

**College of Alameda
Midterm Report**

Submitted by:
**College of Alameda
555 Ralph Appezato Memorial Parkway
Alameda, CA 94501**

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

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Statement on Report Preparation and Overview of ACCJC Recommendations since June 30, 2009

College of Alameda submitted its Comprehensive Self Study Report to the Accrediting Commission for Community and Junior Colleges in early spring 2009. A ten-member accreditation team, augmented by a team assistant, visited the Peralta Community College District (PCCD), College of Alameda (COA), and the other three Colleges, Laney College, Merritt College, and Berkeley City College, March 9-12, 2009 for the purpose of determining whether the institution continued to meet accreditation standards, to evaluate how well the College achieved its stated purpose, to provide recommendations for quality assurance and institutional improvement, and to submit recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding their accreditation status. At the College of Alameda, the accreditation team issued nine commendations and made four recommendations to the College, as well as three recommendations for the Peralta District. The recommendations were:

- Team Recommendation 1: In order to meet the Standards 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.1.a, 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).
- Team Recommendation 2: In order to meet the Standards, the team recommends that systems to support internal campus communication, as well as College-District communication, be improved to support the optimal functioning of the College in promoting student learning (Standards 1B.1, 1B.2, 1B.4, 1B.5, 1B.7, 2A.2.a, 2A.2.b, 2A.2.f, 2B.4, 2C.2, 3A.6, 3B.2.b, 3C.2, 3D.1.a, 3D.1.d, 3D.3, 4A.1, 4A.2, 4A.2.a, 4A.3, 4A.5, 4B.2, 4B.2.b, 4B.2.e, 4B.3, 4B.3.f).
- Team Recommendation 3: In order to meet the Commission's 2012 deadline, the College must accelerate its progress in developing and assessing course-level and program-level student learning outcomes and using assessment data for improvement. Further, in order to meet the Standards, the College must also ensure compliance with its program review and unit planning processes and accelerate its progress toward creating a data-driven environment in which continuous assessment is used as a vehicle for institutional improvement (Standards 2A.1, 2A.1.a, 2A.1.c, 2A.2.a, 2A.2.b, 2A.2.e, 2A.2.f, 2B.4).
- Team Recommendation 4: In order to meet the Standard, and consistent with the recommendation of the 2003 visiting team, the team recommends that the College

devote the time and resources needed to complete regular, systematic evaluations for classified professionals, full-time contract faculty, and part-time faculty (Standard 3A.2).

- Team 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, 4.B.3.b).
- Team Recommendation 6: In order to meet the Standards, the team recommends that the College develop, implement, and integrate the College budget development processes with the new District resource allocation model (Standards 3D.2.a, 3D.2.b, 3D.2.d, 3.D.2.g).
- Team Recommendation 7: The team recommends that the District take immediate corrective action to implement all necessary system modifications to achieve access to a 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).

The two recommendations related to the Peralta District, Recommendations 5, & 7, were mirrored in the team reports of the other Peralta Colleges: Laney College, Merritt College, and Berkeley City College.

In a June 30, 2009 letter, the Commission took action on the team report and recommendations, by issuing the Warning accreditation status of College of Alameda. The letter also detailed three follow-up reports to be completed prior to the midterm report:

- March 15, 2010: Addressing the College's five recommendations and the two District recommendations (Team Recommendations 5 and 7).
- October 15, 2010: Addressing the College's one recommendation (Team Recommendation 1), pertaining to an integrated planning and budget model process.
- March 15, 2011: Addressing the District's Team recommendations (Recommendations 5 and 7).

In November, 2009, in response to the 2009 Annual Fiscal Report filed by College of Alameda and the other three Peralta Colleges, the ACCJC requested the Peralta Community College District provide a Special Report which responded to seven specific audit findings in the District's 2007-2008 independent audit report from Vavrinek, Trine, Day & Co, LLP (VTD). The Special Report was filed with ACCJC on April 1, 2010.

The March 15, 2010 follow-up report for College of Alameda and those of the other three Peralta Colleges were filed, responding to the two District-related recommendations. A Team visit was scheduled for April 2010. On April 12, 2010, the ACCJC visiting Team completed a College of Alameda site visit and a district site visit to the Peralta Community College District Office.

Following the April 2010 evaluation team visit to the College and Peralta Community College District, the ACCJC placed College of Alameda and the other three Colleges on probation status. In its June letter notifying the Colleges and the District of its decision, the ACCJC requested that the recommendations made to College of Alameda and the other three Colleges pertaining to District practices be addressed directly by the District Office in an October 15, 2010 report to ACCJC. Due to recommendations that specifically addressed Peralta District operations, following the June 30, 2010 Commission letter, reporting to ACCJC were split: those concerning District practices and recommendations have been provided directly to ACCJC by the Peralta District; reports concerning College practices and recommendations are completed and filed by each of the four Peralta Colleges. Therefore, of the seven recommendations noted in the Commission's June 2010 letter, Recommendations 1 – 4 & 6 were addressed by College of Alameda, and Recommendations 5 and 7 were the recommendations addressed directly by the Peralta Community College District.

The Peralta District filed its report by the October 15, 2010 deadline, and a site visit took place November 4, 2010. A January 31, 2011 letter to Peralta Chancellor Wise E. Allen notified the District that College of Alameda and the other three Colleges were retained on probation status pending another report to be filed by the District Office on March 15, 2011. The deadline for filing that report was subsequently changed to April 1, 2011.

College of Alameda filed a March 15, 2011 Follow-Up Report to address the single College recommendation due at that time as directed in the June 30, 2010 Commission letter. The report addressed Team Recommendation 1 related to implementing a comprehensive and integrated strategic planning process. As described above, recommendations pertaining to District practices and operations were reported directly by the Peralta Community College District to ACCJC, following review by the Colleges and approval of the Board of Trustees.

Evaluation team visits took place April 12, 2011. The College of Alameda two-person evaluation team visited the campus to conduct verification and validation of the College report on the single Team Recommendation 1 regarding College's integrated and strategic planning process. The College of Alameda evaluation team also joined teams from the other Colleges to conduct a site visit at the Peralta District office for the purpose of verifying and validating the District's report addressing District recommendations.

In its June 30, 2011 letter, the Commission removed College of Alameda from Probationary status. No additional recommendations or follow-up requests were made related to the 2009 Team Recommendation 1. However, the ACCJC acted to place College of Alameda on Warning status for five new recommendations related to Peralta District issues. The five new recommendations explicitly replaced and superseded all earlier District recommendations. The Peralta District was required to file a Follow-Up Report due March 15, 2012, on the five recommendations. In addition, College of Alameda was required to add to its March 15, 2012 midterm report: "regarding Commission Recommendation 5, College of Alameda must evaluate the impact of recent and future financial decisions on the College's ability to sustain programs and services."

In preparation for this 2012 Midterm Report to ACCJC, the accreditation recommendations were highlighted during remarks of the College President and Vice President of Instruction on College of Alameda's All-College Flex Day at the start of the fall semester, August 18, 2011. It was discussed and agreed upon by shared input that the College's existing Accreditation Committee retain its structure with the exception of a few changes to include the (new) Institutional Effectiveness Coordinator, to remove the Public Liaison Officer (position was eliminated due to budget cuts), and rename the committee the College *Assessment* Committee to highlight College of Alameda's focus on the inextricable relationship between *Accreditation* and an ongoing culture of *Assessment*. This name change of the former Accreditation Committee was discussed in the October 2011 Faculty Senate Meeting wherein it was suggested to add the word, "College" in front of "Assessment Committee" to reduce confusion with College-wide use of the word "Assessment." Therefore, the formerly titled Accreditation Committee is now called the College Assessment Committee. While the College Assessment Committee has continued to meet one to two times a month, smaller subcommittees were formed and assigned to gather evidence and seek College input throughout the semester. Two College forums were held: November 8, 2011 on Budget, Facilities, Operations, and Financial Practices; and, December 14, 2011 on Governance and Leadership.

Following the information gathering, October and November updates on the draft Midterm Report were made to the College's governance bodies: The College Council and College Budget Committee, as well as the Department Chair's meeting. The College community was invited to reflect and comment during the open forum held by the College President on November 8, 2011. The College community was able to provide responses and engage in reflection during and after the various forums regarding the College's progress toward fulfilling the ACCJC recommendations. The College of Alameda Midterm Report was completed with the participation of administrators, faculty, staff and students. The College Council, a shared governance body representing all constituencies (faculty, staff, administrators, and students), recommended approval of the Midterm Report to the President on January 27, 2012, and the Faculty Senate recommended approval to the President at its meeting on February 2, 2012. The College's Midterm Report will be submitted for approval to the Peralta Community College District Board of Trustees approval on Tuesday, March 13, 2012.

Concluding Remarks

College of Alameda administrators, faculty, staff, and students have worked with District administration in addressing the June 30, 2011 recommendation five pertaining to the impact of financial decision-making on College programs and services. College-wide work on the 2009 Recommendations 1, 2, 3, 4, and 6, and the College action plans have been ongoing since June 2009. The College of Alameda looks forward to meeting with the ACCJC visiting team to validate our progress in addressing the Commission's recommendations and providing an update on the College's action plans and any changes since the writing of this report.

Jannett N. Jackson, Ph.D.
President
College of Alameda

RESPONSE TO TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

Recommendation 1, 2009:

In order to meet the Standards 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.1.a, 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, History, & Current Practices

In response to this recommendation, the College of Alameda began the process of updating and revising its Integrated Planning and Budget (IPB) model in 2008 and finalized the current version on December 06, 2009. Since that date, the College has adhered to the process depicted in the model and has repeatedly referred to the model when a question of process surfaces in committee and shared governance work, or in strategic planning events and general College-related discussions.

During fall 2009 to spring 2010, the goal of the subcommittee for Recommendation 1 was 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 processes were in place at the time of implementing the IPB but were not formalized in writing. The IPB continues to be tied to the College's Vision, Values, and Mission (Appendix I), and incorporate action priorities with institutional outcomes of academic excellence, student success and fiscal responsibility.

The strategic portion of the College of Alameda (COA) IBP model (Appendix II) depicts a full-cycle review. At the beginning of every year, each 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 Outcomes (ILO's), and Student Learning Outcomes (SLOs) (Appendix I); College-wide reports such as the Student Equity Plan, Educational Master Plan, Technology Plan; and, national and state reports such as Accountability Reporting for the Community Colleges (ARCC), Integrated Postsecondary Education Data System (IPEDS), and Community College Survey of Student Engagement (CCSSE), as well as 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 are evaluated each year for the extent to which they have been achieved (Planning Summary Appendix V). Each year new priorities may be added; however, preceding priorities will remain until completed. Each committee uses the Planning Summary Matrix as an assessment scorecard and rubric consisting of quantitative and qualitative data.

The operational portion of the COA IPB model (Appendix II), shows that the College committees review the identified institutional outcomes and action priorities then forward their

summaries of these priorities to instructional and student services areas to integrate into their Unit Plans or Annual Program Updates (APU's), as they are referred to currently (instead of the former *Unit Plans*). The College Council members and coordinating bodies, such as the Department Chairs and Student Service Council, are informed of these strategic priorities and are charged with addressing the priorities, where pertinent, in their Program Reviews, APU's, and in committee inquiries and reports.

Once the APU's are completed, the respective action plans are developed and finalized; all budget requests associated with the action plans are compiled into a comprehensive budgetary request matrix. The Department Chairs assist with prioritizing and ranking the budget requests included in the matrix, ensuring a faculty-driven process. This ranked matrix is next submitted to the College management team for review and any further refinement using a numeric rating spreadsheet, which is simultaneously forwarded to the Budget Committee, Academic Senate and College Council for review. The ranking or priority assigned to the requests may change by joint consultation with the reviewing bodies.

The top-ranked budgetary requests are submitted to the College President who may make changes or to seek further justifications. The requests accepted by the President are sent to the respective District-wide Planning and Budget Integration committees (e.g., District Education, District Technology, and District Facilities) 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 decisions on courses, programs, purchasing, and personnel. 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 (PBC) for disposition. Final recommendations are then forwarded to the Chancellor, who consults with the Strategic Management Team (SMT)¹.

It is the College's ongoing commitment to meet or exceed all standards of accreditation, and to continue to actively use the COA Strategic Integrated Planning & Budget Model (Appendix II) to guarantee an open and transparent shared governance process of making recommendations and decisions on the College's resource allocation and action priorities. As previously stated, this model received full approval from all shared committees in December 2009. College of Alameda's Strategic Integrated Planning and Budget Model is a tool that was activated and used during academic year 2009, and has consistently been used in subsequent budget cycles to include this current academic year 2011. The College's Strategic Integrated Planning & Budget Model corresponds with, and is guided by, the COA Planning & Budget Integration Timeline (Appendix IV), which is updated each year, 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 supports the College's planning and budget process per the visiting team's findings during their visit to College of Alameda on April 12, 2010, that process remains constant even today.

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.

“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).”

In Conclusion:

The College of Alameda has continued to work hard to exceed the standards since the Follow-up Report to the Commission on October 15, 2010, and the College’s Accreditation Team visit on April 12, 2011. The College continues to engage in ongoing reflection, action, and change using the College’s key processes and through the use of evidence-based assessment to increase student learning and advance institutional effectiveness. The College of Alameda continues to engage in a rigorous and ongoing cycle of assessment using our Strategic Integrated Planning & Budget Model as a guide for process and flow. Since producing a visual depiction of this flow model (Appendix II) in December 2009, the College continues to reinforce processes while remaining flexible enough to make slight adjustments after thorough dialogue has taken place amid constituencies and governing bodies. Similar cycles of assessment, action, and change are expected over time in order to meet the growth patterns and needs of our students and greater community.

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).” The College implemented and formalized this new Planning and Budget Integrated model from an anecdotal, past-practice model of planning and budgeting. 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 (IEC), 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 to increase 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.

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 2009
9. College of Alameda Open Forums, Dec 1, 2009
10. Accreditation Follow-Up Report Timeline
11. COA Integrated Planning Subcommittee emails

Recommendation 2, 2009:

In order to meet the Standards, the team recommends that systems to support internal campus communication, as well as College-District communication, be improved to support the optimal functioning of the College in promoting student learning (Standards 1B.1, 1B.2, 1B.4, 1B.5, 1B.7, 2A.2.a, 2A.2.b, 2A.2.f, 2B.4, 2C.2, 3A.6, 3B.2.b, 3C.2, 3D.1.a, 3D.1.d, 3D.3, 4A.1, 4A.2, 4A.2.a, 4A.3, 4A.5, 4B.2, 4B.2.b, 4B.2.e, 4B.3, 4B.3.f).

Overview, History, & Current Practices

During the six years prior to the 2009 Self Study Report, the College struggled with changing from an institution that operated ad-hoc and by consensus, to an institution driven by planning (with all the right elements: a vision, mission, goals, and strategic directions) this change was met, with little understanding, by the many College constituencies of how the new processes operated. As a result of the WASC visit in 2009, the College's work during the past three years since that visit, and subsequent WASC team visits, College leaders are fully aware, apply, and implement the built-in processes now in place that support intentional, clear, and transparent communication.

At the core of Recommendation 2 is the need for the College to develop "systems to support internal campus communication," as well as improve "College-District communication" that supports optimal engagement and functioning of the College in promoting academic excellence and student learning. The need for improved communication reaches across several standards and represents a systemic problem that can jeopardize the fostering of collaboration amongst campus constituency groups and negatively affect the success of our students. Therefore, the College addressed this recommendation in 2009 by reviewing specific themes that emerged from evaluating the standards identified in the recommendation references. The findings from the five themes that bubbled up as a result of a thorough evaluation are outlined below and continue to inform positive changes in the College's ongoing effort to reduce conversational barriers between constituencies, and increase collaborative inquiry that best supports student success and overall institutional health. Additionally, under the leadership of the new president hired in spring 2011, the College continues to clarify its focus and practice of becoming a Learning

College, and of aligning its diverse constituencies by means of a simplified strategic initiative: the College's ABC's:

1. Academic Excellence
2. Budgetary Competence
3. Community Collaboration

Ongoing collegial and self-reflective dialogue about improvement of student learning and institutional processes:

Through shared governance committees such as the College's Institutional Effectiveness Committee (IEC) implemented in spring of 2011, dialogue amid constituency groups has noticeably increased. Consistent IEC workshops held for departmental faculty to collaboratively develop course and program level student learning outcomes, visual depictions (maps) of their programs, and key assessment points and task, has exponentially increased self-reflective, critical dialogue amid faculty members; thereby, sustaining a much higher level of institutional effectiveness and increased student learning success than ever before. In addition, for more than three years the College has engaged the use of standardized minutes, serving to strengthen the quality and structure of student learning and institutional processes of communication. All shared governance committee meeting minutes continue to be posted online, under College *Governance* on the College's website and are available in the College library for review by the campus community ([http://alameda.peralta.edu/apps/comm.asp?\\$1=20310&menu=public](http://alameda.peralta.edu/apps/comm.asp?$1=20310&menu=public)).

Since the College of Alameda is a relatively small College, members of the President's Cabinet, Department Chairs Committee, Faculty Senate, Classified Council, and the Associated Student Government Senators, also serve on the College Council and similar College standing committees that are critical to the quality of campus-wide communication and described in the College Standing Committees document (Evidence #20).

Communication of Institutional Goals and Institutional Effectiveness: Annual Program Updates (APU's) integrate and give evidence that directly supports the College's institutional goals and learning outcomes. All APU's for every program are completed per the College's Planning and Budget Integration Timeline and are fully vetted using the College of Alameda Strategic Integrated Planning and Budget Model. As described in the previous section, Recommendation I, review of all APU's requires a rigorous and documented process that involves all College constituencies wherein budgetary priorities are ranked and recommended for funding as outlined in Appendix I.

College constituencies are in agreement that the College has set forth action priorities via its summarized APU's that are consistent with its larger goals and purposes. As example, the Curriculum Committee has taken the lead in assuring student learning outcomes are added to every Course Outline of Record as they relate to the College's mission, vision and its alignment with Title 5 Ed Code on community College outcomes. This includes reviewing data, identifying areas for goal setting, and validating processes used to measure goals. Thus, deliberate goal-setting mechanisms have been implemented to periodically evaluate College action plans based on ongoing data gathered through assessment findings.

Planning process is broad-based, opportunities for input offered, resource allocation, improved institutional effectiveness: The College Leadership Assessment of Student Success or *CLASS* (formerly Student Success Initiative/Basic Skills Initiative [SSI/BSI]), continues to employ the philosophical promotion of learning communities as well as the fiscal support of such academic strategies that are aimed at improving student enrollment, retention and success in the basic skills areas of the College. Having developed three new learning communities since 2009 including ADELANTE (Hispanic serving), AMANDLE (African American serving), and APASS (Asian Pacific Island serving), a fourth learning community was added this year (2011) that is a non-culture-based cohort focused on transfer.

CLASS continues to prove itself to be a formidable means for cross-constituency communication as its charge offers any individual or specified area/department on campus the opportunity to complete a standardized request for funding that is considered and voted upon by the CLASS committee members using a Roberts Rules approach to meeting governance. Overall, the attitude of the faculty and staff is positive in its belief that College planning processes such as APU's and committees like CLASS promote rich and purposeful dialogue, a recognized and necessary broad-based practice at College of Alameda that continues to become all the more critical in this time of increasingly limited resources. Nonetheless, the College is proud of these deeply institutionalized practices of communication, planning, and budgeting that continue to be used to inform positive change and improvement at every level of the institution.

There are six assessment vehicles that continue to be used by the College as was noted in the 2009 Accreditation Self-Study, Standard I-B page 12, that are documented, evaluated and disseminated in an ongoing base:

- Departmental assessments: Student and Faculty surveys of Library, Instructional Programs and Services, and various Student Health surveys.
- The Community College Survey of Student Engagement (CCSSE), which measures institutional Learning Outcomes and benchmarks, used every other year beginning spring 2007.
- The Equity Plan, which 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.
- The Accountability Report for Community Colleges (ARCC), used in many different reports such as the Equity Plan and Fact Book, and supplements/supports other data collection.
- Annual Planning Updates (discipline) plans, which include overall enrollments, FTES, FTEF, multicultural and data on student diversity, student learning outcomes at the course, program, and institutional levels, student success data, productivity used for measuring discipline progress in assessing whether learning is happening, and similar such data are being included as points of measurement and comparison to best inform decision making on planning and budgetary requests and prioritization.
- The COA Fact Book, initiated in June 2008 and updated in fall 2009, and again in 2011, provides formative and summative data on student enrollment and demographics.

The College endeavors to disseminate and share information to its various constituency groups through the College newsletter, "COA Today," currently replaced by the "President's Newsletter" due to budgetary cuts in 2010 that resulted in the elimination of the Public Information Officer. The President's Newsletter provides timely communication and information about staff development opportunities, standing committee decision making, community events, faculty, staff and student accomplishments, and other such campus related news via electronic communication, hard copy publication, and through special forums. Additionally, the College has employed a student hourly to assist the Librarian to migrate our current website content to a new open source website that will provide a more efficient mode of internal and external communication.

College-District Communication. In spring 2009, the Chancellor convened a Chancellor's Working Group (CWG) to seriously address the effectiveness of the current District planning and decision-making committees. The CWG was to determine if a more effective structure and process could be formulated with the goal to facilitate campus and District-wide communication. The Chancellor's Working Group (CWG) was comprised of four representatives from the Peralta Federation of Teachers, four representatives from the District Academic Senate, two classified staff representatives, one College president, one vice president of instruction and two administrators from the District office, the Associate Vice Chancellor of Academic Affairs and the District's General Counsel, who assumed the role of

District strategic planning manager. The Chancellor attended meetings at key points in the process. A presentation on the proposal from the CWG was presented on Staff Development Day, August 18, 2009, and the kick-off planning retreat was held on August 28, 2009 in Jack London Square.

The CWG process for arriving at an agreed upon “work product” was intense, at times confrontational, yet in the end constructive. The Chancellor asked the CWG to study the issues and recommend options for improving the functioning of the District-wide advisory and decision-making process. The Chancellor requested that the CWG recommend improvement to:

- Streamline the process for developing recommendations on planning and budgeting;
- Ensure effective shared governance participation and discussion; and
- Deliver thoughtful, data-driven recommendations.

Early on in the process, the CWG established the following guiding principles:

1. Educational planning and needs (including services) should be the foundation of all decision-making.
2. College planning should be the primary source for determining shared governance recommendations. The role of the District-wide committees and processes is to provide uniform data, assure consistency, and to encourage and promote coordination. Colleges are the primary source because they are closest to student needs and have educational expertise.
3. There needs to be a clear flow of communication between committees so that the development of recommendations is transparent and logical.
4. The Planning and Budget Council (PBC) has authority to make a recommendation to the Chancellor and to make recommendations on initiatives proposed by the Chancellor. As per existing policies and procedures, the Chancellor and Board provide a response to advisory and constituency bodies if the recommendations are not adopted and are substantively modified.
5. All constituencies have the right to make recommendations directly to the Chancellor and Board.
6. The intent is to have a clear path from recommendations to consideration in the decision-making cycle.
7. All decisions and minutes shall be documented and publicized widely, using all available means. This ensures effective communication to Colleges and constituencies.

It was agreed that this District-level process would be implemented in fall 2009 for the 2009-2010 academic year. At the end of the academic year, this process was reviewed and evaluated, and any needed improvements put forward for review and adoption. Upon review during Academic Year 2010-2011, it was determined that the aforementioned Chancellor’s Work Group had indeed completed its task by setting firmly in place the parameters by which the newly developed Planning and Budget Integration committees on Facilities, Education, and Technology would, and have, continued to operate. The increase in effectiveness of the PBIM ultimately eliminated the necessity for the Chancellor’s Work Group wherein the Work Group was disbanded. The chancellor’s Work Group served its purpose by helping to establish principles by which the PBIM would operate, and also provided valuable insight to the development of the overall PBIM. The emergence of a better system from an existing system of communication between the District and Colleges is a positive sign that all constituencies continue to find new and better means for engaging in productive dialogue that results in improved processes for planning, budgetary allocation, services, and student success.

The District-level process or the Planning and Budget Integration Model (PBIM) and committee structure is comprised of the District Technology Committee, the District Education Committee, and the District Facilities Committee. In addition, there is a higher level District Planning and Budget Council which reports directly to the Chancellor. Each of these four committees includes the appropriate District office Vice Chancellor, a College President, as well as appropriate administrators, faculty, and staff. The goal is to move to more highly supported action meetings with key decision-making milestones, rather than the

more frequent discussion-oriented sessions. Through this process the committees and their membership have the ability to actively address District services issues by using well-designed, standardized, meeting agendas to discern what should be centralized or de-centralized services, equitable budgetary allocations, standardized academic rigor, meaningful assessment and findings, and impartial attention to facilities and new buildings.

This process acknowledges College planning as the foundation of the PBI committees, recognizing that the Colleges, not the District, are closest to the educational needs of the students. As the first element of the PBI, the Colleges perform standard program reviews, prepare annual program updates, and develop annual educational and resource plans, requests, priorities, and rankings. During periodic master planning and annual institutional planning, the Colleges develop plans addressing instructional and student services programs; staffing priorities; fiscal priorities; IT and equipment; facilities; and marketing. It is agreed that the planning of the four Colleges must drive District planning, which then drives the provision of District services and budgetary allocations. Most faculty, staff, administrators, and involved students agree that the PBIM is one of the best planning and budgeting integration model the Peralta Community College District has implemented and are in agreement that this model shall continue as an organic and dynamic system open to change and improvement as time and results dictate.

The role of the Education Committee, Technology Committee, and Facilities Committee is to support the Colleges in coordinating their efforts and resolving issues. These committees also provide subject matter expertise in their respective areas by including College representatives with relevant knowledge, responsibility, and experience. These committees are responsible for communicating with their counterpart committees at the Colleges (with intentional cross-membership); thereby, ensuring dialogue and transparency regarding action items at all levels, both horizontally and vertically (Appendix III).

These three committees are charged with developing District-wide recommendations that best serve students and the community using evidence-based processes and criteria. Therefore, the committees will work toward consensus solutions that are based on the results of these processes and a “shared agreement” decision model. Any unresolved issues are sent to the higher-level Planning and Budget Council.

After the August 28, 2009 “Summit,” these PBI committees continue to meet nine (9) times during the regular academic year and conduct a self-evaluation to review including: what worked, what did not work, and what needs improvement. Each new Academic year, a Planning Summit is held wherein each PBI committee addresses their charge, their operating principles, and develops their desired outcomes and milestones, for the year, including reviewing their proposed evaluation instrument.

The overarching Planning and Budget Council is charged with making final PBI related recommendations to the Chancellor. The committee also receives draft policy initiatives and considerations from the Chancellor and the Board of Trustees and makes recommendations on said policies prior to any significant action taken by the Chancellor.

The Planning and Budget Council (PBC) is responsible for providing oversight on the implementation of the District Strategic Plan. The PBC ensures accountability for follow-through on recommendations. The PBC tracks their recommendations and determines which of two results will occur: (1) the recommendation is implemented including any modifications, or (2) the recommendation is not implemented and provides the reasons for not implementing. The PBC also ensures accountability for follow-through on process steps, assuring that constituencies, Colleges, District service centers, committees, etc., perform the agreed upon steps in the process.

What should be particularly noted is that while each of the four committees will have a chair (the appropriate Vice Chancellor) and a faculty co-chair (and a classified co-chair for the Technology Committee), these four committees also will have a meeting facilitator, recorder, and summary writer. The facilitator works with the chair and co-chair to design the meeting agenda and discussion/decision tools. During the meeting the facilitator's role is to support an effective and timely level of discussion (e.g., promote an appropriate balance of discussion and decision-making). The recorder keeps a record of the main points of the discussion on a flip chart or wall chart. This enables the group to track progress during the discussion. The summary writer has the important responsibility of documenting key decisions, points of agreement and follow-up steps and will be a classified staff support person. Further the summary writers use an agreed upon template for recording the meeting's motions, action items, general minutes, and attendees. This includes the following in column format: Agenda Item; Discussion; Follow-Up Action; and Decision (shared agreement/resolved or unresolved?). All materials from the meetings, including agendas, minutes, and back-up documents are posted on a District Web site: <http://eperalta.org/wp/pbi>

College Action Plan: During the past year the College has engaged in renewing the processes that support decision making and disseminating information to all College constituencies. During the past year the communication tools have been used to sharpen the focus on the processes that are used to support decision making that is based on the institutional goals of the College as well as alignment with those of the District.

The new College catalog represents a step forward in the communication of the College Mission, Institutional Learning Outcomes (ILO's), values, vision, and the president's ABC's strategic initiative. The catalogue provides clarification as to how these components relate to the College's Educational Master Plan and what the College has determined as the most critical learning outcomes for each student who engages in some aspect of learning at College of Alameda. The College's catalog is a deliberate step away from the dry reiteration of history that is simply a do-over from catalog to catalog of years past. The College takes pride in its innovative approach to a more relevant and engaging College catalogue that is expected to go live as an interactive, online, experience for students and all COA website users once the College's new website is uploaded by this Fiscal Year.

The College Council, as the central planning body of the College, has a clear sense of purpose. Prior to 2009, fewer than ten people attended College Council meetings. The meetings are now well attended and the membership understands the decision making accountability of the body.

Other College standing committees report a similar response from their constituencies, that is, a renewed sense of focus on institutional change and the effectiveness of the institution in responding to the dramatic changes occurring, specifically this academic year, with major cuts in the budget, the likes of which this District and College have never known. A page on the College website entitled, "College Governance," assists committees in viewing updated and archived committee minutes and associated documents. Once again, a standardized minute taking format continues to make writing and reading minutes, motions, and action items a more productive and easier endeavor.

Evidence:

1. Equity for All Plans, 2005 and 2008, Planning Documents, <http://www.peralta.edu/coa/library/accreditation/index.html>

2. Issues to be Addressed, 2006 COA Progress Report, Planning Documents, <http://www.peralta.edu/coa/library/accreditation/index.html>
3. Analysis of the Infusion of Library Research into 201A and 1A English courses, 2006 and 2007, Library Planning Documents, <http://alameda.peralta.edu/apps/page.asp?Q=Library%20Handouts&menutab=3&pro=20013>
4. COA Drug and Alcohol Survey 2007-2008, <http://alameda.peralta.edu/apps/pub.asp?Q=394&T=Alcohol:%20You%20Choose&B=2>
5. Report on Institutional Learning Outcomes using CCSSE 2008
6. COA Fact Book 2008 & 2009, <http://www.peralta.edu/coa/library/accreditation/index.html>
7. Unit Plan Description Document, 2007, Planning Documents, <http://www.peralta.edu/coa/library/accreditation/index.html>
8. "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)
9. Basic Skills Retreat Matrix and Agenda (May, 2008)(April 2009), <http://www.peralta.edu/coa/library/accreditation/index.html>
10. Unit Plans 2007-08, 2009-10 Planning Documents, <http://www.peralta.edu/coa/library/accreditation/index.html>
11. COA Integrated Planning & Budget Handbook, version 16
12. PCCD Planning and Budget Integration Handbook, 2009-2010
13. Peralta Planning and Budget Integration Model Web site: <http://eperalta.org/wp/pbi/>
14. Summit August 28, 2009 agenda : <http://eperalta.org/wp/pbi>
15. Institutional Objectives and Action Priorities 2010-13
16. Email on Secretary Training on Minute taking
17. PBIM handout and binder from Summit
18. Accelerated Program Review & Draft Program Review Handbook (1/16/10)
19. Student Equity Plan, July 2009
20. College Standing Committees
21. Appendix I - Timeline for Accreditation Follow-Up Report
22. Peralta Office of Institutional Research Role & Responsibilities

Recommendation 3, 2009:

In order to meet the Commission's 2012 deadline, the College must accelerate its progress in developing and assessing course-level and program-level student learning outcomes and using assessment data for improvement. Further, in order to meet the Standards, the College must also ensure compliance with its program review and unit planning processes and accelerate its progress toward creating a data-driven environment in which continuous assessment is used as a vehicle for institutional improvement (Standards 2A.1, 2A.1.a, 2A.1.c, 2A.2.a, 2A.2.b, 2A.2.e, 2A.2.f, 2B.4)

Overview, History, & Current Practices

The College's mission statement, vision, values, goals, Institutional Learning Outcomes, and president's three ABC's Strategic Initiatives (Academic Excellence, Budgetary Competence, and Community Collaboration) are clearly stated in the College's catalogue, posted on flyers and bookmarks throughout the campus, and demonstrated via the College's statistical data and overall commitment to student learning and student success. Significant progress has been made in the last several years regarding issues such as planning, program review, institutional, program, and course level student learning outcomes, and overall institutional effectiveness. The College has made huge strides and exponential progress since its Self Study analysis of this area in 2009. The College takes great pride in its progress that is largely due to the following:

- Implementation of a faculty-driven Institutional Effectiveness Committee with an extremely committed faculty leader and chair
- A well-functioning planning and budget integration model that is highly inclusive of input from all College constituencies
- The hiring of an Interim Vice President of Instruction at College of Alameda who is considered an expert and leader in the field of student learning outcomes, mapping and assessment
- And, the full implementation of TaskStream, a software database where College faculty members input their course and program learning outcomes, assessment plan, assessment findings, and changes to their pedagogical strategies and curriculum as a product of their assessment results.

The above points have ensured that processes of outcomes and assessment are ongoing, systematic, and used to assess and improve student learning and achievement. There is general agreement on campus that the College has reached the ACCJC level of proficiency by completing 100% of its Student Learning Outcomes (SLO's). In addition, the assessment of all levels of outcomes (institutional to course level) is ongoing and 100% completion of all assessment across the College is expected to reach the proficiency level by close of Academic Year 2012.

The College's response to this recommendation includes a review of the appropriate Accreditation Standards, the "Rubric for Evaluating Institutional Effectiveness: Program Review, Planning and Student Learning Outcomes" and a specific assessment of what is working, what is in-progress, and identification of methods and processes that can be improved. In Academic Year 2010, the College Institutional Effectiveness Committee developed and implemented an annual strategy (and timetable for moving the institution forward, such that the proficiency level of the ACCJC effectiveness rubric will be fully attained by the Academic Year 2012 deadline. This strategy and timeline was fully vetted amid shared governance committees, and was adhered to by faculty, staff, students, and administrators alike. This year the IEC strategy and timeline documents were revised to incorporate the College's progress made last year on its SLO's and assessment, as well as to follow a new calendar and timeline. Because the College of Alameda as a whole understand that creating a culture of assessment is ongoing, there is a commitment from each constituency to assist in revising the IEC strategic plan and timeline each year to incorporate progress and plan for the future.

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. In fall 2011, 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. These College service areas continue to refine their SLO's and to make adjustments to their services as a result of their assessment findings. The area maps have not yet been completed; however, the map itself represents a snapshot in time, and will always require adjustments based upon assessment findings measured results.

In Academic Year 2009, the College self assessed itself at the "Development Stage" as is defined in ACCJC's, "Rubric for Evaluating Institutional Effectiveness." The College has made enormous progress since 2009, which is documented in the College's TaskStream database that includes course and program SLO's, an Assessment Plan, Assessment Findings, and Changes made as a result of the findings. 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). Documentation in the College's TaskStream databases has advanced to the proficiency stage

in its completion of SLO's and will reach proficiency level in all areas of SLO's and assessment during Academic Year 2012.

Widespread institutional dialogue about the results of assessment and identification is nearly where it needs to be; and, the exponential growth in departmental and inter-departmental dialogue has dissolved old silos and eliminated most of the chasm-like gaps that existed prior to 2009. Decision making to support and improve student learning per the results of assessment is far more noticeable in the classroom and via the alignment of documented institution-wide practices as is noted under Recommendations I, II, IV, and V. In addition, appropriate fiscal and personnel related resources continue to be allocated and fine-tuned via the College's PBI model. 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. 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. An area the College continues to gather evidence and document is to give proof that students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. Additionally, the College is continuing to identify and develop assessment tools for non-instructional outcomes for the President's Office, Vice President of Instruction Office, Vice President of Student Services Office, and the College Business Office as stated earlier.

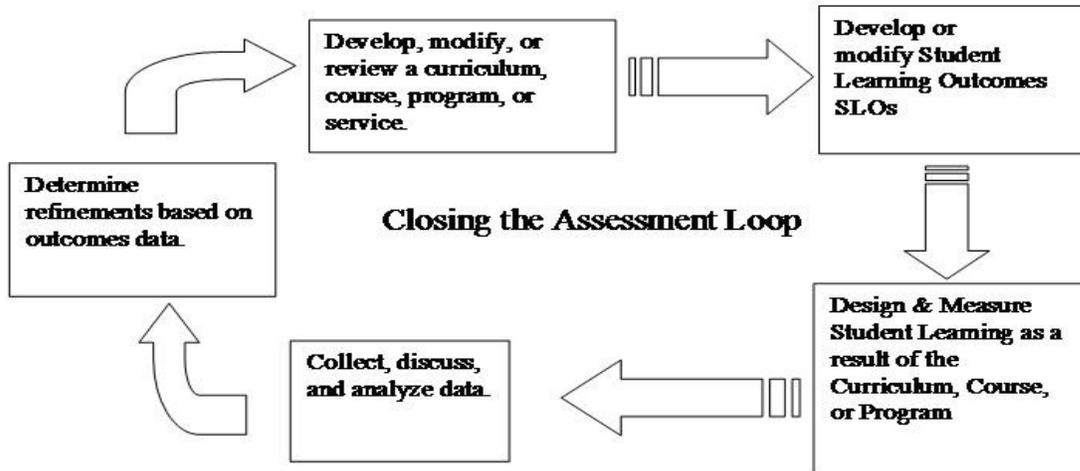
Conclusion: In the fall of 2009, as part of the Professional Development Day, October 20, 2009, the College reviewed its vision, mission and institutional learning outcomes (ILOs). Using the College's ILOs as a basis for aligning course and program outcomes, faculty discipline groups worked with presenter, Dr Rebecca Kenney, on a mapping exercise. The goal was to visually map the courses and program outcomes to the institution's learning outcomes, to identify missing courses, and to test the validity of identified course and program outcomes, their sequencing and whether they contributed to the stated course and programs outcomes. This professional development workshop experience set the foundation for the next two years wherein the College has worked extremely hard to meet and exceed ACCJC's standard of proficiency in SLO's and assessment.

Today, the College is very proud of its progress since fall of 2009 and is confident that full proficiency will be reached by the completion of 100% of its SLO's and 100% of its assessment plans in Academic Year 2012. The College continues to submit all curriculum related documents and data, including an upload database just for SLO's, through *CurriCuNet*, an online course management system used in the curriculum approval process and adopted by the California Community Colleges' State Chancellor's Office for submission of curriculum to the state for approval. To date, all active courses at College of Alameda have SLOs and have been entered into *TaskStream*. Great progress has been made in the functionality and accuracy of *CurricuNet* since 2009, and the Peralta Colleges use *CurriCuNet* daily at all four Peralta Colleges, as well as at the District level Curriculum Instructional Review Committee.

Through the extremely competent faculty-driven leadership and work of the IEC; the rigorous workshops on the development and assessment of SLO's and the use of TaskStream as a database for documentation; the guidance and leadership alignment of the College's Administration; and, the fully implemented and documented Program Review and Annual Program Update (APU) cycle that is solidly in place, compliance with this Recommendation has been reached. 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 (p. 20-p.22). 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."

Assessment Process

Assessment Cycle. The assessment cycle refers to the process called closing the loop and is figuratively represented below.



- Define Success related to individuals/student groups/constituents (what worked, what did not, why and what are you going to do about it. Possibly consider new methodologies, new materials, revisions in the educational process)
- Determine incentives for involvement as a means of change (for the campus climate, recognition/rewards for improvement, and institutionalizing an academic culture for success)
- Successful achievement for Degree Seekers, Lifelong Learners, Career/Technical Training and Advancement
- Focus on what is achievable and reasonable
 - o Identify at least three major Student and Program Outcomes, Assessment/Authentication, Evidence/Data
 - o Establish how to address the three with an intention of expansion
 - o Determine, explain and demonstrate the direct application to Programs, Institution, Mission, budget and planning process including a timetable for necessary resources

Professional Development

- Open to continuous training as part of understanding the process and proceeding throughout the cycle
 - Professional/Staff Development, formal and informal meetings, focus groups and substantive dialogue
 - Modeling workshops to provide a clear understanding of the distinction between Qualitative and Quantitative Data and Analysis
 - Create and build Quantitative and Qualitative Assessments and Authentication of Assessment Measures
 - Establish Criteria for Successful Performance (Justification/Analysis)
 - Learn and explore the connection between Program Review, Unit Plans, Curriculum and the relationship between planning and budget

Communication

- Maintain an open dialogue involving all constituents to gain ideas and suggestions for continuous improvement towards student success
- Determine and prioritize resources needed for success across disciplines, departments, student services and administration
- Note that the process is not stagnant but continuous with open dialogue and an openness to outside evaluation processes/evaluators
 - Outcomes (Student, Institutional) need meaningful review for necessary changes and improvement to close the loop with Documentation/Data
 - Student Success based on criteria such as embedded assignments with assessments directly tied into the outcome of success demonstrated in performance, understand, and actual application (Student Success)
 - (outside evaluation for example the English PAT Test)
- **NOTE:** Success includes sufficient Planning and Resources along with Commitment to the Process from all who Believe Success is Possible!

TimeLine – Annual Assessment Cycle (Suggested)

<u>Activity</u>	<u>By whom</u>	<u>Timeframe</u>
Gather and archive student learning data, following completion of Course Outcomes	Faculty /Student Services(SS) Staff	Ongoing Ongoing

TimeLine – Annual Assessment Cycle (Suggested)

<u>Activity</u>	<u>By whom</u>	<u>Timeframe</u>
Authentication of Assessment program assessment plans	Faculty/SS Staff	Fall 2009 Spring 2010
Analyze Data	Faculty and Chairpersons	Spring 2010

<u>Activity</u>	<u>By whom</u>	<u>Timeframe</u>
Implement program, curriculum, and Assessment improvements as needed	Faculty and Chairperson	Spring 2010
Request additional budget based on Feedback/Unit Plan/Program Review	Faculty, Chairperson Deans and Budget and Planning Committee	Spring 2010 Fall 2010

ASSESSMENT MEASURES

Examples of Program/Course Measures

<u>Activity</u>	<u>When administered</u>	<u>When analyzed</u>
Classroom assessment techniques	Continuous	Immediate
Student performance rates	By Semester (2011/12.etc)	End of Semester
Exit exams	Program/Course period	End of Program/Course
Portfolio reviews	By Semester	End of Semester
Capstone Courses	Last Semester/	End of Program/Course
Standardized tests in content areas	Throughout Semester/Program	End of Semester/Program
Professional licensure or	End of Semester/	End of Course
Certifying exam	Program Period	End of Program

Program Review/Unit Plan

<u>Activity</u>	<u>By whom</u>	<u>Timeframe</u>
Unit Plan	Faculty	Annually
Budget/Planning	Faculty/Dean Budget/Planning Committee	Annually
Program Review	Faculty/	Every 3 years

Reference: Administration/Chart

Institutional Effectiveness Measures

<u>Activity</u>	<u>By Whom</u>	<u>Timeframe</u>
Retention rates		End of Semester/ Program
Graduation rates		End of Semester/Program
Transfer rates		End of Semester/Program
Licensure rates		End of Semester/ Program
Placement rates		End of Semester/ Program
Graduation satisfaction survey		End of Semester/ Program
Employer satisfaction survey		One year after program

Evidence:

1. Minutes and email from Recommendation #3 subcommittee
2. The Outcomes Assessment Cycle and Narrative Diagram
3. SLO Checklist for Credit Courses/Programs
4. Assessment Tool Checklist
5. Evaluation Checklist for SLOs and Assessment
6. "Choosing the Right Assessment Tools – An Overview"
7. *TaskStream* online repository of SLOs for College of Alameda, url: <https://www.taskstream.com/pub/>
8. Agenda for Oct 20, 2009 Professional Development Day
9. Fall 2009 Welcome Back - Robert Brem's Presentation on Assessment
10. Welcome Section of College Catalog – 2009-2011
11. Stiehl, R. & Lewchuk, L. (2005). *The Mapping Primer: Tools for Reconstructing the College Curriculum*. Corvallis, OR: The Learning Organization. Url: http://www.outcomesnet.com/MAPPING_PRIMER/mapping_primer.html
12. Stiehl, R. & Lewchuk, L. (2002). *The Outcomes Primer: Tools for Reconstructing the College Curriculum*. Corvallis, OR: The Learning Organization. Url: http://www.outcomesnet.com/MAPPING_PRIMER/mapping_primer.html
13. Stiehl, R. & Lewchuk, L. (2005). *The Assessment Primer: Creating a Flow of Learning Evidence*. Corvallis, OR: The Learning Organization. Url: http://www.outcomesnet.com/MAPPING_PRIMER/mapping_primer.html

Recommendation 4, 2009:

In order to meet the Standard, and consistent with the recommendation of the 2003 visiting team, the team recommends that the College devote the time and resources needed to complete regular systematic evaluations for classified professionals, full-time contract faculty, and part-time faculty (Standard 3.A.2.).

Overview, History, & Current Practices,

The College implemented an aggressive plan to complete all delinquent evaluations for classified professionals prior to the end of the fall semester 2009 and reached its goal by fall 2010. The College and District confirmed the need for timely and ongoing evaluations for contract and part-time faculty. In an effort to facilitate this process, a side letter ratifying a Part Time Preference Pool Agreement was agreed upon and included as Article 30-H in the Peralta Faculty Teacher's Handbook. As a result of this agreement and the implementation of more efficient practices within the College, significant progress was made since 2009 and all part-time faculty, full-time faculty, staff, and administrator evaluations are current and up to date.

All part-time faculty are evaluated every three years; thus, the managers have developed a three year cycle matrix in the form of a spreadsheet that documents the evaluatee, evaluator, evaluation dates, ranking, and whether each of the required documents were completed (Appendix VI). College managers worked with the Peralta Federation of Teachers to assure implementation of this revolving schedule was agreeable to all involved. This agreement clearly defines a process of observation and evaluation of adjunct faculty, as well as criteria, that results in the placement of adjunct faculty in a "preferential pool" if they meet all conditions. Additionally, the District has provided a \$60 stipend for adjunct faculty who participate on an evaluation committee. The following outlines the process the College has taken regarding part-time evaluations:

1. A list of all full-time and part-time faculty is maintained monthly for accuracy.

2. A determination is made on who would be evaluated; following the contract guidelines:
 - a. 1/6 of the part-timers in each department must be evaluated each semester.
 - b. Anyone in their first year at Peralta (11-12) is evaluated first; after that, the most senior part-timer(s) get evaluated first.
3. A comprehensive spreadsheet was developed by College managers in 2010 to completely and accurately document all aspects of the faculty evaluation process and outcomes.
4. Starting from 2009, the main role of the Department Chair continues to be to maintain vigilance and keep the process on track with support and guidance from the deans and vice presidents.

CONCLUSION: The timeliness and thoroughness of evaluating contract and part-time faculty continues to be a priority for the College. All full and part-time faculty evaluations are current and documented in a 3-year cycle format of evaluation. All classified professional evaluations are on track and meeting proper dates of completion in alignment with their original hire dates, and following a once per year evaluation cycle.

The College continues to recognize the critical role adjunct faculty play in providing quality education to our students and insuring the smooth operations of the institution; therefore administrators developed evaluation teams with target dates for completion of evaluations. In spring 2009, a side letter was adopted which streamlined this process but required the Department Chairs, not the Deans, to assign faculty evaluators. Working with the Department Chairs has resulted in substantial progress wherein the College is now in full compliance with this Recommendation and requirement.

Evidence:

- 1) *Part time rehire pool TA[1].pdf* <http://www.pft1603.org/>
- 2) Board Policy 3.31 PartTime Evaluation Procedures
<http://www.pft1603.org/>
- 3) Streamlined Evaluation Policy
- 4) Contract and Part-Time Evaluation Schedules – Division I & II
- 5) Classified Professionals Spreadsheet on Evaluations
- 6) Student Services Evaluations Update Report
- 7) Online Evaluation – email

College and District Recommendation

Commission Recommendation 5, 2011:

2011 Commission Recommendation 5 [portion to be reported by College of Alameda]
Regarding Commission Recommendation 5, College of Alameda must evaluate the impact of recent and future financial decisions on the College's ability to sustain programs and services. While evidence identifies progress, the District/Colleges have not achieved compliance with Standard III.D and Eligibility Requirements #5 and #17. Specifically the District/Colleges do not demonstrate the fiscal capacity to adequately support quality student learning programs and services. Therefore, in order to meet Standards and Eligibility Requirements, the District/Colleges must evaluate the impact of financial decisions on the educational quality and implement actions to resolve any deficiencies.

Overview, History, & Current Practices,

College of Alameda's mission is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. The College's planning and budget structure, venues for dialog, continuous improvement through assessment, and ongoing support for students allow the institution to sustain programs and services during times of budgetary growth and budgetary reductions.

Operational Changes

There are several significant policy and fiscal developments which have provided important resources for College of Alameda to effectively serve students with high quality support services and instructional programs now and into the future. These include the following:

- Approval of a District-wide budget allocation model, which seeks to ensure funding equity across all Colleges in the District, including College of Alameda by 2011-2012.
- The commitment by District administrators to replace the current, dilapidated C & D educational buildings via the purchase of a 75K sq. general education and science building structure with \$37.5 Million in Measure A bond funds, such that key space and technological needs related to the number of students currently served can be addressed (faculty offices, classrooms, study spaces, areas for community gatherings, a DSPS student services hub, updated technology, adequate Science related labs, and other specialized instructional areas). The Peralta General Services Department is also supporting 3.6 Million in swing space to provide students, faculty, and instructional spaces necessary to sustain academic integrity and student enrollment during the new build. General Services has identified this new C & D educational building as a key project to be completed by December 31, 2014.
- Allocation of \$2.7 Million in Measure A bond funds for much-needed technology updates, library resources, and equipment purchases.
- Commitment by the District Fiscal Services department, including the Information Technology unit, to provide centralized funding for library database annual renewals.
- Implementation of a District-wide staffing plan, to ensure available funds are allocated to staffing priorities at every College across the District.
- Recruitment for one instructional dean and two Information Technology staff into the positions held vacant since July, 2011 in the wake of hiring freezes.

Alternative Funding

College of Alameda faculty and staff leaders, working with administrators, have made special funding opportunities a priority. While the primary resource for funding remains state general fund allocations along with annual categorical funding streams, supplemental funding is providing key additional revenue support. These special funding sources are crucial to the continuous improvement of programs and services at the College, especially with the reductions of state funding in recent years.

- **Career and Technical Education** (CTE) grants: a number of CTE grants, bringing over \$150,000 per year to College of Alameda, provide the resources to strengthen career-technical education, and enhance pathways for students from high school through College and on to careers.

- **ATLAS** (Alameda Transportation and Logistics Academic Support): Approximately 3 Million in state and federal grants over the past 2.5 years to provide a unique workforce development training program for underserved and underrepresented populations to gain the knowledge and skills necessary to be employed in the Logistics Industry including warehousing, transportation, distribution and logistics.
- **Job Development Incentive Fund** (JDIF): In partnership with Las Positas College, approximately \$300K grant from State Chancellor's Office, California Community Colleges Economic and Workforce Development Program, to implement a comprehensive strategy and program to recruit, train and prepare new job entrants for employment in direct services for people with disabilities; upgrade the skills of incumbent direct services workers to improve retention and facilitate advancement along a career ladder; and develop over the long term a career pathways model for the developmental disabilities health and human services sector that is aligned with the industry outcomes and linked to continue certificate, degree, and career advancement options. This grant project was implemented in fall 2011 in collaboration with representatives of business, labor, and professional trade associations to explore and develop new alternatives for assisting incumbent workers. A key objective is to enable incumbent workers to become more competitive in their region's labor market, increase competency, and identify career paths to economic self-sufficiency and lifelong access to good-paying jobs.
- **Violence Prevention Initiative** (VPI): As a tangible response to increased violence within our Greater Oakland and East Bay communities, College of Alameda, in partnership with the Peralta Community College District and the East Bay Local Development Corporation (EBALDC), leveraged resources and funds (approximately \$20K from EBALDC and \$10K from The Peralta Foundation) to develop and implement in fall 2010 a Certificate of Proficiency in Violence Prevention Strategies for College ready individuals who are interested in working in the field of violence prevention and exploring VPI leadership; to gain prevention and intervention knowledge and skills relative to the field of violence prevention and local community peace building; to develop community based action research through and internships; and, to increase career pathway goals through the completion of this 10-Unit Certificate of Proficiency.
- **Community supporters**: Through the special funding initiative of the College president, College of Alameda has developed ongoing relationships with donors in the community who are expected to provide approximately \$100K in flexible funds to support College needs during the next year through the fundraising efforts by the President's Roundtable.

Inter- and Intra-District collaboration

The effective provision of programs and services at College of Alameda is sustained, in part, by creative collaborations with the other Peralta Colleges and with Colleges in neighboring Districts. Highlights of these efforts are:

- Beginning in fall 2009, the Peralta District FLEX Days each semester have included meetings of discipline faculty from the four Colleges. The meetings, co-facilitated by administrators and faculty leaders, have promoted thinking about ways in which the disciplines can be strengthened and work collaboratively to build streamlined course offerings, reduce redundancy through program re-alignment or consolidation, engage 2-year academic scheduling, as well as coordinate course offering times, dates, and

frequency for ease of students who are attending multiple Peralta Colleges. Several disciplines, including English as a Second Language, Business, English, and Computer Information Systems, have extended meetings throughout the semester.

- Student Services leaders from the four Colleges have coordinated and collaborated on resource sharing through communication and consolidation. The strategies include maintaining core and mandated services on campus (DSPS, EOPS, Matriculation, etc.), while consolidating or centralizing non-core services (health services, etc.). Despite the economic climate, College of Alameda will continue to implement student services that maximize operational efficiencies and enhance student success.
- With assistance from the Peralta District office, the Colleges have collaborated on grant seeking and grant applications. Grant project managers across the District now meet on a monthly basis. This has increased the ability of the four Colleges and District to better leverage internal and external resource and grant funding. This will allow us to better serve our collective students and community members; and, with more frequent and purposeful communication and newly imposed grant procurement and management processes in place.
- The four Peralta Colleges have joined with the three Contra Costa Community College District Colleges in successfully achieving a state Career Advancement Academies grant. The alternating of administrative responsibility and the sharing of effort has created several sustainable models for delivery of career-technical education to at-risk students, who are served by all the colleges. College of Alameda received \$200K in funding, which will provide intensive career technical education to approximately 50 students (two cohorts) to become Diesel Technicians in the Transportation and Logistics industry.

Schedule Reductions

Beginning in fall 2009, budget reductions resulting from statewide funding cuts and District financial exigencies have resulted in a steady decline in the number of students served. On the one hand, the gradual reduction in numbers of students served each year has ameliorated some of the extreme staffing shortfalls created during the period from fall 2006 to spring 2009 when growth significantly exceeded projected levels. On the other hand, schedule reductions require an increasing mindfulness of student pathways and the need for incoming students to be able to complete educational goals within reasonable time frames.

In September 2011, the State Chancellor's Office gave warning that two, and potentially three, triggers would be exacted by their office if the state budget continued on the downward spiral of budgetary cuts and reduction in funding allocation to the state's 112 community Colleges. In response, criteria and principles for schedule reductions were collaboratively discussed and agreed upon by College faculty department chairs and administration. Faculty department chairs appointed a nine member Faculty Task Force, with welcomed contributions from the academic dean and vice president, to use the following criteria in decision making prior to taking action on a course or program for the academic year 2011-2012:

- Remain in compliance with faculty contract;
- Align with ILO's, PLO's, & SLO's;
- Determine if this is a "gateway" course;
- Innovation is being used to increase success and meet industry, business, & transfer demands;

- Retain variety of class times and formats;
- Assess whether the course or program is part of degree or certificate and the number of degrees/certificates awarded in this area;
- Assess pre-requisites, frequency of course offerings and sequence of courses;
- Determine if the course or program is grant funded or other than general fund supported;
- Assess enrollments, enrollment trends, degree completion, and student retention numbers;
- Determine if the course is part of a restricted entry program (e.g., Dental Program);
- Assess department efforts for “meaningful change” and innovation;
- Identify robust evidence of pedagogical changes, faculty dialogue, and best practices followed;
- Review course and program format, scheduling, and frequency of offering;
- Determine if there is exists appropriate level of expansion to meet student needs, or changing demographics, or discipline needs;
- Assess evidence of inter-disciplinary and inter-departmental efforts to increase productivity and support basic skills;
- Determine program review is robust and complete and is being used to assist in ongoing assessment;
- Assess what needs were identified in the Program Review and Annual Program Update (APU);
- Maintain the schedule within the funding levels;
- Maintain stability in the schedules once classes are publicized to students as much as possible;
- Use program completion data, productivity, retention rates, and transfer numbers from the disciplines to allocate resources; focus on programs where students are completing, as well as on courses which meet general education or other significant transfer requirements;
- Create 2-year and 3-year course rotations for scheduling classes in a manner that supports student completion;
- Have cross-program and cross-departmental transparency and dialog to ensure student needs are met and breadth and depth of programming are preserved; and
- Support new programs and new courses that enhance student success through alternative funding sources.

Throughout the 2011-2012 year, College of Alameda’s instructional departments continue to review data and outcomes assessment findings and discuss strategies to ensure that courses and programs offered across the curriculum in 2012-2013 will permit student completions in two-year and three-year trajectories depending on the numbers of units taken by students and of what constitutes completion for them. This analysis will assure that additional schedule reductions are made with students in mind, preserving course offerings and programs in which continuing students are progressing and providing newly entering students with options they will be able to access and successfully complete.

Operational Budget Cuts

College of Alameda, like many colleges through the state, made budget reductions in each of the years since Academic Year 2009-2010. It has been the commitment of administration to provide

information as the budgetary situations develop, to seek College and shared governance committee input to determine criteria and processes for making reductions, and to make budget reduction decisions fully transparent to all College constituencies.

The College shared governance bodies worked together to develop guiding principles for budget reductions:

- Preserve the breadth of offerings in degree, transfer, vocational and basic skills programs To the extent possible;
- Maintain breadth by staggering offerings of certain electives;
- Maintain access to established pathways to degrees, certificates and transfer preparation;
- Take care not to lengthen the time necessary for students to complete their degrees, certificate or transfer preparation wherever possible;
- Take care not to disproportionately affect any particular student population;
- Recognize that productivity should not be the only criteria or health indicator by which courses are preserved or cut;
- Be sure not to eliminate programs without following a specific procedure, which requires a thorough review and timeline;
 - NOTE: Programs may be placed on hiatus as a temporary plan to reduce expenditures with the understanding that the program be reviewed for either restructuring or elimination dependent upon results of a thorough analysis including student demand;
- Avoid reductions that may threaten the viability and integrity of programs;
- Communicate during the scheduling period with colleague faculty members in same and different disciplines regarding additional section reductions;
 - NOTE: If State reduction in FTES apportionment is not as severe as anticipated, all load cuts should be returned proportionally to the departments

These principles were used to address approximately \$450K in budget reductions over two years. As a result, the quality of programs and services at College of Alameda has remained consistently at a high level of rigor and efforts to foster and use alternative revenue sources has augmented necessary programmatic, services, or equipment needs to provide positive results. Despite the challenges that cuts to the College's operational budget have rendered over the past two years, at College of Alameda there continues a strong conviction and willingness of faculty, staff, students, administrators, and community members to work above normal expectations in order to meet our mission and serve those most in need of transformation, education, and employment career.

The future sustainability of programs and services at College of Alameda lies in its greatest resource: faculty, staff, and administrators. Our College exudes passion, compassion, and dedication to our three initiatives: Academic excellence, Budgetary Competency, and Community Collaboration, the College's A-B-C's. We continue to employ internal and outreach strategies to ferret out additional means for financial sustainability.

Recommendation 6, 2009:

In order to meet the Standards, the team recommends that the College develop, implement, and integrate the College budget development processes with the new District resource allocation model (Standards 3D.2.a, 3D.2.b, 3D.2.d, 3.D.2.g).

Overview, History, & Current Practices

The Multi-Level Integrated Planning & Budget Model for Institutional Effectiveness (Appendix II) shows how college planning documents inform financial planning. The planning documents result in institutional action priorities and action items. These action items focus budget planning and lead to the provision of specific funding for development and improvement of college related programs and services. Annual Planning Updates (APU's) received from departments and service areas are aligned with program and services area goals and student learning outcomes, which are aligned with the College's Institutional Learning Outcomes, which are aligned with district goals and outcomes as well as strategic planning (3D.1.a).

The College of Alameda began the process of updating and revising its Integrated Planning and Budget (IPB) model in 2008 and finalized the current version on December 06, 2009. Since that date, the College has adhered to the process depicted in the model (Appendix 11) and has repeatedly referred to the model when a question of process surfaces in committee and shared governance work, or in strategic planning events and general College-related discussions.

During fall 2009 to spring 2010, the goal of the subcommittee for this Recommendation was to develop, implement, and integrate a systematic and comprehensive College budget development processes in concert with the new District resource allocation Planning and Budget Integration Model (Appendix III, PBIM). This new college strategic and operational planning model now aligns with the District-wide planning and budgeting plan, while honoring processes that were familiar to faculty and staff at College of Alameda (COA). The processes were in place at the time of implementing the IPB but were not formalized in writing. The IPB continues to be tied to the College's Vision, Values, and Mission (Appendix I), and incorporates action priorities with institutional outcomes of academic excellence, student success and fiscal responsibility.

The strategic portion of the College of Alameda (COA) IBP model (Appendix II) depicts a full-cycle review. At the beginning of every year during the APU process, each meeting of College Council, managers, and other shared governance bodies, reviews the College's mission and goals by a defined set of data. These data sets include but are not limited to Institutional Learning Outcomes (ILO's), and Student Learning Outcomes (SLOs) (Appendix I); College-wide reports such as the Student Equity Plan, Educational Master Plan, Technology Plan; and, national and state reports such as Accountability Reporting for the Community Colleges (ARCC), Integrated Postsecondary Education Data System (IPEDS), and Community College Survey of Student Engagement (CCSSE), as well as College and District strategic goals. Using the College goals and the data sets previously referenced, measurable action priorities are constructed. The action priorities are assessed and are evaluated each year for the extent to which they have been achieved (Planning Summary Appendix V). Each year new priorities may be added; however, preceding priorities will remain until completed. Each committee uses the Planning Summary Matrix as an assessment scorecard and rubric consisting of quantitative and qualitative data.

The operational portion of the COA IPB model (Appendix II), shows that the College committees review the identified institutional outcomes and action priorities then forward their summaries of these priorities to instructional and student services areas to integrate into their Unit Plans or Annual Program Updates (APU's), as they are referred to currently (instead of the former *Unit Plans*). The College Council members and coordinating bodies, such as the Department Chairs and Student Service Council, are informed of these strategic priorities and are charged with addressing the priorities, where pertinent, in their Program Reviews, APU's, and in committee inquiries and reports.

Once the APU's are completed, the respective action plans are developed and finalized; all budget requests associated with the action plans are compiled into a comprehensive budgetary request matrix. The Department Chairs assist with prioritizing and ranking the budget requests included in the matrix, ensuring a faculty-driven process. This ranked matrix is next submitted to the College management team for review and any further refinement using a numeric rating spreadsheet, which is simultaneously forwarded to the Budget Committee, Academic Senate and College Council for review. The ranking or priority assigned to the requests may change by joint consultation with the reviewing bodies.

The top-ranked budgetary requests are submitted to the College President who may make changes or to seek further justifications. The requests accepted by the President are sent to the respective District-wide Planning and Budget Integration committees (e.g., District Education, District Technology, and District Facilities) 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 decisions on courses, programs, purchasing, and personnel. 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 (PBC) for disposition. Final recommendations are then forwarded to the Chancellor, who consults with the Strategic Management Team (SMT)².

It is the College's ongoing commitment to meet or exceed all standards of accreditation, and to continue to actively use the COA Strategic Integrated Planning & Budget Model (Appendix II) to guarantee an open and transparent shared governance process of making recommendations and decisions on the College's resource allocation and action priorities. As previously stated, this model received full approval from all shared committees in December 2009. College of Alameda's Strategic Integrated Planning and Budget Model is a tool that was activated and used during academic year 2009, and has consistently been used in subsequent budget cycles to include this current academic year 2011. The College's Strategic Integrated Planning & Budget Model corresponds with, and is guided by, the COA Planning & Budget Integration Timeline (Appendix IV), which is updated each year, 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 supports the College's planning and budget

² 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.

process per the visiting team's findings during their visit to College of Alameda on April 12, 2010, that process remains constant even today.

“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).”

In Conclusion:

The College of Alameda has continued to work hard to exceed the standards since the Follow-up Report to the Commission on October 15, 2010, and the College's Accreditation Team visit on April 12, 2011. The College continues to engage in ongoing reflection, action, and change using the College's key processes and through the use of evidence-based assessment to increase student learning and advance institutional effectiveness. The College of Alameda continues to engage in a rigorous and ongoing cycle of assessment using our Strategic Integrated Planning & Budget Model as a guide for process and flow. Since producing a visual depiction of this flow model (Appendix II) in December 2009, the College continues to reinforce processes while remaining flexible enough to make slight adjustments after thorough dialogue has taken place amid constituencies and governing bodies. Similar cycles of assessment, action, and change are expected over time in order to meet the growth patterns and needs of our students and greater community.

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).” The College implemented and formalized this new Planning and Budget Integrated model from an anecdotal, past-practice model of planning and budgeting. 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 (IEC), 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 to increase 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.

Evidence:

5. Recommendation #1 Subcommittee Minutes
6. District Strategic Planning and Budget Model
7. College of Alameda Integrated Planning Handbook, version 16
8. PCCD Strategic Plan
9. College of Alameda Institutional Self Study, Dec 2008
<http://www.peralta.edu/coa/library/accreditation/index.html>
10. District Planning and Budget Integration Overview(CWG),
http://eperalta.org/wp/pbi/files/2009/09/pbi-overview_081009.pdf
11. College of Alameda Flex Day, Accreditation Follow-Up Report, Jan 20, 2010
12. College of Alameda Flex Day, Accreditation Update, August 2009
13. College of Alameda Open Forums, Dec 1, 2009
14. Accreditation Follow-Up Report Timeline
15. COA Integrated Planning Subcommittee emails

Planning Summary Narrative

In College of Alameda's 2009 Self Study, forty-seven improvement plans were identified by College faculty, staff, administrators, and students. Since then, thirty-two plans have been addressed completely, two plans are *in progress* and thirteen plans are identified as *ongoing* initiatives for continuous improvement. The College's Action Plan Components are shown in a comprehensive Planning Summary Matrix (Appendix V). The Planning Summary Matrix addresses all Standards (Standard I.A through Standard IV.B), and includes three column headers: Action Plan Components, Estimated Completion/Approval Dates, and, Actual Completion/Approval Dates. In addition, every action item identifies the position title for every team member responsible for the following duties: Initiator, Collaborator, and Accountability for Completion. Under each Standard in the Matrix is written an action item that describes what the College will do to support and continuously improve upon meeting and exceeding state Standards in that given area.

As example, one of the improvement plans (IA) stated intent was to "formerly review the mission statement as part of the overall planning process at least once every six years." The College appropriately pushed itself to not only review and update its mission, but also to update its vision statement, develop its three "A, B, C's Strategies" (Academic Excellence; Budgetary Competency; and, Community Collaboration), and to refine its Institutional Learning Outcomes by reducing eighteen broadly defined *areas* to five focused and contextualized ILO *statements*. The refinement of the College's mission, vision, and ILO's were presented during the College's professional development *Flex Days* in January 2011, and were approved through a comprehensive shared governance process in April of 2011.

Since their refinement last spring 2011, the newly developed ILO statements, along with the College's mission and vision, have been included in the 2011-2013 Catalog and loaded into the TaskStream database. The TaskStream database stores the College's programmatic and service area evidence of review, assessment plan, assessment findings, and changes and improvements made to programs and services as a result of the evidence gathered from findings. Now that the 2011 ILO's are integrated into the College's TaskStream database, each College course, program, and service area can (and does) show how its Student Learning Outcomes (SLO's) are aligned with the College's mission, vision, and ILO's. The process of aligning SLO's to ILO's has provided many opportunities for rich and meaningful dialogue among College faculty peers and between various individuals and constituencies on campus.

The completion of Standard IA action item above is an excellent example of how the College has embarked upon a rigorous process and taken necessary action to assure ongoing and college-wide, reflection, action, and change for continual improvement of teaching, learning, and services; thereby, leading to greater student success. The College takes pride in its collaborative work through dialog, workshops, and use of technological aids such as TaskStream and CurricuNet to complete, or address on an ongoing basis, all forty-seven of its original action plans.

APPENDICES



COLLEGE OF ALAMEDA

MISSION ~VISION~INSTITUTIONAL LEARNING OUTCOMES

Vision

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

Mission

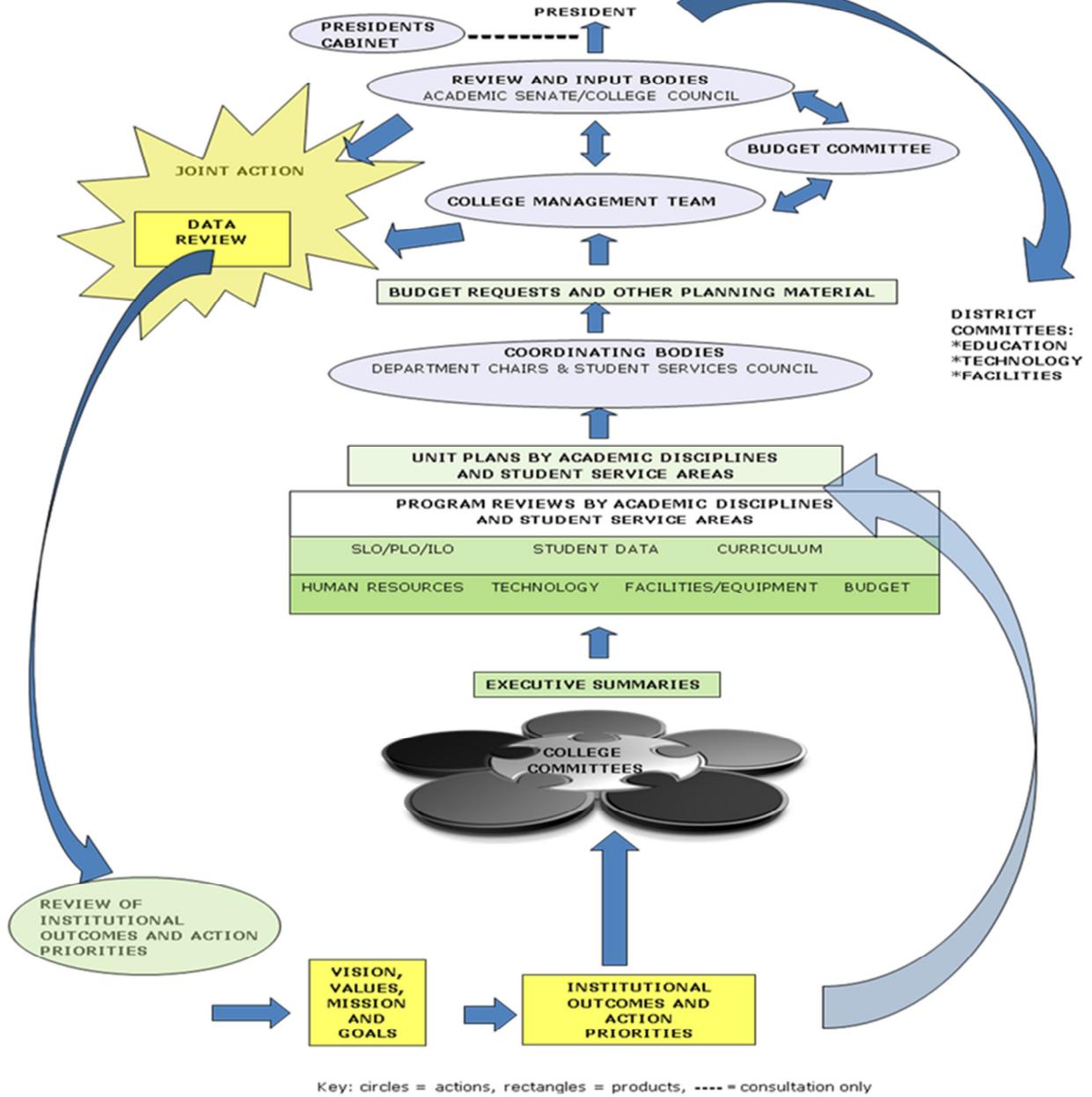
To serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empowers students to achieve their goals.

Institutional Learning Outcomes (DRAFT approved by Academic Senate April 7, 2011)

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

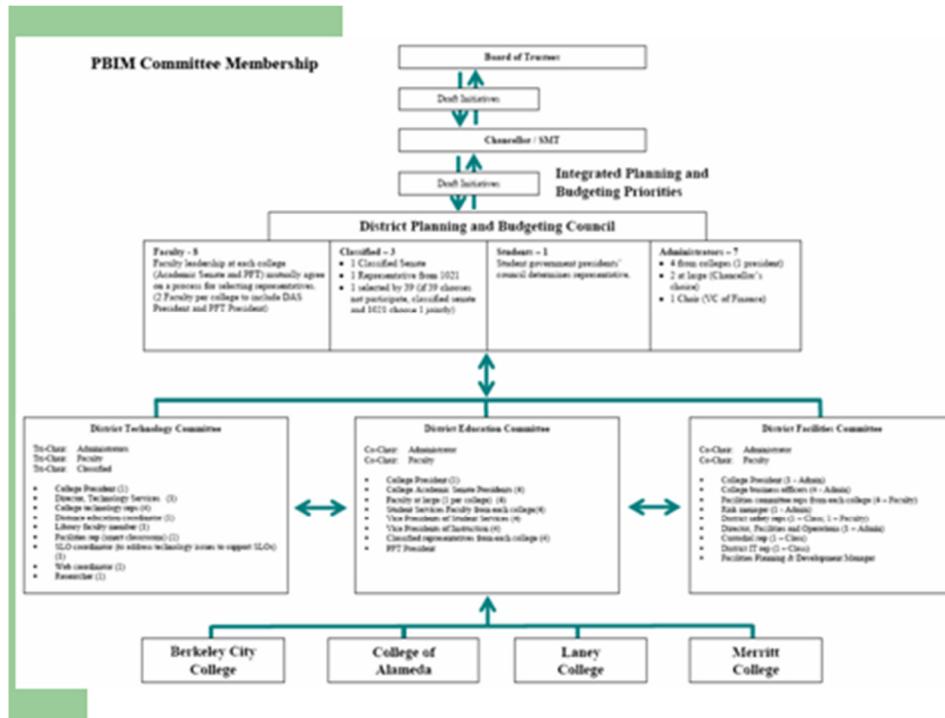
Appendix II

**Illustration I:
COLLEGE OF ALAMEDA: STRATEGIC INTEGRATED PLANNING & BUDGET MODEL**



Appendix III

PBI COMMITTEE MEMBERSHIP



Appendix IV

COA Planning & Budget Integration Timeline Calendar to Accompany College Planning Schematic

(2011-12)

January:

- 1. Every three years** (2009, 2012, etc.): Review Mission/Values/Vision. Determine Goals and Institutional Outcomes for next three year period.
- 2. Every year:**
 - a. Data review addressing accomplishments and/or needs of annual action priorities and institutional outcomes (i.e. review in January 2009 uses data from 2008-2009).
 - b. Governor's proposed budget published for September, same year (i.e. in January 2009 budget for July 2009).

February:

1. College development of new annual action priorities.
2. District first review of budget for same year (budget commencing in July, same year).

March:

1. Annual reports (i.e. Matriculation Plan, BSI, etc.); final reports to be available for program review/unit plans.
2. District reviews current budget development with District Academic Senate and PFT.

April:

1. **Every three years:** (2010, 2013, etc.): Program reviews to be completed. See Program Review narrative.
2. **Every year:** Critical campus issues and common concerns to District committees, as needed; coordinated through campus committees and coordinating bodies.

June:

1. Tentative College budget for current year submitted to Board of Trustees.

July:

1. College budget allocated and downloaded by District for College use.

September:

1. Annual Program Updates (APUs) submitted (concerns current year plus one; i. e. unit plans written in 2011 are for 2012-2011). DUE: September 30, 2011.
2. Annual requests from committees completed and forwarded (concerns current year plus one; i.e. Unit Plans written in 2009 are for 2010-2011). September 30, 2011

October:

1. Oversight by coordinating bodies (department chairs, Student Services Council) and College Management Team. Ranking determinations made. Department chairs review and prioritize personnel & fiscal resources on October 11, 2011. Student Services Council reviews & prioritize personnel & fiscal resources on October 7, 2011. Ranked priorities are sent to Budget Committee on October 17, 2011. Ranked faculty priorities are sent to Academic Senate on October 20, 2011.
College council reviews priorities and reaches consensus on October 26.

End of October, beginning of November:

1. Academic Senate reviews items under its purview (10+1 Rule).
2. Planning data to COA Budget Committee. Modifications made as needed and communication channels open with CMT, Academic Senate, and College Council.

November:

1. College Management Team: Final disposition of annual issues that impact College planning. November 16, 2011
2. All prioritized and ranked college personnel, equipment, technology, & facility requests are forwarded to District Planning & Budget Committees for review and recommendation to the Chancellor.
3. College Council: approval of College resource priorities and determination of submissions to District committees. Education committee on November 18, 2011; Academic Senate: Final disposition of annual issues that impact College planning. November 17, 2011; PBC on December 9, 2011.

Appendix V

Planning Summary Matrix

ACTION PLAN COMPONENTS	ESTIMATED COMPLETION/ APPROVAL DATES	ACTUAL COMPLETION/ APPROVAL DATES
STANDARD I A: MISSION		
<p>IA: Processes that provide clarity, consistency, transparency and accountability, and Evidence-based practice: The college, led by the College Council, will formally review the mission statement as part of the overall planning process at least once every six years. COA will revise the statements as needed, using evaluation tools such as learning outcomes, student success rates, and basic skills data. In addition, the college plans to incorporate new data analysis as it become available to reflect the changing student population and its interactions with the community.</p>	2011	April 27, 2011 Review of Mission/Vision and Approval of ILOs
<p>Initiator: Research and Planning Officer Collaborator: Accreditation Committee Accountability for completion: College Council (President)</p>		
STANDARD I B: INSTITUTIONAL EFFECTIVENESS		
<p>IB: Primacy of Teaching and Learning: COA institutional identity needs clarification. At the direction of the president, the appropriate college body (i.e. College Council, Accreditation Committee) should initiate a focused discussion by rely on results of recent efforts on innovation and institutional identity by various committees and workshops including, but not limited to: the Student Success Initiative (SSI) and Basic Skills Committee, Curriculum Committee, the Spring 2009 Basic Skills Retreat. Suggestions for institutional identity include: civic engagement and service learning, sustainability or green curriculum, and an emphasis on basic skills. This process will then include increasing active outreach and dialogue with both the college and local communities to achieve a cohesive institutional identity with which the faculty would be willing to identify and to which students are drawn for a successful learning experience.</p>	2012	Open Forums conducted 2010-2012 Institutional Goals & Action Priorities for 2010-2012 approved
<p>Initiator: College Council (President) Collaborator: Faculty Senate, College Council, input from all college constituents Accountability for completion: College Council (President)</p>		
<p>IB: Communication: Resolve crucial and ongoing problems related to the following: publication and communication of all planning documents; revisions of policies and procedures; and accessibility and usability of the new web service. To further maximize public</p>	Annually, on-going	President's Newsletters College Council Minutes

<p>notification and campus dialogue, reporting-back mechanism between managers, faculty, and staff, by way of committee and shared governance structure, should be consistently and promptly utilized.</p>		<p>Dept Chairs Meetings</p> <p>Web Page Governance Link</p>
<p>Initiator: College Council (President) Collaborator: Research and Planning Officer, Department Chairs and Coordinators, Communications Specialist (webmaster) Accountability for completion: Vice President of Instruction (VPI), Vice President of Student Services (VPSS), Deans</p>		<p>Department Chairs Committee</p> <p>Institutional Effectiveness Committee (IEC)</p> <p>Open Forums</p>
<p>IB: Shared Governance, Processes that provide clarity, consistency, transparency and accountability: Clarify governance structure, especially procedural approval of recommendations; insure focused dialogue in the policy/budgetary decision-making process and between the various recommending and decision-making bodies.</p>	<p>By December 2009</p>	<p>Web Page Governance Link</p> <p>Email distribution & Posting of minutes</p> <p>Established Institutional Effectiveness Committee Spring 2009</p>
<p>Initiator: President, Research and Planning Officer, College Council Collaborator: Academic Senate, Classified Senate, Associated Students of COA (ASCOA), and Business and Administrative Services Manager Accountability for completion: College Council (President)</p>		
<p>IB: Evidence-based practice: Institutionalize a cycle of systematic measures that are tied to objectives with measurable outcomes that are reported annually and measured against baselines that are informed by research data.</p>	<p>2010</p>	<p>2010 established Annual Program Updates (Unit Plans)</p> <p>Process of updating and revising its Integrated Planning and Budget (IPB) model in 2008 and finalized the current version on December 06, 2009</p>
<p>Initiator: Research and Planning Officer Collaborator: Department Chairs and Coordinators Accountability for completion: College Council (President)</p>		
<p>STANDARD II. A: INSTRUCTION</p>		
<p>IIA: Processes that provide clarity, consistency,</p>	<p>Processes will</p>	<p>Major re-</p>

<p>transparency and accountability: Student learning outcomes are a new practice at COA. In order for the outcomes to be of value to the institution, there needs to be clarity of process and consistency in practice. The following definitions, processes, and chains of accountability need to be determined regarding the development, application, analysis, and assessment of student learning outcomes that are interwoven with institutional outcomes:</p> <ul style="list-style-type: none"> • Responsibilities and accountability of instructors for course and programs outcomes; • Responsibilities and accountability of department chairs, department directors, and deans for initiation and completion of outcomes; • Scope, responsibilities, and accountability of the SLOAC; • Scope, responsibilities, and accountability of the Curriculum Committee (including updating of courses, vocational certificate programs and other programs). 	<p>be defined, written and incorporated into a well-communicated format (electronic and/or paper) by December 2010. All employees will be notified.</p>	<p>organization has taken place since spring 2010 when IEC was established</p> <p>Ongoing workshops for staff, faculty & administrators has occurred</p> <p>President's <i>Learning Reconsidered</i> published Sept 2010</p> <p>Strategic A-B-Cs established fall 2010</p>
<p>Initiator: Student Learning Outcomes Assessment Committee (SLOAC) Collaborator: Department Chairs and Coordinators, Research and Planning Officer, Academic Senate, Curriculum Committee Accountability for completion: Vice President of Instruction, Vice President of Student Services</p>		<p>New Catalog with revised ILOs and approved mission/vision April 2011</p>
<p>IIA: Processes that provide clarity, consistency, transparency and accountability: Although planning processes at COA have been initiated and practiced, further refinement of these processes are needed to reduce confusion and redundancy. Timely feedback with regard to these planning documents is essential. When written procedures are completed, they will be well-communicated, with training as appropriate.</p> <ul style="list-style-type: none"> • Written and clear procedures regarding the content of unit plans, integrated budget plans, and program reviews are critical. If the planning processes are completed as described, then during any cycle, >80% of units will have unit plans, budget plans, and program reviews completed and done to specifications. 	<p>12/2010</p>	<p>Completed 4 years – (three iterations) of Integrated Planning & Budget process Beginning FY2009-10</p> <p>Continuously improved on unit plans now called Annual Program Updates</p>
<p>Initiator: Accreditation Committee Collaborators: Research and Presidents Accountability for completion: College Council (President) Planning Officer, Business and Administrative Services Manager, Deans and Vice</p>		<p>Refined and completed Program Reviews</p>
<p>IIA: Evidence-based practice: To ensure quality</p>	<p>By 12/08, a</p>	<p>All actions have</p>

<p>practice, COA uses empirical evidence to evaluate, analyze, assess, and restructure learning modalities. Student learning outcomes are used for courses, programs, student service, and other departments and the institution. To effectively incorporate the research data, education and goal setting for faculty and staff must be available and attainable. Hallmarks of this program will include:</p> <ul style="list-style-type: none"> • A commitment and investment from the institution in support of evidence-based practice • SLO workshops to assist faculty in writing and assessing SLOs. • All SLOs need to be completed and included in all syllabi. • Education and assistance with analyzing SLOs for course, program, and degrees • Rewriting and reworking course/program content to reflect improvements based on evidence • Sharing of findings in a holistic manner for disciplines, programs, departments, divisions, and the institution. • Substantive change based on outcome analyses (reports) and the impact of findings on general education requirements and college practices and procedures. • Integration of course and program SLOs, alignment with institutional learning outcomes (ILOs), and appropriate identification of assessment measures. • Complete comprehensive learning outcomes for General Education and develop an assessment for general education courses. 	<p>paid SLO coordinator will be functioning. By 5/09, educational workshop will have been offered on writing, assessing, and analyzing SLOs. By 12/09, written guidelines concerning sharing of outcome findings will be available and will have been acted upon. By 12/10, initial changes in educational content and institutional procedures based on evidence will be completed.</p>	<p>been completed and syllabi are reviewed every new semester to assure SLO's are included and printed in every syllabus. This is required of all syllabi.</p> <p>All course and program level SLO's will be complete as of end of Spring 2011, 100%</p> <p>All assessment plans and findings 100% completion fall 2012</p>
<p>Initiator: Instructors Collaborator: SLOAC, Accreditation Committee, Staff Development Committee, Research and Planning Officer Accountability for completion: Vice President of Instruction, Vice President of Student Services</p>		
<p>IIA: Limited Resources: The College of Alameda will urge the district to purchase a software package, such as Schedule 25, to help in scheduling classes across the district.</p>	<p>Recommendations to CIPD and District Technology Committee made by 5/2009.</p>	<p>Budgetary constraints have delayed implementation of this recommendation</p>
<p>Initiator: Curriculum Committee Collaborator: Technology Committee, District Technology Committee, CIPD Accountability for completion: Vice President of Instruction</p>		
<p>IIA: Maintenance of Effort, Stability of Administration and Continuity of Practice: The job</p>	<p>2010</p>	<p>Ongoing process</p>

placement of students in vocational programs should be tracked at the college and district level.		
Initiator: Instructors Collaborator: Department Chairs Accountability for completion: Curriculum Committee		
STANDARD IIB: STUDENT SUPPORT SERVICES		
IIB: Communication: The Student Services Division has the following needs for improved communication: <ul style="list-style-type: none"> • Develop communication methods and signage that are culturally sensitive and that serve all constituents, with attention to non-English languages. • Plan and develop a protocol so that information flows in a systemic and sustainable manner from unit plans, program reviews and evidenced-based practices to Student Services Council, to the BSI/SSI Committee, and to College Council, to form a basis for holistic planning within the department and the college and to contribute to institutional effectiveness. • Improve awareness of the college Catalogue Supplement to assure accurate and consistent communication of information. 	2010	Yes, College Catalog now includes multiple languages to address the population we serve published 2011 (Period of 2011-13) Integrated Planning & budgeting Cycle established and followed for 3 cycles, since 2009-10 Catalog supplements are posted on the College's website for ease of access
Initiator: VPSS Collaborator: Student Services Department Chairs and Coordinators, Instructional Department Chairs, Student Activities Coordinator, Matriculation Committee Accountability for completion: VPSS with the Student Services Council		
IIB: Evidenced-based practice: <ul style="list-style-type: none"> • Develop and maintain the use of accurate and well-planned research to augment and sustain evidence-based planning for programs and services, including budgeting for necessary research. • Collaborate with the Student Learning Outcomes Assessment Committee (SLOAC) to continue developing and refining student learning outcomes. 	2010	Research data provided by the District Office of Educational Services online via the Business Intelligence Tool (BI Tool) and is used to analyze and complete APU and program reviews. IEC was created as successor to SLOAC.
Initiator: Department Chairs and Coordinators Collaborator: SLOAC, District Office of Institutional Research Accountability for completion: VPSS		
IIB: Processes that provide clarity, consistency, transparency and accountability: The responsibility for development and review of the Catalog needs to be officially designated.	2010	Catalog Committee established, and 2011-2013

		catalog published
Initiator: VPI Collaborator: College Council Accountability for completion: College Council (President)		
IIB: Limited resources: The Student Services Division finds a need for human and physical resources. These requests are delineated in the Educational Master Plan and unit plans. These requests should be filled as resources allow. Some examples of current requests are: <ul style="list-style-type: none"> • FTE Articulation Officer • Counselors, • Financial Aid staff • General outreach position 	An assessment will be made yearly, at the end of each spring semester.	Integrated Planning & Budget district-wide review based upon input from college IPB process was developed approved and implemented, process of resource request assessment ongoing since 2009.
Initiator: Department Chairs and Coordinators Collaborator: VPSS, VPI, Budget Committee Accountability for completion: College Council (President)		
IIB: Better Integration of College and District Functions: The new PASSPORT system needs to be responsive to the needs of the end-users. There should be an on-going cycle of evaluation and improvement.	An assessment will be made yearly, at the end of each spring semester.	Business Readiness Teams established in 2008, and are ongoing, as well as PBI District Tech Committee, to inform IT & Passport needs
Initiator: VPSS Collaborator: Associate Vice Chancellor of Student Services, Department Chairs and Coordinators Accountability for completion: Student Services Council		
STANDARD IIC:		
IIC: LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice District librarians will conduct selection and migration process for a new integrated library system, necessitated by the recent announcement that development of the Horizon system will be discontinued after the 7.4.1 release.	2011	New District-wide Library system installed in 2011
Initiator: Head Librarian Collaborator: District Head Librarians Group Accountability for completion: District Financial Planning, Head Librarians Group		
IIC: LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice, Limited Resources: <i>Memorandum of Understanding</i> with managers to recognize the need for stabilized minimum, or "maintenance of effort" budget each academic year,	2012, and first completed collections update cycle 2017	2010 - Funding stabilized through PCCD Foundation grants, Measure A bond funds and

including additional funding for intersession and summer sessions. This MOU should include stable, continued funding including grant development, for update of print and e-book and multimedia-collections within 10 year goal cycle beyond current Measure A bond funds.		external grant funding sources
Initiator: Head & COA Librarian Collaborator: VPI, College Business and Administrative Services Manager, District Finance Accountability for completion: Head Librarian, VPI		
IIC: LIBRARY: Primacy of Teaching and Learning: Plan for redesign and restructuring of reference services into reference/classroom area and instructional "smart classroom" lab for teaching information competency. Implementation of Audio-Visual Center Collections Project including Listening Viewing Center; expand library classroom and reference instruction (in-house and "infused librarian").	2011	Smart Classrooms installed in the Library fall 2011. AV Center Collections Project expected to be funded and installed fall 2012
Initiator: COA Librarians Collaborator: Consultant; instructional faculty, VPI, College and district Business Office Accountability for completion: Head Librarian, VPI		
IIC: LRC: Limited Resources: Update and increase LRC specialized textbooks/reference materials; develop funding for more specific resources/workshops/programs, including online and 24/7 type tutoring assistance for all students.	Review annually, completed 2015	Ongoing, reserve collection augmented by faculty donation and PCCD Foundation grants
Initiator: LRC Coordinators Collaborator: BSI Committee, SSPIRE Coordinators, VPI, Dept Chairs of ESL, English, and Math; Student Services representatives Accountability for completion: LRC Coordinators, VP Instruction		
IIC: LRC: Maintenance of Effort, Stability of Administration and Continuity of Practice Work with administration, faculty, the IT department, as well as publishers of software to advise, update and improve software in all the labs.	An assessment will be made yearly, at the end of each spring semester.	Bi-Annual cycle of faculty and IT review and implementation of software upgrade is ongoing
Initiator: LRC Coordinators Collaborator: faculty, IT Team Accountability for completion: LRC Coordinators, VP Instruction		
IIC: LRC: Primacy of Teaching and Learning, Communication: Increase usage, and explore new ways of delivering LRC materials, print and digital, in of all academic labs in the LRC via greater faculty involvement and increased course linkage to the labs. Development in	An assessment will be made yearly, at the end of each spring	Ongoing, annual assessment cycle is part of APUs Expert faculty

<p>this area depends on available funding. This development would include development of the LRC website.</p>	<p>semester.</p>	<p>trained in Basic Skills assessment, androgogical strategies are employed in LRC to aid student success</p>
<p>Initiator: LRC Coordinators Collaborator: Faculty Accountability for completion: LRC Coordinators, VP Instruction</p>		
<p>STANDARD IIIA: HUMAN RESOURCES</p>		
<p>IIIA: Primacy of Teaching and Learning: In cooperation with the college Staff Development Committee, district Staff Development should ensure that professional opportunities are rigorously evaluated and assessed for appropriate application of academic standards.</p>	<p>2014</p>	<p>Ongoing assessment and evaluation, Which informs and results in future workshops and activities</p>
<p>Initiator: Staff Development Chair Collaborator: District Staff Development Officer Accountability for completion: Academic Senate</p>		
<p>IIIA: Limited Resources: Additional permanent streams of funding should be developed for staff development. Models from other PCCD college should be investigated.</p>	<p>2014</p>	<p>Ongoing</p>
<p>Initiator: VPI, VPSS, Staff Development Chair Collaborator: President, District Staff Development Officer Accountability for completion: President, VPI, VPSS, Staff Development Committee</p>		
<p>IIIA: Communication, Processes that provide clarity, consistency, transparency and accountability: The Office of Human Resources will continue to provide ongoing training sessions in the area of recruitment and selection, continue to develop procedures, guidelines, and improve communication to help expedite the hiring process, and together with appropriate constituencies develop a master training calendar.</p>	<p>2012</p>	<p>Board Policies and Administrative Procedures currently being updated and systematically approved through District PBI process- anticipate completion by 2012</p>
<p>Initiator: hiring committees, Department Chair Committee, college administrators Collaborator: District Human Resources Manager Accountability for completion: VPI, VPSS, College Council (President)</p>		
<p>IIIA: Processes that provide clarity, consistency, transparency and accountability: Existing procedures for classified evaluations should be clarified, consistently applied, and communicated effectively. Accountability should be determined for conducting and completing classified staff evaluations.</p>	<p>2010</p>	<p>Faulty process established in 2008/09, currency has been maintained. Administrative &</p>

COA deans and vice presidents will document that a good-faith effort has been made to clarify the classified staff evaluation process; evaluation of classified staff will begin during the 2009-2010 academic year.		Classified staff processes in place and currency has been maintained
Initiator: District Human Resources Manager, VPI, VPSS Collaborator: Division Deans, Department Chairs, Peralta Federation of Teachers (PFT) Leadership Accountability for completion: VPI, Deans, President		
IIIA: Processes that provide clarity, consistency, transparency and accountability: Due to various procedural and staffing issues, full-time tenured faculty are not evaluated on a regular basis. The college requests that all appropriate campus and district representatives necessary to the process join together with the district Human Resources Department to clarify and stabilize a process. A systematic evaluation process for full-time tenured faculty will in place and utilized starting in the 2009-2010 academic year, and it will be sustained annually.	2010	Faulty process established in 2008/09 and is being maintained according to the bargaining unit agreement
Initiator: Deans of Instruction and Student Services Collaborator: VPI, VPSS, District Human Resources Manager Accountability for completion: College Council (President)		
STANDARD IIIB: PHYSICAL RESOURCES		
IIIB: Communication: Incorporated within the institutional effectiveness plan is a reporting mechanism for all college committees to provide oral reports to the College Council and Academic Senate and where applicable, to the Classified Senate and ASCOA. Such reports (health, safety, expanding facilities needs) can emanate from evaluative studies, college planning documents, proposed survey criteria, and/or proposed plans for building renovations and acquisitions.	2010, then ongoing	Ongoing
Initiator: President, Academic Senate President, Classified Senate President Collaborator: Committee Chairs on College Council, College Council Accountability for completion: President		
IIIB: Evidence-based Practice: The Safety and Facilities Committees, in collaboration with the Research and Planning Officer, and using college planning documents, risk management reports and surveys (e.g. revised Facilities Master Plan, PCC District Facilities Risk	Approved as a process, 2010, then ongoing	ongoing

Management Survey), and other appropriate sources, including faculty/staff proposals, should compile a list of safety and facilities issues affecting programs and services. These outcomes should be measurable and systematically evaluated annually by the Safety and Facilities committee members and shared with the college's aforementioned governing bodies and appropriate district departments.		
Initiator: Facilities and Safety Committees Chair Collaborator: Facilities and Safety Committees Accountability for completion: Facilities and Safety Committees Chair		
STANDARD IIIC: TECHNOLOGY		
IIIC: Processes that provide clarity, consistency, transparency and accountability: Continue to refine the college-wide process for requesting technology funding (state and private), recognizing the specialized needs of individual departments and programs by implementing a clear planning matrix for evaluating hardware and software needs including staffing ratios for on-campus and/or distance education/remote access functions and services.	2015	2009-10 Included in the APU process, includes resource requests for personnel, technology, equipment, and facilities; College is in its fourth iteration of the IPB process
Initiator: VPI Collaborator: Deans, Department Chairs and Coordinators, Information Technology (IT) Team Accountability for completion: Requesting Departments/Chairs		
IIIC: Communication: Better communication between all IT Team and all college constituencies about scheduling and coordinating services and programs that impact and require technology resources, especially setting delivery dates prior to term start dates.	2010	2010 Governance Website District Technology Committee Campus Technology Committee
Initiator: IT Team Collaborator: VPI, Requesting Departments Accountability for completion: VPI		
IIIC: Processes that provide clarity, consistency, transparency and accountability: Technology Committee should be supported to help provide the college with consistent implementation and clarity on existing policies, and development of new IT related procedures and policies (e.g. Technology Life Cycle). Address concerns about the adequacy of staff and faculty training in district and college technology (software and systems). Adequate time for regular and emergency planning, prompt purchase and installation with	2010	Addressed through the PBI process that includes the District Technology Committee, PBI Council, etc, (Appendix III)

awareness for vendor and district IT delays should also be addressed.		
Initiator: Technology Committee Collaborator: VPI, IT Team Accountability for completion: College Council (President)		
IIIC: Communication: Expedite planning and design of CCTI by developing funding, programs and workshops in teaching and learning (LRC) and information and educational technologies and competencies driven by faculty need and interest.	2012 (Depends of completion of Bldg. A)	Fall 2010 CCTI established in L215
Initiator: LRC, Distance Education Coordinators Collaborator: VPI, Academic Senate, IT Team Accountability for completion: VPI		
IIIC: Processes that provide clarity, consistency, transparency and accountability: Designate a responsible body (staff or committee) to oversee the design and maintenance of the college's website. Establish responsibility for departmental/divisional webpages, either by following faculty recommendations of hiring a campus webmaster, or by providing other solutions so that this issue can be resolved, and the redesign and maintenance of the college's website can move forward.	Fall 2009	Web Committee established as a standing committee fall 2010 As a result of College's Web Committee's work, a new and greatly improved College website to be populated and go-live by April 2012.
Initiator: College Council, VPs Collaborator: Deans, Coordinators, IT Team, District Human Resources Manager Accountability for completion: College Council (President)		
STANDARD IIID: FINANCIAL RESOURCES		
IIID: Processes that provide clarity, consistency, transparency and accountability: The college will continue with strategic planning to develop, establish, and update its priorities for college budget planning and spending. The process will be well communicated to all college constituents. The result of planning will include research data as a basis for decision making.	2010	President's Learning Reconsidered 9/2010 adopted by College Council Dept Chairs 10/4/2010
Initiator: College Council (President) Collaborator: VPs, Research and Planning Officer Accountability for completion: Budget Advisory Committee, College Council(President)		IPB Process & Planning Cycle w2009-10
IIID: Processes that provide clarity, consistency, transparency and accountability: It is recommended that budget forms such as the <i>College of Alameda Integrated Planning and Budgeting Process</i> template be	2009	IPB Process & Planning Cycle initiated in 2009

revised and simplified with input from all users. The process and forms will undergo the shared governance process for approval. Once adopted, the new form should be available online with clear instructions and training on its use.		2010 Review and refined resulting in establishment of the IEC Spring 2010.
Initiator: Department Chairs, Management Team Collaborator: Budget Advisory Committee Accountability for completion: College Council (President)		
IIID: Evidence-based practice: The college must engage in a process that integrates research findings into department planning documents (e.g. student success, student equity plan, matriculation plan, enrollment management plan, unit plans, integrated budget plan templates) so that practice reflects real data.	2010	APUs fourth year of implementation(three budget cycles) beginning FY 2009-10; IEC work ongoing, providing training workshops on evidence gathering.
Initiator: Department Chairs Collaborator: Research and Planning Officer, Business and Administrative Services Manager, VPI Accountability for completion: Research and Planning Officer		
IIID: Processes that provide clarity, consistency, transparency and accountability: The COA budgeting and funding processes should address issues of evaluation and prioritization of budget items. Other current financial documents (e.g. audit reports) should be made available when possible.	2009	2009-10 Unit Plans/APUs college wide prioritization of facilities, technology, personnel, and equipment; College Integrated Planning & Budget Model used to guide process.
Initiator: Budget Advisory Committee Collaborator: Business and Administrative Services Manager Accountability for completion: President		
IIID: Communication, Processes that provide clarity, consistency, transparency and accountability: In collaboration with the Business and Administrative Services Office, college constituents (e.g. department chairs and coordinators, classified staff, division deans) involved in budgetary and financial matters should continue to address the various issues and problems with the <i>PROMT</i> financial/accounting system. An evaluation procedure should be in place that allows users to reflect upon budget/finances-related paperwork and procedures so that the budgetary and financial work of the college can be more promptly completed.	2010	Ongoing, district has greatly improved PROMT database tool; District Business Readiness Teams; College Budget Committee conducts regular meetings, reviews current budgets, and assists in recommendations to the President on budget.
Initiator: Deans, Department Chairs and Coordinators Collaborator: Business and Administrative Services Manager, District Office of Budget and Finance		

Accountability for completion: VPs, President		
STANDARD IVA: CAMPUS LEADERSHIP		
IVA: Communication: Communication practice needs to span both traditional (print and oral) and contemporary (electronic communication, such as a listserv, blog, wiki or website) methods. Communication will then be accessible for all internal and external constituents, and institutional effectiveness will be enhanced. COA needs to develop a protocol so that information flows in a systemic and sustainable manner from and to all constituents, from and to all governance structures, and from and to all administrative bodies. New communication protocols will need to assess for effectiveness via an evaluation process.	2010	Web Page Governance Link President's Newsletters College Council Minutes Dept Chairs Meetings Department Chairs Committee Institutional Effectiveness Committee (IEC) Open Forums
Initiator: College Council Collaborator: Department Chairs and Coordinators, webmaster (if available), college constituents as appropriate Accountability for completion: College Council (President)		
IVA: Processes that provide clarity, consistency, transparency and accountability: Clear, specific written policies that explain the method by which innovation is begun, realized. and maintained will be constructed.	2010	2008 BSI/SSI Innovations Grants 2012 Draft New Course Proposal
Initiator: College Council Collaborator: Department Chairs and Coordinators Accountability for completion: College Council (President)		
IVA: Limited Resources: In order to develop,	2009	2009 SLO

<p>implement, and assess new SLOs, as well as streamline the process for course development, TASKStream and CurriCuNet application software packages will be purchase, utilized, and maintained.</p>		<p>Training Workshops & TaskStream Training</p> <p>Faculty/Administrator Whitewater SLO/Assessment Training Summer 2009 & 2010</p> <p>Interim VPI hired fall 2010 subject-matter expert on SLOs</p>
<p>Initiator: Curriculum Committee Collaborator: SLOAC Accountability for completion: VPI</p>		
<p>IVA: Processes that provide clarity, consistency, transparency and accountability: The college will identify the component parts of its governance structure (including all standing committees) that must have constitution/ bylaws. Bylaws will be written that specify the roles of its members and the mission of each committee; the bylaws will also provide for evaluation of the committee function. The result of these evaluations should be well communicated to the college community.</p>	<p>2009</p>	<p>Ongoing College Standing Committee structure currently under review/revision to reduce overlapping missions & to streamline & improve overall effectiveness</p> <p>Milestones: 2009 Staff Dev. Committee approved bylaws 2011 with Academic Senate revising its Bylaws/ Constitution</p>
<p>Initiator: President Collaborator: Chairs of all pertinent committees, with committee approval</p> <p>Accountability for completion: College Council (President)</p>		
<p>IVA: Maintenance of Effort, Stability of Administration and Continuity of Practice: To improve student participation in the shared governance process, the college could offer course credit to students for college governance participation through a leadership class.</p>	<p>2009</p>	<p>2009 - ongoing support with Student Advisors Hourly Counselors</p>
<p>Initiator: VPI will appoint faculty to assist Collaborator: Student Activities Coordinator</p> <p>Accountability for completion: College Council (President)</p>		

STANDARD IVB: BOARD, PRESIDENT, DISTRICT SERVICE CENTERS		
<p>IVB: Communication: It is recommended that the president ensure that important information that might affect the college community be communicated directly from the president's office, widely, utilizing multiple media, and in a timely manner.</p>	2009	<p>2006 COA Today Newsletter</p> <p>President's Newsletter 2010</p>
<p>Initiator: President Collaborator: Public Information Officer Accountability for completion: College Council (President)</p>		<p>Email Communication "FROM the PRESIDENT" 2010</p>
<p>IVB: Limited Resources:</p> <ul style="list-style-type: none"> Identify existing or new sources of revenue to support the adequate staffing of administrative, faculty, and staff positions as identified in the COA Integrated Planning and Budgeting College-wide Priorities (unranked) 2007-2008 as recommended by the college Budget Advisory Committee-April 23, 2007 and College Council. It is recommended that the college utilize appropriate planning and assessment to identify or advocate for the funding of priorities that will assist the college in achieving its institutional goals. It is recommended that the district continue to develop and implement the Strategic Management Plan to effectively use resources in a fair manner to assist the College of Alameda in achieving its institutional goals. 	2010	<p>Begun 2009 IPB Process, Prioritizing of Resources based on Annual Program Updates/Unit Plans (APUs)</p>
<p>Initiator: President Collaborator: College and district resources Accountability for completion: College Council (President)</p>		
<p>IVB: Evidence based practice:</p> <ul style="list-style-type: none"> It is recommended that the institution continue to develop and utilize research data in determining strategic allocation of resources. It is recommended that a review be performed to determine the best way to improve purchasing-related services to the college, and that the chancellor and Board expedite the suggested solutions. It is recommended that evaluations be performed on district service units to determine what improvements could be implemented to advance customer service to the college(s), and that the 	2012	<p>Ongoing continuous process of assessment of Instruction AND College Services begun 2008 via Program Reviews & APUs</p> <p>COA's Interim VPI facilitated customized</p>

<p>results be clearly and broadly disseminated to the college community.</p> <ul style="list-style-type: none"> • Develop mechanisms for regular formal evaluation of role delineation and governance and decision-making structures. 		<p>training of District Service Areas SLO's, Assessment, and Area Mapping</p>
<p>Initiator: President Collaborator: College and district resources, Research and Planning Officer, PCCD Board of Trustees Accountability for completion: College Council (President)</p>		
<p>IVB: Processes that provide clarity, consistency, transparency and accountability:</p> <ul style="list-style-type: none"> • It is recommended that district and college strategic planning procedures and processes be clarified, simplified, and communicated comprehensively to the college community. • It is recommended that the institution develop a clear process to systematically evaluate overall institutional planning and implementation efforts, and review institutional effectiveness as it relates to the college mission and plans for improvements. 	<p>2012</p>	<p>2009/10 District & College IPB Committees</p> <p>Use of TaskStream as a means for storing and aligning the College's Mission, Vision, and ILO's with Service Areas and course and program level SLO's, assessment plans, collected evidence, resulting in changes & improvements made via assessment findings; this ongoing evaluation results in increased college-wide efficiency, effectiveness, and greater communication—all of which increases student success.</p>
<p>Initiator: President Collaborator: Public Information Officer, PCCD Board of Trustees, College Council, Research and Planning Officer Accountability for completion: College Council (President)</p>		

Appendix VI

Division 1 Part-Time Evaluation Summary - Revised 1-5-12

Evallee	Dept	Date of Hire	Faculty Evaluator 1	Faculty Eval 2 (Optional for S 09 & F 09)	Faculty Observation	Student Evaluation	Self Evaluation	Administrative Evaluation	Summary Report	6/10 Sem	Rating	Preferential Pool
Fall 2011 to Spring 2012												
Summer 2011												
Fall 2010 to Spring 2011												
Fall 2009 to Spring 2010												
Fall 2008 to Spring 2009												
Fall 2008												
Spring 2009												
Fall 2007 to Spring 2008												
Fall 2006 to Spring 2007												