



# Substantive Change Proposal

## Programs/Certificates Completed 50 Percent or More through Distance Education

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Submitted to:  
Accrediting Commission for Community  
and Junior Colleges

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## A. Concise Description of Proposed Change

### 1. Brief Description of the Proposed Change

The purpose of this Substantive Change Proposal for Distance Education (DE) is to increase the availability of College of Alameda distance education offerings by seeking ACCJC approval of programs for which over 50% of the requirements can be completed via DE including: twenty active degree programs and four active certificate programs. The courses included in these degree and certificate programs have been approved by: the College's Curriculum Committee; Council on Instruction, Planning and Development (CIPD); Peralta Community College District (PCCD) Board of Trustees (governing board); and California Community College Chancellor's Office. College of Alameda has reported this information regularly in its Annual Report to ACCJC.

The College has three degrees and one certificate students can theoretically complete 100% online. This is due to the curriculum practice of including a DE addendum for courses, where pedagogically appropriate, during curriculum review process. This gives the College flexibility to plan future offerings in multiple teaching modalities. Due to intentional scheduling practices courses have not been offered to enable students to complete a degree or certificate 100% online.

The chart below illustrates the number of degrees and certificates 100% online and great than 50% online. An annotated degree and certificate outline is included as an appendix highlights the individual courses able to be offered in DE modality.

	Degrees	Certificates
<b>100% Online</b>	3	1
<b>50% or Greater Online</b>	17	3

This proposal for substantive change of programs at College of Alameda (the College) is being submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) to seek approval to offer the following Associate Degrees and Certificates 50 percent or more in a distance education delivery format: [Appendix AE: Annotated Degree and Certificate Outlines]

Certificates of Achievement

- Business: Accounting Certificate
- Business: Office Administration Certificate
- Computer Information Systems Certificate
- Liberal Studies: CSU Breadth [100% Online]

Associates Degrees

- Business Associates of Arts
- English Associates of Arts
- History Associates of Arts
- Humanities Associate of Arts
- Liberal Arts: Art and Humanities Associate of Arts [100% Online]
- Liberal Arts: Natural Sciences Associate of Arts [100% Online]
- Liberal Arts: Social And Behavioral Sciences Associate of Arts [100% Online]
- Liberal Arts: IGETC Associate of Arts
- Mathematics Associates of Arts
- Political Science Associate of Arts
- Psychology Associate of Arts
- Sociology Associate of Arts

Associate Degree for Transfer (ADT)

- Business Associate of Science in Transfer
- Communication Studies Associate of Arts in Transfer
- English Associate of Arts in Transfer
- History Associate of Art in Transfer
- Mathematics Associate of Arts in Transfer
- Political Science Associate of Arts in Transfer
- Psychology Associate of Arts in Transfer
- Sociology Associate of Arts in Transfer

## 2. Relationship to Institutional Mission

The college's distance education offerings are aligned with its vision and mission. This line of the mission statement relates to the college's commitment to DE: *"provide access to quality transfer and career technical education, foundation skills and support services."*

The College's mission statement is as follows:

*The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.*

Our mission reflects an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, foundational (basic) skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

The college fulfills its vision and mission by offering a comprehensive array of programs and student support services. As well, our mission aligns with student goals. Students can earn certificates or degrees in career and technical fields, prepare for transfer, and address basic skills needs. The specific programs that can be offered at more than 50% through DE align with the mission of the college and student goals.

With the increasing diversity and needs of our student population, it is critical that we offer a variety of instructional delivery formats to ensure both access and student success. The offering of courses and programs at a distance is consistent with our Mission Statement, which indicates the College offers an accessible education that provides students with essential academic skills, and that we embrace diversity and promote student engagement. Further, today's students are expected by the workforce to become technologically literate. Distance education courses

promote student immersion in technology. Also, in our efforts to increase access and a diverse campus community, distance education courses allow for us to reach out to individuals who may be unable to reach us due to distance, work schedules, family dynamics, or other restrictive reasons.

### 3. Rationale for the Request

As College of Alameda developed its comprehensive academic program offerings, the use of technology gradually became an integral component in curriculum planning and content delivery. Online instruction has become the predominant mode of delivery of DE. The growth in DE classes has been in response to supporting the College's diverse student population and its varying needs for accommodating and accessible enrollment options. For many of our students who juggle multiple responsibilities, DE offers the flexibility and convenience of taking courses in a virtual environment.

The College's DE offerings represent one delivery method that helps ensure access to students. A review of DE enrollments reveals that the college's DE offerings appeal to students residing throughout the Peralta Community College District, including those cities or communities that are outside Alameda County. DE represents a viable option for students residing in and out of the college's service area.

The College has a small, but growing, online enrollment. In the current academic year approximately 12% of the Colleges Full Time Equivalent Students (FTES) are enrolled on 100% online sections. The figure below provides the data for the FY2014-15 academic year

<b>Term</b>	<b>Campus</b>	<b>Dist Ed Type</b>	<b>Classes</b>	<b>Ftes Total</b>	<b>% DE</b>
<b>F14</b>	Alameda	100% Online	51	205.12	12%
<b>Total</b>		ALL Types	367	1609	
<b>S15</b>	Alameda	100% Online	59	216.15	13%
<b>Total</b>		ALL Types	375	1616	

The College monitors course success rates for courses each Fall. For planning and prioritization the College uses Fall to Fall data. Several metrics are used to analyze course success, including, subject, basic skills, distance education, career/technical, age, gender, and ethnicity. There is a small gap in distance education success rate of 4.9%. Below is the current data on distance education.

Success Rates for Distance Education

Success Rate	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Online</b>	62.8%	56.6%	60.8%	62.6%	62.7%
<b>Non-DE</b>	67.0%	68.9%	69.6%	69.6%	67.8%

Success Rate: DE and Non-DE Certificates and Degrees

Term	Campus	DE Status	Success Rate	Total Graded	Success
<b>2013 Fall</b>	Alameda	DE	62.98%	940	592
<b>2013 Fall</b>	Alameda	Non-DE	65.65%	7,710	5,062
<b>2014 Fall</b>	Alameda	DE	62.62%	1,763	1,104
<b>2014 Fall</b>	Alameda	Non-DE	64.56%	7,015	4,529

Course Success in Distance Education by Discipline

Success Rate Discipline	Dist. Ed. 2010 Fall	2011 Fall	2012 Fall	2013 Fall	2014 Fall
AFRAM	n/a	n/a	n/a	n/a	81.0%
ANTHR	69.4%	66.7%	61.7%	69.0%	67.3%
ART	86.8%	80.0%	77.8%	70.7%	80.2%
BIOL	n/a	60.0%	n/a	47.1%	55.0%
BUS	46.8%	39.2%	40.9%	35.9%	48.9%
CIS	48.8%	48.8%	55.9%	62.0%	63.9%
COMM	86.4%	80.6%	67.0%	70.8%	68.2%
COUN	n/a	80.8%	81.0%	73.8%	72.2%
ECON	77.7%	66.4%	65.2%	83.0%	73.2%
ENGL	66.0%	58.7%	67.3%	50.0%	45.0%
GEOG	68.4%	70.5%	94.6%	76.5%	61.1%
HIST	56.9%	65.9%	61.4%	60.8%	56.9%
HUMAN	72.7%	40.9%	25.0%	30.8%	n/a
LIS	75.0%	75.0%	60.0%	47.4%	69.8%
MATH	59.6%	46.7%	59.1%	39.2%	54.2%
PHIL	71.7%	76.0%	n/a	73.1%	39.1%
PHYS	61.3%	57.6%	50.0%	35.5%	40.0%
POSCI	57.1%	44.3%	67.7%	61.9%	62.1%
PSYCH	69.2%	60.5%	69.1%	55.3%	64.8%
SOC	n/a	n/a	n/a	n/a	72.6%

Overall Course Success by Discipline

Subject	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	2014 Fall
ADAM	50.3%	60.1%	61.0%	65.2%	64.5%	69.1%	61.2%
AFRAM	62.4%	60.5%	60.4%	59.9%	59.3%	58.0%	63.2%
AMT	76.9%	91.7%	80.5%	89.9%	NA	87.5%	98.8%
ANTHR	65.4%	61.2%	63.9%	73.0%	74.3%	77.1%	71.2%
APPR	100.0%	50.0%	40.0%	NA	0.0%	NA	NA
ART	67.4%	81.1%	76.4%	68.3%	76.1%	59.1%	60.3%
ASAME	100.0%	85.7%	88.9%	79.2%	77.8%	NA	75.0%
ASTR	60.7%	61.1%	56.9%	60.8%	66.7%	49.1%	58.6%
ATECH	68.0%	74.7%	72.3%	74.1%	72.8%	71.0%	68.5%
ATHL	NA	NA	NA	NA	NA	92.1%	93.9%
AUTOB	56.6%	39.8%	75.8%	52.5%	64.4%	68.4%	57.6%
AVIAD	53.8%	71.4%	NA	NA	NA	NA	NA
BIOL	63.4%	62.9%	70.8%	66.8%	64.3%	61.7%	60.9%
BUS	70.6%	57.4%	57.0%	53.3%	59.0%	59.5%	54.3%
CHEM	53.4%	48.2%	59.2%	61.5%	55.0%	56.8%	57.4%
CHIN	79.7%	90.0%	87.3%	89.1%	96.9%	95.3%	93.7%
CIS	63.4%	64.0%	61.4%	60.3%	63.9%	62.2%	65.4%
COMM	75.8%	74.5%	74.5%	80.6%	70.7%	77.6%	67.1%
COPEd	51.5%	35.9%	49.2%	48.5%	45.7%	100.0%	100.0%
COUN	74.3%	73.9%	65.2%	78.4%	80.0%	81.2%	78.4%
DANCE	85.5%	91.9%	92.3%	87.4%	87.6%	84.8%	86.7%
DENTL	85.5%	83.6%	87.6%	73.6%	87.9%	94.5%	91.3%
DMECH	79.2%	84.7%	82.8%	82.5%	100.0%	93.2%	81.7%
ECON	70.6%	56.5%	70.0%	65.9%	65.2%	79.7%	77.4%
ENGL	55.8%	56.2%	53.4%	62.1%	61.3%	63.4%	58.6%
ESL	84.5%	79.9%	81.8%	83.4%	83.4%	84.3%	91.1%
FREN	NA	NA	42.9%	NA	NA	NA	NA
GEOG	63.7%	54.1%	59.9%	57.9%	76.3%	62.0%	55.7%
GEOl	42.4%	38.5%	69.2%	74.0%	NA	NA	NA
GERM	53.1%	56.1%	56.5%	60.9%	67.5%	48.4%	50.0%
HIST	59.5%	60.2%	63.0%	68.9%	66.1%	64.9%	65.8%
HLTED	50.0%	64.6%	76.0%	65.3%	69.1%	81.0%	60.0%
HLTOC	82.6%	82.7%	83.1%	82.8%	81.5%	91.8%	81.2%
HUMAN	63.2%	63.6%	59.3%	57.4%	52.9%	51.5%	33.1%
HUSV	NA	NA	NA	80.0%	44.0%	NA	NA
KIN	NA	NA	NA	NA	NA	67.6%	61.5%
LIS	61.9%	62.5%	75.0%	75.0%	43.6%	59.2%	69.8%
LPNRE	81.0%	82.2%	89.9%	87.2%	91.2%	91.4%	81.7%
MLAT	41.7%	NA	NA	NA	NA	NA	NA
MATH	53.6%	58.0%	58.6%	56.4%	61.2%	58.3%	58.5%
MUSIC	53.3%	57.2%	55.2%	49.1%	59.6%	48.2%	52.0%
PE	81.7%	81.5%	83.2%	80.7%	87.5%	NA	NA
PHIL	62.2%	65.2%	60.6%	65.2%	56.9%	63.6%	61.6%
PHYS	50.0%	61.5%	66.0%	60.6%	62.9%	60.9%	59.1%
POSCI	79.6%	75.2%	70.2%	69.1%	68.7%	68.3%	66.0%
PSYCH	64.2%	66.6%	68.5%	67.1%	72.7%	66.5%	68.1%
SOC	51.2%	43.5%	46.4%	37.6%	37.7%	68.9%	70.6%
SPAN	59.0%	44.4%	60.0%	44.1%	45.2%	50.5%	38.2%
VIET	85.7%	85.2%	93.1%	84.2%	81.3%	90.9%	97.8%
<b>Grand Total</b>	<b>65.5%</b>	<b>65.6%</b>	<b>66.8%</b>	<b>67.6%</b>	<b>68.5%</b>	<b>68.4%</b>	<b>66.7%</b>

In comparing the 20 areas that teach online courses between their distance education course success rates versus their overall course success rates illustrate success rates are comparable

between the modalities for a majority of areas. Fourteen of the 20 areas had difference of success rates +/-5%. Six areas (African American Studies, Art, English, History, Philosophy, and Political Science) had a difference greater than +/-5% between distance education course success rates and overall area course success rates.

Retention Rate: Fall to Spring: DE and Non-DE Certificates and Degrees

Term	Campus	DE Status	Retention Rate	Census Enrollment	Retained
2013 Fall	Alameda	DE	71.80%	883	634
2013 Fall	Alameda	Non-DE	74.54%	4,340	3,235
2014 Fall	Alameda	DE	69.86%	1,556	1,087
2014 Fall	Alameda	Non-DE	73.76%	4,040	2,980

DE persistence – Fall 2013 and Fall 2014

Term	Distance Ed	Persistence Numerator	Persistence Denominator	Persistence Rate
2013 Fall	100PCT	634	883	71.80%
2013 Fall	Non-DE	3235	4340	74.54%
2014 Fall	100PCT	1087	1556	69.86%
2014 Fall	Non-DE	2980	4040	73.76%

Definition: Percentage of students who receive a passing/satisfactory grade.

Numerator: A, B, C, CR, IA, IB, IC, IPP, P

Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W

Excluded grade notations: DR, IP, IX, MW, RD, UD, XX

The College offers a variety of sections online. The sections are primarily general education or degree applicable and a significant number are from the social and behavior science disciplines. A complete list of the distance education courses offered in Fall 2014 and Spring 2015 is provided as an appendix. [Appendix AF: Distance Education Courses Offered Fall 2014 and Spring 2015]

## **B. A Description of the Program to be offered if the Substantive Change Involves a New Educational Center, or Change in Delivery Mode**

### **1. The educational purposes of the change are clear and appropriate**

It is important to note our offerings of the aforementioned degrees and certificates in a distance education format are supplementary to our existing offering of these same degrees and certificates in a traditional, face-to-face delivery format. This substantive change proposal does not involve offering new educational programs, but identifies active certificate and degree programs that have potential for a student to complete 50% or more of the required courses through DE. The courses in these programs are approved through the same curriculum approval process as traditional delivery format courses, except they are supplemented with a Distance Education Addendum. The distance education degrees and certificates in this application already exist as Chancellor Office approved degrees and certificates and have been previously taught in traditional instructional methods. [Appendix A: Sample DE Addendum]

Our Distance Learning Addendum ensures that the approved curriculum for courses offered in a distance education format meets the ACCJC Definition of Distance Education, as indicated in the June 2013 *Guide to Evaluating Distance Education and Correspondence Education*.

Furthermore, design and instruction within distance education courses comply with the federal and state laws governing accessibility for students needing accommodations.

All courses approved for DE delivery undergoes the curriculum review and scrutiny as required by California's Title 5 §55206. The College's Curriculum Committee, the district's Council on Instruction Planning and Development (CIPD), the Peralta Community College Board of Trustees, approve all courses for DE and the California Community Colleges Chancellor's Office as required by our Administrative Procedure 4022 – Course Approval [Appendix B: AP 4022] Adding DE as a delivery option enables the College to serve the diverse enrollment needs of its student community, to address diverse learning styles and preferences, and to provide ongoing enrollment options and flexibility for students to work towards their academic goals of basic skills development, completion of a certificate of achievement or associate degree, and/or

transfer to a four-year institution.

The Curriculum Committee and DE Coordinator approve each course proposed for distance education delivery to ensure that the following are met:

- Regular and effective contact is maintained between instructor and students through announcements/bulletin boards, chat rooms, discussion boards, email communication, FAQ, resource links, scheduled face-to-face meetings, telephone, or other methods of contact.
- Appropriate technologies and tools are used to achieve course objectives and student learning outcomes
- Multiple measures are used to achieve and assess student learning

## **2. The proposed program meets Eligibility Requirements, Accreditation Standards, and Commission policies related to student learning programs and services and resources**

College of Alameda has procedures to ensure that distance education courses and programs take place within the institution's total educational mission. All distance education courses are required to go through an approval and review process to ensure that they meet the same standards, rigor, and learning outcomes as traditional face-to-face courses. Distance education courses are reviewed both at the college curriculum committee and at a district-level curriculum committee.

Courses to be offered through distance education must adhere to the same course outline of record as the face-to-face course, and assure that student learning outcomes and course content are the same. In keeping with the institution's total mission, distance education courses are offered for transfer and career technical education courses.

The college and the district require that all distance education courses have the same student learning outcomes and use the same course outline of record as when the course is offered face-to-face. During the curriculum review process, all courses, including distance education, are required to have clearly defined and appropriate student and/or program learning outcomes.

The college distance education coordinator provides oversight of the implementation of the courses and Moodle, the distance education learning management system. Faculty who teach distance education courses are evaluated to ensure academic quality. The expectation is that instructors assigned to teach distance education courses must have received training in how to effectively teach through the distance education modality.

The four colleges in the Peralta Community College District share a common Learning Management System, Moodle, which is fully integrated with the PeopleSoft/Passport enterprise management system for easy registration and tracking of student enrollment and performance. Faculty who teach distance education courses are expected to either have a certificate in online education or equivalent teaching experience and academic background [Appendix C: PFT Contract Article 33: Distance Education]. The district provides regular training for instructors who want to teach online, and offers an Online Teaching Certificate for faculty who want to gain more in-depth training in distance education. In addition to the @ONE Project and Merritt College's Certificate Program in Online Teaching, the Peralta Community College District provides advanced and specialized teaching workshops for faculty, staff, and administrators.

There is a district Distance Education Committee consisting of the four college distance education coordinators. This team provides basic technical support to faculty teaching online courses and pedagogical advice for distance education. Also the district's IT Help Desk provides assistance to online students.

The District Office of Educational Services, working collaboratively with the four college distance education coordinators and information technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student's identity.

Below are pertinent areas of focus in addressing DE course requirements:

- a. **Eligibility Requirements:** In compliance with the State of California Title 5 regulations from Chapter 6, Subchapter 3, beginning with §55200, College's Curriculum Committee reviews and approves separately each course proposed for DE delivery to ensure the following minimum criteria is met: Regular and effective contact is maintained between

the faculty member and the student as required by ACCJC Distance Education Policy and Standard II.A.

The Peralta Community College District developed a DE addendum to our course outline of record for alternate teaching methods and adopted District Administrative Procedure 4105-Distance Education. [Appendix D: AP 4105] Certification of the course includes verification that the course meets the same quality standards, includes regular effective contact between instructor and student and of distance education approval involves the Curriculum Committee. The DE addendum to the outline covers “Instructor/Student Contact” for DE instructional delivery. [Appendix A: Sample DE Addendum]

- b. **Accreditation Standards and Commission Policies:** The development, implementation, and evaluation of all courses and programs offered through DE are the same as those offered through face-to-face modality, and are within the scope of the College’s mission, and are controlled by the college.
- c. **Student Learning Outcomes:** The course and program-level student learning outcomes are clearly defined and are the same for DE courses and for face-to-face instruction.
- d. **Adequate Fiscal and Personnel Resources:** College of Alameda strives to provide fiscal and personnel resources and the organizational infrastructure necessary to support student learning in DE classes. Ongoing assessments of learning outcomes are conducted on courses and programs.
- e. **Student Registration and Authentication:** College of Alameda has in place a registration process for students enrolled in DE classes. Registration and financial aid processes for all students have migrated to web-based access. The Peralta Community College District’s AP 4105- Distance Education details authentication. Student authentication is achieved through the issuance of a user-name and password to each student to allow access to our Learning Management System (LMS, currently Moodle). Students are encouraged to change their password. New passwords must be sufficiently complex so that they cannot be easily decoded. District policies and procedures

regarding academic honesty and acceptable use of information technology services includes penalties for unauthorized use of another student's name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these policies/procedures the first time they login to the district LMS (Moodle). This approach provides a pedagogical focus rather than a punitive approach to academic honesty. This is an approach to educate students as to the consequences of academic dishonesty.

The Higher Education Opportunity Act requires institutions which offer distance education to have processes in place through which the institution establishes that the student who registers in a distance education course or program is the same person who participates each time, completes the course or program, and receives the academic credit. The College complies with this regulation through the above mentioned student authentication process.

Complete information about "Academic Dishonesty, Due Process, and Conduct" is posted on the shared district online education website at: <http://web.peralta.edu/de/>. Students also are authenticated through sufficient interaction between students and instructors, which contributes to verifying a student's identity. Instructors can require proctored examinations which can serve as another method of authentication.

## C. A Description of the Planning Process, Which Led to the Request for Change

### 1. The change's relationship to the institution's planning, evaluation, and stated mission

The College has been offering courses in a distance education format for several years. The College engages in a continuous planning, evaluation, and resource allocation decision-making process, which is designed to improve institutional effectiveness and ensure the college meets its mission. College-wide goal setting is informed by District-wide strategic planning that occurs in a six-year planning cycle. The PCCD Strategic Plan Goals are reviewed and updated every six years. The most recent review, in summer/fall of 2014 resulted in a slight change in wording to one of the five strategic goals. The PCCD Strategic Goals are [Appendix AF: [PCCD Strategic Goals](#)]:

- Advance Student Access, Equity, and Success
- Engage and Leverage Partners
- Build Programs of Distinction
- Strengthen Accountability, Innovation and Collaboration
- Develop and Manage Resources to Advance Our Mission

Additionally, each year measurable institutional objectives are also set as part of the overall strategic planning process. Setting these objectives is a collaborative process involving all constituencies through the Planning and Budgeting Integrated Model (PBIM) participatory governance structure. The strategic goals and institutional objectives are finalized at a yearly PBIM Summit, held at the beginning of each academic year. [REF: [PCCD Strategic Plan Update, 2014](#)]

The College of Alameda created the Integrated Educational and Facilities Plan in 2009. This comprehensive plan, which projected program and facility needs from 2009 to 2022, was developed with contributions from the College administration, faculty and a consultant and external constituents. The plan is based on detailed analysis of instructional programs including curriculum by discipline. An assessment and incorporation external and internal, quantitative and qualitative data was assessed into this comprehensive planning process. The plan projected the

educational programs, support services and facilities (including building, space, equipment and technology) that will be needed through the year 2022. The plan provided specific direction and parameters for the implementation of programs and activities relating to improving educational services, support services and facility programs. Importantly, these documents are dynamic instruments which were designed to have the flexibility to adjust to new issues and needs that may arise over their term. During the academic year 2015-16, work will begin on the update of the Integrated Educational Master Plan. [REF: [College Educational Master Plan](#)]

The District strategic goals provide the umbrella for College planning. The College identifies specific objectives and actions steps to achieve our goals. [REF: [COA Goals and Objectives 2014-15](#)]. Furthermore, there are three strategic themes identified by the College, which are interwoven with the College Mission, Vision and Values. [Appendix H: [Mission and Goals](#)]

These three themes are:

- Academic Excellence
- Budgetary Competence, and
- Community Engagement

The core themes, Our ABCs, emphasize crucial success indicators for students in achieving an enhanced capacity to pursue their dreams! These themes provide a framework and touchstone for College planning and decision making processes. Departments and units address their linkage to the strategic goals in program review and annual program updates.

### **Outcomes**

The College established institutional learning outcomes (ILOs) by which the College measures its success in achieving its plans. The College has five ILO's.

What are students able to do as a result of their learning experiences at College of Alameda?

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

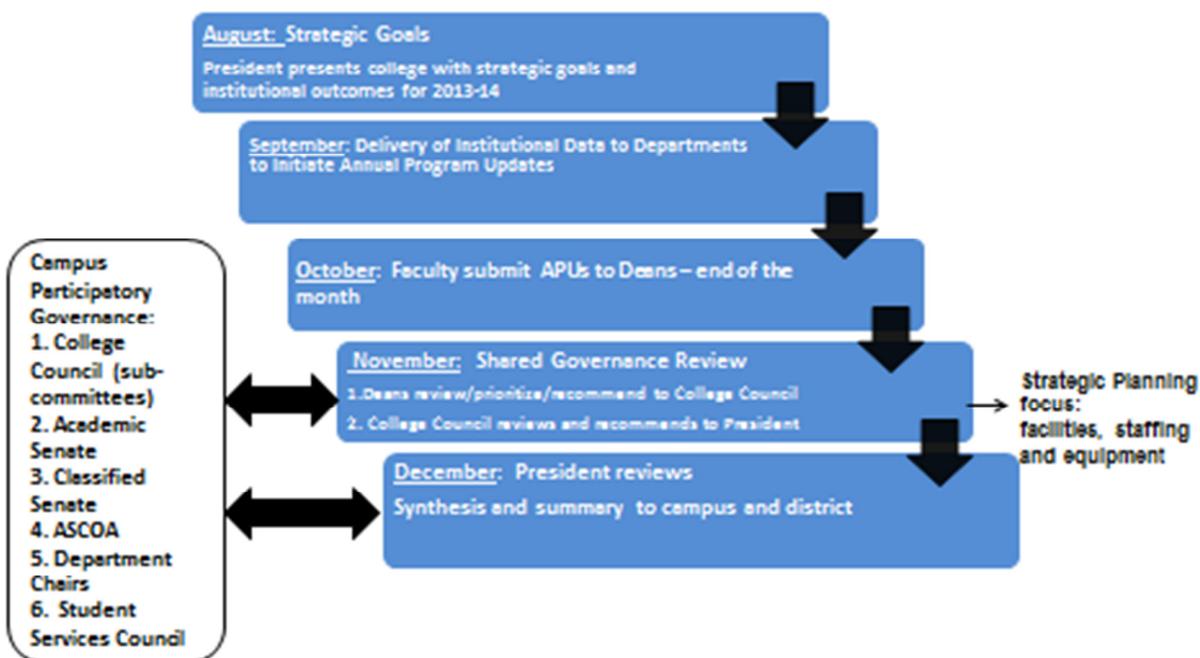
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

ILOs provide over-arching guidance for the development of student learning, student service and administrative service outcomes. At the College, for instructional programs, departmental and program faculty develop student learning outcomes (SLOs) for all courses and programs which are currently offered. For student services and administration, departments have developed service area outcomes (SAOs) for all programs and processes. Outcomes describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills, and values upon completion of a course, after receiving a service, attending a workshop, or participating in an event. Each outcome has clearly defined objectives and tools of measurement.

The Institutional Effectiveness Committee, in coordination with each department, assesses achievement of outcomes and works with departments to make adjustments, as needed. The College has effectively utilized these evaluation processes and results to improve programs and services.

Using the College plans and the data sets previously referenced, measurable action priorities for of the College's ILOs are constructed. The College Council members, working groups and other 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, Annual Program Updates (APU's), and in committee inquiries and reports. The action priorities are assessed and are evaluated each year to measure progress toward completion. Each year new priorities may be added; however, preceding priorities will remain until completed.

### Annual Strategic Goals & Institutional Outcomes Phase One: Campus Integrated Planning Timeline



The College exists in an environment of constant change characterized by enrollment shifts, increased accountability from state, regional, and national stakeholders, and budgetary challenges. It is only within a framework of continuous improvement and evidence-based institutional effectiveness that the college can achieve its mission to provide transfer and career-technical education, foundation skills and support services responding to the workforce needs and increase community partnership and global awareness. Thus, the college engages in long-ranged planning to inform decision-making addressing distance education (DE).

**Program Reviews:** Every three years, all units of the College evaluate the efficacy of those units. Details gathered inform DE achievements and gaps, thus needs that are subsequently prioritized via the integrated budget and planning decision-making process.

**Annual Program Review Updates (APUs):** The College’s Annual Program Update (APU) process along with the Program Review (conducted on a three-year cycle) process ensure on-

going program planning and development, assessment of program goals, data analysis, and identification of new funding needed for resources to support program goals. Success and retention rates are provided to discipline faculty for review and analysis. Disciplines and programs address success rates as part of their evaluations. Goals and requests for resources are aligned with the goals identified in the college's Educational Master Plan.

The resource planning and decision-making process is not driven by a source of funding, but rather strategic prioritization of the College's student success goals. Annually, the Budget Advisory Committee receives requests from multiple sources. The resource goals revealed in 2014-15 illustrates the College's priority to assure quality and availability of online instructional and student support services.

As a result of the annual evaluation and planning cycles, the College is rendering more robust resources available to its faculty, staff and students to address the quality of DE. The College continues to: refine its curriculum approval process for approving courses taught via DE; strengthen its process to increase student participation in the evaluation of DE classes; and, work with sister colleges to leverage and continue strengthening a district online education training program, which is a professional development certificate designed to support faculty interested in teaching online courses.

The College's main participatory governance body, the College Council, develops, monitors, and coordinates implementation of the Educational Master Plan. The District strategic goals and the College's goals, benchmarks, planning and resource allocation efforts intentionally seek to: 1) advance student access, equity, and success; 2) engage and leverage partners; 3) build programs of distinction; 4) strengthen accountability, innovation and collaboration; and 5) develop and manage resources to advance the mission. The primary goal is to promote student success while being responsive to the communities in the East Bay region by providing a high level of access to education and promoting diversity. DE in particular reflects the commitment to ensure students from a wide variety of backgrounds have an - equitable opportunity to achieve their educational goals. DE also reflects the College's commitment to providing the highest quality

instructional programs and student support services using the best methods and technologies that support the success of a diverse student population.

The Office of Instruction is responsible for online learning at the College. Through delegation of authority, the department chairs and division deans are responsible for all courses in their disciplines, regardless of location or delivery methodology. Department chairs and division deans ensure adequacy of the instructional staff and play a major role in scheduling, evaluation, and other processes designed to address instructional quality.

The Curriculum Committee recommends approval of all courses offered at the college (regardless of the method of instruction) to the Council on Instruction, Planning and Development. Recommendations for approval of online courses for inclusion in the academic curriculum follows policies and procedures outlined in the Program and Course Approval Handbook as mandated by the California Community College Chancellor's Office California Code of Regulations, Title 5. The District's Institutional Research department also provides success, FTES and retention data on distance education students. Such data is available to originating faculty, administrators, and staff on the District website (<http://web.peralta.edu/indev/>) and in the Business Intelligence tool. DE addendums are reviewed, recommended for approval by the committee and DE Coordinator and sent to the Council on Instruction, Planning, and Development (CIPD) at the Peralta Community College District as an action item.

The Council on Instruction, Planning and Development (CIPD) is comprised of representatives from all four Peralta Community College (PCCD) colleges (Berkeley City College, College of Alameda, Laney College, and Merritt College). CIPD ensures that all courses meet the policies set forth by the PCCD Board of Trustees and meet state requirements prior to board approval. The council reviews and recommends for Chancellor's approval all courses approved by the College of Alameda Curriculum Committee. Its recommendations inform the priorities of other essential committees including the District Distance Education Sub-committee of the District Education Committee.

**2. The assessment of needs and resources which has taken place**

The College has made a commitment to support the delivery of online DE. Through its planning processes and assessment of needs, the College has identified DE as one way to increase access throughout its service area. Ongoing scans of the environment, review of enrollments, and trends in instruction continue to support this strategy. Over the past five years, the College has increased its DE offerings in response to student needs and faculty interest to offer online courses.

The college continues to evaluate and provide the appropriate resources to support students with the best DE options. When the need to coordinate the efforts of instructors to deliver effective DE was identified in during the 1990s, the college held to its commitment of offering quality and supported instruction by working within the district to promote DE courses, provide an on-site coordinator, and ensure sufficient infrastructure. Strategic DE planning processes are guided at the district level by a standing committee. The DE sub-committee of the District Education Committee includes the DE coordinators from each of the colleges of the district.

**3. The anticipated effect of the proposed change on the institution**

While the effect of this substantive change is minimal, the college can accommodate resulting change with a sustained commitment to the quality and rigor of its academic programs, to the success of its students, and to maximizing access to facilitate student progress toward their academic goals. The college is committed to ongoing evaluation of the nature and utility of advanced technology in order to increase student engagement, learning and success. Student demographics and needs reflected in enrollment trends and preferences continue to be monitored to determine scheduling needs for class sections offered in the face-to-face mode and through DE. The district's full intent is to sustain a large face-to-face academic program presence to be complemented with a level of DE offerings that support student needs, access, and success.

**4. A clear statement of the intended benefits that will result from the change**

Providing students with DE enrollment options mitigates barriers that would otherwise prevent access and success. Students with conflicting personal commitments and work schedules, family responsibilities, time constraints, transportation challenges or other barriers can improve

educational attainment through enhanced distance education options. The clear benefit to students is that DE provides class scheduling flexibility and alternative enrollment options for students to support progress towards their academic goals including successful completion of certificate and degree programs.

**5. A description of the preparation and planning process for the change, i.e., when will the change go into effect**

DE is coordinated by faculty at 50% of a one FTE. In this role, the faculty DE coordinator develops annually the college's DE planning documents, including goals, class scheduling recommendations, curricula needs and faculty development priorities. Related, the DE coordinator helps ensure a robust offering of DE courses and programs, and uses business intelligence tools to analyze the efficacy of offerings and student achievement. In doing so, the DE coordinator works with administrators and faculty to evaluate structure and functionality of DE courses, ensuring that course quality and integrity is maintained. The incumbent also assists faculty in the design, development, and maintenance of DE courses, which includes the use of course management system, Moodle. Importantly, the incumbent also keeps up-to-date with DE research and effective practices as established by State Chancellor's Office, accreditation committees, other governing bodies, and current academic research. Further, the incumbent assists with online evaluation of instructors and courses.

By 2007, the Peralta Community College District and the College of Alameda adopted the Moodle Learning Management System. The number of faculty and students accessing the system either through online courses or as part of their on-campus courses is assessed and continues to increase. For faculty teaching a fully online class, the class shell provides the foundation for all class materials, faculty-student interactions, communication, class discussions, and posting of assignments.

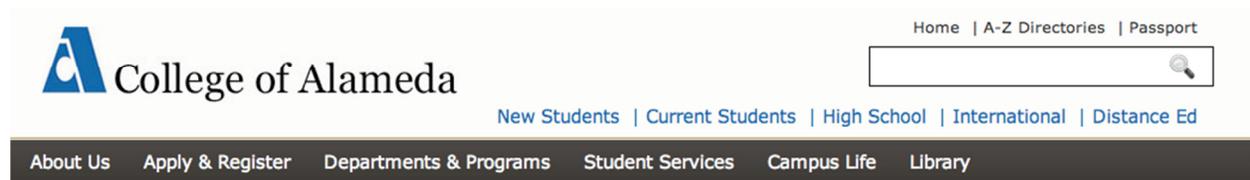
The college uses the same mechanisms for review of distance education (DE) learning programs and support services as it does for traditional programs and services, namely student evaluations, self-evaluation, faculty/classroom observation/evaluation, and administrative evaluation. The forms used to gather evidence about the effectiveness of DE instruction do not currently differ from those used for traditional instruction. As part of the district's and college's

ongoing quality improvement efforts, the Office of Instruction and the District Academic Senate are currently reviewing practices deemed most effective by the ACCJC for review of DE programs to strengthen its evaluation forms (student, faculty, self and administrative) specifically for review of DE courses.

## **D. Evidence That the Institution Has Analyzed and Provided for Adequate Human, Physical, Technology, and Financial Resources and Processes Necessary to Initiate, Maintain, and Monitor the Change and to Assure that the Activities Undertaken are Accomplished with Acceptable Quality**

### **1. Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available**

The College of Alameda provides equitable services to all students regardless of location or learning modality. To provide direct access to information and resources to students attending DE course sections, the College provides targeted information to these students. At a foundational level a Distance Ed link is highly visible on the College's home page. This is illustrated by the screen capture below.



Source: <http://alameda.peralta.edu>

Students are provided a wealth of information to assist with the decision to enroll in online courses and to support them post enrollment. The College maintains a landing page for students interested in online courses at the College of Alameda. This page is updated each term with information on courses being offered and an overview of online instruction.

A screen capture below is for the Spring 2015 semester.

## Online Classes at COA

- [Spring 2015 Online Courses](#)
- [Distance Education / Moodle](#)
- [Ask a COA Librarian](#)
- [Spring 2015 Intersession Course Listing](#)

**Online Distance Education Classes What is Distance Education (DE) at COA?**Distance Education (DE) means ONLINE EDUCATION. Distance Education (DE) at College of Alameda offers online courses equivalent to a classroom-based course. Courses are taught by the same qualified instructors and follow the same curriculum and standards as the classroom-based course. Distance Education courses provide flexibility in scheduling and are especially helpful to self-directed learners. It is recommended that students be comfortable with computers, particularly the internet, before taking an online or hybrid course.

**Attention all students! Distance education procedures, login, and resources are available at [Peralta DE website](#)**

Source: <http://alameda.peralta.edu/history/online-classes-at-coa/>

To further assist students who enroll in DE courses, the College, in collaboration with the District Office and the other three District Colleges, maintains a DE portal page. This portal provides extensive information and resources to student and faculty. It is also the primary page for questions regarding the Course Management System (CMS), Moodle, which the District using as the platform to deliver DE courses. Below is a screen capture of the DE portal page.

### Navigation

- > [Distance Education Home](#)
- > [DE Subcommittee](#)
- > [Campus Directory](#)
  - > [Spring 2015 Online Courses:Prt 1](#)
  - > [Spring 2015 Online Courses:Prt 2](#)
- > [For Students](#)
  - > [Registration and Enrollment](#)
  - > [Student Support Services](#)
  - > [Academic Dishonesty, Due Process & Conduct](#)
  - > [International Students](#)
  - > [Develop Your Online Voice](#)
- > [For Faculty](#)
  - > [Archives for Past Moodles](#)
  - > [Using Moodle](#)
  - > [Moodle Resources](#)
  - > [Online Teaching Certificate](#)
  - > [Distance Education Resources](#)
  - > [Resources on Academic Integrity](#)
  - > [Open Textbook Resources](#)

### Distance Education Home

#### Peralta Community College District – Distance Education

30 December 2010

Welcome to the Distance Education website for the Peralta Community College District and its four campuses: Berkeley City College, College of Alameda, Laney College, and Merritt College.

Are you thinking of taking an online class but want to know more about what's involved and how to use Moodle? then [click on this link](#) and please login as a guest if you do not have Peralta Moodle account.

The [Spring 2015 Moodle Website](#) is here: <http://eperalta.org/spring2015/>

You must be enrolled in courses to login.

If you are a student and have any question about your class, you should always ask your instructor. If you need technical support please contact [online@peralta.edu](mailto:online@peralta.edu)

#### Student E-mail



#### e-Counseling services

Available to Distance Education Students: for COA and BCC

#### Do you need help?

If you need technical support please contact [online@peralta.edu](mailto:online@peralta.edu)

Source: <http://web.peralta.edu/de/>

## **2. Sufficient and qualified faculty, management, and support staffing**

Human resources are organized and staffed as a district function, supporting the needs of the colleges. The PCCD Office of Human Resources works closely with College of Alameda to ensure that it employs qualified personnel at all levels to support student learning programs and services, and improve institutional effectiveness. All personnel (full-time and part-time faculty, classified support staff, and managers) are evaluated systematically and at stated intervals to ensure the effectiveness of personnel and encourage improvement. The evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and in the PCCD Board Policies and Administrative Procedures.

The college's human resources planning is integrated with the district's institutional planning through a participatory governance process that channels campus requests through the district's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system comprised of four committees that receive planning input from the colleges, review them, and make final recommendations to the chancellor.

### **Online Instructional Faculty**

All faculty assigned to teach DE classes are hired through the district's regular hiring process and meet the same minimum qualifications as those required of face-to-face instructors, whether they are full-time or part-time. Regular faculty evaluations are conducted in compliance with Section 87663 of the California Educational Code and the Peralta Federation of Teachers (PFT) contract. The evaluation process includes:

1. Student Evaluations of Instructors
2. Faculty/Classroom Observation/Evaluation Form
3. Administrative Evaluation Form
4. Evaluatee's Self-Evaluation Report Form and
5. Summary Report Form.

The evaluation report form and the student evaluation instrument address both face-to-face and the DE teaching and learning environments.

**Distance Education Coordinator**

The college's distance education coordinator reports to the Vice President of Instruction, works with the Peralta Community College District's Vice Chancellor Educational Services (who oversees distance education for the District), and is a member of the district-wide DE coordinators group that meet on a monthly basis. The DE coordinator also provides professional development opportunities and resources in adult learning theory, student-centered learning, use of Web 2.0 and educational technology, learning objects and Courseware Management System (CMS) training on campus. Training in Section 508 and other areas for accessibility are also provided.

**PCCD Office of Educational Services**

The Chancellor, through the district Office of Educational Services which is under the direction of the Vice Chancellor of Educational Services, provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the district. The Office of Educational Services responsibilities include several areas:

- institutional research;
- accreditation;
- strategic planning;
- workforce and economic development;
- distance education; and
- enrollment management.

The Office of Educational Services works in collaboration with the Distance education coordinators on each of the four college campuses to ensure quality and consistency of teaching as well as create support structures for both faculty and students. A district-wide DE sub-committee has been created to monitor our online course development.

**Distance Education Sub-committee**

The Distance Education Sub-committee is a sub-committee of the Peralta Community College District Education Committee (DEC). As such, the Distance Education Sub-committee is charged to:

- Make recommendations to the District Education Committee, in collaboration with the District Academic Senate, to design and conduct a thorough evaluation of the PCCD Online Initiative project;
- Develop and recommending metrics to assess student performance outcomes and track other related student data as relates to DE; and
- Develop and recommending milestones and plans for monitoring and regulating DE within the district.

Furthermore, the DE Subcommittee is charged to make recommendations to the DEC in the following areas:

- Policies and procedures for enhancing faculty teaching and student learning in online education;
- District-wide communication of distance education policies, procedures, strategies, standards and processes;
- Faculty requirements for teaching online classes;
- Standards for online courses;
- Development of specific student success support strategies for online learning;
- Evaluation of the learning management system;
- Course evaluations;
- Ways of working collaboratively with the appropriate constituencies, such as the District Academic Senate (DAS), the District Education Committee (DEC), and the Peralta Federation of Teachers (PFT)
- Development of documentation in the area of course requirements;
- Reviewing the current district and college administrative structures to assess how these structures can be revised to best support the delivery of effective campus-based distance education; and
- Other areas of relevance to distance education.

**Learning Management Tool: Moodle**

The DE program is facilitated by the Moodle Learning Management System. The extensive support for online learning at College of Alameda is provided by the campus DE coordinator, District help desk staff, and Moodle system programmer, the College IT support.

**Information Services**

Information Services (IS) –Technology resources are managed through Information Services, which is responsible for administrative systems, networking, and communications infrastructures. IS staff provides direct support for DE instruction in three primary ways:

- a. **Helpdesk Services:** Provides user support to, faculty, staff and administrators for computer hardware/software, email, network services, Microsoft Office Suite, the District’s self-service student and faculty application, and e-services.
- b. **Network and Data Center Services:** Provides the telecommunications and hardware/software infrastructure required for email, voicemail, and Internet, network services, telephone and wireless,
- c. **Technical Support Services:** Provides support for desktop hardware/software and peripheral computing and audiovisual equipment used in the classrooms and offices.

**3. Professional Development for Faculty and Staff**

The Peralta Community College District (PCCD) provides district-wide professional development for all employee groups—management, classified support staff, and faculty (full and part-time). Faculty training is by far the most comprehensive because of faculty’s investment through negotiations and State Chancellor’s Office investments supporting faculty staff development funding. However, many professional development opportunities are coordinated by the district Office of Educational Services and are for all employees. Professional development workshops and activities occur primarily during flex days (the week before the fall and spring semesters begin). Other professional development workshops and programs are also offered during the year. Ongoing individual technical support and training resources are available online. The college also provides some funds for travel to conferences and other professional development events for all classifications of employees. In addition, the college

provides sabbaticals for faculty. Information about professional development opportunities is disseminated via e-mail, district and college websites, and in shared governance meetings.

Professional Development (PD) for all faculty contributes to the quality of DE. PD activities provide online opportunities for faculty to receive professional development credit and offer online pedagogical training through the Online Education Training program through Merritt College. Merritt College offers faculty a series of online courses using Moodle that prepare College faculty to develop and deliver their courses online. Faculty have the option to complete a variety of courses in one semester or over several semesters.

#### **4. Appropriate equipment and facilities, including adequate control over any off-campus site**

The College and district's commitment to a reliable and quality DE program is evidenced by its long-standing investment in technology planning and infrastructure, including the licensing of the Moodle Learning Management System and the hiring of highly qualified and sufficient management and staff. The District Offices of Information Technology and Educational Services as well as the college library are the key foundational areas that provide direct, day-to-day support resources and services for DE. These areas maintain the equipment and facilities and provide the services essential for reliable delivery of DE classes.

#### **5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget**

College of Alameda maintains a fiscally sound operating budget, and the district ensures a minimum of a 5% reserve, including during the past five years when the State of California was in a fiscal crisis and community colleges operated with approximately 9-10% less revenue. College of Alameda's DE program and all its necessary management, faculty, and staff, support services, and operational expenses are funded through the college's general fund and included in the annual adopted budget. The DE classes generate FTES revenue and contribute to the college's achievement of its State FTES target.

**6. A comparative analysis of the budget, enrollment, and resources; identify new or reallocated funds**

All resources for College of Alameda's DE program, including human, physical, equipment, and technology, are supported by the general fund. Funding is allocated in the Governing Board's annual adopted budget for all personnel, professional development, physical maintenance, equipment, technology, and licensing requirements. DE classes are scheduled and budgeted for as part of the college's overall enrollment management planning and schedule development process to achieve its FTES goals. Academic departments and support services plan for curricular and program changes relevant to DE and face-to-face offerings, analyze student achievement and enrollment data trends, and identify the need for new or replacement equipment and technology.

**7. A plan for monitoring achievement of the desired outcomes of the proposed change**

Student learning outcome (SLO) and assessment cycles are expected to be completed for all courses, regardless of method of delivery. Faculty and staff assess learning outcomes at the course and program levels in order to evaluate the effectiveness of the teaching and learning process. Changes are incorporated as a result of the SLO assessments. The results of SLO assessments are considered as each program and discipline completes its APU and PR processes. Institutional Learning Outcomes (ILOs) are assessed annually across the college. The program review template will be updated to include course success and retention rates are included in the data set and are presented across three categories: distance education, on-campus day, and on-campus evening. As a result of the evaluation of SLOs, student achievement, and other factors, programs and disciplines identify their strengths, weaknesses, opportunities, and threats. Faculty will then develop a plan that identifies program goals, action plans, and outcomes to be achieved.

**8. Evaluation and assessment of student learning outcomes, achievement, retention, and completion**

As referenced and addressed in the rationale section of the document, the College reviews achievement data for DE courses and non-DE courses. In general, course success rates in DE courses are within 5% percentage points of course success rates in similar face-to-face courses. It is likely that the difference in success rates is due to the fact that more students withdraw from

DE courses. The college will continue to evaluate online course success and retention rates through its ongoing review of enrollment trends, annual goals, and student success targets.

## **E. Evidence that the Institution has Received All Necessary Internal or External Approvals**

All courses (course outline of record), certificates of achievement, and associate degrees offered by College of Alameda have been approved through the college's rigorous curriculum review and approval process by the Curriculum Committee as a subcommittee of the Faculty Senate. The outline of record for each course applies to all approved methods of delivery. All approved curriculum is sent to the Peralta Community College Board of Trustees (BOT) for approval at its monthly public meetings. All BOT agendas, minutes and video recording of meetings as well as a calendar can be found on The Peralta Colleges Granicus website at:

[Peraltaccd.granicus.com/ViewPublisher.php?view\\_id=2](http://Peraltaccd.granicus.com/ViewPublisher.php?view_id=2)

Upon BOT approval, all curriculum is submitted to the California Community College Chancellor's Office in a timely manner. These procedures follow the Peralta Community College Board of Trustee's Board Policies and Procedures, BP 4020 Program Curriculum and Course Development.

1. **Legal Requirements Met:** All courses contained in certificate and degree programs comply with Title 5 requirements, and all courses taught through DE have been reviewed and approved separately by the Curriculum Committee in compliance with Title §55200 and §55206, Separate Course Approval. [Appendix A: Sample DE Addendum]
2. **Governing Board:** All courses, certificates, and degrees are submitted to the BOT for review and approval on a regular basis at monthly public meetings. Board Policy 4020 and Administrative Procedure 4020 ensure this practice. [Appendix E: BP 4020; Appendix F:AP 4020].

## F. Evidence that Each Eligibility Requirements (ERs) Will Be Fulfilled Specifically Related to the Change

The impact of this Distance Education Substantive Change on each of the 21 Eligibility Requirements for Accreditation by the Accrediting Commission for Community and Junior Colleges is summarized below.

### 1. Authority

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

#### 2015 Accreditation Documents

» Accreditation Committee

» Accreditation Supplemental Documents 2015

#### Prior Accreditation Documents

» ACCJC Correspondence

» Accreditation Supplemental Documents

» District Accreditation Documents

#### College Planning Documents

#### Student Learning Outcomes

## Accreditation

### COA Accreditation Status

College of Alameda is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. The College first was accredited in 1973, with the most recent affirmation in 2012.

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The Accrediting Commission for Colleges and Junior Colleges (ACCJC) accreditation process provides assurance to the public that the accredited member colleges meet the standards for a degree-granting institution of higher education.

Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges  
10 Commercial Blvd., Suite 204  
Novato, CA 94949; 415/506-0234

Information on third party comments: [ACCJC Third Party Comments](#)

Every six years colleges complete the ACCJC self-study process; this process evaluates the college's performance as defined by the ACCJC standards for:

- Institutional Mission and Effectiveness
- Student Learning Programs and Services
- Resources
- Leadership and Governance



Source: <http://alameda.peralta.edu/accreditation/>

### 2. Mission

The current Mission-Vision-Values statement [Appendix H: [College of Alameda Mission Statement](#)] was revised and board-approved in 2009 and most recently reaffirmed by the College

in October 2014 and the Board of Trustees in April 2015 [REF: President's Flex Day Presentation: Fall 2014; Appendix I: Minutes of College Council, October 2014]. Furthermore, the Mission Statement was reaffirmed/approved by the Board of Trustees on April 14, 2015. It is regularly revised to reflect the commitment of the College to meet the learning needs of the students and the community. The Mission-Vision-Values statement is found on pages 12 through 14 of the College Catalog and is posted on the College website. The College Mission-Vision-Values statement is congruent with the Mission of the District [Appendix J: Board Policy 1.01, District Mission].

All Distance Education (DE) courses and programs fulfill at least one of the three primary overarching areas of College of Alameda's Mission of GE/transfer-readiness education, career/technical education, and basic skills development.

### **3. Governing Board**

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

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

The Peralta Community College Board of Trustees is a seven-member elected-board that meets on the second and fourth Tuesdays of each month (with the exception of February, April and August) at 7:00 p.m. in the District Office Boardroom located at 333 East 8th Street, in Oakland,

or as posted. The meetings are open to the public and are also televised on Peralta Colleges Television (PCTV), Cable Channel 27 in Alameda and Berkeley, and Cable Channel 28 in Emeryville, Oakland and Piedmont, with a meeting repeat airing the following Wednesday at 11:00 p.m.

The seven members are elected by region. The student Trustee is a non-voting member. Board goals, policies, meeting agendas and minutes, and other resources may be accessed at <http://web.peralta.edu/trustees/>

Trustee	Role	Area	Email
Bill Withrow	Trustee	Area 1	<a href="mailto:bwithrow@peralta.edu">✉ bwithrow@peralta.edu</a>
Meredith Brown	Board President	Area 2	<a href="mailto:mbrown@peralta.edu">✉ mbrown@peralta.edu</a>
Linda Handy	Trustee	Area 3	<a href="mailto:lhandy@peralta.edu">✉ lhandy@peralta.edu</a>
Nicky Gonzalez Yuen	Trustee	Area 4	<a href="mailto:nyuen@peralta.edu">✉ nyuen@peralta.edu</a>
Dr. William “Bill” Riley	Board Vice President	Area 5	<a href="mailto:wriley@peralta.edu">✉ wriley@peralta.edu</a>
Cy Gulassa	Trustee	Area 6	<a href="mailto:cygulassa@peralta.edu">✉ cygulassa@peralta.edu</a>
Julina Bonilla	Trustee	Area 7	<a href="mailto:jbonilla@peralta.edu">✉ jbonilla@peralta.edu</a>
Carl Oliver	Student Trustee		<a href="mailto:coliver@peralta.edu">✉ coliver@peralta.edu</a>
Jeremy Rolley	Student Trustee		<a href="mailto:jrolley@peralta.edu">✉ jrolley@peralta.edu</a>

Board Policies & Administrative Procedures

The Community College League of California (CCLC) provides definitions that help to differentiate policies from procedures, further clarifying distinctions between the role of the board and the responsibilities of college staff:

Policy is the voice of the Board of Trustees, and defines the general goals and acceptable practices for the operations of the college. It implements federal and state laws and regulations. The Board, through policy, delegates authority to and through the chief executive to administer the college.

Administrative Procedures implement board policy, laws, and regulations. They address how the general goals of the district are achieved and define the operations of the district. They include details of policy implementation, responsibility and accountability, and standards of practice.

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

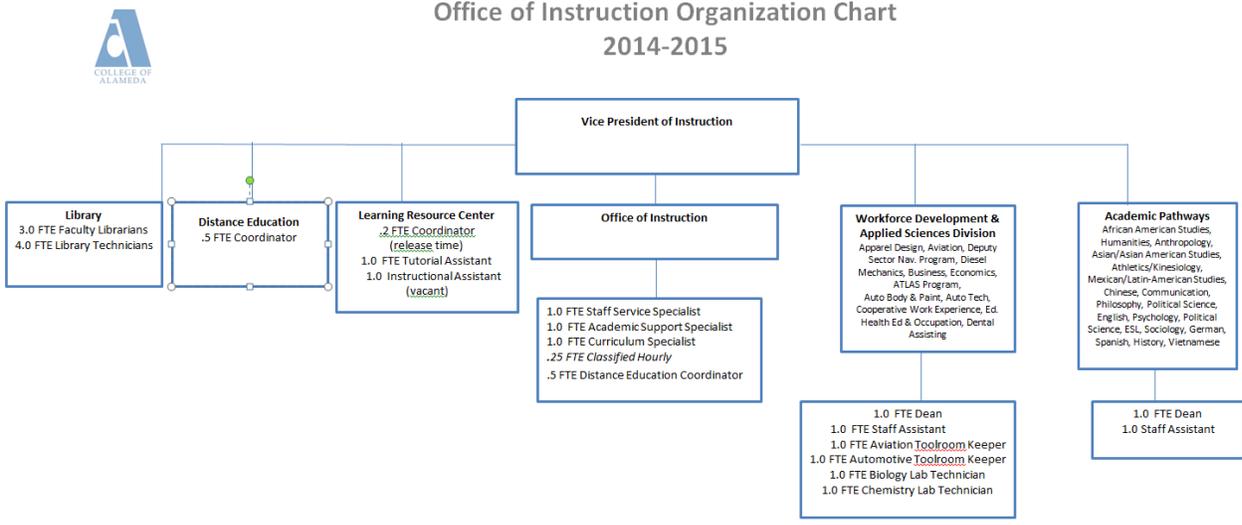
#### **4. Chief Executive Officer**

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

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

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

College oversight of distance education is provided by the Office of Instruction. The Distance Education Coordinator directly reports to the Vice-President of Instruction. The Distance Education Coordinator is a member of several college committees, including curriculum, institutional effectiveness, and technology. The Distance Education Coordinator works closely with the Vice-President of Instruction on items related to distance education and online learning.



**6. Operational Status**

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

In the 2013/14 academic year, the College had a unique headcount of 13,433 (3904 FTES) enrolled in 1,154 sections. Approximately 43 percent of these students listed transfer as their educational goal, while ten percent listed a degree or certificate without transfer as their goal.

Total unduplicated headcount enrollment

Date run: 1/23/2015

	Term	Headcount
College of Alameda	2012 Fall	6,303
College of Alameda	2013 Fall	6,427
College of Alameda	2014 Fall	6,507

Census filter = enrolled on or after first census date any term

Total unduplicated headcount enrollment in degree applicable credit courses

Date run: 1/23/2015

	Term	Headcount
College of Alameda	2012 Fall	5,905
College of Alameda	2013 Fall	6,039
College of Alameda	2014 Fall	6,213

Census filter = enrolled on or after first census date any term

Credit Status(CB04) is

equal to D

### 7. Degrees

College of Alameda offers over 33 Associate of Arts and Associate of Science degrees, 8 Associate Degrees for Transfer, and 25 Certificate Programs. The degrees and majors offered by College of Alameda are listed in the 2014-15 catalog and online. The College does not offer any programs 100% distance education. The programs that can be completed through DE with 50% or more of the required courses/units are identified in this Substantive Change Proposal.

Sum of Students	Column Labels							
Row Labels	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
ADAM	2	1	6	1	3	4	3	
AMT	2	2	6	1	3	2	4	2
ANTHR		1	1	1		1	4	
ART		1			2		2	1
ATECH	3	4	9	2	11	6	11	
AUTOB		3	5		4		2	
BIOL						1	4	
BUS	33	41	47	45	55	49	56	7
CIS	2		4	3	4	6	5	
COMM						1	3	
DENTL	3	6	9	5	4	9	7	1
DMECH	1	1	1					
ENGL	1		2		2	2		
GEOG	1					1		
HDS	2	1	1					
HIST	1					1	1	
HUMAN					1		1	
LIB/A	82	80	112	87	114	105	133	7
MATH	1		2	1	3	7	5	3
NATSC					9	23	21	1
NOT FOUND	4	1						
PHIL					1			
POSCI	1	4	3	4		7	2	
PSYCH	13	14	16	13	13	21	22	
SOC	2	3	5	4	7	4	9	
SOCSC	43	43	55	49	19	5	2	
SPAN	2		1		1	1		
<b>Grand Total</b>	<b>199</b>	<b>206</b>	<b>285</b>	<b>216</b>	<b>256</b>	<b>256</b>	<b>297</b>	<b>22</b>

### 8. Educational Programs

The degree programs offered at College of Alameda are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When combined with the general education component, the degree programs represent two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and

include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that of face-to-face sections of the same or equivalent courses. Student learning outcomes are utilized in all courses and programs in order to assess effectiveness of the instruction and to improve the students' learning experience. Program and course descriptions are found in the catalog (pages 50-192), available both in print and on the web. [Appendix S: [College Catalog, 2014-2015](#)]

Courses with the option to be delivered through DE have been reviewed and approved separately. All curriculum, including courses with a designation to be offered through DE and/or face-to-face modes, undergo approval by the Governing Board. The same level of academic standards, quality, and rigor are appropriate and consistent for both DE and face-to-face instruction. By offering DE instruction to its students, the College enhances its ability to support the varying enrollment needs of its diverse student community.

## **9. Academic Credit**

College of Alameda awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses. A definition of unit value is included in the College Catalog (page 197). [Appendix T: [College Catalog, 2014-2015](#)]

## **10. Student Learning and Achievement**

The college has defined and identified student learning and achievement outcomes at the course, program, and institutional level. These outcomes are the same, regardless of the method of instructional delivery. Each course and program offered at College of Alameda has defined and measurable student learning outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations follows the course outline of record and the defined student learning outcomes. The College has also defined student learning outcomes for general education

and for the institution. The Institutional Effectiveness Committee webpage lists institutional student learning outcomes, rubrics, and assessment information.

[Agendas](#)

[Membership](#)

[Student Learning Outcomes](#)

[Assessment Resources](#)

[Assessment Presentations /](#)

[Workshops](#)

[Assessment Newsletter\(s\) and](#)

[Assessment Reports](#)

## Institutional Effectiveness Committee

### Mission:

The mission of the Institutional Effectiveness Committee (IEC) is to ensure that the college maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs), and the use of data and assessment results to inform decision-making. All of these activities are accomplished with the purpose of improving programs and services and increasing student success and institutional quality. [1]

### History:

In the past there was a Student Learning Outcomes Assessment Committee (SLOAC), made up primarily of faculty. This committee was to insure the review and institutionalization of Student Learning Outcomes (SLOs) for all courses and programs was completed. As indicated by the SLO Coordinator, and evidenced by the posting of SLOs

Source: <http://alameda.peralta.edu/institutional-effectiveness-committee/>

All courses and programs offered at the College of Alameda have approved student learning outcomes (SLO) and program level outcomes (PLO). SLO/PLO assessments are conducted routinely as part of the college planning cycle. SLO/PLO assessments are documented using the TaskStream system.

Program achievement data, including course success rates for DE courses, are included in all instructional Program Review and Planning documents. Annually, the college assesses progress on meeting the accountability metrics and institutionally set standards (per ACCJC definitions).

## 11. General Education

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

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

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

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

## 12. Academic Freedom

The Peralta County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints [Appendix V: [4030 Academic Freedom](#)]. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry, and rigorous attention to the pursuit of truth. The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus, or at College-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate that they are speaking for the institution. Protecting academic freedom is the responsibility of the College

community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education.

### **13. Faculty**

College of Alameda has 57 full-time faculty and approximately 150 part-time faculty (2013-14). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Peralta Federation of Teachers (PFT) contract [Appendix C: PFT Contract Article 33: Distance Education]. Faculty carry out comprehensive program reviews every 3 years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections.

All faculty, regardless of whether they teach DE or face-to-face classes, meet or exceed the minimum requirements for their disciplines based on the minimum qualifications for California Community College faculty. All faculty teaching DE classes are afforded significant professional development opportunities in course design, preparation, and delivery of DE instruction. Alameda's Professional Development program provides extensive online and face-to-face workshops on pedagogy, the use of technology, and teaching diverse student populations. The names, degrees, and years of employment of full-time faculty are listed in the college catalog.

## 14. Student Services

Student Services

Services A-Z

Student Services Directory

Additional Resources

Public Safety

### Student Services



**The mission of the Student Services Division** is to establish and maintain an environment that fosters the intellectual and personal development of students. The Student Services division provides a network of academic support services for all students that facilitate the institution's progress to ensure access, excellence and success to those students who can benefit from instruction at the post secondary level.

Source: <http://alameda.peralta.edu/student-services-administration/>

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

College of Alameda's student services components foster a student-centered environment built on the philosophy of student development. This philosophy synchronizes with the College mission to serve the "educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals." [REF: 2014-15 College of Alameda (COA) Catalog, page 12]. While most of the services for students at the College are delivered by departments within the Student Services Division, those provided by Instructional areas or in collaboration with Instructional areas and Administrative Services evoke this philosophy of being student centered and student focused. Relations between members of the three major divisions at the College (Student Services, Instruction, and Administrative Services) are collegial and student focused. Members of the Student Services Division are leaders on campus and bring their student empowerment and development perspective to formal and informal meetings and committees.

The Student Services Division itself is organized according to a smooth delivery of services, with one Dean providing leadership for enrollment services, and the other Dean providing leadership for programs for students seeking services from special programs such as EOPS, DSPTS, and CalWORKs. In alphabetical order, COA services that contribute to student access and success are:

- Admissions and Records (liaison with PCC District Service Area)
- Assessment (liaison with Instruction: Learning Resource Center)
- Articulation
- Athletics (supervised by the Dean)
- CalWORKs
- Counseling
- Extended Opportunities Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)
- Financial Aid (Student Financial Assistance)
- Health Services
- International Students (liaison with PCC District Service Area)
- Matriculation (Student Success and Support Program)
- One-Stop Career Center
- Orientation
- Outreach and Recruitment
- Programs and Services for Students with Disabilities (DSPTS)
- Student Success Learning Communities (jointly with Instruction)
- Student Activities
- Transfer Program
- Veterans Services

The services are described in detail in the COA Catalog, pages 39 to48. The semester class schedules also include information about the programs and services and the information is also reflected in the Student Handbook. In addition, specific programs disseminate their detailed information, not only throughout the campus via flyers and tabling during College-wide events, but via regular mail, email and the College's website.

The College provides necessary services to students in formats that are accessible to students participating in online classes. Students who enroll in on-line courses receive the same services as those who seek services in person. In April 2008 the District went live with its online Student Administration system, referred to as PASSPORT. PASSPORT provides new and returning students access to registration and enrollment in an on-line environment. The PASSPORT system provides new students a link to the OpenCCC enrollment application for new and returning students and access to students' academic, financial aid, and financial records for continuing students. Recognizing that not all students are able to easily access the on-line application, Student Ambassadors, many of whom are multi-lingual, assist students in the Welcome Center. In the Passport Student Center, students receive communication from the college regarding holds, payment information, and financial aid verification information. All student forms related to Admissions & Records and Financial Aid are formatted as fillable pdfs which students can easily save and email to the appropriate department.

**Student Support Services accessible to DE students include the following:**

**Admissions and Records:** Through the Admissions and Records Office, DE students have online access to apply for admission, see their registration appointment times, register for classes, make payment for class fees, see what books are required for each class, check their final grades, print unofficial transcripts, and request official transcripts. These services are utilized by in person and online students alike.

**Bookstore:** Students may view and purchase textbooks and other course materials online.

**Cashier/ Bursar's Office:** In the Passport system, students can view and pay their fees online. Students wishing to participate in Payment Plans can also set them up via email or phone call appointment.

**Orientation and Assessment:** Through the Counseling Department, students have access to online and in-person orientations that introduce them to the college and its services. In

addition, information on how to access and navigate through the online course software is provided online via Moodle. The Assessment Office offers placement testing and acceptance of alternative testing taken through other colleges.

**Counseling, Advising, and Educational Planning:** Educational planning is provided through the Counseling Department and is available online, over the phone, and through e-mail.

**Transfer Center:** Counselors and staff provide transfer and career information through e-mail communication, face-to-face interaction, website, and on-campus activities.

**Financial Aid:** Students can receive financial aid education via Financial Aid TV and get support on a multitude of areas including a step-by-step application guide and information on the FAFSA, BOGW, scholarships, military benefits, work-study opportunities, loan programs, and cost of attendance.

All students can check their financial aid status and review/ accept their financial aid award online. Students who are selected for verification receive communication in the Passport Student Center and access verification forms online which are emailed to financial aid staff. In addition to the online resources and information available to students, DE students can make appointments, call on the phone, and email staff for more help and information.

## 15. Admissions

**Admissions & Records**

PERALTA COMMUNITY COLLEGE DISTRICT

Apply & Enroll   Students   Faculty & Staff   District Offices   Governance   Community

**Navigation**

- > Admissions & Records Home
- > Academic Calendars
- > Apply Now
- > Fees and Tuition
- > Payment Policies
- > **Enrollment Steps**
- > Schedule of Classes/Catalogs
  - > Deactivated Classes Fall 2013
- > Registration Information
- > Residency Requirements
- > Official Transcript Request
- > Forms
- > High School Students
- > Holds Information
- > Transfer Information
- > Verifications/Release of Info

**Enrollment Steps**

**Welcome to the Peralta Community College District**

**New and Former Students:** Follow the steps below to get you started with the enrollment process.  
**\*\*If you have not attended one of the Peralta Colleges within the last two semesters, you must first complete the [Peralta Colleges Admission Application](#).**

**Continuing Students:** If you are a continuing student, you can go directly to our [PASSPORT Student Administration System](#) to enroll for classes.

**STEP 1 – Apply for Admission**

1. Begin the [Peralta Colleges Admission Application](#)

Keep a record of your application confirmation number in case you experience problems or need to call us. New students will receive an email from Peralta Admissions to the email address listed on your application with information

Source: <http://web.peralta.edu/admissions/enrollment-steps/>

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

Admissions and Records Department serves as the first point of access to the College for new students and the general public. The campus based Administration and Records office is a District based function that is managed by local administrators. The A & R office is supervised by the Dean of Enrollment Services.

Admissions and Records staff prides themselves on providing exceptional customer service. While enrollment and other services are available on-line, A&R also assists students directly with adding and dropping classes; changing majors and personal information; enrollment verification; ordering official transcripts; records corrections; and other issues that affect registration and enrollment.

The Admissions and Records office is located within the Welcome Center that supplies twenty-one computers and one printer used by the students to submit on-line applications to CCC Apply through the PASSPORT system, add/drop classes, make changes in personal information and print unofficial transcripts.

## 16. Information and Learning Resources

<ul style="list-style-type: none"> <li>.....<a href="#">College of Alameda Library</a></li> <li>.....<a href="#">Library Catalog</a></li> <li>.....<a href="#">Article Databases</a></li> <li>.....<a href="#">Library Services and Staff</a></li> <li>.....<a href="#">Library Handouts</a></li> <li>.....<a href="#">Other Libraries</a></li> <li>.....<a href="#">Guide to Websites</a></li> <li>.....<a href="#">Library Courses</a></li> <li>.....<a href="#">Information Literacy Tutorials</a></li> <li>.....<a href="#">Library Online Services</a></li> <li>.....<a href="#">Ask a COA Librarian!</a></li> <li>.....<a href="#">For Librarians</a></li> </ul>	<h3>College of Alameda Library</h3> <hr/> 	
	<h3>News</h3> <hr/> <p><a href="#">Women's History Month - Book Display</a> Check out the library display of books to read as</p>	<h3>Announcements</h3> <hr/> <p><b>Library Hours for the Spring 2015 Semester</b> (Jan. 20, 2015 - May 22, 2015):</p>

Source: <http://alameda.peralta.edu/library/>

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

Library and Learning Resources are delivered through the main campus. Students attending distance education classes have access to robust information resources. Students have access to comprehensive full-text journal databases, e-Books, tutorials, and online reference services.

Below is a snapshot from the library's webpage illustrating the breadth of resources available to students at the Science Annex.

**College of Alameda Library**

- Library Catalog
- Article Databases
- Library Services and Staff
- Library Handouts
- Other Libraries
- Guide to Websites
- Library Courses
- Information Literacy Tutorials
- Library Online Services
- Ask a COA Librarian!
- For Librarians

## Article Databases

Search these databases from off-campus with a username (your last name) and password (student id number). Your student id number can be found underneath the barcode on your student id. Do NOT use your Passport username and password. Only students registered for the current session will have access to the databases from off-campus. For help using the databases, check out our [database tutorials](#).

Databases with Scholarly Articles (All Subjects):

- Expanded Academic ASAP
- Academic Search Premier
- Psychology and Behavioral Sciences Collection
- America: History and Life with Full Text

Newspaper Articles:

- LexisNexis Academic
- Regional Business News
- Newspaper Source Plus

Source: <http://alameda.peralta.edu/library/article-databases/>

Tutorial Services are housed in the Learning Resource Center (LRC). Student needing tutorial assistance can receive assistance from dedicated tutors. The Learning Resource Center (LRC) offers drop-in for academic help in the Math Lab, Writing Center/Language Lab for classes across the curriculum. The LRC offers Workshops in English and Mathematics as well as Study groups for ESL classes.

## Learning Resource Center (LRC)

**Check out the Learning Resources on the second floor:**

- Drop-in for academic help in the Math Lab, Writing Center/Language Lab for classes across the curriculum. Also, we offer Workshops in English and Mathematics as well as Study groups for ESL classes.
- Open entry, open exit lab classes in English, ESL, and Math that go at your own pace.
- We offer 15 minutes one on one tutoring.
- All students must be enrolled in LRNE 501 in order to use the LRC services.
- New one-stop log-in station

**Open Lab**

- The open lab provides students access to internet and word processing for college related use only.
- Printing access is provided at a cost of 10 cents per page. If you have any questions regarding our services, please don't hesitate to contact us at (510) 748-2307.

**Writing Center/Language Lab, Open Lab & Math Lab:**

- Location:** 2nd Floor of the Library – L202D, L202E and L207
- Writing Center/language Lab & Math Lab Hours: Monday -Thursday 10:00 am to 5:00 pm and Friday 10:00 am to 2:00 pm

Source: <http://alameda.peralta.edu/learning-resource-center/>

All students, including DE, have access to online tutorial, research, and skill building resources. All online resources are available 24/7. Below are screen captures from several resource pages available to students.

## Online Tutorial Resources

We invite you to also visit electronic online writing labs (OWLs) such as:

- [The Purdue University OWL](#)
- [The University of Florida OWL](#)
- [Literacy Education Online](#)

Please feel free to check out these websites to learn more about grammar and writing. Many of the websites include practice activities.

### Grammar Websites:

<http://grammar.ccc.commnet.edu/grammar/>

This is a comprehensive website with tips for sentence, paragraph and essay level development, followed by

Source: <http://alameda.peralta.edu/learning-resource-center/online-tutorial-resources/>

## Information Literacy Tutorials

### Searching the Library Databases

[Article Database Tutorials](#) (HTML)

### Seattle Community Colleges Tutorial

[Information and Research Instruction Suite for Two-Year Colleges](#) (HTML)

### Developing a Thesis Statement or Research Question

[Picking Your Topic /S Research!](#) – North Carolina State University (Flash)

[Identifying a Topic](#) – University of Wyoming (HTML)

[The Thesis Statement](#) – Riverside Community College (PowerPoint)

[Finding Research Topic Ideas](#) – University of Alberta (Flash)

### Primary & Secondary Research Documents

[Information Cycle](#) – University of Tennessee (Video)

[Information Cycle](#) – University of Illinois at Urbana – Champaign (HTML)

[Elements of a Research Article](#) – University of Texas at San Antonio (Flash)

Source: <http://alameda.peralta.edu/library/online-information-literacy-tutorials/>

## Guide to Websites

### General Information

[Social Sciences, History & Business](#)

[Gay, Lesbian, Bisexual, Gender & Women's Issues](#)

[Arts, Humanities & Literature](#)

[Philosophy & Religion](#)

[Sports](#)

[Science & Mathematics](#)

[Medicine & Health](#)

[Technology](#)

Source: <http://alameda.peralta.edu/library/guide-to-websites/>

**17. Financial Resources**

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

College of Alameda's DE program, its faculty and staff, technology, and operational resource needs, are all included in the college's annual adopted budget. The Peralta Community College District is funded by local property taxes and state apportionment. The district annually develops a budget, which is board-approved. College of Alameda's ability to meet this Eligibility Requirement is not affected by this Substantive Change proposal.

**18. Financial Accountability**

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

**19. Institutional Planning and Evaluation**

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

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

Regularly updated information about all aspects of College of Alameda, including both onsite and distance education, is available to the public through the College of Alameda website, annually published course catalogs, and class schedules published for each semester. General information is provided in the online and print College Catalog, including the official institution name, address, phone numbers, and website address, the College Mission-Vision-Values, course,

program, and degree offerings, academic calendar and program length, the academic freedom statement, available student financial aid, and available learning resources. The names and credentials of faculty and administrators and the members of the Board of Trustees are listed in the College Catalog pages 245-251. Additionally, the catalog includes requirements for admission (page 21); degrees, certificates, graduation and transfer requirements (pages 50-63); and fees and other financial obligations (pages 22-26). Policies affecting students, including academic honesty (page 223), nondiscrimination (page 208), acceptance of transfer credit (pages 53-63), grievance and complaint procedures (page 218), sexual harassment (page 208), and refunds of fees (page 25), are located in the College Catalog. The semester schedule of classes contains the College address, names of the members of the Board of Trustees, calendar information, general information, policy information, and the semester's class listings. The printed and online schedule of classes clearly identifies classes that will be delivered through DE. [Appendix X: Sample Schedule Pages]

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

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

## **G. Evidence that each Accreditation Standard will be Fulfilled Specifically Related to the Change and that All Relevant Commission Policies are Addressed**

### Standard I: Institutional Effectiveness

The Mission Statement, which guides College of Alameda, applies equally to all academic courses and programs. The mission statement references “to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.”

College of Alameda’s Mission Statement is reviewed and updated on a regular basis. Most recently reaffirmed by the Board of Trustees at their April 14, 2015 meeting. [Appendix Y: Board of Trustees Minutes- 04-14-15] The courses and programs offered via Distance Education (DE) are aligned with the college’s mission. Students can take online courses to make progress toward completing a certificate or degree. In the College’s associate degree requirements at least one course can be completed through DE in each of the five General Education requirement areas of Natural Science, Social and Behavioral Science, Language and Rationality, Ethnic Studies and Humanities. These same courses satisfy transfer requirements to four-year institutions.

The College structures its ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes through shared governance committees, professional development activities, operational meetings, planning groups and college-wide forums. Central to this dialogue is a focus on our college goals and the resulting strategic initiatives to achieve them.

The college monitors and tracks student learning and student area outcomes throughout its integrated planning processes. Course, program, and Institutional Learning outcomes are identified and assessed regardless of delivery mode.

Standard IIA: Instructional Programs

The curriculum committee approves and reviews course proposals and submits them to the Board of Trustees for ultimate approval. In addition to approving new courses and programs, programs are updated, revised, and again formally reviewed at least every five years to ensure relevancy. Student Learning Outcomes are reviewed regularly and are part of annual Program Review. [Appendix Z: Fall 2014 Schedule of Distance Classes; Appendix AA: Spring 2015 Schedule of Distance Education Classes]

The College relies on the expertise of its faculty to develop and teach curricula that are college level and meet the educational standards, practices, and excellence set forth by the discipline and the transfer institutions. The College is committed to offering a vast array of learning experiences for students so that the whole of their learning is rich and comprehensive. DE provides an enrollment option to the College's academic programs and support services. The college employs a comprehensive curriculum development and review process that ensures the quality and rigor of all its courses, and it is the process by which faculty determine the delivery systems and modes of instruction appropriate to the objectives, content, and learning outcomes of each course. The availability of DE delivery systems and modes is specified in the official outline of record and results from an additional approval process conducted by our distance education coordinator and overseen by the Curriculum Committee. This separate review of courses to be taught through DE is in compliance with Title 5, §55206 (Separate Course Approval). The Curriculum Committee's recommendations are followed by approvals from the Governing Board, and the California Community Colleges Chancellor's Office. The Board of Trustees adopted Administrative Procedure 4105 defining DE course policies in terms of procedures, faculty assignments and student authentication. This includes separate review process to provide the Curriculum Committee more criteria for approval. [Appendix D: AP 4105]

Student Learning Outcomes are developed by faculty and are in place for courses and program certificates and degrees regardless of the method of delivery. Course and program level assessments cycles are currently scheduled at the discipline level, while the cycle for assessing ILO outcomes is determined by the Institutional Effectiveness Committee (IEC). Department and

discipline work on learning outcomes and assessments are an integral component of the program review and planning process. The Institutional Effectiveness Committee website provides access to faculty, students, and the public on the college's work and resources on learning outcomes and assessments.

Faculty has identified student learning outcomes for all of the College's courses. 100 percent of courses and programs have established assessment plans. Student learning outcomes are available on the curriculum inventory system, CurricUNET. CurricUNET is the system used District wide for the curriculum approval process and inventory. The system used to track and assess data is TaskStream.

Student learning outcomes (SLOs) are available to students on all course syllabi; the general public and potential students may access program learning outcomes on the website. To ensure that course outcomes are aligned with the mission and vision of the college, each SLO is linked with its associated institutional learning outcome (ILO). SLOs are assessed regularly and the data is entered in TaskStream to determine if SLO objectives are met in each course.

Results of course-level student learning outcome assessment are recorded in TaskStream, which allows for retrieval of information at both detailed and summary levels. These reports become part of the Annual Unit Plans and Comprehensive Program Review, which are the basis for planning and resource allocation. The Institutional Effectiveness Committee reviews these Annual Plans, and feedback is provided to the programs. Comprehensive Program Reviews are done every 3 years District wide.

Faculty use course-level student learning outcome assessment results to improve curriculum and to inform their methods of instruction. Furthermore, the collective bargaining agreements between the District and faculty unions call for regular evaluation of instruction [Appendix AB: Faculty Evaluations]. The contracts specify procedures for both peer evaluation and student evaluation of instructors.

Information collected through student learning assessments are included in departmental annual unit plans (APU) and comprehensive program reviews. Curricular and departmental requests are informed by this data and the data supports written justifications.

The college's extensive APU and program review (PR) process ensures ongoing assessment and quality improvement of its academic programs, regardless of the method of delivery. In accordance with AP 4105, the process includes a separate review and analysis of student achievement data in DE courses to ensure ongoing monitoring of student success in DE as well as face-to-face courses and programs. The PR process also serves to document resources needs. The College's commitment to quality, rigor, breadth, and depth of its academic programs through teaching excellence, regardless of the method of delivery, is ensured through its curriculum development and review processes, its highly qualified faculty and supporting Professional Development program, its commitment to the essential resources of personnel, facilities, technology, and fiscal allocations.

#### Standard IIB: Student Services

College of Alameda's student services components foster a student centered environment built on the philosophy of student development. This philosophy synchronizes with the College mission to serve the "educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals." [REF: 2014-15 College of Alameda (COA) Catalog, page 12]. While most of the services for students at the College are delivered by departments within the Student Services Division, those provided by Instructional areas or in collaboration with Instructional areas and Administrative Services evoke this philosophy of being student centered and student focused. Relations between members of the three major divisions at the College (Student Services, Instruction, and Administrative Services) are collegial and student focused.

College of Alameda's student support services and programs respond and adapt to access needs for students enrolled in DE classes. DE students can access essential services for Admissions and Records, Orientation and Assessment, Counseling, Advising and Educational Planning, Transfer and Career Information, Financial Aid, Veteran Services, and Cashier's services.

Additionally, students can receive technical support via online requests from the Campus and District Help Desks. The college's extensive APU and program review (PR) process ensures ongoing assessment and quality improvement of student services areas-- regardless of the method of delivery. Student learning outcomes are mapped to the College's Institutional Learning Outcomes. APUs/ PRs are reviewed in Student Services Council which is comprised of administrators and faculty/ classified leads from each department. The PR process also serves to document and prioritize resources as needed to improve service delivery to students.

#### Standard IIC: Library

Library and Learning Resources are delivered through the main campus. Students attending classes at the Science Annex have access to robust information resources. Students have access to comprehensive full-text journal databases, e-Books, tutorials, and online reference services. Greater details are articulated under Eligibility Requirement 16.

The College of Alameda Library has been a key component in providing resources necessary to maintain the quality of DE instruction. At present, the library subscribes to full-text online databases consisting of periodical articles, reference books, e-books collections, and digital images covering most disciplines taught at the college. The goal is for all of the services to function as "libraries without walls," making available numerous online resources that support students and faculty. The library provides access to its resources and information about its services through a library website, <http://alameda.peralta.edu/library/>, which is updated regularly. Library research can be accomplished through online databases available 24 hours a day.

To assist specifically distance learners the library created a website to bring together in a single place all the digital materials, online tutorials and learning aides, and links to services. The Library Online Service page is <http://alameda.peralta.edu/library/library-online-services/>. Furthermore, the library collaborated with the DE Coordinator to make available to all instructors a direct link from online courses in Moodle to the library.

Reference service/assistance is made available through the library's website (e-mail assistance request), online chat or by phone. Library faculty are able to interact with students to provide access to resources, assistance in research methods, and guidance for citations, all of which are essential elements in developing information literacy skills. In addition, library faculty have created several online tools for assistance in information literacy.

The library conducts student learning outcome surveys regularly. These survey results are listed in the Library Annual Update and are made available in the college's outcomes database on the Taskstream platform.

The College provides face-to-face students with an array of on-campus tutoring support options across many disciplines. Tutoring services specific to the discipline are provided in addition to English in the Writing Center, and mathematics in the Math Lab. With advancements in technology, the College is exploring various options to provide online tutoring services to all students.

#### Standard IIIA: Human Resources

All faculty hired to teach at the College are employed using the same criteria and minimum qualifications required to teach in their discipline, regardless of teaching method of delivery. Full-time faculty recommended for tenure following a rigorous four-year probationary evaluation period are then evaluated every three years. Part-time faculty are hired on an as-needed basis by departments and are evaluated in their first semester of assignment and then every six semesters. The evaluation criteria for all faculty are the same regardless of mode of delivery. The evaluator is provided access to the instructor's Moodle Shell and students are provided an online survey to express their critique of the course.

Formal evaluations standards, procedures, and processes are negotiated between the District Office of Human Resources and the Peralta Federation of Teachers. There are established procedures for including an assessment of student learning outcomes as a component of faculty evaluations. The faculty self-evaluation form requires faculty to reflect on how Student Learning Outcomes (SLOs) or Service Area Outcomes affect teaching and how faculty members

can become more effective at producing the desired learning outcomes, or affect services to students.

The College has focused on student learning outcomes in instruction, student services, and administrative services with a focus on ensuring student success and student completion of basic skills, transfer, or career technical education programs and successfully attaining learning outcomes for courses, services, and programs, as well as institutional learning outcomes. Faculty effectiveness is measured using a variety of criteria. Faculty are required to discuss student learning outcomes and the assessment of those outcomes as a part of program review, as a component of curriculum development, and part of the faculty evaluation process in the self-evaluation. [Appendix AB: Faculty Evaluations: Articulation Officer Self Evaluation; Classroom Faculty Self Evaluation; Counseling Faculty Self Evaluation; Learning Assistance Faculty Self Evaluation; Librarian Self Evaluation; Nurse Self Evaluation]

Professional Development program provides extensive learning opportunities for all faculty to remain current in their discipline, to learn new pedagogical strategies, and to develop and learn about the latest uses for technology in course delivery. Many faculty also attend conferences, workshops, and seminars as part of their on-going professional development activities.

All administrative and classified support staff directly responsible for the support of the DE program and services are hired according to the district's established policies and procedures and meet minimum qualifications for their job functions. An annual evaluation cycle ensures performance feedback and goal setting for all administrative and classified support employees. Professional development opportunities are provided for administrators and classified staff through workshops and attendance at conferences to ensure currency in their respective areas of responsibility and to support their ongoing technology literacy.

#### Standard IIIB: Facilities

The college's physical resources are safe and sufficient to support the quality and integrity of its DE program and all its essential services. The college's multi-level planning cycles and processes ensure on-going evaluation and planning for its academic programs regardless of the

method of instructional delivery. These planning cycles are all integrated with the College's budget development and resource allocation model.

#### Standard IIIC: Technology

General campus technology requests are handled at the College by a Help Desk Escalation Process. Typically, when a user encounters an issue the user submits a request to the College IT coordinator. College IT staff troubleshoot the issue and determine if the problem needs to be addressed at the District level. If the issue is a District issue, then the College IT coordinator will contact the helpdesk at the District for resolution.

Data Security (PeopleSoft) is provided by District IT providing secure databases and sound security principles. System Security (Network) is also provided by District IT which owns a security compliance package that blocks invalid network connectivity. The network is secure, consisting of firewalls and certificates.

As described earlier, funds for IT supplies and requests are primarily on a "by-request" or emergency basis. To offset the impact of extremely limited resources at the campus, the team keeps an inventory of computing hardware that needs to be replaced or machines that can be rolled down into another area of the campus. New and end-of-life equipment is stored in IT on the second floor of the L building. End-of-life equipment is disposed of by submitting a request to warehouse where equipment is disposed of according to PCCD administrative policy 6550 [Appendix AC: AP 6550 Disposal of Property]. New equipment, not yet deployed, is housed with IT or the central college storage until ready for distribution.

The District's licensing of the Moodle Learning Management System since 2007 has ensured a stable and reliable environment for course development, delivery, and training. All students have access to computer labs and a HelpDesk. The planning for technology hardware, software, facilities, operations, staffing levels, and training are integral components of the Technology Plan and Program Review processes. The extensive and comprehensive technology resources are all designed to support the needs and success to DE courses.

Standard IIID: Finance

Financial planning is integrated with and supports all institutional planning. The allocation of financial resources is structurally integrated into the planning processes at the College and the District. College of Alameda's integrated planning process [REF: Integrated Planning and Budget Process] is evaluated, updated as necessary, and approved by college constituencies. The institutional planning document was approved in fall 2014 [Appendix I: College Council Minutes- October 2014]. The plan is based on COA's mission, vision, and goals, ACCJC standards, District planning processes, and the 2009 Integrated Educational and Facilities Master Plan. [REF: Educational Master Plan]

The planning and assessment process emphasizes the cyclical and systematic nature of planning, implementation, assessment and revision. It is similar to the cycle of inquiry in that it illustrates the cycle of planning and review, with revision of actions after review of data sets, identification of strengths and weaknesses, and with weaknesses being addressed by instituting action priorities. Once the action priorities are crafted, they are measured with data benchmarks. Annually instructional areas are required to complete unit plans; every three years, areas are required to complete program reviews. These plans address the achievement of College mission, goals, institutional outcomes and action priorities. They are written to integrate both college and district-wide planning by addressing resource needs. The reviews or unit plans are data driven. Quantitative examples of instructional data elements: Degrees and/or certificates awarded by major, transfer rates, and enrollment norms; full-time equivalent students served (FTES); faculty load; expenditure levels in the prior fiscal year; and the resource requests for the following fiscal year. Quantitative examples of data elements for student service areas: Students served by age, gender, and ethnicity; student retention, success, and persistence rates; FTES by instructional student service areas; budgetary information for the past fiscal year; and resource needs for the following fiscal year.

All College resource requests are reviewed by the College Budget Committee. The committee may recommend prioritization of requests before submitting them to the College Council. College Council is the College-wide participatory governance body that includes representation from the faculty, classified staff, students and administration [REF: College Resource Request

List- 2014]. The College Council assesses the priorities from Annual Program Updates and Program Reviews. The College Management Team, the Academic Senate and the College Council are the primary shared governance bodies that make recommendations to the President.

#### Standard IV: Governance

The chancellor reports to the District Governing Board, and the president reports to the chancellor, and, together, they are responsible for the quality of the institution. College of Alameda engages in a participatory governance model that seeks input from all college constituencies. The president chairs the college's principal participatory governance council, the College Council (CC). This Council is charged with implementing the college's integrated planning, evaluation, and resource allocation model. All constituent groups are represented and participate on the College Council. The Faculty Senate has primary responsibility for academic and professional matters and leads the college's work relevant to DE through the Curriculum Committee and the Technology Committee. Planning and evaluation of technology and online education is integrated within the participatory governance structures and planning processes of the college.

The Peralta Community College District Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The president is responsible for implementing policies set by the Board. The Board's Policies speak to the quality of education offered by the College. Board Policy 4020 Program, Curriculum, and Course Development states that "The programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. To that end, the chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance." All courses listed in the College Catalog must have an official course outline compliant with Title 5 Section §55002 and §55200. Accompanying Administrative Procedures 4022 Course Approval and 4105 Distance Education define specific standards for courses offered through DE including a separate course approval process. Through Board policy, the

Board has established the expectation that all courses offered are of equivalent quality regardless of the method of delivery. Through its administrative procedures, the college has defined and established a rigorous course approval process and standards for offering courses via DE.

[Appendix E: AP 4020; Appendix AD: AP 4015; Appendix B: AP 4022]

## REFERENCES

COA Goals and Objectives 2014-15

College Educational Master Plan

College Resource Request List- 2014

Integrated Planning and Budget Process

PCCD Strategic Plan Update, 2014

Peralta Federation of Teachers (PFT) contract

President's Flex Day Presentation: Fall 2014

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Appendix AE: Degrees and Certifications available more than 50% online

Appendix AF: Distance Education Offered Courses Fall 2014 and Spring 2015