and ACCJC Set Standards. We developed our report through a collaborative process honoring the diverse voices and perspectives of each constituency group. Capitalizing on our shared governance structure, CoA took part in a thorough review of our substantive progress and student achievement outcomes. We value every opportunity to reflect on our collective impact and appreciate the opportunity to continue applying lessons learned in the service of students.

Signatures:

Dr. Tammeil Gilkerson, Chief Executive Officer	Date
Melanie Dixon, President, College of Alameda	Date
Louis Quindlen, President, Board of Trustees	Date
Dr. Mildred Lewis, Vice President of Student Services, ALO	Date
Jennifer Fowler, Academic Senate President	Date
Chevonn Herbert, Classified Senate President	Date

CONTENTS

- A. Reflections on Continuous Improvement Since the Last Comprehensive Review
 - B. Reflections on Institutional-Set Standards and Student Achievement Metrics
 - C. Reflections on Assessments of Student Learning Outcomes (SLO's)
 - D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review
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Part A. Reflections on Continuous Improvement Since the Last Comprehensive Review

1. Institutional Enhancements and Innovations

Since the preceding comprehensive peer review, the College of Alameda has strategically implemented innovative approaches in instructional delivery, student services, and institutional health and safety. The changes were in response to the COVID 19 pandemic and consequently provided a foundation for sustainable institutional advancement. The College swiftly transitioned to online and hybrid pedagogical modalities, leveraging the Canvas learning management system and supplementary technological resources. Career Education (CE) programs maintained instructional continuity through robust safety protocols while sustaining in-person offerings, except for Business and Apparel, Design, and Merchandising programs. Services delivery was provided virtually and in person under heightened safety protocols.

Key institutional advancements include:

- **Distance Education Initiatives:** Achieved California Virtual Campus (CVC) teaching college status, aligned eleven courses with the CVC-OEI rubric, and institutionalized faculty support structures for online instruction.
- **Guided Pathways Integration:** Hosted monthly planning discussions centered on student retention, the adoption of zero-cost textbooks, and the advancement of inclusive pedagogical practices.
- **Undergraduate Research Development:** Facilitated a two-day faculty training session on embedding Course-Based Research Experience (CURE) methodologies within curricula.
- **Diversity, Equity, and Inclusion (DEI):** Established targeted learning communities designed to foster academic success among African American/Black and Latinx student populations.

2. Institutional Response to Peer Review Team Recommendations

The Peer Review Team did not give any recommendations. CoA continues to improve institutional processes, such as, Annual Program Evaluations and Institutional Effectiveness Assessments. The College will continue to engage stakeholders through our shared governance structure to identify and address area of improvement.

3. Sustained Institutional Transformation

The College is committed to maintaining an iterative process of self-improvement, operationalized through comprehensive curricular reviews, institutional effectiveness evaluations, and strategic enrollment management. The Enrollment Management Taskforce and the Student Equity and Achievement Committee have been instrumental in assessing and refining strategies aimed at fostering equitable student success outcomes.

PART B. Reflections on Institution-Set Standards and Other Metrics of Student Success

1. Institutional Performance Against Established Metrics

The College evaluates student achievement based on five primary institutional performance indicators:

- **Successful Course Completion:** The observed fluctuations included a decline in 2021-2022, followed by an uptick in 2023-2024, and stabilizing at 73.3%.

Metric One: Successful Course Completion

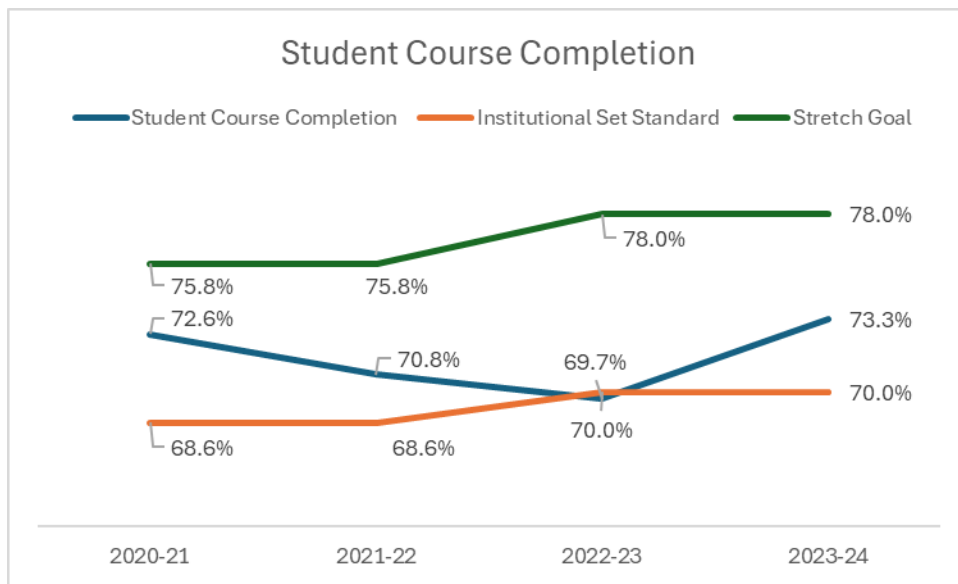


Figure 1. Successful Course Completion indicates the percentage of students earning a grade of A, B, C or P. From ISER Report 2021 and Peralta Dashboard: [Peralta Community College District Course Completion Dashboard](#)

Overall course completion rates between 2021-2024 declined then recovered in 2023-2024 to 73.3%. Because there was a spike in Student Course Completion in 2019-2020 at 78% shows an overall decline in these student course completion rates. From 2016 to 2019, the average was 70.8%, which all student course completion rates are above except 2022-2023. The college has maintained success rates at or above our institution's Set Standards between 20-21 to 23-24, except for 22-23. The college has not exceeded the stretch goals since they were recalculated in 2023.

- **Student Persistence Rates:** Declined in 2021-2022 but rebounded in 2022-2023, surpassing institution-set standards.

Metric Two: Student Persistence

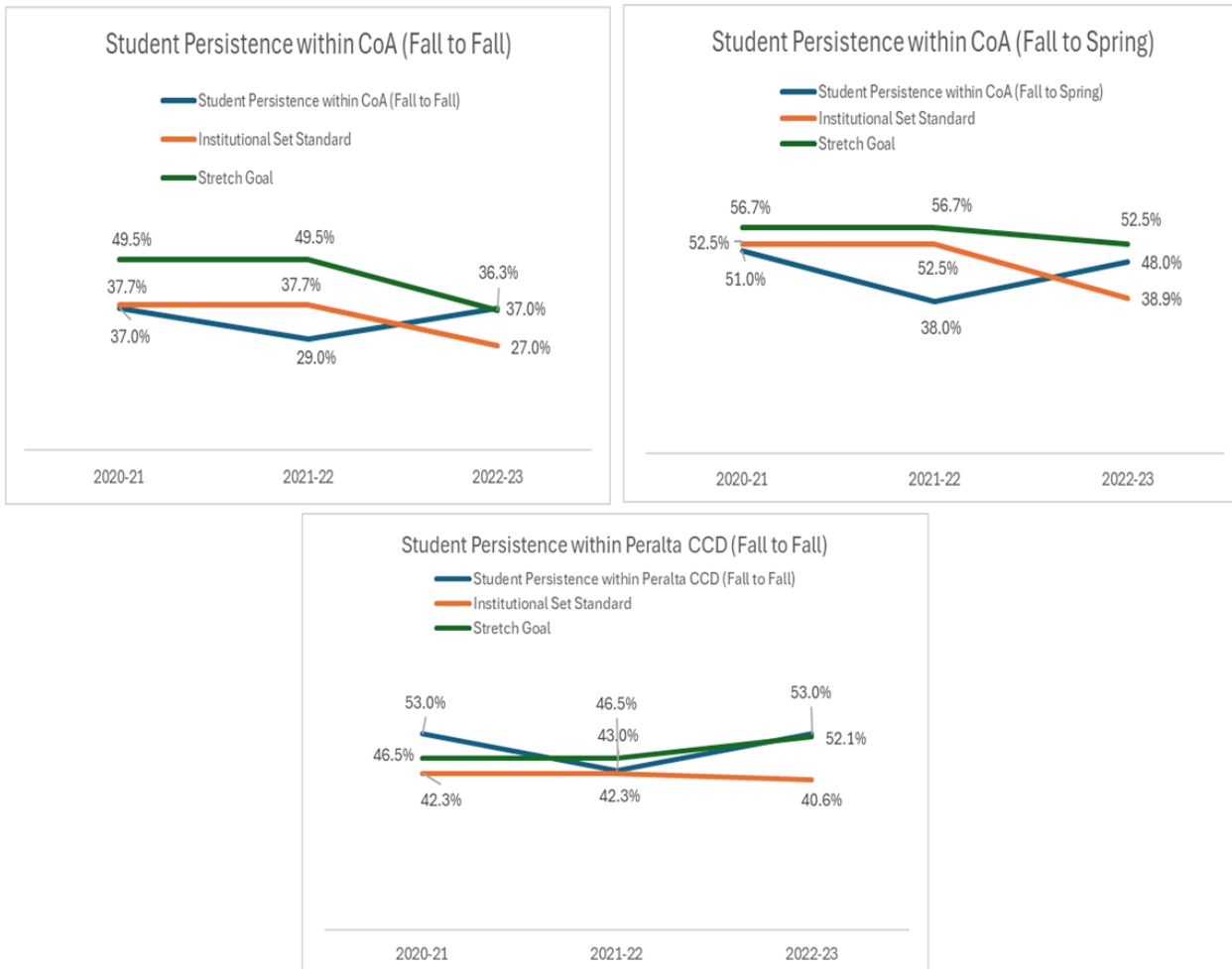


Figure 1. a-c. Persistence Rates includes first time, matriculating students who did not receive a degree or certificate and not a high school student. Persistence rates were pulled and calculated: From ISER Report 2021 and Peralta Dashboard: [Peralta Community College District Persistence](#)

Overall, the persistence at the college has declined from 2020-2021 to 2021-2022 by 8.0%. The college fell below the institution set standard for 2020-2021 and 2021-2022 for persistence at College of Alameda. There was an increase in persistence for all metrics in 2022-2023. In Fall-to-Fall persistence at College of Alameda in 2022-2023 the college exceeded the set standard and stretch goal. In Fall to Spring persistence at College of Alameda in 2022-2023 the college exceeded the set standard only. Overall, the persistence across the district has increased from the previous year, but had a decline in 2021-2022. For the persistence from Fall to Fall within the district, we exceeded the set standard and stretch goal for 2020-2021 and 2022-2023.

Degree and Certificate Completion: Degree completion rates remained above established benchmarks, though certificate completions persistently trailed institutional targets.

Metric Three: Student Degree and Certificate Completion

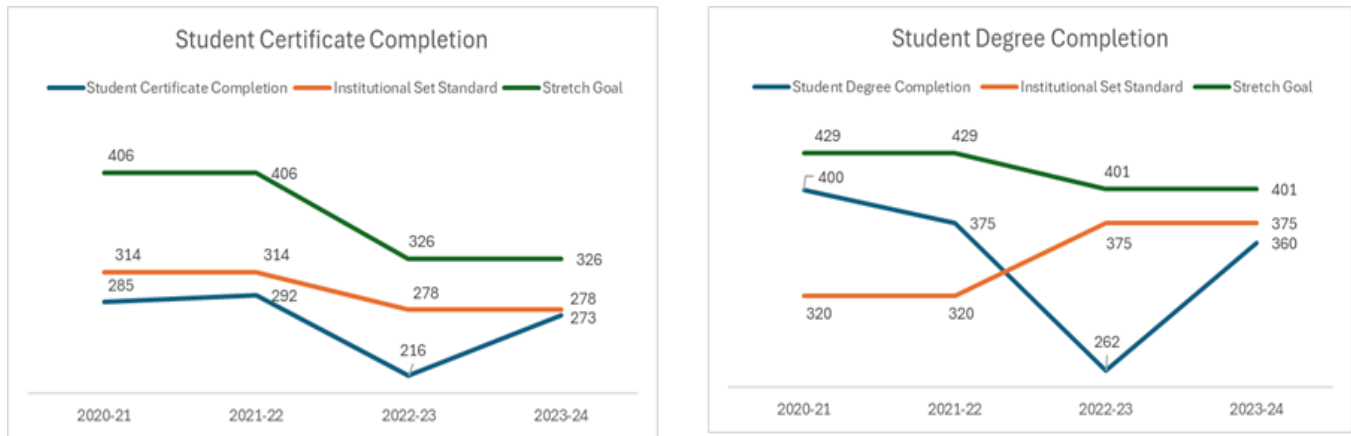


Figure 3. a - b. Student Degree and Certificate Completion pulled and calculated: From ISER Report 2021 and Peralta *Dashboard: Peralta Community College District Degrees and Certificates Dashboard*

Overall, there has been a decline in our degree and certification completions. The College of Alameda has started to increase the degree and certifications in 2023-2024. For 2020 - 2021 to 2021- 2022, the college was above the set standard for degrees. For 2022-2023 to 2023-2024, the college went below the set standard for degrees. For Certificates, we have been below the set standard for the last 4 years.

Student Transfer Rates: Demonstrated an upward trend since 2020, despite a slight downturn in 2021-2022.

Metric Four: Student Transfers

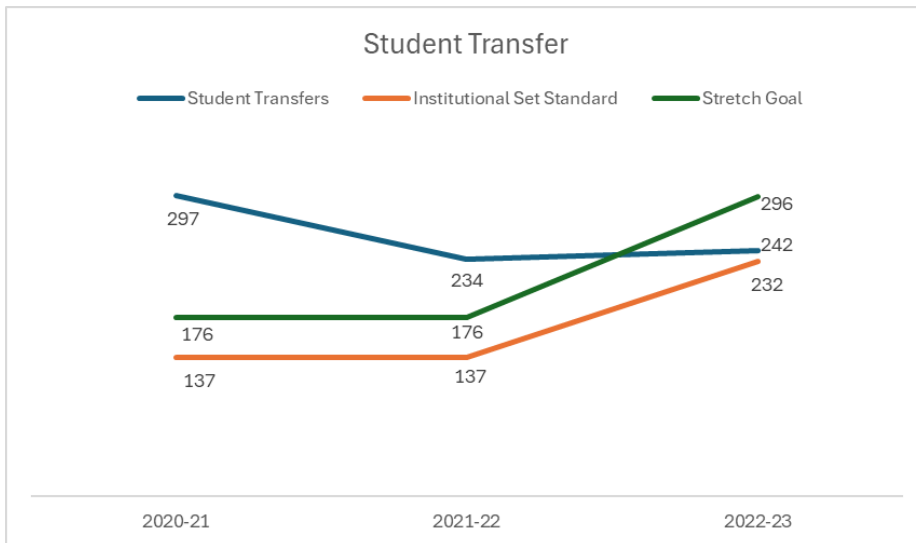


Figure 4. Transfer Data pulled and calculated: From ISER Report 2021 and Peralta *Dashboard: Peralta Community College District Transfer Data Dashboard*

Overall, there has been an increase in our transfers to 4-year colleges and universities from 2020. The College of Alameda had a decrease in the number of transfers in 2021-2022 and had a slight increase in 2022-2023. The college was above the set standard and stretched goals in 2020-2021 and 2021-2022. The college was above only the set standard in 2022-2023.

Licensure and Job Placement Rates: Aviation Maintenance Technology and Dental Assisting programs exceeded expectations in 2023-2024, whereas Business Administration and Powerplant Technician placement rates exhibited declines.

Metric Five: Licensure Pass Rates and Job Placement Rates

Licensure Pass Rates - CTE							
Program	2020-21	2021-22	2022-23	2023-24	Average	Set Standard 2023 to 2026	Stretch Goal 2023 to 2026
Licensure Pass Rate - Aviation Maintenance Technology	61.9%	78.3%	92.1%	N/A	85.2%	63.3%	85.3%
Licensure Pass Rate - Dental Assisting	80.0%	77.8%	83.3%	N/A	80.6%	58.3%	84.5%
Job Placement Rates - CTE							
Job Placement Rates - Airframe Technician	81.8%	70.0%	72.4%	71.4%	71.3%	70.9%	87.8%
Job Placement Rates - Apparel Design	57.1%	47.6%	40.0%	80.0%	53.3%	47.8%	65.4%
Job Placement Rates - Business Administration	75.0%	75.0%	33.3%	57.1%	55.1%	72.9%	75.6%
Job Placement Rates - Dental Assisting	94.1%	85.7%	82.4%	87.5%	85.2%	86.1%	94.6%
Job Placement Rates - Engine Performance	78.8%	73.1%	82.1%	66.7%	74.0%	73.6%	80.2%
Job Place Rates - Powerplant Technician	78.6%	83.3%	65.2%	71.9%	73.5%	79.0%	85.3%

Figure 5 Licensure Pass Rates and Job Placement. Percent pulled and calculated:
 Licensure Pass Rate: https://www.faa.gov/data_research/aviation_data_statistics/test_statistics
 Licensure Pass Rate: https://www.dca.ca.gov/data/exam_results.shtml

From 2021-2024, the college had difficulties in some programs but had some highlights in 2023 and 2024. In 2022-2023 we had four programs above set standard and two programs above stretch goals. In 2023-2024 we had three programs above the set standard and one program above the stretch goal. For 2022-2023, this includes Aviation Maintenance Technology Licensure, Dental Assisting Licensure, Aviation Maintenance Technology: Airframe Technician and Automotive Technology: Engine Performance Job Placement. For 2023-2024, this includes Aviation Maintenance Technology: Airframe Technician, Apparel Design & Merchandising Job Placement and Dental Assisting Job Placement. There has been a decline in Aviation Maintenance Technology: Powerplant Technician and Business Administration job Placement Rates for the last 2 years and they are below the set institution standard.

Equity Disparities in Student Achievement

Course Completion: Black or African American and Hispanic/Latinx students consistently report lower completion rates compared to institutional averages.

Completion and Persistence were two metrics in our institution set standards that have been mentioned in the Education Master Plan.

Metric One: Successful Course Completion

Completion Rates by Ethnicity	2020-21	MOE	Equity Gap	2021-22	MOE	Equity Gap	2022-23	MOE	Equity Gap	2023-24	MOE	Equity Gap
American Indian	53.6%	-32.5%	-19.1%	62.2%	-30.1%	-8.6%	45.0%	-28.1%	-24.7%	60.3%	-22.7%	-13.0%
Asian	82.4%	-2.0%	9.7%	83.7%	-2.2%	12.9%	81.9%	-2.1%	12.2%	85.8%	-2.0%	12.5%
Black / African American	60.8%	-3.0%	-11.8%	62.1%	-3.1%	-8.7%	54.6%	-3.1%	-15.1%	58.8%	-2.8%	-14.5%
Hispanic / Latino	65.9%	-2.3%	-6.7%	65.4%	-2.4%	-5.4%	63.6%	-2.3%	-6.1%	67.9%	-2.1%	-5.4%
Pacific Islander	60.6%	-17.0%	-12.0%	63.0%	-17.0%	-7.8%	48.1%	-20.4%	-21.6%	67.5%	-19.1%	-5.8%
Two or More	69.1%	-4.5%	-3.5%	65.1%	-5.0%	-5.7%	63.9%	-4.6%	-5.8%	67.6%	-4.3%	-5.7%
Unknown / NR	75.6%	-6.4%	3.0%	71.4%	-7.8%	0.6%	79.2%	-7.5%	9.4%	77.9%	-6.6%	4.6%
White	77.1%	-2.7%	4.4%	67.2%	-2.9%	-3.6%	74.8%	-2.8%	5.0%	74.6%	-2.7%	1.3%
Total		72.6%			70.8%			69.7%			73.3%	

Figure 6. Figure 1 Successful Course Completion indicates the percentage of students earning a grade of A, B, C or P. From ISER Report 2021 and Peralta Dashboard: Internal Peralta Community College District Course Completion and Retention Dashboard

When the course completion data is disaggregated by ethnicity, we see certain populations consistently impacted. African American /Black and Hispanic or Latinx are disproportionately impacted in course completion and significantly below the overall completion rate. For Hispanic or Latinx, the impact has been consistent for the past 4 years. For African American /Black, we have seen an increase impact on this group. Two or More Ethnicity has been impacted the last three years consistently at the same rate.

Persistence Trends: Hispanic/Latinx students demonstrated marked declines in persistence rates in 2022-2023.

Metric Two: Student Persistence

Persisted (Fall to Spring) by Ethnicity	2020-21	Equity Gap	MOE	2021-2022	Equity Gap	MOE	2022-23	Equity Gap	MOE
American Indian	0.0%	-51.0%	*	100%	62%	*	0%	-48%	*
Asian	65.1%	14.1%	-7.9%	65%	27%	-8%	67%	19%	-6%
Black / African American	38.3%	-12.7%	-17.6%	38%	0%	-11%	40%	-8%	-9%
Hispanic / Latino	45.0%	-6.0%	-11.5%	45%	7%	-8%	36%	-12%	-7%
Pacific Islander	20.0%	-31.0%	*	67%	29%	*	25%	-23%	*
Two or More	46.9%	-4.1%	-25.3%	47%	9%	-17%	48%	0%	-13%
Unknown / NR	50.0%	-1.0%	*	12%	-26%	*	35%	-13%	*
White	44.1%	-6.9%	-14.6%	44%	6%	-8%	39%	-9%	-8%
Total		51.0%			38%			48%	

Figure 7 Persistence Rates includes first-time, matriculating students who did not receive a degree or certificate and are not a high school student. Persistence rates were pulled and calculated: From ISER Report 2021 and Peralta Dashboard: Peralta Community College

When the Fall to Spring persistence data is disaggregated by ethnicity, we see one population that was impacted in 2022-2023. As seen above, Hispanic or Latinx are impacted in persistence in 2022-2023. All other groups were not impacted. When looking at Fall to Fall Persistence this was consistent with the table above.

1. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions to inform future improvements and innovations in support of equitable student achievement?

Institutional Interventions: Expanded student support structures, including Puente and Umoja programs, bolstered faculty professional development initiatives, and refined strategic course scheduling methodologies.

Some student success metrics started to improve in 2022-2023 and 2023-2024. However, the college had overall declined in all the metrics during the pandemic which had been monitored since the ISER was done in 2021 and responses were made.

The College developed [Institution Set Standards \(ISS\)](#) and stretch goals developed for most metrics in 2023 by the [Institutional Effectiveness Committee \(IEC\)](#) with approval by the College Academic Senate and College Council. In Fall 2024, the Institutional Effectiveness Committee (IEC) updated the metrics for 2023-26 to include stretch goals for all metrics and update a few metrics from previously set standards. Metrics are further evaluated throughout the year and assessed in annual comprehensive program reviews and annual program updates. Licensure Pass Rates and Job Placement Rates have been a powerful addition to our institution's set standards. This allows better monitoring of these metrics for the college with the updated set standards and stretch goals.

The College updated their [2023-2028 Educational Master Plan \(EMP\)](#) in 2023. To meet College of Alameda's goal of providing quality educational and student support service that result in equitable student access and success and degree or certificate completion, the college made strategic actions. Two actions mentioned the metrics from the set standards. The first action was to strategically schedule courses to meet student demands, aligned with Guided Pathways, to support persistence, retention, and completion. The second action was improving the use of student-facing technology systems to increase student enrollment, retention, and completion, and improve web design to be culturally inclusive and promote the college's multicultural learning communities, like Puente, Umoja and Salaam.

The College developed the current [2019-2025 Student Equity Plan](#). The College [Student Equity and Achievement Committee](#) and the [Office of Institutional Research, Planning and Institutional Effectiveness](#) will continue to monitor outcomes for African American /Black and Hispanic or Latinx students course completion. Furthermore, these two groups are also impacted in our completion in both transfer level Math and English in our Student Equity Plan. The metrics associated with student success metrics for disproportionately impacted student populations will be monitored on an annual basis through the Student Equity and Achievement Committee and the Senior Research and Planning Analyst via the Student Equity Plan. The SEA committee has developed Human Centered Design with the partnership with WestEd to include the student voice in improvements in support of equitable student achievement. In addition, the programs and services dedicated to supporting these populations will be assessed for effectiveness via the College's program review process.

All these responses have led to better monitoring of the student success metrics and the disproportionately impacted student populations for those metrics. Dashboards have been made to monitor these metrics. With the data accessible to everyone, the college can make strategic decisions to help improve these metrics for the upcoming years.

Evidence Links

- <https://alameda.edu/wp-content/uploads/2021/12/ACCJC-2020-Annual-Report-Data-1.pdf> https://alameda.edu/wp-content/uploads/2022/03/COA_ISER_January_2021.pdf
- <https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOjZ9>
- <https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjIhZGI2ZDhjIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd>
- <https://app.powerbi.com/view?r=eyJrIjoiZmJlODJjODktZjM0OC00ZWlwlWlZNDMtN2Y1YzI3ZGFhNGRhIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOjZ9&pageName=ReportSectionb0ad844910b51ee45061>
- https://www.faa.gov/data_research/aviation_data_statistics/test_statistics https://www.dca.ca.gov/data/exam_results.shtml
- <https://alameda.edu/our-college/institutional-effectiveness/institutional-set-standards/> <https://alameda.edu/our-college/institutional-effectiveness/institutional-effectiveness-committee/>
- https://alameda.edu/wp-content/uploads/2023/05/2023-05-17-COA-EMP-DRAFT_for-Board-Approval-05-23-23.pdf <https://alameda.edu/wp-content/uploads/2022/12/2019-2025-exec-summary-final-12.22.pdf>
- <https://alameda.edu/our-college/college-leadership/student-equity-and-achievement-committee/>
- <https://alameda.edu/our-college/institutional-effectiveness/institutional-set-standards/>

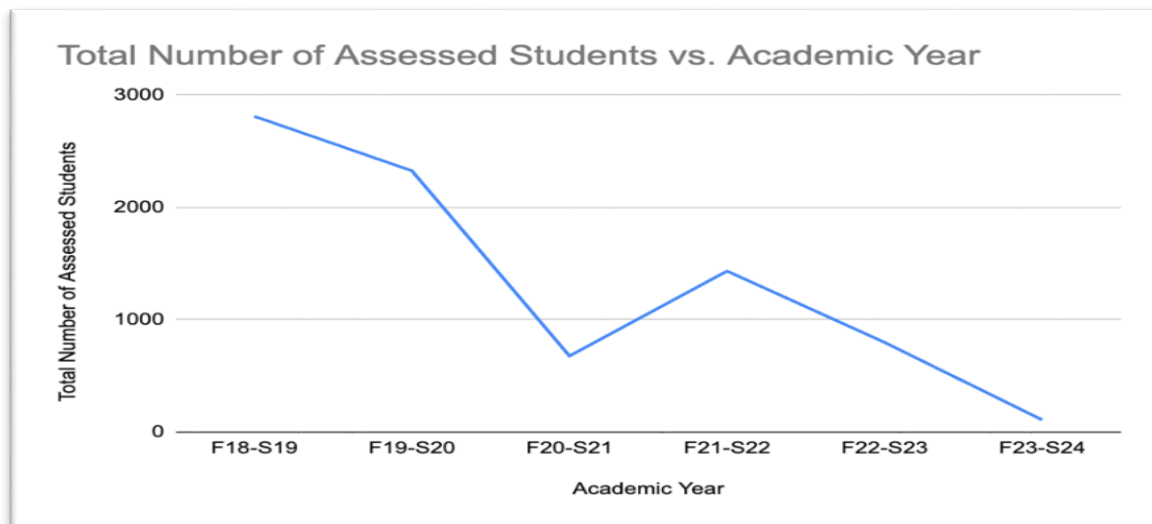
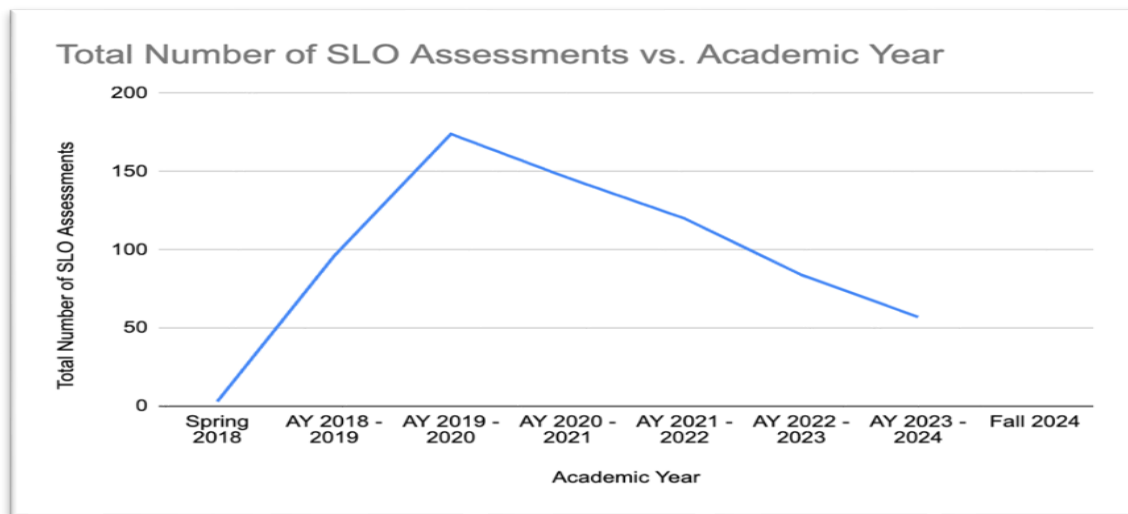
PART C. Reflections on Assessment of Student Learning

1. Trends in Learning Outcomes Assessment

- Persistent data collection inconsistencies due to gaps in departmental participation.
- Overall, 98.6% of courses exceeded a 50% Student Learning Outcome (SLO) pass rate.
- Departments with lower SLO success rates, such as Mathematics and Counseling, are implementing targeted intervention strategies.

Aggregated Data Patterns: Data Quality

Assessing the quality of assessment data is a critical first step in finding trends and drawing reliable insights. So, our review of the results of learning outcomes assessment begins with assessing the completeness and relevance of the Student Learning Outcome (SLO) assessment data. The College has concluded that obtaining a complete picture of program effectiveness via assessment data will be challenging due to missing data from several departments. Conducting a thorough trend analysis over time is also challenging because our data begins with the academic year 2018-2019 and outcomes are assessed once every three years. We will be able to identify ore trends with data collected more often or after more time.



Data Quality Example and College Response.

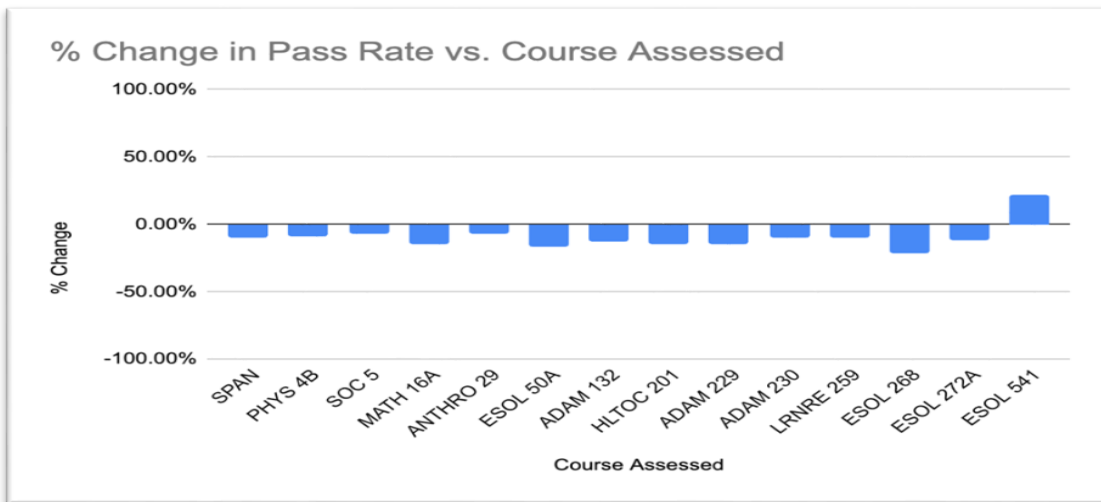
As figures show above, the improvement in the College's number of assessments has declined over the currently relevant period of the ACCJC Midterm Report, fall 2020 – fall 2023. Both SLO and SAO assessment numbers have steadily declined since the initial surge in the 2019-2020 academic years. To respond to the decline, the College has discussed reinstating reimbursements for data entry of SLO assessment into CurriQunet for part-time instructors. There also have been efforts from programs to increase participation and, therefore, data quality. For example, the Veterans Resource Center (VRC) tracks outcomes requiring comprehensive student educational plans (SEP). After assessing the previous year's data, the department discovered a low completion rate among veteran students. To increase the completion rate to above 80%, the VRC refined its approach through targeted outreach via phone, email, and text. Additionally, the Center implemented a requirement for veteran students to set up a comprehensive educational plan by their second semester to qualify for certification and Veterans Affairs funding. These efforts resulted in a substantial increase in SEP completion rates.

Aggregated Data Trends: Overall Pass/Fail Rates and College Response.

When analyzing the assessment data, we use course pass/fail rate on SLO assessment as the key performance indicator. Overall, courses have a high pass rate, with 98.6% of courses exceeding a 50% pass rate. Looking deeper, we can see that most departments (72.4%) are consistently successful, and a few have noticeable opportunities for growth and improvement. The College defines "consistently successful" departments are those with at least 80% of their course SLO assessments having pass rates of at least 80%. Departments with noted areas of growth (COUN, MATH, PHYS) are defined as those with more than 20% of their course SLO assessments having pass rates below 70%. We mention that assessments with fewer than six submissions were not included in the data analysis. Programs (taking part in assessment documentation) engage in a robust program review process about assessment outcomes. Their reflections and action plans are documented in the Program Reviews. For example, the Physics department has changed their assessment method in response to the data analysis. Faculty believe one-on-one conversations will allow a more reliable measure of whether a student has mastered an SLO. The Counseling and Math departments have independently engaged in discussions about the results. They are in the middle of designing action plans which respond to the findings.

Aggregated Data Trends: Year over Year Patterns.

Since a true trend analysis on SLO assessment outcome pass rates are not feasible with only two data points per SLO assessment outcome, we use percentage change as a basis for future data collection hypotheses. Approximately 10% of the SLOs assessed more than once showed a percentage change greater than 8%. Most changes were decreases. This data must be confirmed, as my original analysis stated there were as many increases as decreases.



Aggregated Data Trends: Summary and Relevance

We summarize the key findings as follows: first, there is a need for improved and more comprehensive data collection. Second, most programs are achieving elevated levels of success. Lastly, a few programs present notable opportunities for growth. These insights guide our strategies for improvement and innovation in academic program delivery for several reasons. Evaluating the quality of our data and acknowledging the need for more reliable and comprehensive information are crucial for driving enhancements and innovation. Recognizing that departments assessing course SLOs are experiencing high success rates provides a strong and motivating foundation for innovation, rooted in existing strengths and best practices. This focus enables us to enhance and refine our current successes equitably, ensuring all student groups have access to consistently high-quality education. Additionally, identifying departments with significant growth potential promotes strategic, data-driven approaches to implementing improvements and fostering innovation. This focus not only helps individual departments and their students but also strengthens the College, ensuring it remains adaptive, equitable, and forward-thinking.

2. Disaggregated Assessment Findings

- Dual Enrollment students exhibit comparatively lower success rates and inconsistencies in assessment data reporting.
- Online learners demonstrate favorable outcomes, with specific programs (e.g., Apparel Design) exhibiting superior performance in digital learning environments.

Data Disaggregation: Other Equity Metrics

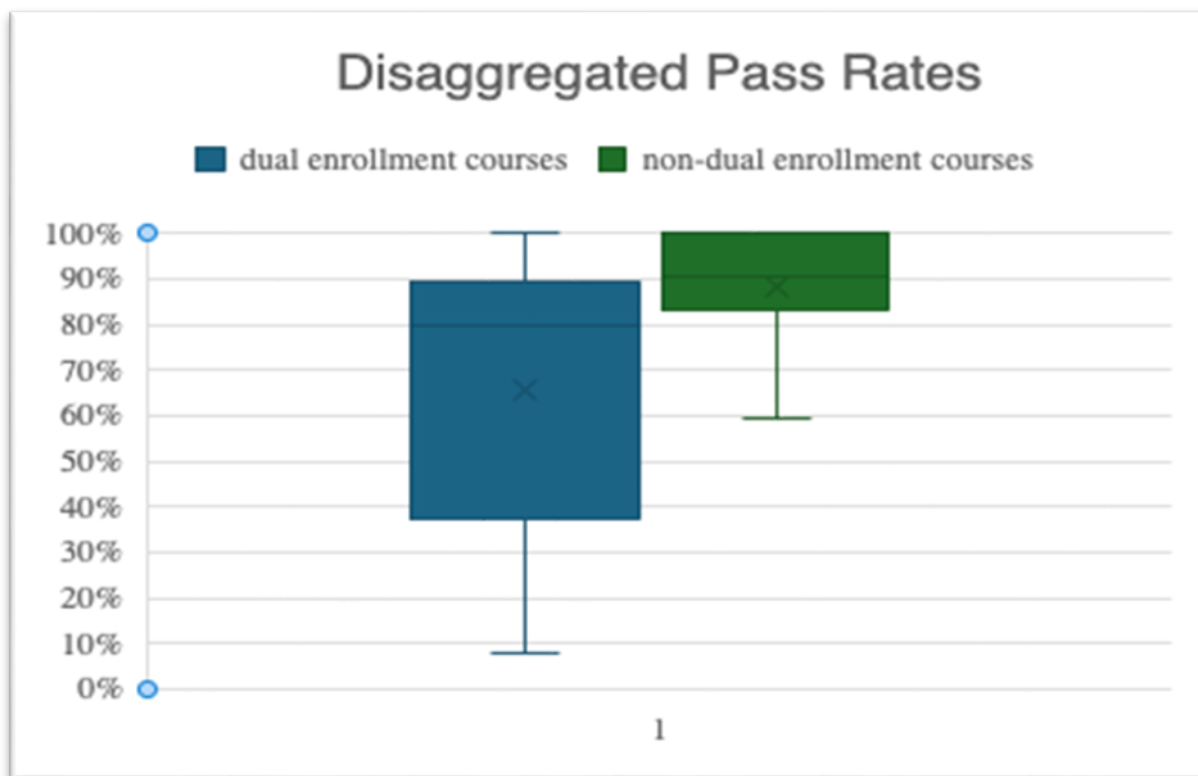
Currently, the College can disaggregate the data based on subpopulations defined by program of study and dual-enrollment status. Additionally, we can break down the data according to teaching modalities, such as course delivery methods. While we are unable to disaggregate the data by demographics, we do analyze other success metrics—such as student engagement and satisfaction, time to degree or certificate completion, and persistence and retention rates—by demographic factors to identify and address achievement gaps among various student

populations. The Annual Program Update and Program Review processes provide a structured framework for documenting the analysis of equity metrics. These are discussed in Part B2 of the Midterm Report.

Data Disaggregation: Assessment Outcomes for Dual Enrollment Students

When reviewing the results disaggregated by demographic categories (dual enrollment students versus non-dual enrollment students), the College saw several trends. First, the reliability of the data collection for dual enrollment students was lower than that for non-dual enrollment students. Specifically, 62.8% of SLO's for dual enrollment courses were assessed compared to 88% for non-dual enrollment courses.

Additionally, we found that success rates were lower and exhibited greater variability for reported assessments of dual enrollment students compared to the success rates for non-dual enrollment assessments.



It is important to note that the analysis of the data is complicated by the fact that some courses offered to dual enrollment students are not available to non-dual enrollment students, and vice versa.

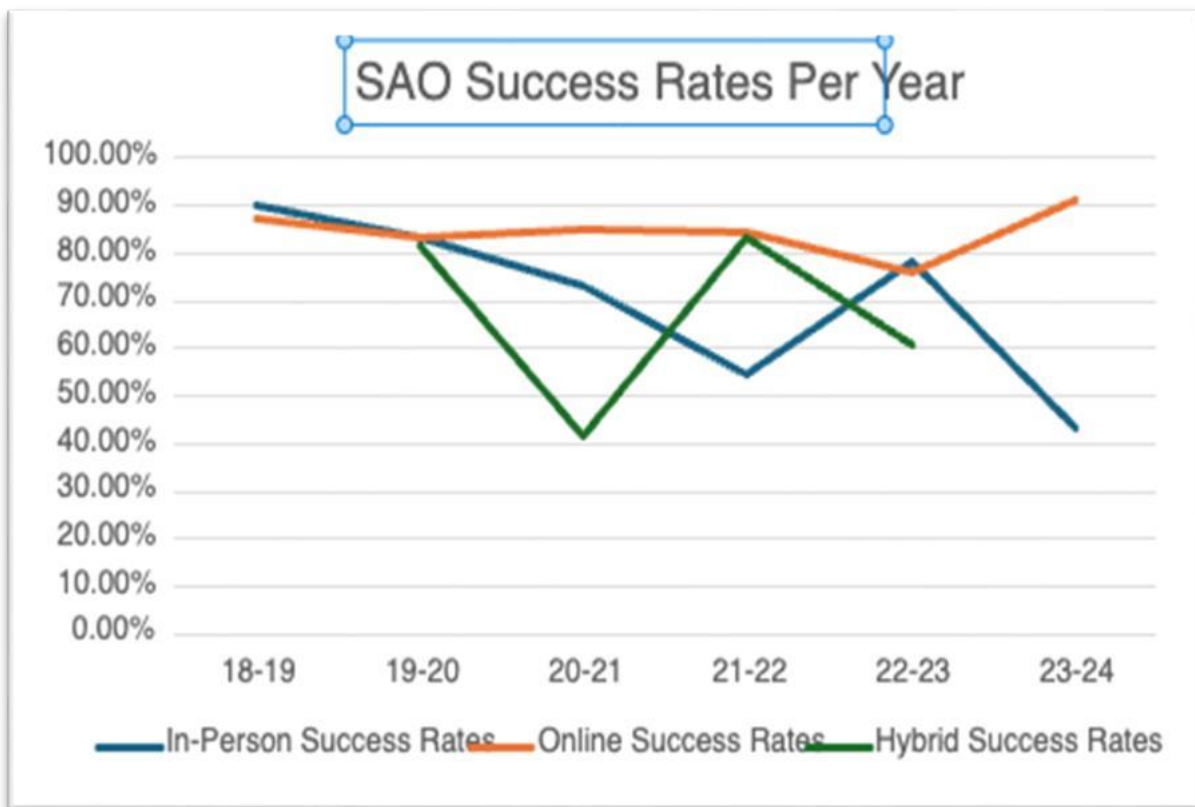
These inequitable outcomes are quite concerning in no small part because of the broader transformational impact that college dual enrollment learning has on our community. Inequitable outcomes perpetuate systemic inequities and oppose the mission of our college. It is noted that the courses with lower outcomes are counseling courses. In response to the findings of lowered success rates for dual enrollment students, COUN has documented an action plan in their Program Review.

Data Disaggregation: Assessment Outcomes for Online Students

Three departments/programs are currently assessing Student Learning Outcomes (SLO) across a mix of hybrid, in-person, and online versions of the same courses. An intriguing observation from the disaggregated results is that the impact of course modality varies significantly by department.

- **Apparel Design and Merchandising:** This program experiences an increase in success rates for online modalities, with success rates reaching up to 20% higher than that of traditional in-person courses. The program has responded by continuing to offer online courses after lockdown. This has continued to give fashion students more flexibility with their work/school schedules.
- **Mathematics and English for Speakers of Other Languages:** These departments exhibit minimal differences in success rates based on instructional modality, with an overall variation of just 2.5% in success rates across the different modalities.

Along with adjusting scheduling, departments are refining teaching practices to improve outcomes for impacted groups. This is evidenced by equity in online teaching professional development.



The figure above shows the success rates for SAO based on course modality. The online success rates are consistently higher than those of in-person or hybrid modalities. Response to these differences can be found in the Program Review completed by programs.

1. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions to inform future improvements and innovations in support of equitable student learning?**

Data Disaggregation: Improving Data Quality

In response to the identified trends and patterns affecting student learning outcomes, the institution is chiefly committed to enhancing its data collection efforts. Discussions across campus involve various governing committees, including the Institutional Effectiveness Committee, the Student Learning Outcomes Assessment Committee, the SEA Committee, and the Professional Development Committee. Improved data collection is essential for the college's strategic response to these trends.

Data Disaggregation: Improving Online Instruction

To further support student success, the college is actively changing scheduling and updating curricula based on assessment findings. Recognizing the importance of effective instruction, the institution offers professional development opportunities to equip faculty with the skills necessary to teach online effectively and equitably. This professional development includes training in equitable distance education practices and participation in the Peer Online Course Review process. Additionally, Flex Day meetings focused on SLO assessments and data analysis are routinely scheduled to foster ongoing learning and improvement among faculty.

The institution also enhances academic support services by providing embedded tutoring across all modalities of courses and offering targeted workshops at the Learning Resources Center specifically designed for students in STEM disciplines. These initiatives aim to create a more supportive learning environment that directly addresses the unique challenges faced by these students.

Data Disaggregation: Improving Student Services

Add a paragraph discussing the College's response in Student Services. Perhaps Learning Communities? Transition from instruction to student services is an affirmation that both are vital for student success.

3. Institutional Strategies for Monitoring and Response

- Expansion of faculty training initiatives in online pedagogical strategies and equitable assessment methodologies.
- Augmentation of student support resources, including embedded tutoring and wellness programming.
- Increased focus on culturally responsive pedagogical practices and assessment methodologies.

Data Disaggregation: Monitoring Improvements

The institution employs a variety of metrics to monitor the effectiveness of these changes, including assessment data, persistence and completion rates, and student satisfaction surveys. Regular engagement with faculty, staff, and students is crucial for discussing data findings and gathering insights that inform ongoing program adjustments. Furthermore, robust participation in continuous improvement cycles, such as the Annual Program Updates and Program Reviews, ensures that the institution stays responsive to student needs and committed to fostering equitable learning outcomes. Through these comprehensive efforts, the institution aims to dynamically respond to and check assessment data trends, enhancing student success and equity in education.

Evidence

[COA Assessments 2024-10-23_115842_1.xlsx](#) [Request-for-SLO-stipend-24-25.docx](#)

<https://alameda.edu/our-college/institutional-effectiveness/program-review/>

[COA Assessments 2024-10-23_115842_1.xlsx](#)

[COA Spring 2022 Flex Day Agenda 2.docx](#)

[District Flex Day Aug 21](#)

[COA Spring 2022 Flex Day Agenda 2.docx](#)

<https://alameda.edu/slo/>

[POCR Call.pdf](#)

[DE Newslwttter.pdf](#)

PART D. STRATEGIC OUTLOOK FOR THE NEXT COMPREHENSIVE REVIEW

Future Institutional Directions and Considerations

- Expansion of **Guided Pathways** to optimize student progression and completion rates.
- Enhancement of **online instructional quality** through POCR certification and AI-driven pedagogical advancements.
- Strengthening **dual enrollment collaborations** to facilitate structured early-college exposure.
- Advancing **zero-cost textbook adoption** to mitigate financial barriers for students.
- Sustaining **equity-driven interventions** through targeted student support frameworks (e.g., Puente, Umoja, SALAAM).

- Pursuing external funding opportunities, including **HSI grants and state allocations**, to drive institutional innovation and sustainability.

Part D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

As we prepare for our upcoming comprehensive self-evaluation, we anticipate several opportunities and factors that will influence our approach. Internally, we will continue strengthening our commitment to student success and equity, deepening initiatives that remove barriers to learning and support students in reaching their academic and career goals. This includes ongoing efforts for equitable practices through Guided Pathways, Puente, EOPS, SALAAM, and many other student equity programs, offering support through Tasty Tuesday under the Basic Needs Initiative, virtual assistance for student support to address the diverse needs of our students. In addition to our student services initiatives, instructional support such as providing courses in different modalities to accommodate students' schedules, developing part time and full time Guided Pathways maps, enhancing the quality of online classes through POCR and providing professional development opportunities for faculty.

Externally, training around using new technology- especially effective use of AI, and funding and grant opportunities will play a significant role. These developments present a valuable opportunity to re-evaluate our practices, ensuring that we remain responsive and proactive in meeting both our students' needs and the expectations of our sister colleges in the Peralta Community College District. Through the opportunities and factors in the following paragraphs, our goal will be the equitable, inclusive, and high-quality education for all.

Internal Opportunities:

Guided Pathways Brown Bag Meetings: COA will continue hosting informal "brown bag" meetings for faculty development. This is a wonderful opportunity to create space to discuss the best practices, share resources, and initiate a conversation around equitable and inclusive practices.

Developing full-time and part-time maps under Guided Pathways: We have developed groups that provide opportunities for discipline leads to work with a counselor to develop maps for both full-time and part-time students which is expected to help students complete their degrees in a timely manner. We will be piloting these maps as of Spring 2025.

Providing various modalities for flexibility: As COA, we have been offering classes in multiple formats including in-person, hybrid, and fully online (Hyflex class modality is on hold for a while) which will allow students to choose the learning style that best fits their needs and schedules.

Improving enrollments through dual enrollment and strategic enrollment initiatives: By expanding dual enrollment programs and pursuing strategic enrollment initiatives (such as enrollment management task force), we aim to reach out to students, support them through their course choices and boost enrollment by showing prospective students' clear pathways into college.

Developing new structures for program reviews and annual program updates: We are in the process of restructuring the process of program reviews and updates which will help us maintain and improve program quality. This will not only enable us to meet the program goals but also will support discipline leads by providing them with clearer templates and instructions.

Training and encouraging faculty for zero-cost textbooks: We understand that textbook costs cause financial burdens for students. To eliminate this equity issue, we will continue to support and incentivize faculty to adopt zero-cost textbooks. COA has a Zero cost textbook coordinator who is working with faculty to provide support.

Increasing quality in online classes: To ensure our online offerings are of the highest quality, we will continue our efforts to enhance online teaching practices by providing Peer Online Course Review (POCR) training and office hours.

Improving programs for student support such as Salaam, Puente, EOPS, Basic Needs, etc.: To be able to support the marginalized and historically underrepresented students, we will continue offering programs such as SALAAM, Puente, EOPS, Umoja, Rising Scholars, and Basic Needs. These programs play a key role in effectively meeting students' diverse needs.

External Opportunities:

AI training through professional development to use it effectively: Through the statewide and districtwide professional development opportunities in AI applications in instruction, we aim to equip faculty and staff with tools to integrate the AI in our classes and improve learning experiences.

Applying for grants, such as HSI (Hispanic-Serving Institution) grants: Pursuing grants like the HSI grant will provide critical funding to develop programs that support underserved student populations and expand our resources which is critical for closing the equity gaps.

Responding to state policy changes and funding allocations for community colleges: As state policies shift toward greater accountability and student-centered funding models, we will adapt our strategies to optimize resources, address compliance requirements, and advocate for policies that best serve our community.

Expanding dual enrollment partnerships with local high schools: We are aiming to expand our dual enrollment initiatives by collaborating with high schools. We hope that this will help high school students engage in college earlier, save money, and enroll in community college as a first-choice pathway to higher education.