College of Alameda

Institutional Planning

2014

Approved by the College Council
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OVERVIEW
STRATEGIC INTEGRATED PLANNING AND BUDGET MODEL

In response to the ACCJC-WASC Accreditation Visiting Team’s of March 2009 Recommendation 1, the College of Alameda is in the process of updating and revising its integrated planning and budget (IPB) model. The proposed revised model combines both strategic and operational planning.

The goal of institutional planning is to integrate a systematic and comprehensive college strategic and operational planning model with district-wide planning and budgeting, while honoring processes that are familiar to College of Alameda faculty and staff. The COA process is tied to the college’s vision, values and mission, and incorporates goals, institutional outcomes and action priorities that emphasize institutional effectiveness, academic excellence, student success and fiscal responsibility.

The strategic portion of the IBP model in the following illustration (Illustration I) is a full-cycle review.

1. The college’s vision, values and mission and goals are reviewed every three years via joint consultation with the College Management Team, the College Council and the Academic Senate.

2. At the beginning of every annual cycle, the College Management Team, the College Council and the Academic Senate review the college’s institutional outcomes and action priorities from the previous cycle using a defined set of data to see the extent to which the institutional outcomes and action priorities have been met. Institutional outcomes and action priorities are subsets of the goals. Each year new action priorities maybe added; however, preceding action priorities will remain until completed.

3. In order to gather the work of the college community in a focused manner, standing and ad hoc committees are required to address the goals, institutional outcomes and action priorities of the college. These annual committee reports are communicated via an executive summary (with budget requests as appropriate). Documents and reports produced by committees are made available in order to contribute to the content of program reviews and unit plans by academic disciplines and student service areas.

4. Academic disciplines and student service areas construct program reviews every three years, and unit plans annually. Program reviews and unit plans address the achievement of the college mission, goals, institutional outcomes and action priorities. They are written to integrate into both college and district-wide planning by addressing human resources, education, technology facilities and budget planning.

5. Committee summaries, program reviews and unit plans are submitted to coordinating bodies (as appropriate) for review and consideration. Resource requests, protocols and policy issues are submitted to the College Management Team for review and, in the case of resource requests, are ranked using a numerical matrix. Subsequently, resource requests are reviewed by the Academic Senate and the College Council; the rankings assigned to the proposals may be changed. Protocols and policy discussions are also reviewed by the Academic Senate and College Council for approval.

6. There are various communication channels at this point in the process, as final determinations are made. Further discussion and revisions may take place as resource requests are reviewed by the Budget Committee and campus-wide dialogue occurs. The College Management Team, the Academic Senate and the College

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Council must approve recommendations before they are submitted to the College President.

7. The top-ranked resource allocation proposals are submitted to the College President who has the authority to veto or modify any proposal or to request further justifications. The President may consult with the Presidents Council. Any proposals that are accepted by the President and cannot be adequately addressed within the college structure (those proposals that deal with requests for resource sharing and/or impact district-wide programs) are sent to respective district-wide committees (e.g., Education, Technology and Facilities) for integration into the district-wide planning process. The purpose of these district committees is to review any disputes regarding funding and/or allocations and to develop constructive resolutions. Conflicts that persist after review by the District Education, Technology and Facilities Committees are forwarded to the District Planning and Budgeting Council for final recommendations. These are then forwarded to the Chancellor.

Since resources are awarded to the campus nine to twelve months following the first submission of unit plans, the College President may exercise discretion in allocating final resource awards to meet the current needs of the campus, but will make every effort to use the broad allocation models as defined by the unit plans and the shared governance process.

In the event of decreasing or diminishing resources (human, fiscal, technological or facility resources), the College President and the College Management Team will determine where resource cuts will occur (in compliance with existing labor contracts, if pertinent). The decreases will be presented to the coordinating bodies and the college community-at-large in public forums for feedback and consideration.

The Planning and Assessment Process (Illustration II) is intended to further support the IPB process by emphasizing 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 crafting action priorities. Once the action priorities are crafted, they are measured with data benchmarks.

Integrated college planning is regarded as a process; one that will require careful planning, a period of testing for implementation, an assessment of both outcomes and processes, and an evaluation as to the appropriateness of the plan and its ability to address the college in an integrated manner.
Illustration 1:  
COLLEGE OF ALAMEDA: STRATEGIC INTEGRATED PLANNING & BUDGET MODEL

Key: circles = actions, rectangles = products, ---- = consultation only

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Illustration II: THE PLANNING AND ASSESSMENT PROCESS

WHAT OUGHT WE DO?
Vision, Values and Mission and Goals

WHAT IS TO BE DONE?
How do we do it?
Annual Institutional Outcomes and Action Priorities

IMPLEMENTATION
Actionize the plan

ASSESSMENT OF CONSEQUENCES
Did what happened conform to what was planned?

EVALUATION OF OUTCOMES
Use measurable (qualitative/quantitative) objectives to assess outcomes
Success or failure of outcomes informs future revisions

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Vision, Values, Mission, Goals, Institutional Outcomes and Action Priorities

Vision, Values, and Mission
A. Definitions:
   1. Vision: involves a far-sighted vision of service to the students and to the community
   2. Values: the strengths of the institution and the population it serves
   3. Mission: the core direction of the institution, the district and the state
B. Timeline: Every three years, starting in 2006
C. Accountability
   1. Launcher: President. Joint consultation with the College Management Team, the College Council and the Academic Senate.
   2. Resources: Review of accomplishments and desired outcomes, consideration of vision and values, feasibility of mission, studies, district-wide considerations
   3. Collaborators: Shared governance: ASCOA, Academic Senate, Classified Council

Institutional Outcomes
A. Definition: Institutional outcomes reflect the achievement of the college vision, values and mission as related to the successful completion of course and program student learning outcomes. The success or failure of institutional learning outcomes drives the development of goals and action priorities.
B. Timeline: Development is every three years (starting in 2006) and reviews are annually
C. Accountability
   1. Launcher: President. Joint consultation with the College Management Team, the College Council and the Academic Senate. This responsibility may be delegated to others with approval of the President.
   2. Resources: Annual Fact Book, review of institutional outcomes in Taskstream, consideration of data and surveys, feasibility studies, district-wide considerations
   3. Collaborators: Shared governance: ASCOA, Academic Senate, Classified Council

Goals
A. Definition: Goals are broad but specific statements that actualize the college mission. Goals are not written in measureable terms; goals are measured with completed action priorities. Goals support and compliment institutional outcomes.
B. Timeline: Every three years, starting in 2006
C. Accountability
   1. Launcher: President. Joint consultation with the College Management Team, the College Council and the Academic Senate.
   2. Resources: Review of past goals, action priorities and accomplishments, consideration of data and surveys, feasibility studies, district-wide considerations.
   3. Collaborators: Shared governance: ASCOA, Academic Senate, Classified Council

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**Action Priorities**

A. **Definition:** An action priority is an "objective." The priorities are the measurable and prioritized discrete steps needed to achieve institutional goals. They are constructed to be a logical progression that further enhances the goal and contributes to its successful outcome. Action priorities are assessed and revised, as needed. The action priorities may be ranked when circumstances require.

The components of each action priority are:

1. Subject
2. Clear criteria
3. Measureable (quantitative and qualitative) objectives
4. Defined outcomes
5. Target time

B. **Timeline:** Annually

C. **Accountability**

1. Launcher: President. Joint consultation with the College Management Team, the College Council and the Academic Senate. This responsibility may be delegated to others with approval of the President.
2. Resources: Annual Fact Book, review of past actions priorities and accomplishments, consideration of data and surveys, feasibility studies, district-wide considerations.
3. Collaborators: Shared governance: ASCOA, Academic Senate, Classified Council

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Calendar to Accompany College Planning Schematic

**January:**
1. **Every three years**
2. **Every year:**
   a. Data review addressing accomplishments and/or needs of annual action priorities and institutional outcomes
   b. Governor’s proposed budget published for September

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

**March:**
1. District reviews current budget development with Academic Senate and PFT.

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

**June:**
1. Tentative college budget for current year submitted to Board of Trustees.

**September:**
1. Unit plan distributed to departments and offices

**October:**
1. Unit plans submitted (concerns current year plus one; i.e. unit plans written in 2014 are for 2015-2015).
2. Annual requests from committees completed and forwarded

**November:**
1. Oversight by coordinating bodies (department chairs, Student Services Council) and College Management Team. Ranking determinations made.
2. Academic Senate to review items under its purview.
3. Planning data to COA Budget Committee. Communication with college-at-large. Modifications made as needed and communication channels open with CMT, Academic Senate, and College Council.

**December:**
1. College Management Team: Final disposition of annual issues that impact college planning.
2. College Council: approval of college resource priorities and determination of submissions to district committees.
3. Academic Senate: Final disposition of annual issues that impact college planning.

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Committees/Work Products for College Planning Schematic

The work of the college is directed into the four “planning streams” (see below). Each coordinated and directed by an administrator.

Every Standing Committee and ad hoc committees will comply with the following:

• Each standing committee will have a clearly defined purpose and stated processes. The purpose and processes will be contained in the Standing Committee document published annually. If applicable, the committee will define projects and reports, and have targeted due dates. Committees will meet regularly, at the minimum as described in the Standing Committee document or monthly, for ad hoc committees. The committee chairperson is responsible for completion of these responsibilities.

• As appropriate, each committee will make every effort to have representatives from shared governance (Academic Senate, Classified Senate, ASCOA) as members of the committee.

• Committees will plan with regard to annual action priorities and institutional outcomes, and the college mission, values, vision and goals. The work of the committees will be data driven, and based on the Planning and Assessment Model, reflecting the assessment-planning-implementation-evaluation cycle.

• Committee executive summaries and budget requests will be submitted to coordinating bodies (as appropriate) for review and consideration. Any budget requests are then submitted to the managers for review and ranking using a numerical ranking matrix. Protocols and policy discussions are reviewed by the Academic Senate and submitted to the College Council.

• Any proposals that are accepted by the President and cannot be adequately addressed within the college structure (those proposals that deal with requests for resource sharing and/or impact district-wide programs) are sent to respective district-wide committees (e.g., Education, Technology and Facilities) for integration into the district-wide planning process.

Planning Streams

Institutional Effectiveness and Integrated Planning:

1. **Current Institutional Goals:**
   a. College of Alameda will strive to communicate effectively and efficiently with its internal and external constituencies in order to achieve its mission.
   b. College of Alameda will improve administrative services in support of institutional effectiveness

2. **Committees:**
   a. Standing Committees: Accreditation Steering Committee, Institutional Effectiveness Committee, Technology Committee, College Council, Staff Development Committee, Budget Advisory Committee (shared), Presidents Cabinet, Academic Senate; President’s Cabinet
   b. Ad Hoc Committees: College Management Team, Counsel of Deans

3. **Document Production:** Mission/Values/Vision and Goals (every three years); annual Action Priorities, Self Study (every six years); accreditation recommendation updates (periodic), College Facilities Plan, College Technology Plan, Institutional Research Data, Construction updates, College Human Resources Plan

Student Success:

1. **Current Institutional Goal:** College of Alameda will improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students.

2. **Committees:**

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a. Standing Committees: SSSP Committee, Institutional Effectiveness Committee,
b. Ad Hoc Committees: Student Grievance Committee; Student Services Council, Financial Aid, Learning Resources Committee; Deans Council

3. **Document Production:** Student Services Master Plan, SSSP Plan, Student Equity Plan, Enrollment Plan, Program Review/Unit plans, SLOs/PLOs, Student Services Grants and special projects

**Academic Excellence:**
1. **Current Institutional Goal:** College of Alameda will continuously review, improve and develop curriculum in order to meet the changing needs of our students and community.
2. **Committees:**
   a. Standing Committees: Curriculum Committee, Academic Senate; Technology Committee
   b. Ad Hoc Committees: Instructional Department Chairs, Vocational Advisory Committees, Deans Council

3. **Document Production:** Education Master Plan, Course Outlines, Unit Plans/Program Reviews, SLOs/PLOs, Instructional Grants and special projects,

**Fiscal Responsibility:**
1. **Current Institutional Goal:** College of Alameda will improve administrative services in support of institutional effectiveness.
2. **Committees:**
   a. Standing Committees: Budget Advisory Committee (shared), Health & Safety Committee; Facilities Committee
   b. Ad Hoc Committees:

3. **Document Production:** College Budget (HR Plan, Facilities Plan, Technology Plan), Construction Plans

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Components of Data Review

The data review in the integrated planning and budgeting process is key in both determining action priorities and reviewing the progress that has been made. This Janusian approach allows for a critical review and dialogue by the college’s major governance players about the direction the college should take relative to its mission and goals.

Documents to be used but not limited to the data review are:

1. **The Equity Plan** with annual updates. This document contains five areas that provide data by ethnicity/race, gender and DSPS status. The areas are: access, overall success and persistence, basic skills achievement, degree and certificate attainment and transfer attainment.

2. Special **CCSSE reports** from every other year surveying students in the early Spring term.

3. **Institutional climate surveys for staff and faculty** on select accreditation sub-standards. These surveys are administered every other year.

4. Environmental **external scans** including annual updated Department of Finance Labor Market data and reports.

5. **Budget and productivity reports** by department and student services units.

6. **Learning outcomes assessment data** including course, program and institutional data.

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Additions to Program Review Template

In order to achieve integration with the new college and district planning models, college program review will be re-formatted to include the following:

1. Learning Outcomes: Assessment and narratives to include information regarding:
   a. Institutional learning outcomes
   b. Program learning outcomes.
   c. What curriculum needs do your outcome assessments indicate?

2. A description of the future needs of the program over a projected three year period (current year plus one, two and three; i.e. in April 2014, describe needs for 2014-2015, 2015-2016, and 2016-2017).

3. A description and justification of human resources needs, budgetary needs, facility needs and technology needs. Include a three year plan for phasing-in as appropriate.

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Additions to Instructional and Student Services Unit Plans

In order to achieve integration with the new college and district planning models, college unit plans will be re-formatted to include the following:

1. A description of the budget patterns for last three years. For future budget requests, provide alternate scenarios to include reduced budgets for emergency situations. Any budget reductions are to be made in collaboration and with the expertise of the discipline and/or department chair.

2. Assessment and narratives to include information regarding the participation in, the completion (if appropriate) of, the evaluation of, and if necessary, the revision of:
   a. Institutional learning outcomes
   b. Program learning outcomes
   c. Course learning outcomes
   d. Action priorities

3. What curriculum needs do your assessments and evaluations indicate?

4. A description and justification of human resources needs, budgetary needs, facility needs and technology needs, and whether or not these requests relate to college planning or must necessarily be forwarded into the district planning process.

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Resource Allocation Requests

The process for making human resource, budgetary, facility and technological requests is as follows:

Components of a request:

1. All resource requests should reflect alignment, support and promotion of the college’s vision, values and mission, and be in alignment with institutional outcomes and action priorities.

2. All resource requests should identify:
   - What category of resources (human resource, budgetary, facility and/or technological)
   - Whether the request is to be determined at the college level, or if it is a request for resource sharing and/or has district-wide impact and should be determined at the district level. The college president, the Academic Senate, the College Council and/or the College Management Team may re-direct the resource request if it is deemed appropriate.

Who may make a request:

Requests may be generated by disciplines, instructional programs, student service areas, library, committees, administrative areas and any other organized bodies that consistently strive to meet the goals of the college and have completed the required documentation.

Process:

1. Spring semester:
   a. Committees complete their executive summaries, indicating resource needs. Reports are available to disciplines, programs, library, student service areas, administrative areas and others.

2. Fall semester:
   a. Unit plans are written identifying resource requests.
   b. Resource requests are reviewed by coordinating bodies. Priorities are discussed.
   c. Resource requests are reviewed by the College Management Team. Priorities are determined.
   d. Resource requests are reviewed by the Academic Senate and/or the College Council, as appropriate. There is review and revision with the College Management Team.
   e. Resource requests are forwarded to the Budget Committee. Funding sources are clarified. Priorities are communicated with faculty and staff. Recommendations regarding the overall college budget are made. There is additional review and revision by the Budget Committee with the College Management Team and the reviewing bodies, as needed. Priorities and recommendations are forwarded to the college President.
   f. The college President makes final determinations and forwards any requests for district-wide resource sharing or other issues that have district-wide impact to the appropriate district-level committee (Education, Facilities, Technology or Planning and Budgeting).
Grants and Sustainability

In order to include sustainability for successful new programs initiated by an outside grant or other funding, all new proposals shall comply with the following:

- Proposals shall demonstrate the manner in which they support or improve upon the college mission, goals, institutional outcomes and action priorities.
- Proposals shall demonstrate having secured institutional commitment regarding support and sustainability.
- Proposals shall identify clear lines of authority in an appropriate planning streams (institutional effectiveness, student success, academic excellence, fiscal responsibility) relative to:
  - responsible administrative unit and administrator,
  - assigned faculty time,
  - assigned classified staff time,
  - facility needs necessary to materialize these projects.
- Such proposals must identify a plan that demonstrates feasible sustainability beyond the end of special funding (either through college or district resources or proposed new resource streams and strategies to sustain these).

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Appendix

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EXAMPLE: RATING MATRIX FOR RESOURCE ALLOCATIONS

Requestor__________________________________________

Planning Unit _______________________________________

Evaluating Group ____________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1 NONE</th>
<th>2 LOW</th>
<th>3 MEDIUM</th>
<th>4 HIGH</th>
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<tr>
<td>To what extent does/do the request(s) match the COA’s action priorities?</td>
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<td>To what extent are the objectives clearly stated?</td>
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<td>To what extent are the activities feasible?</td>
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<td>To what extent is the project reaching a large population?</td>
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<td>To what extent does the evidence support the objectives?</td>
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<td>To what extent is the requested amount reasonable?</td>
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<td>Will the project be on-going?</td>
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<tr>
<td>To what extent are college funds the only source of money?</td>
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<tr>
<td>Totals</td>
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GRAND POINT TOTAL _______________________  

COMMENTS

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Introduction

The primary objective of program review is to assure the quality of the PCCD Student Services programs, one that reflects student needs and encourages student success. It is a systematic process for the collection, analysis and interpretation of data concerning a program and its services. Recommendations for each program will be linked and incorporated into the unit’s planning process, and decisions concerning schedule proposals, services changes, budget development, and hiring practices.

Student services program reviews will be completed every six years. Finally, program review is intended to support and complement the completion of annual plans required of each unit.

The VP of Student Services from the four Peralta colleges will establish the schedule for program reviews.

Program Review Process

Self Study Team and Report
The VP Student Services will collaborate with the Dean of Student Services, if applicable, and the coordinator of the unit to establish the self-study team, which will consist of the coordinator of the unit, at least one classified employee and one faculty member and student if appropriate.

• The self-study report will consist of both a narrative and an action plan based on responses to the questions on the self-study narrative.

Validation Team and Summary of Findings

• The validation team will consist of at least one manager (Dean of Student Services), one faculty member, one classified staff member and one student from the college or another college within the district. The team will determine the chair. At the team’s option the validation team may include an external member.
• The validation team will determine the accuracy of the self-study report and make recommendations. Determine thoroughness.
• The validation team will meet with the self-study team to share/discuss their summary of findings.
• The validation team chair will submit the final report to the VP Student Services who will summarize, analyze, and recommend the action plan to the college President.

Self Study Narrative

The following questions serve as the basis for the self-study narrative. All questions may not be relevant to your program.

I. Background Information
   A. Describe:
      1. the unit
      2. its history
      3. purposes
      4. current components
   B. Describe unique aspects of the program.
   C. Describe your current resources.

II. Program Effectiveness- (How do you know that your program/service/ department is effective?)
   A. Assessment of student needs
      1. What needs does the program address?

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2. Explain the process used by your program/dept/service to assess for student needs.
3. Explain the process used by your program/dept/service to meet those needs.
4. Please indicate how staffing hours are planned to meet student needs?

B. Quality of program/dept/service (goals)
1. What are your program goals?
2. How do you know that the program goals are aligned with student needs?
3. How do you know that the program is meeting its goals? (If you are utilizing a survey that speaks to the impact of the program, please provide it as an attachment.)

C. Assessment of student satisfaction
1. Do you provide an opportunity for student feedback?
2. How do you know that students are satisfied with your program/dept/service?

D. Interdepartmental/ Program/Campus Collaboration
1. Please list all the activities in which faculty members participate regularly, including governance groups.
2. How does the unit (and committees in which unit participates) support other administrative, student services and academic units in the college?
3. What impact (define “impact”) does the program have on other program/dept/service (and/or the college/district), at the college? If your program does have an impact on other programs/dept/service, please describe the nature of the relationship with the program/dept/service and the effectiveness of the relationship.
4. How do other programs impact your program?
5. Does your program/dept/service collaborate, communicate or exchange information on best practices with other campuses?

D. Quantity of program/dept/service delivered (student utilization of services and student engagement)
1. How many students do you serve (unduplicated)?
2. How many appointments do you have on any given day?
3. How many contacts do you make with students?

III. Learning Outcomes
A. List the student learning outcomes that are presently being assessed. Describe the activities that will be implemented to achieve the SLOs.
B. What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your unit?
C. Describe how you intend to incorporate additional student learning outcomes.
D. How does your program/dept/service contribute to Student Learning Outcomes?

IV. Student Data: Demographics (What do you know about the students we serve?) (Demographic analysis):
   o Gender
   o Race
   o Ethnicity
   o Age
   o Disability
   o Nationality
   o Enrollment status
   o Financial Aid Status (Do they receive the Bogg or grants?)

A. Who uses your services, programs, and facilities?
B. Of matriculating students who does not utilize your services, programs, and facilities?
C. Other questions and characteristics

V. Student Data: Performance
   o Retention
   o Persistence
   o Successful Course Completion

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o GPA
o Probationary Status
A. How do students who receive services perform?
B. How do their counterparts who do not receive services perform?

VI. Program Performance Indicators and External comparisons (benchmarking)
A. What are the indicators of improved performance that measure your present goals of your program or unit?
B. What is the result of the assessment of these indicators?
C. Have you used national assessment instruments to assess your program?

VIII. ACTION PLAN: Using the results of the data collected and discussed in the self-study, identify:
A. The future needs of the program
B. The future goals and methods of assessment of the program, including student learning outcomes.
C. The strategies and actions to be taken by the unit over the next three years to strengthen the program and meet the strategic goals of the program and the college.
D. The support needed by the unit in order to address issues resulting from the self-study.

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Validation Team Report

Unit reviewed _______________________________ Date __________

Self-Study Team _______________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________

Validation Team _______________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________

Summary of Findings

Part A. Accuracy and Thoroughness of Self-Study/Action Plan (program strengths, areas for improvement, data collection, projection of future trends/support).

Part B. Validation Team Recommendations

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Introduction

The primary objective of unit plan review is to assure the quality of the student services programs at COA, one that reflects program quality and productivity. It is an annual, systematic process for the collection, analysis and interpretation of data. Recommendations from each unit plan subject budget review and if possible resource allocation. Student services unit plan reviews are completed every October.

Unit Plan Development and Review Process

Data for the instructional unit plans are provided by the research office and other sources. The plans are developed by the program coordinators, directors with the assistance of the Dean of Student Services and the VP of Student Services. The completion process requires responsible parties to comment on sections regarding number of students served over time, relevance to the college and community, additional planned activities, and an action plan with statements of resource needs. The resources’ requests are transferred to a budget request form.

Unit Plan Form

The following areas covered in the unit plan form.

I. Overview
   A. Describe:
      5. its mission
      6. its history

II. Evaluation and Planning
   A. Baseline Data (five-years of Fall terms)
      1. numbers of students served
      2. any relevant external data

III. Additional Planned Educational Activities

IV. Workload and Resource Needs

V. Action Plan as Tied to Goals, Action Priorities

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Introduction

The primary objective of unit plan review is to assure the quality of the instructional programs at COA, one that reflects program productivity, faculty workload and diversity and student success. It is an annual, systematic process for the collection, analysis and interpretation of data. Recommendations from each unit plan subject budget review and if possible resource allocation. Instructional unit plan reviews are completed every October.

Unit Plan Development and Review Process

Data for the instructional unit plans are populated by the research office. The data populated plans are forwarded to the VP of Instruction, Division Deans and Department Chairs. The Department Chairs transmit select unit plans to faculty responsible for discipline areas not taught by the Department Chairs. The completion process requires faculty to comment on sections regarding growth/productivity, environmental impacts, faculty diversity, student diversity and outcomes. The faculty also works with their Deans to review funding from the previous and current years and that needed for the future year. The faculty then completes her/his unit plan by setting an action plan that will address institutional goals and priorities. Additionally, the unit plan has resources’ requests that will be transferred to a budget request form.

Unit Plan Form

The following areas covered in the unit plan form.

I. Overview
   A. Describe:
      7. its mission
      8. its history

II. Program Efficiency
   A. Baseline Data (five-years of Fall terms)
      1. duplicated enrollment
      2. sections
      3. FTEF
      4. FTES
      5. FTES/FTEF

III. External Environmental Scan on Employment Trends (where applicable)

IV. Workload and Faculty Diversity for Previous Fall Term

V. Review and Requests of Funding (Previous, Present and Future)

VI. Student Data: Diversity and Performance

VII. Action Plan as Tied to Goals, Action Priorities

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STANDING COMMITTEES AND COLLEGE GOVERNANCE

Definition
The standing committees are the major college committees established to deliberate and make policy recommendations in their assigned areas of interest or concern. The recommendations are forwarded to the College Council for action by the Council. College Council makes recommendations to the President.

Composition
The college adheres to AB1725’s directive regarding faculty, staff and students being involved in the shared governance process. College-wide standing committees typically are made up of faculty members, college administrators, representatives of classified staff and representatives of the associated students (ASCOA).

Operational Guidelines

1. Faculty members are appointed by the Academic Senate President to represent the faculty as a whole, and often, more specifically, an instructional or student services area, in accordance with Senate policies.

2. The President of the College appoints administrators and/or other presidential designees, as appropriate to the various committees.

3. The classified representatives are appointed by the Classified Council President, as indicated by interest in serving by classified staff members.

4. The President of the Associated Students will appoint student members to the appropriate committees, in accordance with ASCOA policies.

5. Committee chairs are elected by the committees and are responsible for presenting committee recommendations and concerns to the College Council for official action. They are not, however, expected to serve as regular members of the College Council.

6. Committee operational procedures are determined by the majority vote of the committee.

7. Terms of office of committee members will be staggered every two years and determined by the constituency with the possibility of reappointment annually by the appropriate constituent leader.

8. Committee may appoint an ad hoc subcommittee to address a specific purpose, function or activity. Subcommittee members may not necessarily be committee members but are appointed by the constituency by nature of knowledge or expertise of the topic to be dealt with.

COMMITTEES

Academic Senate
Academic Senate 10 + 1 – Under Title 5 Section 53200(b): Academic Senate means an organization whose primary function is to make recommendations with respect of academic and professional matters. Section 52300(c) “Academic and Professional Matter” means the following policy development and implementation matters:

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#4 Educational Program Development,  
#8 Policies for faculty professional development activities and  
#10 Processes for institutional planning and budget development.

**Accreditation Committee**  
The Accreditation Committee is responsible for defining characteristics of quality and excellence and presenting evidence that such quality and excellence is being achieved. This is achieved through the college self study report. The Committee is also responsible for monitoring and examining the progress of recommendations made by the accreditation evaluation team. Quarterly reports on progress will be given to College Council and reflected in the Institutional Plan. The Committee is composed of those who either served on the Steering Committee of the Accreditation Self Study or are serving in the designated positions.

**Affirmative Action/Campus Climate Committee**  
Responsible for developing recommendations for affirmative action policies to be submitted to the District Affirmative Action Committee, college administration, Academic Senate, Classified Council and College Council for approval; providing special efforts beyond district recruitment policies to recruit more diverse faculty; assessing campus climate and making recommendations on improving it; implementing district affirmative action plan on campus level; providing recommendations to promote multicultural awareness in curriculum and college activities; providing recommendations to ensure college is a harassment-free environment, both in terms of sexual and ethnic harassment; recommending a faculty member to serve on each probationary tenure review committee so as to achieve gender and ethnic balance; advising the President on affirmative action issues; preparing Student Equity Plan and monitoring progress of the plan.

**Budget Committee**  
1) review budgetary policies, processes, and timelines developed by administration at COA and the District, provide feedback and help communicate them to COA faculty and staff  
2) receive and review budget proposals from departments and/or program areas; review administrative recommendations for funding such proposals  
3) review priorities developed by administration with regard to the overall College Budget with respect to Unrestricted General Funds (Fund 1 thru 10), Instructional Equipment (Fund 14), VTEA (Fund 16), Instructional Supplies (Fund 17), Discretionary Funds, Facilities Revenues and other cash receipts, and communicate such priorities to faculty and staff  
4) recommend funding priorities for overall college budget;  
5) review and make recommendations regarding funding availability for vacant faculty and classified positions; review (as information item) administrative recommendations for Classified and Faculty Vacancy Prioritization; communicate priority lists to faculty and staff  
6) review (as information item) Categorical Funding budgets (i.e., DSPS, EOPS/CARE, CALWorks, Matriculation) and communicate those budgets to faculty and staff as necessary;  
7) sponsor budget orientation and purchasing procedure workshops for the College community; and  
8) engage in self-directed study, to meet its regulatory obligations under Title 5 of the California Code of Regulations, and to maintain authority delegated by the State Chancellor’s Office.

**Classified Council**

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The purpose of the College of Alameda Classified Senate is to attend to non-negotiated (non-collective bargaining) issues as they pertain to the classified staff. The Classified Senate is charged to facilitate communication among the classified personnel, administration, faculty, and the governing board; and to participate in the development and formulation of policy and practices of the college, consistent with the college's philosophy, mission and goals.

**College Council**

The College Council is advisory to the College President. It is charged with the responsibility to deliberate issues and concerns which affect the entire college community, particularly those involving budget, curriculum, facilities, and safety; to develop and oversee the institutional plan of the college; and to engage in other planning efforts as required, such as strategic planning, and mission and goals statement.

**Community Relations and Special Events Committee (currently inactive)**

Responsible for development of community relations policy. Plans, promotes and develops college events and activities. Strengthens college ties with the community, business, and industry. Builds community by supporting the delivery of quality services through respect and teamwork.

**Curriculum Committee**

Responsible for policy formulation in the areas of curriculum, certificates, degrees, GE requirements and certification, course and program approvals. Reviews all new courses, curriculum proposals, new programs and other curriculum changes. Reviews courses and programs for compliance to Title V regulations. Prepares summary of curriculum actions on an annual basis.

**BSI/SSI**

The purpose of the BSI/SSI Committee is to develop a plan and assess issues and policies to achieve enrollment goals by systematically and holistically exerting more control over those institutional factors that shape the size and characteristics of the student body. BSI/SSI is an integrated and comprehensive institutional effort that aims to achieve a desired enrollment state (recruitment), improve the quality of programs, and assist students to accomplish educational goals (retention). The BSI/SSI committee will develop policies that direct activities related to recruitment and retention such as marketing, recruitment, orientation, advising, curriculum development, organizational structure, student equity, the development of student learning outcomes, and resource allocation. The committee will seek data for improved planning and decision-making.

**Facilities Committee**

1. Advise on the development of facilities planning processes and timelines;
2. Recommend funding priorities for Building Funds;
3. Receive and review facilities proposals from department, program areas and/or the District Physical Plant Office;
4. Recommend representatives to serve on District facilities committees that impact College of Alameda facilities;
5. Routinely review and monitor campus compliance with ADA and 504 and make recommendations to ensure compliance;
6. Recommend procedures and policies affecting facilities and physical environment of the campus;
7. Review the State’s Specialization Report and the Five year Master Plan for campus compliance and make recommendations to ensure compliance;

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8. Establish Subcommittees to assist with the planning for building renovations and remodels;
9. Sponsor facilities orientation workshops for the College community.

Financial Aid Advisory Committee
The Advisory Committee is comprised of the Dean of Student Services, the Financial Aid Supervisor, an Academic Counselor, a member of the Faculty, a classified employee and a student.

The charge of the committee is to set parameters and recommend policy decisions surrounding the delivery of student aid at College of Alameda. This committee ensures that financial aid is included in the mission and goals of the college and aid is used to support enrollment goals. This committee also will intervene when campus procedures must be changed to support the aid process or to resolve campus level problems surrounding the delivery of aid.

Learning Resources Center Advisory Committee
The Learning Resources Advisory Committee supports the mission of the Learning Resources Center in creating and maintaining a collaborative learning community environment 1) to provide centralized access to programs and services that are designed to assist students in succeeding in their academic endeavors, including the development of learning skills and attitudes for effective performance in the college environment as well as the enhancement of thinking abilities and knowledge base, and (2) to provide instructional support to faculty in the classroom.

Matriculation Committee
Responsible for overseeing the full implementation of the matriculation process. All policy decisions will be made by this select committee to be forwarded to the President’s Cabinet and College Council for approval. When appropriate, decisions will be forwarded to the District-wide Matriculation Committee for final approval.

President’s Cabinet
The President’s Cabinet is comprised of the President of Academic Senate, the President of Classified Council, the President of Associated Students, and the chair of College Council. The Cabinet, upon approval of recommendations submitted by the College Council to the President, implements all policy decisions. The President’s Cabinet and the College Council are the two major college committees that adhere to AB1725’s directive regarding faculty, staff and students being involved in the shared governance process.

Safety Committee
Responsible for recommending college policy in the areas of health, wellness and safety. Inspects college facilities and program areas to promote a healthy, safe, and secure environment. Reviews health and safety problems and recommends activities for corrective action. Assists in training staff and students regarding potential health and safety hazards and disaster recovery for the college, district, and the community.

Responsible for recommendations relating to the planning and use of college facilities. Assists in the development and planning of major capital improvement projects. Considers Bond Measure priorities as the need arises.

Staff Development Committee
Responsible for the development and preparation of the College Human Resources Development Plan. Does final review of applications for funds for staff development

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activities to ensure compliance with state guidelines and college goals. Plan, promote, and implement major staff development activities and events for college-wide participation.

**Student Grievance Committee**  
(INCLUDING ALLIED HEALTH STUDENT GRIEVANCE COMMITTEE, STUDENT ACADEMIC GRIEVANCE COMMITTEE, AND COLLEGE GRIEVANCE COMMITTEE)

Responsible for conducting hearings on student grievances in regard to complaints involving the interpretation, application or alleged violation of district policies and procedures—student grievances alleging mistake, fraud, bad faith or incompetence in the academic evaluations of student performance. Also responsible for student grievances concerning administrative decisions related to disciplinary matters and decisions related to the Dental Assisting program. This committee is mandated by law to afford students the opportunity of due process (see Ed. Code Section 76224).

**Technology Committee**  
Responsible for providing an open forum for discussion of issues relating to the use of computers on campus; for coordinating the acquisition, maintenance, and placement of computer hardware and software across the campus; for conducting inventories of existing equipment and software; for promoting and fostering staff and faculty computer training; for encouraging students to use and faculty to develop computer-assisted methods of instruction.

The Technology Committee will begin developing a comprehensive five-year plan for College of Alameda. The Technology Plan will include recommendations for use of local area networks and wide area networks in communications, instruction, student services, administration and the Internet. Additionally, the Plan will address interconnectivity, upgrading and expanding, support and training, as well as access for students and staff. Finally, the Plan will have an implementation budget timeline.

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