



College of Alameda



Follow-up Report in Support of Reaffirmation of Accreditation

Submitted by
College of Alameda
555 Ralph Appezato Memorial Parkway
Alameda, California 94501

to

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

October 15, 2010



Berkeley City College **College of Alameda** Laney College Merritt College



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Follow-Up Report

Recommendations and Committee Members

College Recommendation:

Recommendation 1:

In order to meet the Standard and build upon the considerable progress made in developing a systematic, integrated district-wide planning process, the team recommends that the college move forward in implementing its own comprehensive and integrated strategic planning process that is tied to the college's mission, values, goals and priorities and includes the evaluation and refinement of key processes to improve student learning and promote institutional effectiveness. (Standards 1A.4, 1B.2, 1B.3, 1B.4, 1B.6, 1B.7, 2A.1a, 2A.2.f, 2B.4, 2C.2, 3A.6, 3B.1.a, 3B.2.a, 3B.2.b, 3C.1.c, 3C.2, 3D.1, 3D.3, 4A.1, 4A.2, 4A.5, 4B.2, 4B.2.b)

Members of Accreditation Committee 2008 -2010: George Herring (Co-Chair), Patricia Dudley (Co-Chair), Nathan Strong (Co-Chair), Robert Brem, Angelita Finlayson, Derek Piazza

Members of Institutional Effectiveness Team (IEC) 2010 –2011: Diana Bajrami (Facilitator), Teodora Washington (Classified Staff), Alexis Montevirgen (Dean of Student Services), Brenda J. Lewis (Classified Staff), Carlotta Campbell (Faculty, Communications), Debbie A. Green (Faculty, DSPTS), Dylan Eret (Faculty, Philosophy), David Sparks (Faculty, Library), Helena Lengel (Classified Staff), Michelle Custino (Classified Staff), Patricia Tsai (Faculty, Chemistry), Robert Brem (Curriculum Chair, Faculty, Political Science), Stefanie Ulrey (Chair of Chairs, Faculty, English), Trulie Thompson (Counseling, Faculty), Jean Washburn (COA Associated Student Government President, Student), Jannett Jackson (President), Rebecca Kenney (Vice President of Instruction), Kerry Compton (Vice President of Student Services), Connie Willis (Business Manger), Maurice Jones (Dean, Arts, Mathematics, and Humanities), Gary Perkins (Dean, Sciences & Career Technical Programs).

District Recommendations

District Recommendation 5:

In order to meet the Standards, the team recommends that the college advance and refine the implementation of the district-wide computer information system (Standards 3C.1.a, 3C.1.c, 3C.1.d, 4B.3.b)

-And-

District Recommendation 7:

The team recommends that the district take immediate corrective action to implement all necessary system modifications to achieve access to fully integrated computer information management system, including modules for student, financial aid, human resources, and finance. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion (Standards 3D.1.a, 3D.1.b, and 3D.2.a)

Planning & Budget Integration District-wide Committee Members: Jannett Jackson, Rebecca Kenney, Kerry Compton, Bob Grill, Connie Willis, Balamurali Sampathraj, Manny Uy, Trulie Thompson, Patricia Dudley, Scott Albright, Maurice Jones, Ed Loretto, Brenda Lewis, Helene Maxwell, and Bill Andrews.

Members of Institutional Effectiveness Team (IEC) 2010 –2011: Diana Bajrami (Facilitator), Teodora Washington (Classified Staff), Alexis Montevirgen (Dean of Student Services), Brenda J. Lewis (Classified Staff), Carlotta Campbell (Faculty, Communications), Debbie A. Green (Faculty, DSPTS),

Dylan Eret (Faculty, Philosophy), David Sparks (Faculty, Library), Helena Lengel (Classified Staff), Michelle Custino (Classified Staff), Patricia Tsai (Faculty, Chemistry), Robert Brem (Curriculum Chair, Faculty, Political Science), Stefanie Ulrey (Chair of Chairs, Faculty, English), Trulie Thompson (Counseling, Faculty), Jean Washburn (COA Associated Student Government President, Student), Jannett Jackson (President), Rebecca Kenney (Vice President of Instruction), Kerry Compton (Vice President of Student Services), Connie Willis (Business Manger), Maurice Jones (Dean, Arts, Mathematics, and Humanities), Gary Perkins (Dean, Sciences & Career Technical Programs).

Statement on Report Preparation

Background Report

Each of the four colleges in the Peralta Community College District completed a Comprehensive Self-Study report and submitted it to the Accrediting Commission for Community and Junior Colleges (ACCJC) in early 2009. Several members of the four visiting teams met with the chancellor and district staff at the district office on Monday, March 9, 2009 prior to arriving at the colleges. The visiting team met with district staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, budgeting, and governing board relations within the district. The team then conducted their evaluation of the colleges' request for reaffirmation of accreditation March 9-12, 2009.

At the conclusion of the visit, each of the college visiting teams provided an oral report on findings from the visits and noted both commendations and recommendations. At a later date, each of the college presidents was provided a draft of their college's Evaluation Report and had the opportunity to review the report for factual error. Those reports were reviewed by ACCJC at their June 9-11, 2009 commission meeting. ACCJC sent the four colleges and the district office letters, dated June 30, 2009 stating the action the commission took on reaffirmation of accreditation.

Based on the March 12, 2009 visiting team exit reports, the district was well aware that there would be district recommendations. Those recommendations were documented in the June 30, 2009 ACCJC Board Action where the commission directed the colleges/district to respond to these recommendations in a progress report to the Commission by March 15, 2010, with an ACCJC team visit to follow in April 2010. College of Alameda was asked to respond to seven (7) recommendations (and received 9 commendations).

The ACCJC visiting team conducted a site visit at COA on Monday, April 12, 2010 and submitted a team report to ACCJC. In a letter dated June 30, 2010, ACCJC informed COA of the action taken regarding the Follow-Up Report and site visit. In this letter, the commission accepted the report but requested the college submit a Follow-Up report by October 15, 2010, demonstrating it had completely addressed Recommendation 1 regarding planning and budget integration. Highlighted in this letter to Dr. Herring from ACCJC President, Dr. Barbara Beno, "the Commission also acted to place College of Alameda on Probation effective immediately, for significant deficiencies identified by the 2010 Special Visit Team to the Peralta Community College District."

Summary of Process: March 2010 to Present

The College of Alameda (COA) has been working diligently to address *Recommendation I*, which focuses on planning and budget integration and is the only college recommendation cited by the commission in the June 30, 2010 review letter.

Effective June 30, 2010, Dr. George Herring retired as President, and Dr Jannett Jackson, Vice President of Instruction and COA Accreditation Liaison Officer (ALO), was appointed Interim President. Dr. Rebecca Kenney, formerly Dean of Instruction at Merritt College, was selected as the Interim Vice President of Instruction and ALO. The hiring of these well informed and known leaders both within the community and the Peralta Community Colleges District insures the integrity and stability of the college while maintaining continuity throughout the accreditation process.

In an effort to solidify and move forward in the formalization of the integrated planning and budget process, the college created a position called the Institutional Effectiveness Facilitator. This faculty position chairs an Institutional Effectiveness Committee (IEC), which replaces the initial Student Learning Outcomes Advisory Committee (SLOAC). The SLOAC committee made up primarily of faculty members was to insure the review and institutionalization of Student Learning Outcomes (SLOs) for all courses and programs. The work of the SLOAC committee spanned the 2008 – 2010 academic years, when the majority of the SLOs for courses and programs were completed.

In late spring 2010, the college president and the ALO, through a shared governance process, implemented the Institutional Effectiveness Committee (IEC) whose mission is to ensure that the college maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, and the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs and student services areas). All of these activities are accomplished with the purpose of increasing student success and institutional quality by improving programs and student services, such that the college maintains and enhances forward momentum toward sustainability and continuous quality. This is in keeping with ACCJC's institutional effectiveness rubric, which states the Commission expects "institutions to be at the Proficiency level in the identification, assessment, and use for improvements of student learning outcomes by fall 2012" (ACCJC Memorandum, June 25, 2009).

During the spring 2010 semester, an announcement went out college-wide seeking candidates for an Institutional Effectiveness Facilitator position. The job description was posted and 4 candidates interviewed. Diana Bajrami was selected to this position for a 2-year term. An organizational diagram of suggested committee members was vetted to all shared governance committees and came back to the College Council for final approval and implementation. The development of an Institutional Effectiveness Committee formalizes the integrated planning and budget processes and guarantees ongoing programmatic assessment.

During this same timeframe, the college continued its focus on completing program mapping and program level SLOs, such that they align with the college's Institutional Learning Outcomes (ILOs referenced in the COA catalog 2009-2011, page 12). The college's Integrated Planning and Budget Flow Map (Appendix, Illustration1), indicates a systematic assessment of our unit plans, program reviews, Institutional Learning Outcomes, mission, vision, and district goals as a part of a joint action process. Annual Unit Planning has been conducted at College of Alameda since 2005; this year represents the third annual cycle of planning. The spring 2010 semester initiated the 2nd cycle of the College of Alameda Program Review Process. The college should be commended for this ongoing integration of planning and budgeting that continues to inform the college's allocation of resources.

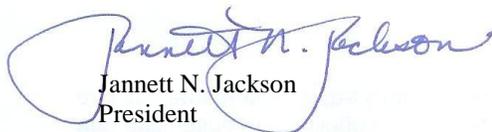
The College's first staff development day, August 19, 2010, began with an overview of the June 30, 2010 commission letter, and a review of salient points from previous reports. Dr. Rebecca Kenney, the new Accreditation Liaison Officer (ALO), also established a timeline for completion of the October 15 Follow-Up Report. Other presentations included a report delivered to the campus community by the Institutional Effectiveness Committee (IEC) Facilitator, faculty member Diana Bajrami, wherein she highlighted the committee's work prior to the beginning of classes, and the IEC retreat held August 11, 2010.

The ALO and the Institutional Effectiveness Committee (IEC) have led the campus effort in preparing this Follow-Up Report. Throughout the semester, the IEC has held meetings, provided workshops and conducted one-on-one training sessions on the use of data management systems to assist in planning efforts.

After compilation and initial editing, a draft version of this report was disseminated in hardcopy to the President's Executive Team on October 4th, 2010 and was posted on the college's website for faculty, staff and administrative review, correction and suggestions. Feedback from the college community was forwarded to Dr. Kenney for inclusion in the final Follow-up Report. This final document was forwarded to the Chancellor and the Peralta Community College Board of Trustees for approval at its regular meeting on October 12, 2010.

The college is committed to not only meet but exceed all standards of accreditation and to actively use the COA Strategic Integrated Planning & Budget Model to guarantee an open and transparent shared governance process of making recommendations and decisions on the college's action priorities. Additionally, the college is pleased that significant progress has been made on Recommendation 5 & 7 that require district and college collaboration and will continue to address the concerns identified in the June 2010 Report.

Respectfully submitted,



Jannett N. Jackson
President

College of Alameda Timeline Accreditation Follow-Up Report

Selection of committee members for the Institutional Effectiveness Committee (IEC), convening of the first IEC committee meeting, and identifying of mission, tasks, data collection and correction of areas of concern are the first steps to be completed immediately. The timeline to be followed is:

<u>Fall 2010</u>	<u>Deadline</u>
Establish timeline.....	Aug 11
Prepare progress report.....	Aug – Oct 15
Continue IEC and standard committee meetings.....	Aug – June 2011
Receive faculty, staff and administrator feedback.....	Aug – Oct 15
Continue editing.....	Aug – Oct 15
Confirm report formatting, create style sheet.....	Oct – Oct 12
Submit DRAFT report to College Executive Administrative Team.....	Oct 04
Complete final editing & posting on the COA Website.....	Oct 4-13
Distribute preliminary copy of Accreditation Follow-Up Report.....	Oct 07
Request college review and input from constituency groups..... (Department Chairs, Academic Senate, Classified Senate, College Council)	Oct 08
Final Report with input from COA Faculty & Staff.....	Oct 13
Organize standard document files.....	Continuous
<u>Fall 2010</u>	<u>Deadline</u>
Send final report to PCCD Governing Board.....	Oct 11
Request PCCD Governing Board validation & approval.....	Oct 12
Mail COA Follow-Up Report to Accreditation Commission no later than.....	Oct 14

Accreditation Team Recommendations College of Alameda & Peralta Community College District (PCCD)

Recommendation 1

In order to meet the Standard and build upon the considerable progress made in developing a systematic, integrated district-wide planning process, the team recommends that the college move forward in implementing its own comprehensive and integrated strategic planning process that is tied to the college's mission, values, goals and priorities and includes the evaluation and refinement of key processes to improve student learning and promote institutional effectiveness. (Standards 1A.4, 1B.2, 1B.3, 1B.4, 1B.6, 1B.7, 2A.1a, 2A.2.f, 2B.4, 2C.2, 3A.6, 3B.1.a, 3B.2.a, 3B.2.b, 3C.1.c, 3C.2, 3D.1, 3D.3, 4A.1, 4A.2, 4A.5, 4B.2, 4B.2.b)

Overview

In response to this recommendation, the College of Alameda began the process of updating and revising its integrated planning and budget (IPB) model.

Introduction: During fall 2009 to spring 2010, the goals of the subcommittee for Recommendation 1 were to integrate a systematic and comprehensive college strategic and operational planning model to align with the district-wide planning and budgeting plan, while honoring processes that were familiar to faculty and staff at College of Alameda (COA). The COA processes are tied to the college's vision, values and mission, and incorporates action priorities with institutional outcomes of academic excellence, student success and fiscal responsibility.

The strategic portion of the College of Alameda (COA) IPB model (Illustration I), is a full-cycle review. At the beginning of every year, a joint meeting of managers, the College Council, and Academic Senate reviews the college's mission and goals by a defined set of data. These data sets include but are not limited to institutional learning objectives; student learning outcomes (SLOs); college-wide reports such as the student equity plan, educational master plan, technology plan (etc.), national and state reports (ARCC, IPEDS, CSSEE, etc.); and college and district strategic goals. Using the college goals and the data sets previously referenced, measurable action priorities for each of the college's goals are constructed. The action priorities are assessed and will be evaluated each year for the extent to which they have been achieved. Each year new priorities may be added; however, preceding priorities will remain until completed. This joint committee will use an assessment scorecard and rubric consisting of quantitative and qualitative data.

The operational portion of the COA IPB model (Illustration I), in a vertical display, shows that the college committees with council members and coordinating bodies for the unit plans and program reviews are informed of the strategic priorities and are charged with addressing the priorities, where pertinent, in their program reviews, unit plans and committee investigations and reports.

The culminating product of the operational plan is the budget requests submitted to the college managers for review and ranking using a numeric rating matrix then transmitted to the joint review bodies, and forwarded to the budget committee. As the budget requests are reviewed by the Academic Senate, Budget Committee, and finally the College Council, the ranking or priority assigned to the proposals may change by joint consultation with the reviewing bodies.

The top-ranked proposals are submitted to the College President who has the power to veto any proposal or to request further justifications. The proposals accepted by the President are sent to respective district-wide Planning and Budget Integration committees (e.g., Education District-wide PBI, Technology District-wide PBI, and District-wide Facilities BPI) for integration into the district-wide planning and budget integration model (PBIM). The purpose of these district committees is to review requests for resource sharing and to negotiate and make more effective district-wide courses and programs. Any disputes regarding funding and allocations that persist after review by the respective district Education, Technology, and Facilities Committees, are forwarded to the district Planning and Budgeting Council for disposition. Final recommendations are then forwarded to the Chancellor, who consults with the Strategic Management Team (SMT)¹.

Review Visiting Team Response to College’s Follow-up Report March 15, 2010

It is the College’s ongoing commitment to meet or exceed all standards of accreditation, and to actively use the COA Strategic Integrated Planning & Budget Model (Illustration I) to guarantee an open and transparent shared governance process of making recommendations and decisions on the college’s resource allocation and action priorities. This model received full approval from all governing committees on campus and is a tool that has been activated and used during academic year 2009 – 2010, and consistently used this year 2010 – 2011 as well. The college’s Strategic Integrated Planning & Budget Model corresponds with-and is guided by-the COA Planning & Budget Integration Timeline (Appendix I) to assure an unambiguous and timely process is followed. To this regard, below is an excerpt from the Evaluation Report as submitted by the visiting evaluation team to ACCJC and WASC that underscores the following findings upon its visit to College of Alameda on April 12, 2010,

“The visiting team read the Follow-up Report section speaking to Recommendation 1. The report narrative provides an overview and introduction, a college action plan, an analysis of results to date, two diagrams summarizing the college’s strategic integrated planning and budget model, and the college planning and assessment process. The visiting team also reviewed documentary evidence cited in the follow-up Report, including meeting minutes, the District Strategic Planning and Budget Model, the Peralta Community College District Strategic Plan, the College of Alameda Integrated Planning Handbook (Version 16), and reports of flex day activities and college committee meetings related to accreditation subsequent to the March 2009 team visit and attendant Commission action. In addition, the visiting team interviewed college administrators to develop a better understanding to the college’s strategic planning and budget processes and to ascertain the degree of progress the college had made in response to the Recommendation 1.”

“The analysis of evidentiary documents and information gathered in interviews has led the visiting team to conclude [that] COA **fully meets and exceeds the relevant standards of accreditation**. Further, the visiting team commends the college for the significant progress it has made in integrated planning since the comprehensive visit of March 2009 (p.5, Evaluation Report, T. Burgess Chair, 04/12/2010).”

¹ Primary members of the SMT include the district Vice Chancellors, College Presidents and the General Counsel, as necessary other members augment this body as part of the Executive Cabinet.

In response to the visiting team’s statement above, we have continued to work hard to exceed the standards in every way since our Follow-up Report to the Commission on March 15, 2010. This includes the ongoing reflection, action, and change of the college’s key processes to use evidence-based assessment to increase student learning and advance institutional effectiveness. The following table categorizes the college’s actions from March 15, 2010 to date to integrate the strategic planning & budgeting integration process as tied to the college’s mission, values, goals, institutional learning outcomes, and priorities:

Accreditation Process Timeline *March 15- October 15, 2010*

Date	Event	Participants	Activity	Status/Action Item
03/24	College Council 2:30 in L 237	College Council Shared Govrnc Participants	Agenda 1. Accreditation Visit Debrief 2. IEC Structure	Minutes Taken and Distributed
04/22	President’s Meeting In A-144	President and Vice President of Instruction (VPI)	Agenda 1. Institutional Effectiveness Process	Collaborative discussion of next steps for PBI structure implementation
04/28	College Council 2:30 in L 237	College Council Shared Govrnc Participants	Agenda 1. Integrated Budget & Planning 2. Review PBI Model 3. Review College’s Mission, Goals	Minutes Taken and Distributed
05/26	College Council 2:30 in L 237	College Council Shared Govrnc Participants	Agenda 1. Review PBI Timeline for upcoming Fall 2. Introduce IEC Facilitator	Minutes Taken and Distributed
07/14	President’s Meeting	IEC Facilitator VPI & VPSS	Review Institutional Effectiveness Committee & Facilitator’s charge with new Vice President of Instruction	Initial IEC Meeting date scheduled
08/09	First IEC Meeting	President & IEC Members	Agenda 1. Ground Rules 2. Mission 3. Goals	Minutes Taken IEC Facilitator & VPI to schedule first planning meeting

08/11	IEC Retreat All Day	President & IEC Members	<p>Agenda</p> <ol style="list-style-type: none"> 1. Review of IEC Mission & Goals 1. President's Vision 2. Learning College / Learning Communities 3. Program Alignment 	Minutes Taken New Date for next meeting set
08/20	College Professional Development Day	College community	<ul style="list-style-type: none"> • Introduce IEC to larger College community, including update from results of first IEC retreat. • Invited the College to actively participate and contribute to the make College of Alameda an effective learning community. 	Provided College community dates and times of IEC meetings
08/24	TaskStream Meeting	Carlotta Campbell, ASCCC Accreditation/ SLO Com. Member & VPI	<ul style="list-style-type: none"> • Increase accessibility of TaskStream to college community • Generate and review current status of SLOs, assessment and alignment • Engage in a dialogue to use TaskStream as an effective tool for institutional planning and budget integration. 	Completed: VPI, IEC Facilitator, and all faculty members have appropriate levels of access to TaskStream now.
08/26	IEC Meeting	IEC Members	<p>Agenda</p> <ol style="list-style-type: none"> 1. Current Status Update of SLO's & CurricuNet 2. Develop a Tangible Plan of Action 	Minutes taken

09/01	Action Plan for SLO/PLO Mapping Assessment	IEC Facilitator & VPI	<ul style="list-style-type: none"> • Develop an Action Plan (per event info) for Fall 2010 • Familiarize with TaskStream and discuss Program Outcomes and Assessment 	Accomplished
09/03	TaskStream Training	VPI, IEC Facilitator, Kanad from TaskStream	<ul style="list-style-type: none"> • Training & Consultation to Align course outcomes (SLO) with program learning outcomes (PLO), ILO's, COA Mission, & District Goals 	Improved and adjusted alignment issues, set new meeting to continue training on September 7, 12:00pm to 1:30pm
09/07	TaskStream Training	VPI, IEC Facilitator, Kanad from (TaskStream)	<ul style="list-style-type: none"> • Continued from last Friday: • Training & Consultation to Align course outcomes (SLO) with program learning outcomes (PLO), ILO's, COA Mission, & District Goals 	Completed
09/09	IEC Meeting	IEC Members	<p>Agenda</p> <ol style="list-style-type: none"> 3. Current Status Update of SLO's & CurricuNet 4. Work Session! Faculty mentored by IEC members to input & update their discipline SLO's, Assessments, & 	Minutes Taken and posted on COA Web List of those trained in CurricuNet & TaskStream started

			Course Outlines in TaskStream & CurricuNet respectively	
09/14	Draft Accreditation Update Report	VPI	Coordination with District Vice Chancellor of Educational Services	Confirmation on due date for Final Report
09/16	IEC Meeting	IEC Members	<p>Agenda</p> <p>5. Current Status Update of SLO's & CurricuNet</p> <p>6. Align Course Outcomes with Program Outcomes</p>	Minutes Taken and posted on COA Web List of those trained in CurricuNet & TaskStream continued
09/20, 23, 24	TaskStream Training	IEC Facilitator VPI	<ul style="list-style-type: none"> TaskStream Training for DSPS, Biology, World Languages, Humanities 	Assisted each of these departments with SLO update, assessment, alignments.
09/27	Meeting	IEC Facilitator VPI	<ul style="list-style-type: none"> Discuss changes to the TaskStream hierarchy to reflect current status. Analyze the current progress. 	
10/03	Accreditation Report	VPI & President	<ul style="list-style-type: none"> Finalize Draft for President Jackson's review and input Review first DRAFT with President 	Completed first draft of report. Teleconferenced w/ President & combed first draft/incorporated edits
10/04	Accreditation Report	President VPI VPSS Business Mngr.	<ul style="list-style-type: none"> Present to President's Executive Team for review and input Incorporate input from Exec Team 	Received email back from Exec Team member/incorporated changes to Accreditation Report
10/04	Accreditation Report	VPI IEC Facilitator	<ul style="list-style-type: none"> Review & edit Accreditation Report Compile evidence/documenta tion 	Updated DRAFT II
10/06	Accreditation Report	VPI IEC Committee	<ul style="list-style-type: none"> Review & edit Accreditation Report Compile evidence/documenta tion 	Updated DRAFT III

10/07	Accreditation Report	President VPI Academic Pres. Chair of Curriculum Com	<ul style="list-style-type: none"> Review, edit, and update Accreditation Report 	Finalized Accreditation Report. Submitted summary to District for review and posting on District Website
10/07	Accreditation Report	VPI IEC Committee	<ul style="list-style-type: none"> Review & edit Accreditation Report Finalize Table of Contents 	Updated DRAFT IV
10/08	Accreditation Report	VPI IEC Facilitator	<ul style="list-style-type: none"> Review & edit Accreditation Report for submission to District 	Updated DRAFT V
10/09	Accreditation Report	VPI VPSS District Official	<ul style="list-style-type: none"> Review & edit Accreditation Report Finalize Table of Contents 	Updated DRAFT VI
10/10	Accreditation Report	VPI	<ul style="list-style-type: none"> Finalize DRAFT VII & send to District to Post on Website Prior to Board Approval at 10/12 Board Meeting 	Submitted DRAFT VII to: <ul style="list-style-type: none"> Shared governance leaders College Community Vice Chancellor of Ed Services for posting on District Website
10/11	Accreditation Report	VPI	<ul style="list-style-type: none"> Provide hardcopy or e-doc of Final DRAFT copies of Follow-up Accreditation Report to President's Exec Team & College Community members for input and final review prior to submission to District as a Final Report 	Submitted finalized Follow-up Report to: <ul style="list-style-type: none"> Shared governance leaders College Community Vice Chancellor of Ed Services for posting on District Website and submission to Peralta Community College Board of Trustees
10/12	Chairs Meeting	COA Depts. Chairs/President & ALO	<ul style="list-style-type: none"> ALO presentation and discussion of Final Follow-up Report 	Final Report presented and submitted for approval
10/12	Accreditation Report	President & ALO	<ul style="list-style-type: none"> Present Summary of Final COA Accreditation 	Final Report Presented and submitted for approval to Board of Trustees &

			Follow-up Report to PCCD Board of Trustees & Chancellor	District Officials
10/15	Accreditation Report	ALO & District Officers	<ul style="list-style-type: none"> Submit Final COA Accreditation Follow-up Report to ACCJC 	Submitted Report on time to Accrediting Commission
10/21	Meeting	IEC	<p>Future Agenda</p> <ul style="list-style-type: none"> Current Status Update of SLO's & CurricuNet Current Status on Assessment Cycles: DSPS to Report Out Findings and Resulting Curricular & Pedagogical Changes 	

College Action Plan: After March 15, 2010, the college has assertively and actively implemented the Planning and Assessment Process (Illustration II) that supports the Integrated Planning and Budget process by emphasizing the systematic nature of planning, implementation, assessment, and revision. It represents a cycle of inquiry that illustrates the cyclic nature of planning and review through the inclusion of data sets, identification of strengths and weaknesses, and a process to address weaknesses by crafting and implementing action priorities. Once the action priorities are developed, assessment measures are determined using trend analysis or with baseline averaging using the ACCJC/WASC Rubric for Evaluating Institutional Effectiveness for planning, program review and student learning outcomes.

The new IPB model underwent full governance review by campus committees for input and revision. Upon approval of the IPB model at each governance committee level, the reviewing bodies helped define their assigned responsibilities, making agreed upon changes where needed, leaving the original basic structure intact and consistent with its intended purpose. Throughout this process of reflection, action, and change, the clarifications of the committees' functions were defined and stated as such in current and upcoming annual reports that, where appropriate, can be added to the college's annual reviews and ongoing program and unit plan analysis.

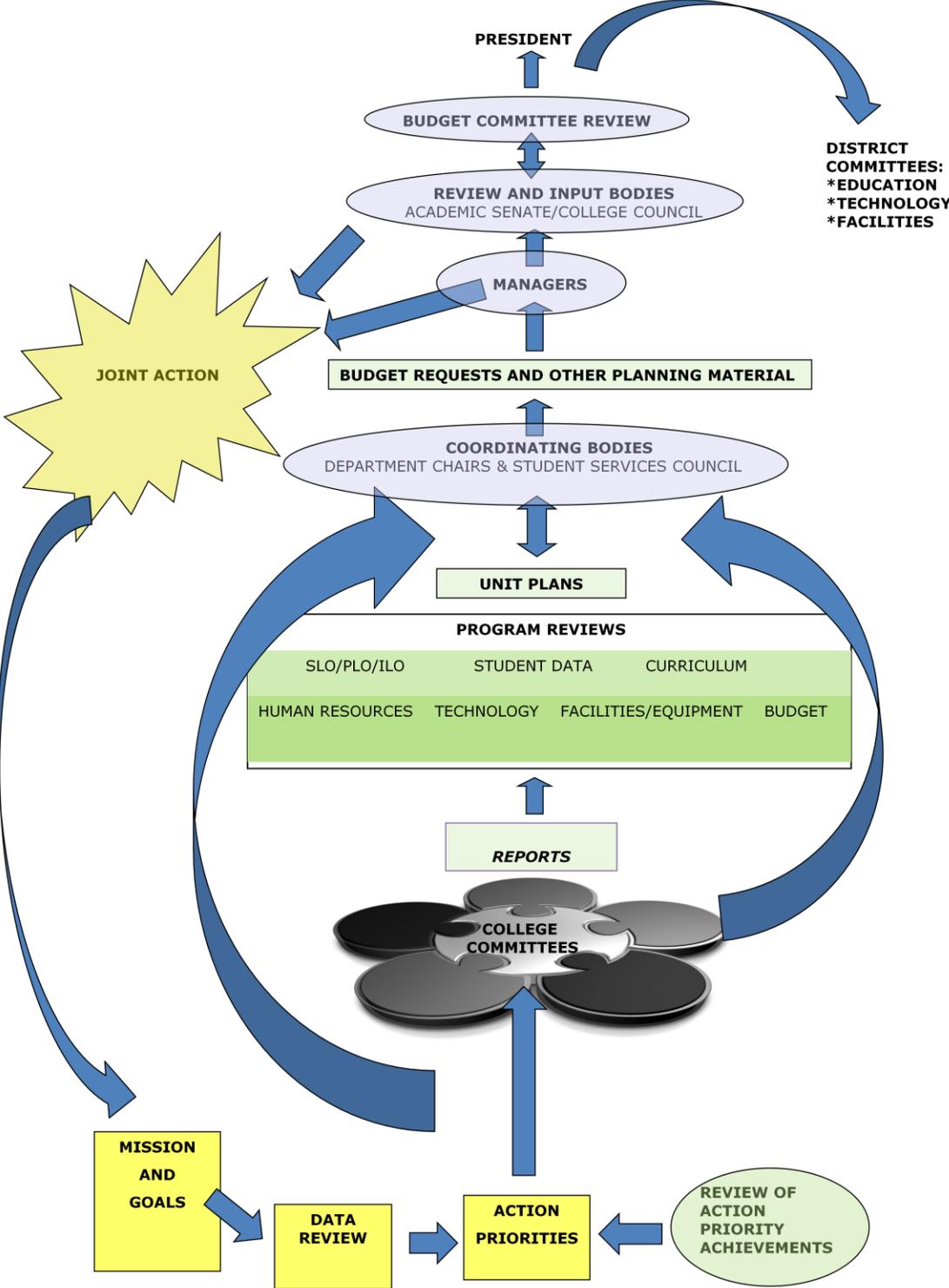
Terminal documents (program reviews, unit plans, and executive summaries with recommendations from the committees) are currently being assessed for intent and use of statistical data (i.e., student demographics, grade distribution, student success rates, etc.). More specifically, the above documents are scrutinized for action plans and funding requests that align with the college's mission, values, goals, institutional learning outcomes, and priorities when seeking budget allocations in areas of human resources, facilities, equipment, and technology.

Analysis of Results to Date: Planning and budgeting is an ongoing process, and the College of Alameda will never stop working hard to “fully meet[s] and exceed[s] the relevant standards of accreditation (p.5, Evaluation Report, T. Burgess Chair, 04/12/2010).” From an anecdotal, past-practice model of planning and budgeting, the college has implemented and formalized this new Planning and Budget Integrated model. College of Alameda has truly created a process that assures we will continue to serve students within a system and structure of integrity and evidence-based outcomes.

As evidenced by the Institutional Effectiveness Committee, the college has refined its planning and budgeting processes. The IEC guarantees we have a built-in, institutionalized body to review, inform, and make recommendations on increasing student success through a documented assessment process. We will always demand of ourselves careful planning, a period of testing for implementation, an assessment of both outcomes and processes, and an evaluative approach that informs adjustments within our college curriculum, pedagogy, and services as appropriate to the college’s culture of collaboration and integration of people, plans, budget, and innovation.

Illustration I

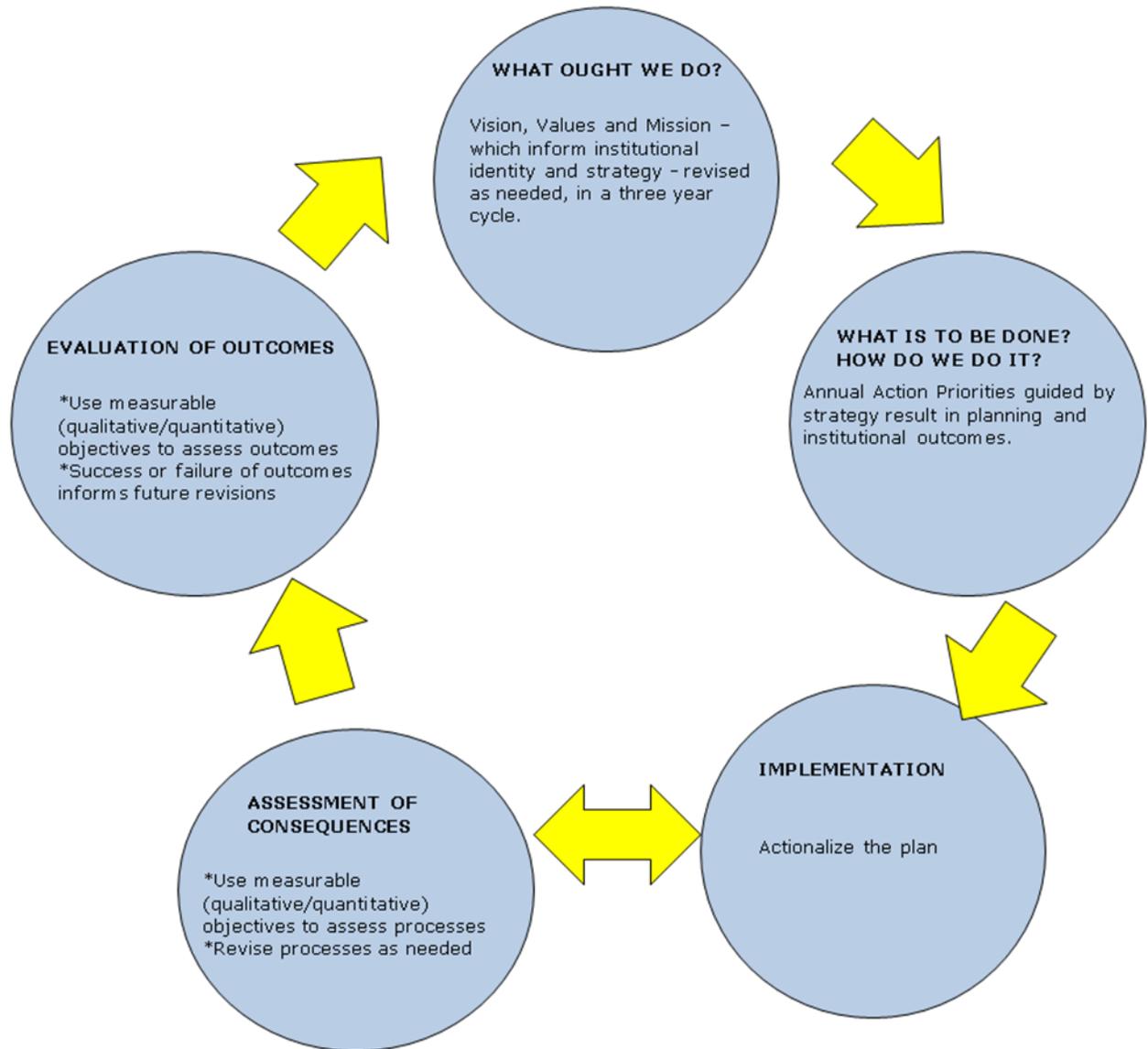
COLLEGE OF ALAMEDA: STRATEGIC INTEGRATED PLANNING & BUDGET MODEL



NOVEMBER 6, 2009
 Key: circles = actions, rectangles = products

Illustration II

The Planning and Assessment Process



When there are needs or college decision made that affect one or more of the other district colleges, the District Committees: Education, Technology and Facilities come into play. Issues are discussed within these district committees; any recommendations are then forwarded to the District Planning and Budget Council (PBC) for further review and could result in the issue (or issues) being referred to the Chancellor for final resolution.

Evidence:

1. Recommendation #1 Subcommittee Minutes
2. District Strategic Planning and Budget Model
3. College of Alameda Integrated Planning Handbook, version 16
4. PCCD Strategic Plan
5. College of Alameda Institutional Self Study, Dec 2008
<http://www.peralta.edu/coa/library/accreditation/index.html>
6. District Planning and Budget Integration Overview(CWG),
http://eperalta.org/wp/pbi/files/2009/09/pbi-overview_081009.pdf
7. College of Alameda Flex Day, Accreditation Follow-Up Report, Jan 20, 2010
8. College of Alameda Flex Day, Accreditation Update, August 19, 2010
9. COA Accreditation Process Timeline August 11 – October 15
10. Accreditation Follow-Up Report Timeline
11. COA Institutional Effectiveness Committee emails
12. COA Institutional Effectiveness Committee President’s Vision Presentation
13. COA Institutional Effectiveness Committee Agendas and Minutes
14. College of Alameda Division Clusters & Department Chairs
15. College of Alameda Chairs Meeting—President’s Vision Presentation
16. COA Planning & Budget Integration Timeline Joint Offices Memo, October 4, 2010
17. Unit Plan Description Document, 2007, Planning Documents,
<http://www.peralta.edu/coa/library/accreditation/index.html>
18. “COA Today” Newsletter, issues 2005 to present, College Information webpage,
[http://alameda.peralta.edu/apps/comm.asp?\\$1=20310&menu=public](http://alameda.peralta.edu/apps/comm.asp?$1=20310&menu=public)
19. Unit Plans 2007-08, 2009-10 Planning Documents,
<http://www.peralta.edu/coa/library/accreditation/index.html>
20. PCCD Planning and Budget Integration Handbook, 2009-2010
21. Peralta Planning and Budget Integration Model Web site: <http://eperalta.org/wp/pbi/>
22. Summit August 27, 2010 agenda : <http://eperalta.org/wp/pbi>
23. Summit August 28, 2009 agenda : <http://eperalta.org/wp/pbi>
24. Institutional Objectives and Action Priorities 2010-13
25. PBIM handout and binder from Summit
26. Accelerated Program Review & Draft Program Review Handbook (1/16/10)
27. Student Equity Plan, July 2009
28. College Standing Committees
29. Appendix I - Timeline for Accreditation Follow-Up Report
30. Peralta Office of Institutional Research Role & Responsibilities

Appendices

Appendix I

GRANT PROJECTS To Further College Goals & Institutional Effectiveness

Over a four-year period, Title III planning grant discussions spawned five major grant projects. These projects provide strategies that seek to improve student learning as well as to provide programs and pathways for continued learning, new workforce initiatives and improved institutional effectiveness.

- EQUITY SCORE CARD (2004-2006): This was a Lumina Foundation grant project to establish baselines for measuring student access and success by race/ethnicity, gender and disability. The project resulted in two equity plans [circa 2005 and 2008] and a grant from the Lumina Foundation. The data with plans were circulated and discussed widely within the COA community during 2006 and in 2008.
- SSPIRE (2006-2009): This is a James Irvine Foundation grant project to create small learning communities for “at risk” students to prepare them for a certificate, degree or transfer. The core counseling and faculty SSPIRE group meets every other week to discuss either evaluation data or student progress in the program. Results of the first two-years were presented at the MDRC Conference in fall 2008.
- Library Workshop Series Infusion (2005- Ongoing): This is an unfunded instructional program/project regarding the training of students in Information Literacy through a progressive series of three workshops directly linked to several English 1A (Freshman Composition) classes. Cooperation of individual faculty is essential to this program. Results and analysis of SLOs for this project are shared with participating English faculty, and published in the Library Program Review (2003) and in annual unit plans.
- Basic Skills Initiative (2007-Ongoing): This was a California Community College Chancellor’s grant focused on assessing and improving COA basic skills programs by using quantitative and qualitative data. Results were shared with the Student Success Initiative/Basic Skills Initiative (SSI/BSI) Committee and college-wide during 2008 through forums/workshops and a “Back to Basics” Retreat held in May 2008.
- ATLAS (2008-2010): This is a recent California Community College Chancellor’s grant [2008] that focuses on improving transportation services within the East Bay as well as in- and out-bound destinations. The grant targets the vocational educational programs involving transportation (e.g., automotive, diesel, and aviation), business administration, and other new Computer Information System (CIS) programs. The grants initial focus will be on an entry-level warehousing certificate.

Appendix I continued

In addition to the aforementioned data and analysis, other reports shared with the COA's internal community and its district include the 2008 McIntyre Environmental Scan, the 2007 through 2009 Accountability Reports for Community Colleges (ARCC), and the 2007 & 2008 Community College Survey of Student Engagement (CCSSE). The ARCC and CCSSE reports were used in the Equity Plan, the COA Fact Book, and the Institutional Learning Outcome Measures. All of the aforementioned reports were all used in the 2007-2012 COA Educational Master Plan.

Appendix II

COA ASSESSMENT TOOLS

COA collects a number of assessments. These assessments are as follows:

1. Departmental assessments include: Special evaluations on SSPIRE, Student and Faculty surveys of Library Instructional Programs and Services, and various Student Health surveys.
2. The Community College Survey of Student Engagement (CCSSE) measures institutional Learning Outcomes and assessments every other year [beginning spring 2007].
3. The Equity Plan measures improvements in student course success and persistence, basic skills success and persistence, degree and certificate attainment, and transfer by students' age, gender, race/ethnicity, and disability.
4. The Accountability Report for Community Colleges (ARCC) is used in many different reports such as the Equity Plan and Fact Book.
5. Unit (discipline) plans including overall enrollments, FTES, and productivity used for measuring discipline progress. In fall 2008 a new assessment will be introduced to the faculty that data about five fall terms of course enrollment, retention and success. The assessments are intended to narrow the discipline focus to determine what courses are succeeding or not. It is further intended that the assessments will assist in bridging the SLOs to overall course success.
6. The COA Fact Book was initiated in June 2008 and shared with the college members in August 2008. The book is designed to assess the success of the college in relation to enrollment as well as to students' personal backgrounds and aspirations and learning outcomes. The Fact Book also lists faculty and staff by age and ethnicity.

APPENDIX III

College of Alameda Standing Committees Regular Monthly Meeting Times

Academic Senate – 1st & 3rd Thursday, 12:30 p.m., L237

Accreditation Committee – As needed

Affirmative Action and Campus Climate Committee – As needed

Budget Committee – 2nd Monday, 12:00 p.m., A149

Classified Council – 3rd Friday, 2:00 p.m., F122

College Council – 4th Wednesday, 2:30 p.m., L237

Community Relations and Special Events Committee – (not active)

Curriculum Committee – 1st & 3rd Tuesday, 1:30 p.m., L237

CLASS (formerly BSI/SSI) Committee – 3rd Wednesday, 1:30 p.m., A149

Facilities Committee – 4th Thursday, 3:00 p.m., A149

Financial Aid Advisory Committee – 2nd Monday, 1:30 p.m., A136

Institutional Effectiveness Committee – 3rd Thursday, 2:00pm, A237

Learning Resources Center Advisory Committee – as needed

Matriculation Committee- 2nd Tuesday, 2:00 p.m., L237

President's Cabinet – 3rd Wednesday, 4:00 pm, A 144

Safety Committee – 4th Thursday, 2:00 p.m., A149

Staff Development Committee – 3rd Thursday, 12:30 p.m., D202A

Student Grievance Committee – As needed

(Including Allied Health Student Grievance Committee, Student Academic Grievance Committee, and College Grievance Committee)

Technology Committee – 2nd Thursday, 1:30 p.m., A149

APPENDIX IV

Governing Board Review

The President of the Governing Board was copied on the June 30, 2009 ACCJC letters sent to the four Peralta Colleges (Berkeley City College, College of Alameda, Laney College, and Merritt College) and the Peralta Community College District Office. These letters outlined the Commission’s action regarding the reaffirmation of accreditation for each of the four Peralta colleges. The Governing Board President and the Chancellor shared that information with the other Trustees.

Per a request of the President of the Governing Board, the district Office of Educational Services provided an accreditation update report at the October 12, 2010 meeting of the Governing Board. The Follow-Up reports from the four colleges were agendaized as an action item for this meeting. Presentations of the Follow-Up Reports were provided to the Governing Board, questions were answered, and the Governing Board voted to accept/approve the Follow-Up Reports of the four Peralta colleges.

Wise Allen, Ph.D., Interim Chancellor

Peralta Executive Board Trustees

Abel Guilin, <i>President</i>	Cy Gulassa, <i>Member</i>
Dr. William Riley, <i>Vice President</i>	Linda Handy, <i>Member</i>
Marcie Hodge, <i>Member</i>	Bill Withrow, <i>Member</i>
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