

Building Communities, Transforming Lives, Creating Leaders



COMMUNITY COLLEGE DISTRICT

DISTRICT-WIDE STRATEGIC PLAN UPDATE

2011-2012

BERKELEY CITY COLLEGE | COLLEGE OF ALAMEDA | LANEY COLLEGE | MERRITT COLLEGE

District-wide Strategic Plan Update: 2011-2012

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Mission of the Peralta Community College District

We are a collaborative community of Colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

Articulation agreements with a broad array of highly respected Universities;

Achievement of Associate Degrees of Arts and Science, and certificates of achievement;

Acquisition of career-technical skills that are compatible with industry demand;

Promotion of economic development and job growth;

Foundational and continuing education;

Lifelong learning, life skills, civic engagement, and cultural enrichment;

Early college programs for community high school students;

Supportive, satisfying, safe and functional work environment for faculty and staff; and

Preparation for an environmentally sustainable future.

(Board Policy 1200)

MESSAGE FROM THE CHANCELLOR

We live in a knowledge based society. What does that mean? It means that more jobs are requiring employees to have greater amounts of formal education than at any time in the past.

We have to be able to think, to process information accurately, and to use knowledge to solve problems. We must be creative and innovative as we look for solutions to the issues that confront us in our careers. Everyone has the potential to be creative. It is the lack of knowledge that too often holds us back from reaching this potential.

The Peralta Colleges are here to help our community's students achieve their career and personal goals. Whether it is learning a new job-related skill, launching a new career, transferring to a four-year college or university, or just taking a class for fun and personal enrichment, the Peralta Colleges provide a quality learning environment.

At the Peralta Colleges – Berkeley City College, College of Alameda, Laney and Merritt Colleges in Oakland – we offer a myriad of programs and classes, from Administration of Justice to Wood Technology, Apparel Design to Real Estate. Our academic programs are first rate: We provide students with all the classes they need to transfer to any four-year college or university in the country. Moreover, our colleges are top transfer institutions to the University of California.

For 47 years the Peralta Community College District, through our award-winning faculty and staff, has provided students from Alameda, Albany, Berkeley, Emeryville, Oakland, Piedmont – and beyond – with the best education possible.

We look forward to continuing to serve our community's students.

In order to provide our students with the best in education, strategic planning is essential. Let us continue to make 2012-2013 as successful or even more successful because of our focus on strategic planning and the needs of our community and students.

José M. Ortiz, Ed.D.
Chancellor

Guiding Framework for Strategic Planning

The plan's guiding framework provides the concepts and principles that are the foundation of the plan.

Mission and Vision

The mission/vision statement presents the shared future the District is committed to creating.

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

Values

Our values represent the core commitments and beliefs that will guide our actions and our efforts to realize the vision of the Strategic Plan.

STUDENT AND OUR COMMUNITIES

Student Success and Equity – The colleges and services centers evaluate all decisions in light of how they will equitably support student and community success and empowerment.

Diversity – We recognize and celebrate the strengths of our diverse students, communities, and colleagues.

EXCELLENCE AND INNOVATION

Excellence – We promote the highest level of quality in all programs and services.

Innovation – The colleges and service centers support creative approaches to meet the changing demographics, economic and educational needs of our communities.

Financial Health – We effectively manage resources.

Environmental Sustainability – We engage in model environmental sustainability practices.

COMMUNICATION AND COLLABORATION

Collaboration – The colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking.

Trust – We support on another's integrity, strength and ability.

Employee Development – We promote the development of all employees.

Communication – We seek first to understand, then be understood.

Respect – We treat one another with care and respect.

Strategic Planning Principles

These principles provide guidance for planning, decision-making, and institutional process:

Educational Needs are Primary – Educational needs and activities drive the enterprise.

Planning Drives Resources – Resources will be allocated on the basis of information-based, strategic planning processes.

Shared Governance – The Strategic Plan will be implemented using a clear, structured, and participatory processes with the goal of promoting effective participation of students, faculty, staff, and administrators in developing well-informed decisions on a timely basis.” (Shared governance has also been termed as “participatory governance.”)

Diversity and Shared Strengths – Colleges autonomy and district-wide collaboration are mutually supportive and create the highest levels of student and community success.

Organizational Development – The Colleges and service centers provide ongoing attention to building the capacity effectiveness of all organizational processes.

Collaboration – The colleges and services centers are committed to collaborating as a team and coordinating programs and services to maximize the benefits to students and the community.

Future Orientation – We strive to anticipate change and provide leadership for the human and social development of our communities.

Environmental Sustainability – The colleges and service centers are committed to environmentally sustainable practices which all meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

The Services Center Role – The term “district service centers” was adopted by Peralta to indicate that central functions support the effectiveness of educational programs and services, which are predominantly delivered at the four colleges. The service centers provide a range of services to the colleges, including human resource, fiscal management, legal, educational planning, facilities management, information technology and marketing. At the same time, the service centers also provide guidance, support and leadership to the colleges in administrative and compliance areas. A distinctive role for the service centers is to support collaboration across the four institutions to form a “community of colleges.”

Community and Individual Empowerment – The welfare of our communities and of our students are better served when they have the skills & knowledge to control their economic destinies and also to engage effectively in the process of governance, self-governance, and participation in their communities.

Strategic Planning Goals

The guiding framework will be implemented through efforts to achieve five strategic goals. The goals provide broad guidance and direction for planning at all levels and across the colleges and service centers. In addition, all Peralta employees, units, and programs can contribute to the achievement of these goals through discretionary and decentralized action.

A Advance Student Access, Equity, and Success

Actively engage our communities to empower and challenge all current and potential students to succeed.

B Engage Our Communities and Partners

Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

C Building Programs of Distinction

Create a cohesive program of unique, high-quality educational programs and services.

D Create a Culture of Innovation and Collaboration

Implement best practices in communication, management, and human resource development.

E Develop Resources to Advance and Sustain our Mission

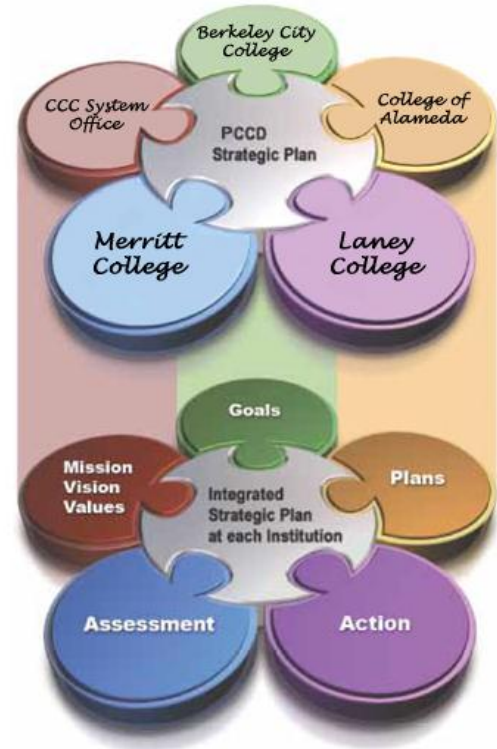
Ensure that resources are used wisely to leverage resources for student and community success in a context of long-term environmental sustainability.

Integration of Four Planning Processes into One District Framework

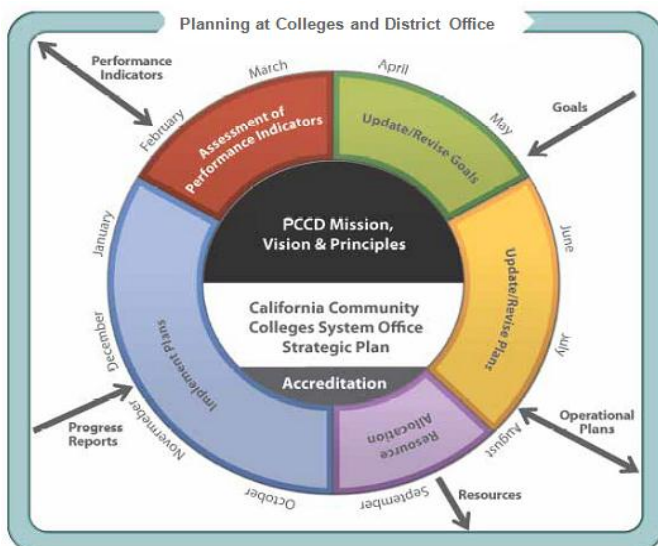
Berkeley City College, College of Alameda, Laney College and Merritt College have their own planning processes; however, they do share common characteristics.

There are four common major components/activities which emerged to form the district framework:

1. Establish strategic planning goals based on mission, vision, and values of the institution and establish annual objectives.
2. Develop/ update plans based on existing operational considerations and mechanisms (college and district master plans, college and district educational master plans, program reviews, annual program updates, college shared governance committee process, district planning and budgeting integration process [Planning and Budgeting Council, District Education Committee, District Technology Committee, District Facilities Committee]).
3. Implement action plans to achieve goals and objectives.
4. Assess/evaluate progress toward goals and objectives (performance indicators) and assess factors of influence (environmental scan, etc.) based on qualitative and quantitative research and assessment data ("culture of evidence).

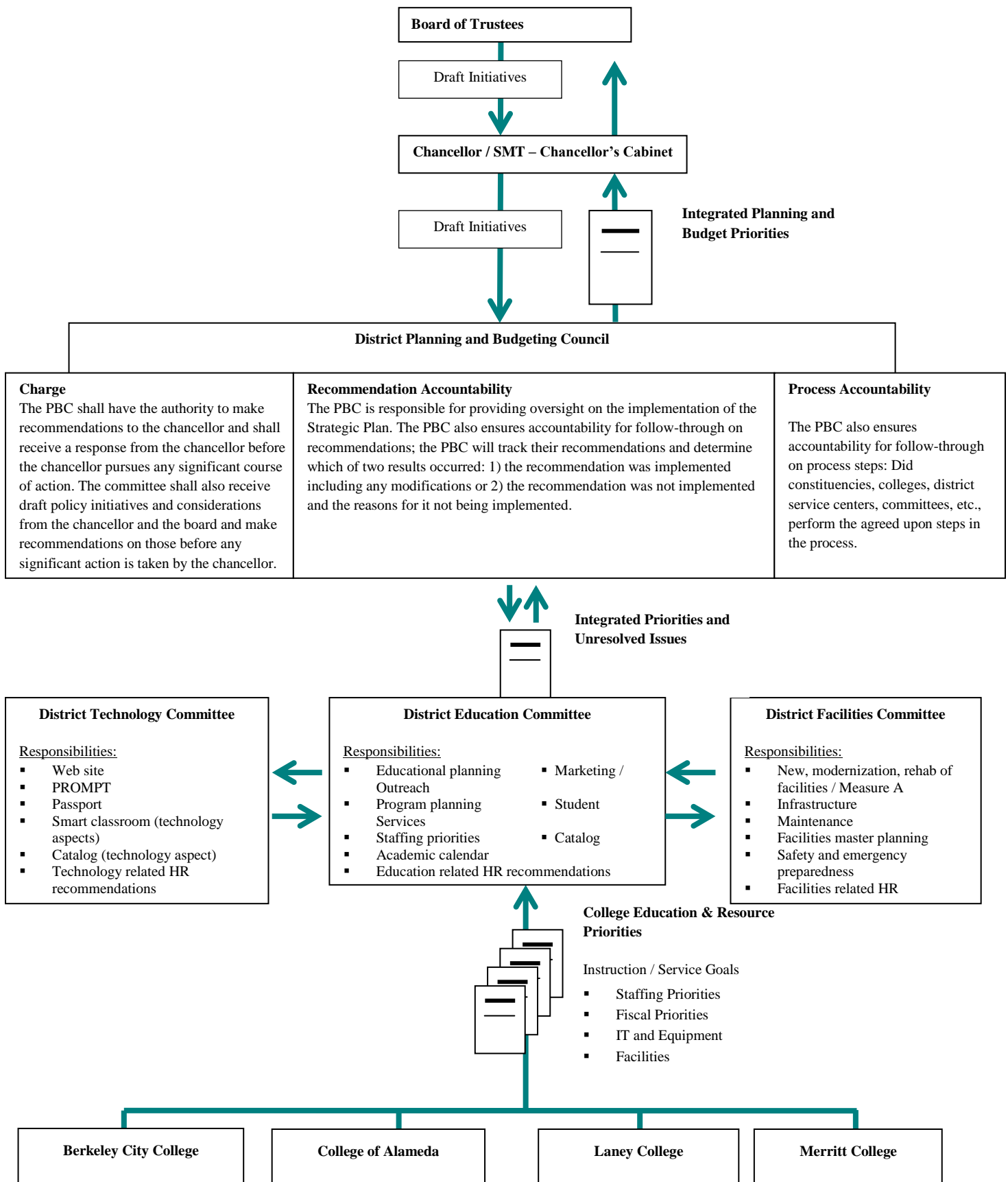


Annual District Strategic Planning Process



On an annual basis, there are specific times and mechanisms for input from the colleges and subsequent integration into the district strategic planning. Similarly, there are interface points when resources, research data, and other information flow to the institutions.

The overarching characteristic in the district planning framework is that these common components form a continuous cycle of sustainable quality improvement grounded in data and evaluated on a regular basis.



The Planning and Budget Council

The Planning and Budget Council (PBC) recommends integrated educational and resource priorities to the Chancellor from a district-wide perspective. At times when there are unresolved issues, particularly unresolved issues in the Educational Committee, Technology Committee, and the Facilities Committee, the PBC recommends resolution for those issues where there is not agreement, i.e., issues between the colleges and district office, between or among the colleges, between or among the district Service Centers, or any other set of parties in disagreement. For shared governance items, the PBC performs the following functions:

- affirms consistency with strategic and education plans
- recommends a coordinated planning approach across education, facilities, IT, fiscal, etc. and across colleges and initiatives
- recommends a prioritization of plans across subject areas and colleges
- identifies funding approaches to support the priorities

The PBC also ensures accountability for follow-through on process steps: Did constituencies, colleges, district Service Centers, committees, etc., perform the agreed upon steps in the process.

The District Education Committee

The Education Committee is charged with developing a set of integrated district recommendations on matters related to educational planning. The committee has clearly stated that “all” is driven by educational planning:

- Schedule management
- Assessment
- Curriculum and program development
- Data driven decision making
- Standardized course content among the colleges
- Assessment of the needs of the community served by the colleges, as well as student needs as they relate to their educational goals
- Marketing: identifying strengths and weaknesses
- Integration of instruction and student services
- Articulation: transfer and career path
- Environmental scans

The Education Committee is committed to functioning as a collaborative body and each member has pledged to take information back to their constituencies and share information and decisions in an effort to keep everyone informed.

Emphasis has been placed on updating unit plans.

The District Technology Committee

The mission of the District Technology Committee is to:

- *Focus on technology services;*
- *Identify technology issues; and*
- *Develop plans in order to enhance technology in the support of student learning by addressing instructional, administrative and business services functions.*

The District Technology Committee also provides recommendations on technology; and, prioritizes technology requests in order to be results-oriented, promote transparency, and facilitate communication amongst and between the colleges and the district.

The District Facilities Committee

The District Facilities Committee is charged with developing district-wide recommendations that best serve students and the community using evidence-based processes and criteria. The committee will work toward consensus solutions that are based on the results of these processes and criteria and the “shared decision” model.

The District Facilities Committee is committed to focusing on

- New, modernization, and rehabilitation of facilities through Bond Measures
- Infrastructure
- Maintenance
- Facilities master planning
- Safety and emergency preparedness
- Facilities and related HR recommendations
- Procurement
- Other emerging topics

The committee unanimously agrees that issues and items, which have not been properly vetted through the college’s consultation processes, should not be brought to the District Facilities Committee for discussion until this process is completed.



Strategic Goals & Institutional Outcomes 2011-2012

August, 2011

The following are the Peralta Community College District's strategic goals and institutional outcomes for the Academic Year 2011-12 (July 1, 2011 – June 30, 2012) which will be evaluated in Summer 2012.

Strategic Focus for 2011-2012: Given the state of the economy and State budget, our focus this year will be on student success in the core educational functions of basic skills, transfer, and CTE by encouraging high-leverage structural innovation and transparency and communication on spending within an established budget.

Strategic Goals	2011-2012 Institutional Outcomes
A: Advance Student Access, Equity, and Success	<p>A.1 Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES. * (To be re-evaluated if the State budget triggers further reductions). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.</p> <p>A.2 Success: Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.</p> <p>A.3 Equity: Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.</p>
C: Build Programs of Distinction	<p>C.1 Assess SLO's and SAO's and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates: Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.</p>

	<p>C.2 Create Alternately Designed Programs: Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.</p>
<p>D: Create a Culture Innovation and Collaboration</p>	<p>D.1 District-Wide Collaboration and Innovation: 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.</p> <p>D.2 Use Technology in Redesign of Educational Experiences: Enable more efficient and deeper student learning and student success through the creative use of technology.</p>
<p>E: Develop and Manage Resources to Advance Our Mission</p>	<p>E.1 FTES Target: Achieve FTES target within the state allocation for the district of 18,500 FTES and attain a productivity level of at least 17.5 FTES/FTEF. *(to be re-evaluated if state budget triggers further reductions).</p> <p>E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes: Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.</p> <p>E.3 Fiscal Stability: Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.</p>



Berkeley City College Accomplishments for 2011-2012

A ADVANCING STUDENT ACCESS, EQUITY, AND SUCCESS

A.2 Improve persistence, retention, and success by 3 percentage point.

A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer.

- Initiated and implemented counseling triage process and e-Counseling to enhance counseling efficiency and effectiveness.
- Developed First Year Experience using Academy of College Excellence (ACE).
- Increased 6-year transfer rate of 2005-06 cohort to 42% from the rate of 38% from 2004-05 cohort.
- Increased services to veterans and their dependents by 25% since last year.
- Updated and upgraded soft- and hard-ware technology to expand course and program accessibility for students with disabilities.
- Developed short certificates of proficiency in multimedia arts, based on assessment findings, to facilitate certificate and degree completion.
- Approved AA-T and AS-T (State Chancellor's Office Transfer Model Curriculum) in Sociology, Psychology, and English.
- Supported programmatic initiatives in , PERSIST, human services and other Academy of College Excellence (ACE) cohorts with grant funds from Title III, CTE Community Collaborative, East Bay Career Advancement Academy, and Basic Skills.
- Increased the college-wide fall-to-fall persistence rate by 1.3 percentage point, from 44.2% to 45.5% in one year. BCC's rate is slightly higher than the district average by 0.4%.

A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

- Revised English basic skills curricula, including incorporation of writing workshop model, to include acceleration based on completed assessment.
- Developed accelerated math curriculum in basic skills.
- Developed accelerated pre-statistics course.
- Revamped ESL curriculum to accelerate student success.

A.2.3 Attain proficiency in the assessment of learning outcomes by the fall 2012.

- Developed 100% of assessment tools in student services.
- Completed 70% of assessments for student services.
- Developed a 3-year cycle for assessment for all institutional learning outcomes courses, institutional programs, and student service areas.
- Developed the Teaching-Learning Center as a tool for closing the assessment loop.
- Established systems through the curriculum committee for ensuring that all BCC courses and programs would publish learning outcomes.
- Completed a college-wide assessment of the Communication Institutional Learning Outcome (ILO).

A.3 Implement changes to increase fall to fall persistence among major ethnic groups

A.3.1 Pilot innovative programs designed to increase student persistence among educationally disadvantaged groups.

- Implemented second year federally funded TRiO program.
- Collaborated with college-wide programs in developing services for TRiO, EOPS and DSPS students.
- Provided one-on-one tutoring for low income, educationally disadvantaged and disabled students.
- Implemented a workshop series on financial literacy, personal statement, FAFSA, and study skills.
- Presented spring workshop on Group Work: Using Strengths-Based Assessment to Create Effective Teams, based on curriculum from the Academy of College Excellence (ACE) and

sponsored by the East Bay Career Advancement Academy and the BCC Teaching-Learning Center.

- Launched Green Career Pathways, an Environmental Literacy learning cohort for disadvantaged students aged 18-24.
- Offered ACE behavioral curriculum in programs such as basic skills English and math, multimedia arts, green career pathways, human services, and Program for Adult College Education (PACE).
- Provided paid job training internships with community non-profits Rising Sun Energy and Solar Richmond.

B ENGAGE AND LEVERAGE PARTNERS

B.1 Strengthen community partnerships to enhance career pathways.

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

- Maintained CTE currency by providing professional development for CTE faculty.
- Discussed program and career paths for students as part of advisory committees for American sign language, human services, Spanish medical interpreter, multimedia arts, and biotechnology.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

- Hosted Spring career pathways event with participation from fifteen departments/programs.

C BUILD PROGRAMS OF DISTINCTION

C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.

- Integrated budget and planning process by developing and updating resource needs and staffing plan based upon SLO, program review and annual program update.

- Adopted a revised Annual Program Review Update form with sections for program assessment updates and resource requests and goals emanating from assessment processes.

D CREATE A CULTURE OF INNOVATION AND COLLABORATION

D.1 District-Wide Collaboration and Innovation

D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

- Selected BCC/PBIC representatives from PBIC committees to plan college presentations for district meetings.
- Identified BCC liaisons to PBC committees to report back at Leadership Council and Roundtable meetings.
- Developed and implemented alternate district-wide evening plan by offering evening services one evening per college.
- Participated in district's Technology Committee and completed BCC Technology Plan.
- Updated BCC's Shared Governance manual, clarifying roles of BCC's committees.

D.1.2 Promote a focus on student learning and success in all committee activities.

- Published program outcomes for all instructional programs in college catalog and on program handouts through Curriculum Committee.
- Improved assessment practices at BCC through the Assessment Committee.
- Added assessment as a standing assessment item at Faculty Senate meeting

E DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION

E.1 FTES Target

E.1.1 Achieve enrollment target and productivity.

- Met FTES targets for fall 2011 and spring 2012.
- Increased productivity .from fall 2010 of 19.25 to 19.64 in fall 2011.
- Increased productivity from spring 2011 of 18.98 to 20.20 in spring 2012.

E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

- Transferred 4 faculty members to BCC, amounting to \$448,308 (However, BCC lost one full time faculty librarian and a DSPS counselor in 2012).
- Hired 2 classified positions: custodian and library technician.
- Hired a Dean of Academic Pathways.
- Received additional funding for part-time counselors in the amount of \$44,000.
- Received \$20,000 for Student Ambassadors.
- Established a new formula for allocating funds from international and nonresident students.
- Advocated for successful implementation of the Resource Allocation Model to begin in academic year 2012-13.

E.2.2 Generate general fund savings and leverage funding from other resources.

- Continued partnership with State Department and hosted Fulbright Scholar Orientation Program with funding in the amount of \$80,000.
- Continued support of TRiO in the amount of \$213,000.
- Received \$400,000 for a third year Title III grant.
- Expanded contract education partnerships to include transfer-level online classes for students in Korea (funding amount of \$3,000).
- Fundraised \$30,000 to provide student assistants in classrooms.
- Received \$330,000 for second year of CIRM grant.
- Received \$90,000 for Basic Skills Initiative.
- Received \$140,000 for East Bay Career Advancement Academy grant.
- Received \$8,830 for facilities rental.
- Received \$58,000 in contract education.
- Completed second year of CIRM partnership with paid internships for biotechnology students.
- Received \$90,000 for third year of funding for the CTE Community Collaborative grant.

- Received \$138,000 for Perkins grant.
- Received \$14,000 for CTE Transitions grant.

E.2.3 Monitor annual program budgets to ensure timely expenditures.

- Ensured that all expenditures were appropriately monitored in timely manner.

***All amounts reflect gross revenues rather than net.



College of Alameda Accomplishments for 2011-2012

INSTRUCTIONAL SERVICES

Students

A. Advance Student Access, Equity, and Success

Learning Outcomes/Assessment

- The District Flex Day was focused around Assessment of Learning. All Assessment Coordinators in the District worked together to create an inspiring workshop that celebrated Peralta Community Colleges as Environments of Learning and Innovation.
- COA had a very successful workshop on Closing the Loop: The Assessment Process from Outcomes to Academic Excellence, Budgetary Competency, and Community Engagement. An overview of the future goals was provided by looking back and celebrating the college's progress and success.
- Assessment and Student learning Outcomes: Defined Student Learning Outcomes: 100 %; College courses with on-going assessment of learning outcomes: 80 % college programs with defined Program Learning Outcomes: 80 % (anticipate 100% completion by fall 2012)

Degrees/Academic Pathways

- Creation of Transfer Model Curriculum/Degree(TMC) for Communication and Math. These transfer model programs and degrees provide pathways for students towards being successful in transferring to similar majors at CSU campus.
- COA obtained approval of the three (3) Liberal Arts AA Degree: Liberal Arts With Emphasis In Arts and Humanities, Liberal Arts With Emphasis in Natural Sciences, and Liberal Arts With Emphasis in Social and Behavioral Sciences. These degrees provide students with a broad knowledge of liberal arts and sciences in addition to allowing for a specific focus of study.

Learning Communities (Amandla, Adelante, APASS, Create the Class)

- Addition of the **Create The Class** Learning Community to the colleges family of learning communities. Create The Class is non-ethnic affinity learning community that is made up one English course and one Counseling course. This learning community is designed to support a cohort of students from basic skills level English through the developmental level. This learning community emphasizes student empowerment, learning, and student success by affording students the opportunity and encouraging students to actively participate in the learning process, beginning from the creation of the class syllabus through the grading process.
- Early spring submission of new curriculum: Mary Shaughnessy and Patricia Posada developed two new courses as a critical link to the existing English 269A and 201A courses. The courses will offer students an added Service Learning component to current infrastructure of coursework throughout the academic year. Course emphasis will be placed on student engagement, community experience, ambassador, mentorship and leadership engagement.
- *UMOJA* Conference, November 2011: Learning Community Staff and students attended a two-day long retreat in Sacramento.
- The Learning Communities faculty continue to work on SLOs/PLOs on Task Stream based on the required yearly revisions – persistence rates have shown success and retention.
- Learning Communities' English Showcase: November 2011: Learning Community English Instructors and students held a showcase of student poems, films, and speeches for the COA campus.
- March in March, March 2012: Learning Community staff recruited over 50 students to attend the statewide protest against education cuts in Sacramento.
- "My Experience", March 2012: the Adelante's English Instructor Adan Olmedo held an open reading of Adelante student Braulio Aramburo's reflection on the March in March
- Scholarship Workshop, March 2012: Create the Class Coordinator Mary Shaughnessy hosted two workshops demonstrating how to effectively apply for scholarships
- Flea Market Fundraiser for Learning Community Scholarships: the Learning Community staff collected donations from family, friends, and colleagues to sell at the Laney Flea Market. We effectively raised \$556 towards Learning Community student scholarships!
- Mr. John Steele's Presentation, April 2012: Amandla Coordinator Ellen Davis brought Mr. John Steele to COA to tell his firsthand account interacting with the Freedom

Riders. This presentation had the underlying message of the importance and historical struggle behind voting in the United States

- April 2012, Adelante Counselor/Coordinator, Patricia Posada and Trish Nelson, English Instructor attended the Basic Skills Coordinator Workshop in Sacramento and learned that technology will offer a more comprehensive and easy access to submit learning outcomes of all coursework required.
- Creation of the **American Institutions** learning community which is scheduled to begin in Fall 2012. This American Institutions learning community is an academic immersion program for underprepared students who will major in American Institutions (Political Science and History) at a transfer school. In this learning community basic skills level students will interact with transfer-level faculty and peers in content areas from the beginning of their college career. It is believed that through both peer-to-peer interaction and mentoring basic skills students will come up to college level skills in a shorter time. In addition, in the English component of this learning community will provide accelerated and contextualized instruction and curriculum based on the curriculum of the transfer History and Political Science components. This acceleration and contextualization of reading and writing will allow basic skills students to complete the basic/developmental English sequence in less time (two, rather than four semesters) and move on to accelerated transfer-level work increasing their retention, persistence, and success rates.
- Creation of Math 248, an experimental accelerated pre-statistics math course. This course is designed to cover the algebra sequence, normally three semester of algebra courses, in one semester, allowing students to complete the basic skills level math in less time. If students are successful in this courses, they can move on to complete transfer-level math courses.

Career and Technical Education (CTE) Programs

- The ATECH Department set up special tutoring program for ASE testing to improve success with ASE certification
- The ATECH Department continues to recruit for T-TEN program throughout the East Bay and West Bay areas.

Other

- College of Alameda worked with the City of Alameda to establish a free Estuary Crossing shuttle service from the west of Alameda to the Lake Merritt BART Station (Laney College) This shuttle service helps to increase access for our students.

Communities

B. Engage Our Communities and Partners

Career and Technical Education (CTE) Programs

- The ATECH Department continued to work with Toyota and our Toyota Advisory Committee to update, modify and improve both our generic and our Toyota T-TEN program, and improve the success of students placed at Toyota dealerships
- The ADAM Department established student internships in the following Community Fashion Houses: Erica Tanov, Verrieres and Sako, Nomadic Traders, and Steven Heard Design Studio

Learning Community/Violence Prevention Program

- The Community Change and Urban Leadership Initiative (collaboration between COA and: CSU East Bay, County of Alameda, and various community based organizations (such as: Urban Strategies Council, Youth Alive, New Organizing University, Community Learning Partnership, COMMIT [Community Leadership Institute], and others).

Programs

C. Build Programs of Distinction

Academic Pathways/Degree Programs

- Creation of a multidisciplinary LGBTQ Studies program. COA is the first East Bay community college to offer a LGBTQ Studies program. This program began in Spring 2012 with one humanities course, Humanities 60: Introduction to LGBTQ studies. Two more courses, an English course and a Health Sciences, have been approved and are slated to start in Spring 2013.
- Violence Prevention Program is completing its second cohort of students who pursued a Certificate of Completion in Violence Prevention
- The Political Science Department is in process of developing two additional pathways: **Community Organizing** certificate program and a **Public Administration** career ladder to success track

Career and Technical Education (CTE) Programs

- The Automotive Technology (ATECH) Department was the first program in the nation to achieve certification for the Toyota T-TEN program, with only six programs in the nation currently offering authorized programs in automotive technology.
- The ATECH Department achieved mid-cycle re-certification from National Automotive Technicians Education Foundation (NATEF) for generic ATECH program.

- ADAM program added GERBER Training for Computer Pattern Drafting System to accommodate Industry expectations
- ADAM program added Two Portfolio Development classes to accommodate Industry expectations
- ADAM program expanded Design and Sketching classes to accommodate Industry expectations
- ADAM program developed new Adobe Illustrator handouts for several classes to minimize class fees. Handouts replaced textbook purchases.

Collaboration

D. Create a Culture of Innovation and Collaboration

Academic Pathways/Degree Programs

- ESL collaborated (and continues to do so) district wide to create an accelerated learning program, which will be implemented starting this fall.

Career and Technical Education (CTE) Programs

- On October 7, 2011, the COA Business Department hosted the **Extreme Entrepreneurship Tour**. The **Extreme Entrepreneurship Tour** visited the College of Alameda to expose students and community members to the opportunities entrepreneurship provides. In partnership with the U.S. Chamber of Commerce's Campaign for Free Enterprise, the Tour promoted to students and members of the community to look at entrepreneurship as a viable career path.
- The ATECH Department worked and continues to work with other T-TEN Toyota programs throughout the nation to build a culture of collaboration and share best practices. ATECH faculty attended summer curriculum development workshop and continued contact via email.
- ADAM is actively working with Steven Heard of Steven Heard Design Studio for up-to-date industry training and internship collaborations.

Resources

E. Develop Resources to Advance and Sustain our Mission

Career and Technical Education (CTE) Programs

- ATECH Department continued work with California Bureau of Auto Repair in developing new 2013 smog technician update classes to be taught beginning in Fall 2012.
- ATECH Department continued working with Toyota at curriculum development workshops to develop curriculum which will meet new National Automotive Technicians Education Foundation (NATEF) certification Advanced Diagnostic standards, due out in Fall 2012.
- ADAM Department maintains contact with local fashion design studios to become Advisory Committee Members and allow for student internships to flourish

STUDENT SUPPORT SERVICES

Students

A. Advance Student Access, Equity, and Success

Welcome Center

- The Building A committee (Dean of Enrollment Services, Financial Aid supervisor, EOPS director, Transfer Program Director, Counseling Department chairs, Admissions and Records Specialist, and the Student Services Administration Staff Assistant) meet monthly to resolve issues related to services for students in the Welcome Center.
- Welcome Center staff has been trained each semester, including cross training of student assistants to improve one-stop welcome center service delivery concept.
- The Student Services management team follows up immediately on student problems and works to solve these problems by overcoming artificial barriers between programs. The team also ensures that at least one manager is present in the Welcome Center at all times to solve student issues.
- Ongoing training for all staff, students and faculty remains a high priority, including the development of a resource binder so referral to services is smooth and meets the needs of the students.
- Triage system implemented to deal with reduced staff while providing the same level of service for students.
- Improved signage, including a large screen TV, to announce deadlines and other important issues to students waiting for services.
- Developed bi-lingual resource list so students may be assisted with the help of an interpreter, if needed, students are provided with student identification cards in the Welcome Center.

Bookstore

Students saved approximately \$54,000 by renting 1,099 books during the fall and spring semesters.

EOPS/CARE Program

- COA's EOPS program served 492 unduplicated students in fall 2011. 469 students received EOPS services; and 23 received the support of the CARE program.
- Even though the program exceeded the state cap of 371 students, the impact of declining resources over the past two years was most evident as the EOPS program served fewer students when compared to 2009-2010 (822 unduplicated students) and 2008-2009 (900 unduplicated students)
- 229 (39%) of the EOPS/CARE students were identified as having a cumulative GPA in excess of 3.00. Of the 54 EOPS/CARE students that graduate in spring 2012, 28 (44%) transferred to a college/university; 23 received an AA degree; 2 earned an AS degree; and 11 received Certificates of Achievement. 11 of the spring 2012 graduates will do so with "honors" and 4 with "high honors". The retention rate for EOPS/CARE student remains at 81%, which is above the college wide average of 79%.

CalWORKs

- Although there was a modest increase in the number of students enrolled in the CalWORKs program, academic performance at the 2.0 or better level and retention and persistence remains a major challenge. 9 (12%) of the students who enrolled in fall 2011 failed to enroll in fall 2011.
- 79 COA students received CalWORKs services in fall 2011. This represents a modest increase of 29 students when compared to the 50 students receiving CalWORKs services Fall 2010.

Cougar Scholars Program (formerly YESS-ILP)

- Provided services to 30 unduplicated foster youth. 27 (80%) of the students who entered the YESS-ILP program in fall 2011 enrolled in spring 2012.
- 80% of the students in the Cougars Scholar Program earned a GPA in excess of 2.0.

Integration of Student Services and CTE Programs

- The ATLAS Program, the Career Advancement Academy, and the Counseling department collaborated to develop a job description and employ a fulltime, non-tenure track counselor to work with students in the ATLAS program and the Career Advancement Academy.
- Instructional and counseling faculty collaborated to participate in the Bay Area Workforce Collaborative Peer Learning Session on Strengthening Student Support Services for Bridge and Career Pathway programs at the end of February.

Students with Mental Health Needs

- District Health Services provided a mental health counselor once a week at COA.
- On behalf of Student Services in the Peralta colleges, the VPSS participated with the Alameda County Behavioral Task Force to develop an MOU to Implement Supported Education for Students with Mental Health Needs and Disabilities.
- COA collaborated with professionals from other Peralta colleges to put on a training program to enhance case managers' skills in working with Transition Age Youth with Mental Health issues who were attending or planning to attend the community colleges.
- The Student Services VPSS represented Chief Student Services Officers on a statewide task force on Students with Mental Health needs.
- She collaborated with other Student Services administrators to respond to an RFP to implement peer support program to work with students with mental health issues in the Peralta colleges. The grant will begin in 2012/2013.

Childcare Services for Students

Due to budget cuts the Children's Center at College of Alameda was closed August 2011. VPSS collaborated with Alameda Family Services, the office of the President, the Business Office, and the General Services Department to remodel and re-furbish the Children's Center building to rent to AFS for the Head Start program, which gives priority to COA students.

Programs and Services for Students with Disabilities (DSPS)

- Despite continuing cuts of 50% in state funding, COA DSPS provided counseling, instruction, and support services to over 600 students with disabilities in 2011-12. This is possible because DSPS staff have all taken on additional responsibilities.
- In addition, the College to Career and WorkAbility III grants have brought significant resources to serve students.
- But the current pattern is not sustainable; restoration of state funding is essential for students to receive necessary services which support success and to which they are legally entitled.
- Success rates for DSPS students are higher than the college as a whole; withdraw rates are lower than college

	Success Rate	Withdraw Rate
DSPS Fall '10	68%	15%
College Fall '10	66%	16.8%

- DSPS students received testing accommodations for 442 tests in 2011-12.
- Fifty-four books were scanned and made accessible to students who are blind or have a learning disability.
- Because of state funding cuts, DSPS did not offer math support classes in Fall '11. It is critical to find a way to provide math support, since requirements for an AA degree have increased.

Student Leadership and Development

- Development of ASCOA
 - Officers participated in 3 day COA Student Leadership Retreat
 - Officers participated in PCCD Student Leadership Retreat
 - Two officers participated in the Statewide Student Senate (SSCCC)
 - All Officers completed all their classes
 - One officer is graduating; Two officers are transferring
- Simplified Club Chartering
 - Reviewed current club chartering process and procedures
 - Simplified process and procedures
 - Presented draft at Town hall Meeting
 - Finalized document with consideration of input
- Development of Student Leadership through Student Clubs: Latinos Unidos, Muslim Students Association, African-American Students Association, Save Our Schools (SOS)
- Student Center Fee
 - Students examined Student Center Fee Budget
 - Considered items to maintain and improve Student Center
 - Researched items and costs
 - Developed expenditure budget
 - ASCOA approved expenditures
 - COA Administration approved expenditure proposal.

Alameda One Stop Career Center

- The mission of the Alameda One Stop Career Center is to provide free employment services to COA students, community job seekers, and local businesses. We offer a variety of services to individuals of all ages and abilities and to businesses of all sizes and types. We collaborate with more than twenty local community-based and governmental organizations to ensure that employment, training, and other workforce related services are provided in an efficient and seamless manner.
- Presentations in numerous classes informing students of services / employment opportunities
- Offered comprehensive set of workshops with employment focus

Transfer Program

- Transfer Workshops/Events
 - Transfer Day
 - College Panel – Question and Answer session with CSU, UC and local private institutions about programs and transfer related information
 - Personal Statement workshop
 - UC Application workshop
 - UC Davis Question and Answer session
 - Transfer Admission Guarantee (TAG) workshop
- Updates to Transfer Program website were made to provide access to important transfer information and resources
 - Personal statement information
 - Application Tutorials
 - College Search
 - Career advising
 - Western Undergraduate Exchange (WUE)
 - Historically Black Colleges and Universities
- Ongoing services include:
 - Transfer Admission Guarantees
 - Concurrent Enrollment with CSUEB, UC Berkeley, Mills
 - On-the-Spot Admissions with CSUEB
 - Transfer Alliance Project (TAP) – UC Berkeley
 - 4 yr representative visits
- CCC-UC Data Sharing Project –UC provided access to roster of fall 2012 transfer applicants allowing Transfer Program to connect with students and provide reminders for important application update as well as additional resources
- Attended Ensuring Transfer Success (ETS) Conference – obtained current UC transfer related information

Articulation Program

- Provide counselors and students with updated AA/AS G.E. Requirements, CSU-GE Breadth & IGETC Advising Forms
- Submitting COA's courses for UC-TCA, CSU-GE Breadth, and IGETC approval
- Attended CIAC regional and state wide conferences – received latest articulation update regarding:
 - Transfer Degrees
 - Best practices on writing the Course Outline of Record

Veterans

- COA'S Vice President of Student Services and Dean of Enrollment Services attended the Office of Civil Rights (OCR) Serving Those Who Served: Best Practices for Student

College of Alameda

Veteran Success Conference in San Francisco and developed contacts within the Veterans Community which lead to COA sponsoring a district-wide Veterans Educational Resource Fair held at the District Office.

- The Dean of Enrollment Services, Veterans Certifying Official, and faculty/staff involved with the DSP&S Program attended workshops offered through the VA, Defense and Veterans Brain Injury Center, and War Related Illness & Injury Study Center to learn about strategies for success in meeting the needs of student veterans suffering from Post Traumatic Stress Disorder (PTSD), Post Concussive Symptoms (PCS) and Co-Occurring Conditions.

Financial Aid

- The Financial aid office at College of Alameda has strived to remove financial barriers to help students finance their education and provide access to higher education. We have processed nearly 3,000 PELL applicants and have awarded some form of financial aid to roughly about 5,000 students.
- The financial aid office has advanced student access by providing information on the FAFSA, grants, and loans through orientations, fliers and workshops, in order to help all students understand financial aid. We have conducted workshops about FAFSA and the application process as well as educating students about the new financial aid disbursement system, Higher One. We have updated and enhanced our website to give students the ability to read, download, and complete financial aid forms.
- We have outlined and provided information about the student's rights and responsibilities once they accept an award and receive their financial aid. These responsibilities help students understand the level of academic achievement required to maintain financial aid and succeed in their academic endeavors.
- The Financial aid Office and the Counseling Department collaborated on a streamlined, customer service oriented process for students on financial aid dismissal to submit on-time and complete petitions for reinstatement of financial aid.
- These rights and responsibilities are posted on our website as well as in our financial aid handbook. This helps students understand the requirements of Satisfactory Academic Progress (the lack of knowledge of this policy will disqualified students from receiving financial aid). The financial aid office will also begin having mandatory workshops and an online quiz for those who do not meet these academic requirements in the hopes of aiding the student to return to the right path and lead them towards succeeding in their academic goals.
- We will promote equity by helping every student's needs in a timely and efficient manner. Due to hard-working staff, the FAO has been up-to-date with review of student files since December 2011. All students who have applied and submitted forms have been served and helped in a timely, efficient, and equitable manner.

- Financial aid is one of the key components in student success. By administering financial aid to all needy students in a timely manner, we are impacting student success in the classrooms.

Financial Aid Advisory Committee

Advisory Committee reviewed and provided feedback on new policies and procedures related to Satisfactory Academic Progress (SAP), implementation of Higher One, and improving the communication to students originating from the Financial Aid Office

Counseling Department

- Counselors provide students with academic, career and personal counseling along with appropriate referrals necessary to attain each students' academic goals. In 2011-2012, the Counseling Department provided 9,514 appointments and drop-ins. (since August 1, 2011 till May 15, 2012). Of this count, 4899 students visited the department (unduplicated number, same dates)
- Counselors assist students with academic, and personal counseling. and render referral sources. Counselors also assist in the identification and reevaluation of students educational plans and career goals; counselors also serve as an advocate to mediate concerns with their instructor's; counselors assist students in transfer to four year college/universities and H.B.C.U.'s.
- Counselors also work with students who are on academic or progress probation or dismissal. All new students must plan their 1st year Educational Plan with their counselor. All new and returning students must have their program of study approved by a counselor before registering for class.
- Students Educational Plans are developed, up-dated and revised according to students' matriculation needs.
- The Counseling Department has participated in strategic planning and budget process at COA by completing Annual Planning Updates and designated Student Learning Outcomes. In addition, it's already completed one cycle of evaluation of our SLOs and will implement the findings in the 2012-2013 APUs.
- From the SLO evaluations, student surveys indicate that students are pleased overall with the services provided by the Counseling Department, however, many voiced the strong need for more counselors.
- The Counseling Department offers several Counseling classes to assist students with recognizing their full potential through developing self-awareness, educational management and lifelong independent career planning skills. Counseling courses are designed to provide an in-depth exploration into the process of self-knowledge. These courses taught by the Counseling Faculty, will enable students to identify educational and career goals, assist students with student success strategies, learning, and study skills, and Associate Degree and Transfer planning.

- Beginning Spring 2012, Passport began enforcing Academic Progress (academic and progress probation as well as dismissal). Counselors began creating an online process to address Academic Success for students. The procedure is in the final stage of development and should be implemented soon.
- While the Counseling Department has offered over the past 8 years, both an online orientation and a campus-wide orientation (Fab Friday), the department chairs are involved in district-wide discussions to make orientation “mandatory” and to implement new orientation models which should increase new student success and retention.

Matriculation

- Matriculation established a specific set of services in a process linked by components reflecting the legislative and regulatory mandates students require to be assured access and success. These components are all designated services that compel the interaction between students, faculty, and staff. This interaction is central to student success because it diminishes the isolation that students often experience in the higher education environment.
- Improvement in orientation and counseling services (including probation, prerequisite clearance, and e-counseling) helped promote student success
- Evaluation of matriculation services (orientation and counseling) show that students find these services beneficial and productive and would recommend them to other students.
- 87% of the students enrolled in each EOPS, CRE, CalWORKs, and the Cougar Scholars Program enrolled in at least 12 units Fall 2011.

Communities

B. Engage Our Communities and Partners

Matriculation

Matriculation allows for engaging the community to partner in the success of our students.

Counseling Department

- The Counseling Department encourages each student to utilize the most appropriate physical and human resources, available within the college, district and larger community.
- Increased interaction with campus student services departments including Financial Aid, EOPS, DSPS, as well as instructional programs like Learning Resources Lab and Library services.
- Many of the Counseling Faculty who teach counseling courses are active in the community and partner with local highschools to do outreach. In addition, the

counselors who teach in the Learning Communities often interact with various local businesses and groups to support student activities and learning.

EOPS/CARE

Has an active Advisory Board which is comprised of community/governmental and private sector leaders as well as EOPS and CARE students. The program invited the new Director of the Alameda Social Services Agency to meet with college, district, and community agencies serving CalWORKs students.

CalWORKs

The College's **CalWORKs** program is designed to support the Alameda County Department of Social Services Welfare to Work employment target of 30 percent of all CalWORKs students working at least 20 hours a week while attending school. As such, the college program has a strong work-study component that assists students with gaining hands-on experience during their education at the college.

Cougar Scholars Program

College of Alameda continues to demonstrate interest in serving foster youth as the program has staff and fiscal resources dedicated to the implementation of the District's Foster Care Initiative. The approach is comprehensive, and integrated as the program provides youth with on-campus instructional, student support and community-based services/resources that focus on life skills training, employment development and academic performance, as the objective is clear – empowering emancipated foster with the personal, and academic tools needed to achieve and succeed.

Financial Aid

- Continue to provide FAFSA workshops for students and members of the community
- The financial aid office has done outreach events over the past year within the community. Some of the organizations that we have worked with over the past year: The city of Alameda, East Bay Refugee Form, and Alameda boys and girls club. The financial aid office wants to continue to increase financial aid outreach activities outside in the community to promote awareness of financial aid programs to not just high school students but all members of the community. Working together with outside organizations to promote school awareness is part of College of Alameda strategy.

Alameda One Stop Career Center

- The Alameda One Stop career center is contracted by the Alameda County Workforce Investment Board (ACWIB) to provide services to Alameda job seekers and businesses. Through March 2012, 846 community individuals have accessed services at the One Stop. A total of 3,829 visits have been recorded at the Center.
- The Center has registered 23 new companies into the ACWIB database in the first six months of the year. Seven companies have hired ten individuals using on the job training monies (OJT).
- The 14th annual job fair attracted 30 employers and more than 400 jobseekers to the campus on May 2. Employers are actively hiring after many years of lackluster activity and the job fair offered a great opportunity for jobseekers to speak directly to recruiters.
- The following MANDATED PARTNERS meet on a quarterly basis and partner in providing services to the community: City of Alameda Economic Development Department, Alameda Adult School, Alameda Housing Authority, City of Oakland Assets Senior Employment Opportunities Program, Employment Development Department, Alameda County Social Services Agency, Job Corps., College of Alameda

Student Leadership and Development

- The Associated Student of College of Alameda collaborated with the Alameda Multicultural Center to present three films Not in our Town on diversity.
- The Veterans program and the Associated Students of College of Alameda presented Service: When Women Come Marching Home, a documentary film about the struggles of female veterans in the transition from service to civilian life. Community members were invited and in attendance.
- Black History Month, February 2012: Spearheaded by Amandla English Instructor Vanessa Lewis, the Learning Communities coordinated a student presentation focusing on Black Women in Hip Hop Culture. This event featured student readings, dance, and music presentations.
- Lunar New Year Event, April 2012: APASS Learning Community students and APASS Coordinator Marissa Nakano hosted a carnival and performances for the COA campus in the F-building. They provided free snacks, games, and cultural dance performances presented by Danny Nguyen and the COA Dance Troupe.
- End of the Year Ceremony, May 2012: An open ceremony inviting students, family and friends to celebrate the accomplishments of Learning Community students. Each learning community featured the talent of students through short speeches, essay/poetry readings, and music/songs. Nine \$150- scholarships were awarded and given to eligible Learning Community students.
- Learning Community Newsletter, '11-'12: APASS English 269AB instructor Lily Chien-Davis collected student essays, poems, and Learning Community events and photos and created our 2011-2012 newsletter. This was distributed to COA.

Transfer Program

- **Transfer Day** –Representatives from over 40 UC, CSU, private and out of state colleges and universities attend College of Alameda’s Transfer Day to provide students access to transfer information.
- **Spring College Transfer Panel** - Representatives from UC, CSU and private institutions were invited to participate in a panel discussion to answer transfer questions
- **Transfer Advisory Panel** – Transfer Advisory Committee members, comprised of UC, CSU and College of Alameda faculty and staff work collaboratively to identify areas needing improvement, to develop and implement various solutions to create a seamless and successful transfer program for students at COA. One goal developed by the committee this year: College counselors to receive training from UC representative on UC personal statements.

Programs

C. Build Programs of Distinction

Cougar Scholars Program

With the continued presence of a part-time Project Coordinator to the college’s Student Services staff, a complete assessment of each student’s current situation, including their educational level, living arrangements, and personal wellbeing, will be completed. Based on the individualized assessment, the Project Coordinator and the student will work together to design both a short and long term plan to address each of the areas and any challenges to achieving their educational and emancipation goals.

Financial Aid

- The financial aid office is and plans to further facilitate students learning and goal attainment by utilizing premier student support services developmental education and foundation skills to:
 - Continue to deliver financial aid services
 - Develop a uniform communication mode to disseminate information to all students at College of Alameda. (E-mail, website, & social media). Over the past year, we have implemented a new FA disbursement system (HigherOne) to give better, quicker, and more effective access to student’s money.
 - Ensure that the Office of Financial Aid has the adequate staff to continue its effectiveness and efficiency.

Veterans

Working with District General Services staff, architectural plans are underway to modify existing space located in the “G” building to establish a Veterans Center on campus.

Learning Communities

Learning Community Movie Team, Spring 2012: Resulting from a grant given by the Acceleration in Context team, (Chabot College, Tom DeWitt and Sean McFarland, English Instructors) students were given cameras, editing software, and an Apple computer to create their own movie/short films about COA student life. There are current 8 students and two staff coordinators (Rex Ganding from APASS and Adan Olmedo from Adelante) managing the team!

Counseling Department

- First in the District to pilot an online counseling service for distance education students in Fall 2010. Since then, the remaining campuses in the District have introduced similar services, utilizing the program that COA created.
- Implementation of common student assistant staff training at the start of each semester.
- The Counseling Department is always exploring opportunities to increase services to students; an example is the Prerequisite Clearance procedure that students can now utilize online. In addition, online workshops including “Choosing a Major” and “Academic Success” are currently being developed.
- COA counselors serve on many critical committees which help shape educational policy and academic procedures. The District-wide Student Success Task Force is an example of how counseling faculty provide important guidance and experience in the development of student success at COA and across our sister campuses. With the possible implementation of SB 1456, counselors will need to continue to be involved in this important endeavor.
- The Learning Communities at COA are an exemplary models of how Counseling courses help improve student success and retention. By partnering a counseling course with academic ones like English (and in the near future Math and other social science disciplines) enables the student to have a support network and relationships that greatly improve their academic and personal success. Data shows that Learning Communities cohorts do better and withdraw less than those who are not participating in a counseling course with their English class. With SB 1456 Student Success Act, possible orientation plans may include requiring all new students to be in a Learning Community and participate in a first-year experience program.

Collaboration

D. Create a Culture of Innovation and Collaboration

Matriculation

- COA has the highest percentage of matriculating students in the District. Student services and instruction often collaborate on providing excellent services and events like Fabulous Friday and exemplary Learning Communities

- In the past year there have been a number of Title 5 changes that impact matriculation (repeatability, prerequisites, and enrollment priorities) not to mention SB1456. Many efforts have been made to raise awareness of these changes through email communication, presentation at Academic Senate meetings, and matriculation meetings.

Counseling Department

- The collaboration between student services and instruction is an important relationship, one that the Counseling Department contributes to develop in positive ways. New Student Orientations are a key component of student success and the Counseling Department partners with instructional faculty and staff to develop successful models of orientation which included Super Saturday New Student Conference and the most recent innovation, Fabulous Friday New Student Orientation.
- Fab Friday is a campus-wide event and in Fall 2011 Fab Friday saw a record-breaking 275 students participate, with 35 instructional faculty assisting counselors in providing essential orientation services. Spring 2012 continued that success with the Fall 2012 Fab Friday planned for August 17th from 11am to 3pm.
- Counseling faculty are participating in discussions to create learning communities with discipline faculty in promoting a first year learning experience for new students, with pilots to begin Spring 2013.
- Counseling Faculty helps support institutional goals by participating fully in a variety of college standing committees, assisting in the establishment and deliberation of college-wide policy recommendations. The committees include:
 - Academic Senate
 - College Council
 - Curriculum
 - CLASS
 - Financial Aid
 - Matriculation
 - Technology
- General Counselors work within the Student Services Division. As such, we assist other units in the provision of program quality and services. As Student Services Council members, counselors and other unit departments are encouraged to share information, discuss, review, and plan future student services, identify budgetary priorities, develop strategies and techniques to increase student persistence, retention, and success, and complete program goals including counseling course instruction.

The EOPS/CARE/CalWORKs/Cougar Scholar Programs

- Continue to enjoy an excellent relationship with the other student services units/programs/activities that comprise the Student Services Division; and actively collaborates with the 4 Learning Communities, library, as well as the faculty and staff that comprise the Instructional Division, and is an active participant on the District-wide Student Success Initiative Task Force.

- Because eligibility determination and delivery of student aid involve complex requirements for coordinating, monitoring, and verifying students' awards, the Financial Aid Office works closely with many on-campus offices and off-campus agencies to ensure both strict compliance with regulatory requirements and efficient service for students. We must team together with counseling, EOPS, DSPS, Admissions and records, the campus business office, and IT to ensure a seamless and integrated process with the ultimate goal of serving, retaining, and ensuring success for every student.

Learning Communities

- The Learning Communities program will begin to develop a Mentor/menteeship program for the new academic year 2012-13. This will allow students to establish a relationship with a faculty/administrator at College of Alameda so that it helps them to promote: self esteem, personal growth and development, student access and success and develop a relationship for peer and mentoring.
- The Learning Communities will continue to work with the V.P. of Student Services, the President, Academic Senate, General Counseling and other colleges for collaboration of efforts.

Articulation program

Consult with CCC, CSU and UC Articulation Officers regarding articulation related issues

Transfer Program

- Collaborate with faculty to promote transfer on campus
- Presentations to classes about transfer programs and opportunities
- Member of GE Subcommittee and Curriculum Committee
- Consult with faculty to facilitate curriculum approval process
- Participated in planning meetings for new LGBTQ courses and program
- Collaborated with faculty to complete AA-T/AS-T transfer degrees

Veterans

- Worked with One-Stop Career Center to provide employment services specifically for Veterans.
- Had a representative from EDD on site one day a week to work specifically with Veterans student population. (until Alan's departure in January of 2012)

Resources

E. Develop Resources to Advance and Sustain our Mission

Matriculation

- Matriculation addresses both student success and institutional effectiveness.
- Recent studies show that the components of Matriculation which directly affect students: Admission, Orientation, Assessment, Counseling and Student Follow-up are crucial factors impacting student retention, persistence, and completion.
- With SB1456, mandatory core services should increase student success and promote the mission of COA.

Counseling

- In Fall 2011, counselors participated in a District-wide training that included new technology available through PeopleSoft. Degree Audit reports and transcript queries were some of the new resources available to counselors in their work with students. This new technology, which can improve the delivery of services provided to students, is still being improved to better facilitate their usefulness. Counselors will be important in providing feedback on their continuous improvement.
- With severe budget cuts to the matriculation budget, key resources for student success including the Student Handbook/Academic Planner could no longer be funded. The Counseling Department presented grant requests to the CLASS committee in Fall 2010 and Fall 2011, which were approved, to fund the Student Handbook, the only campus in the District to still provide this critical resource.
- Many of the services provided like Online Orientation and the Counseling Department website were initially offered using open-source material. The Department will continue to explore innovative and cost-effective resources that will increase the services provided to our students.

Cougar Scholars Program –

The Student Services Division continues to receive a \$22,000 grant by the California Community Colleges Foundation to advance the mission of the Cougar Scholars Program. The grant specifically focuses on the personal and academic empowerment challenges of emancipated foster youth.

Learning Communities

- The Learning Communities team continues to meet on a regular basis to discuss goals and objectives that will help sustain our mission (through retreats and regular meetings). The team also continues to look for ways to raise funds: for example, flea market, grant

writing, exposure of the success of learning communities at College of Alameda to statewide conferences.

Financial Aid

- The Financial Aid office at College of Alameda must develop additional technological and staffing resources to sustain our mission of ensuring all students the opportunity to obtain a college education. We must be equipped with up-to-date technology to better serve all students in an efficient and effective manner. With increased staffing and technology, we will impact the success of our students even greater than we do now.
- Utilizing technology to better serve Financial Aid students (e.g. scanning of appeals documents and making available to counselors and financial aid staff through a shared drive)

Programs and Services for Students with Disabilities (DSPS)

- COA DSPS actively engages business and community agencies in implementing program goals. Partners include Regional Center of the East Bay, the Department of Rehabilitation, East Bay Innovations (EBI), the College of Alameda One Stop Career Center, faculty, and employers.
- COA DSPS was selected as one of only five California Community Colleges for the College to Career (C2C) grant, \$250,000 per year for 4 years, to improve employment outcomes for students with intellectual disabilities (ID) or autism and to expand the range of jobs available, beyond those typically accessed by persons with ID or autism. 2011-12 was the first year of implementation.
Twenty students were accepted into C2C; seven students are now in one-year internships at Kaiser Human Resources in Alameda, in collaboration with East Bay Innovations Project Search.
- WorkAbility III received a significant augmentation in 2011-12 of \$145,000, a 65% increase over the previous contract, because the program has met job placement goals, in spite of the recessionary job market; the WA III Contract has been renewed for 2012-15 for \$366,527/year.
- COA DSPS is working with the Academic Senate and COA administration to plan the COA Veterans Resource Center. Approximately 40% of returning Vets have disabilities, including Traumatic Brain Injury (TBI), Post Traumatic Stress Disorder (PTSD) and physical disabilities. DSPS will play a vital role in providing services.

Articulation Program

Articulation Officer. serves as a primary resource to Counseling Faculty and students in:

- Understanding Articulation Agreements
- Maintaining current transfer requirements
- Providing information resource related to transfer requirements

- Updating of COA's AA/AS G.E. Requirements, CSU-GE Breadth & IGETC Advising Forms
- Submitting COA's courses for UC-TCA, CSU-GE Breadth, and IGETC approval
- Maintaining COA's ASSIST database

Direct Support Professionals Program (JDIF Grant)

- In March 2011 College of Alameda received a 15 month, \$300,000 grant to develop and implement the first and second (through Las Positas College) steps of a career program training direct support professionals to work with individuals with disabilities. CalWORKs recipients and other low income individuals were targeted as the trainees for the grant.
- Progress toward Goals
- On campus classes for the second cohort of students in the Direct Support Professionals Program ended on March 21st and a third cohort began classes on March 26th.
- Data for cohort one remains incomplete as several students were delayed in starting their internship. Most cohort 2 students are now in internships and cohort 3 students have received a fingerprint live scan and DOJ and FBI background checks are being conducted.

Cohort Data

Description	Cohort 1	Cohort 2	Cohort 3	Totals
Applicants	40	100	58	198
Enrolled	24	23	19	66
Finished Program	20	20		
Received Certificate	11			
Certificate Pending	5	19		
Completed Classes except Internship	4	3		
Received Job Offer	11			
Employed	7			
Continuing College Education	8			
Starting Average Wage	\$12			

College of Alameda

Male	3	4	4	11
Female	21	19	15	55
Ethnicity: African American	22	15	17	54
Ethnicity: Caucasian	2	0	1	3
Ethnicity: Hispanic	1	3	1	5
Ethnicity: Asian	0	2	1	3
Ethnicity: Other	1	3	2	6
HS Diploma or GED	15	18	16	49
AA Degree or Higher	1	2	3	6
No HS Diploma or GED	5	4	0	9

- The first cohort of students in the *Supervisory Management for Direct Support Services* course at Las Positas College (LPC) completed their coursework the week of March 19th. A second Supervisory and Management cohort at LPC begin March 26th.
- Work toward the development of a career pathway model for the developmental disabilities health and human service sector that is aligned with industry core competencies and linked to continuing certificate, degree and career advancement options is near completion.
- As indicated above, cohorts 2 and 3 were offered back to back. Internships for cohort 3 students will run well into July and possibly early August. Outcome data will need to be reported following completion of internships. It is anticipated that there will be enough unspent money in object 5105 to pay for contract costs of the Direct Support Professionals program director and program assistant through July and maybe part of August, especially if we work less than full time. I will write the CCCCCO soon to request a grant extension.

National Endowment for the Humanities Grant

- In collaboration with City College of San Francisco and Mission College, College of Alameda was selected to participate in a three year project to develop curriculum that would integrate Southeast Asian cultural and history into the humanities curriculum. The project is organized around a progressive series of activities that integrates faculty, curriculum and institutional development.
- Three representatives of college faculty were selected to attend an 8-day summer symposium hosted at the East-West Center in Honolulu from July 13-20.
- Future project activities include:

College of Alameda

- A 2-day distinguished lecturer visit in Fall 2012;
- Mentoring by Asian studies scholars in Spring or Fall 2013;
- A series of 3-day faculty and curriculum development sessions in 2013;
- An online conference featuring project-related research and resulting in a peer-reviewed book publication;
- A final, lessons-learned conference in late summer or fall 2014.

Veterans

Establishment of Veterans Book Fund through support from the Vietnam Veterans of America, Chapter 400 (\$2500).

Other

The Student Services Department and Programs completed nearly 100% of their Student Learning Outcomes and assessment of SLOs and Annual Program Updates (APUs) into TaskStream.



Laney College Accomplishments for 2011-2012

LANEY COLLEGE 2011-12 ACCOMPLISHMENTS			
Accomplishment(s)	Timeframe	Key Individual(s)	ACCJC Standard
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS			
<p>Foundational Skills Committee (FSC): The re-structure of the BSI committee into the FSC has become more diverse. Consistent convening of the team during the spring term developed pilot program course clustering and sequencing with wrap around services that will be launched Fall 2012.</p> <p>Strategic Goal A</p>	Spring 2012	FSC Committee	Standard I: Institutional Effectiveness
<p>Learning Community Taskforce: The development of the taskforce has allowed for dialogue and integrated support services for all Laney College learning communities programs.</p> <p>The LC Task Force also completed a robust two day training with renowned LC expert from Evergreen College; Gillies Malnarich</p> <p>Strategic Goals B and C</p>	<p>2011-12</p> <p>May 2012</p>	LC Taskforce	Standard I: Institutional Effectiveness

<p>The APASS Program staff in collaboration with Dr. Bob Barr is developing a structure in the PeopleSoft system to allow for disaggregation of data for the Asian and Pacific Islander (API) student population to allow for a understanding of how best to track, analyze and serve the various sub-groups that compose the API group.</p> <p>Strategic Goal A</p>	2011-2012	<p>Lilia Celhay</p> <p>Tomoko Roudebush</p> <p>Bob Barr</p>	Standard I: Institutional Effectiveness
<p>Successful Completion of Accreditation Mid-term Report</p> <p>Strategic Goals A, B, C, D, and E</p>	Spring 2012	<p>Accreditation Task Force</p> <p>Eileen White</p> <p>Elnora Webb</p> <p>Vina Cera</p> <p>Denise Richardson</p>	Standard I: Institutional Mission & Effectiveness
STANDARD II:			
STUDENT LEARNING PROGRAMS & SERVICES			
<p>Foundational Skills Committee (FSC): The re-structure of the BSI committee into the FSC has become more diverse. Consistent convening of the team during the spring term developed pilot program course clustering and sequencing with wrap around services that will be launched Fall 2012.</p> <p>Strategic Goals A and C</p>	Spring 2012	<p>FSC Committee</p> <p>Newin Orante</p> <p>David Mullen</p>	Standard II: Instructional Programs; Basic Skills Development, Student Services, and Learning Community
The Cash for College event supported	January 28,	Gary Nicholes	Standard II:

<p>students and the community with financial aid and scholarships. The event was in partnership with East Bay Consortium.</p> <p>Strategic Goals B and C</p>	<p>2012</p>	<p>Amy Lee</p>	<p>Student Services, and Community Partnerships.</p>
<p>Learning Community Taskforce: The development of the taskforce has allowed for dialogue and integrated support services for all Laney College learning communities programs.</p> <p>The LC Task Force also completed a robust two day training with renowned LC expert from Evergreen College; Gillies Malnarich</p> <p>Strategic Goal C</p>	<p>2011-12</p> <p>May 2012</p>	<p>LC Taskforce</p>	<p>Standard II: Instructional Programs; Basic Skills Development, Student Services, and Learning Community</p>
<p>Staff and students have expressed their increased confidence in the Safety Aide Program due to increased visibility and general professionalism. Additionally, Safety Aides recently began learning and using an amended version of the radio codes used by the Alameda County Sheriff's Office to facilitate rapid and clear communications among the Safety Aides as well as with the Sheriff's Office.</p> <p>Strategic Goals B and D</p>	<p>2011-12</p>	<p>Cassandra Upshaw</p>	<p>Standard II: Student Services</p>
<p>Learning Assessment Committee (LAC) :</p> <ul style="list-style-type: none"> Conducted four assessment "weeks" of work sessions, two in the fall semester, two in the spring semester Doubled the number of programs with outcomes and assessment plans in TaskStream (from the previous year's report) 		<p>LAC Committee</p>	<p>Standard II: Student Learning Programs and Services – Program Achievements</p>

<ul style="list-style-type: none"> • Tripled number of hours of 1-to-1 assessment planning support to faculty • Used web 2.0 resource (Wikispaces) to transform GE outcomes into Institutional Learning outcomes • Provided several student services-specific work sessions to support documenting service area outcomes inside TaskStream • Provided regular updates to the Faculty Senate, Department Chairs/Program Coordinators meetings, College Council and other shared governance bodies • Reviewed more than five hundred TaskStream submissions that were approved or returned for revision • Created and posted on LAC web site five (5) "how to" Screencast video tutorials for accessing and using TaskStream • Designed and co-facilitated district-wide assessment sessions (fall and spring flex days, Student Services Summit) • Wrote assessment-related portions of the ACCJC Midterm Report and collected evidence documenting progress • Maintained currency on and were informed by system-wide assessment activities and dialogues using LEARNINGASSESSMENT and LEARNINGOUTCOMES listservs • Created and distributed to all FAS directions for content and a rubric of reviewer expectations for TaskStream submissions <p>Strategic Goals A, B, C, D, and E</p>			
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<p>Successful re-launch of Puente Program. New model, and leadership of new staff recruited a strong cohort of students leading to an increased progression of students from ENG201A/B into 1A within one year period.</p> <p>Strategic Goals A and C</p>	2011-12	<p>Serena Chu</p> <p>Carlos Romero</p>	<p>Standard II:</p> <p>Instructional Programs; Basic Skills Development, Student Services, and Learning Community</p>
<p>2nd Annual Historically Black College Fair at Laney College. Attended by over 800 Peralta and OUSD students. This event is in partner with UCAN and OUSD.</p> <p>Strategic Goals A, B, C , and D</p>	September 14, 2011	<p>Cassandra Upshaw</p> <p>David Reed</p>	<p>Standard II:</p> <p>Student Services, and Community Partnerships.</p>
<p>2nd year funding award of the EOPS, b2b Learning Community for Foster Youth. The b2b Program also completed its first cycle as a learning community this spring, and will be recruiting new cohort for the Fall 2012 term. b2b is a partnership program between Laney College, Beyond Emancipation and Career Ladders Project.</p> <p>Strategic Goals A, C, and D</p>	2011-12	<p>Rae Hendriksz</p> <p>Susan Truong</p>	<p>Standard II:</p> <p>Instructional Programs; Basic Skills Development, Student Services, Learning Community, and Community Partnerships.</p>
<p>Executed the second Annual Sustainable Peralta Chef Competition and Fair</p> <p>Strategic Goals C and D</p>	Spring 2012	<p>Food Service Program</p>	<p>Standard II:</p> <p>Program Achievements</p>
<p>TRIO SSS - Counseling In addition to providing academic, career, and personal counseling to TRIO SSS students, the TRIO Counseling team supported students with engaging and interactive workshops on topics such as Introduction to the Transfer Path; Securing Strong Letters of Recommendation; Stress Management; and (Un) Healthy Relationships. The</p>	2011-12	<p>TRIO SSS Support Team, Amy Lee, Newin Orante</p>	<p>Standard II:</p> <p>Program Achievements</p>

counseling team also coordinated campus visits to UC Davis, CSU East Bay and San Francisco State University. Strategic Goals A, B, C, D, and E			
TRIO SSS - Academic Mentoring In January, TRIO SSS introduced Academic Mentoring. Academic Mentors are degreed individuals who provide consistent and personalized academic support to TRIO students. In addition to offering tutoring in Math, Biology, English, and writing across all academic disciplines. Academic mentors hosted ESL conversation groups, supported students in creating strong scholarship essays, and facilitated workshops including Applying for Scholarships, Research Workshop (Intro to Research & Hands-on Practice). Mentors also sponsored Study Nights to provide students a welcoming and conducive environment for students to study individual or in groups. Strategic Goals A and C	2011-12	TRIO SSS Support Team, Amy Lee, Newin Orante	Standard II: Program Achievements
TRIO SSS Student Advisory Board In January 2012, TRIO SSS launched a Student Advisory Board (SAB). The inaugural board is composed of 5 student leaders who <ul style="list-style-type: none"> • Support the creation of a strong foundation for TRiO SSS at Laney College by serving as student ambassadors to the Laney community. • Ensure TRIO SSS services are relevant to participants by providing feedback and suggestions on programming. • Leverage SAB's collective knowledge on navigating Laney College from a student perspective. Archive this knowledge through the development of student guides and helpful tips. • Build leadership skills of SAB participants in the following manner: 	2011-12	TRIO SSS Support Team, Amy Lee, Newin Orante	Standard II: Program Achievements

<ul style="list-style-type: none"> ○ Participate in leadership trainings ○ Plan service and cultural events for SSS participants. <p>SAB Members identified the need to increase student's sense of pride and connection to the Laney campus. As a result, they successfully coordinated an enrichment outing to support Fusion Theater's production of Alice in Oaksterland at Laney College. Prior to the show, 20 TRIO SSS students participated in a Q&A with play write and Laney faculty Jackie Graves.</p> <p>Strategic Goals A, C, and D</p>			
<p>TRIO SSS Career Explorations Night In April, 45 TRIO Student Support Services students networked with 25 distinguished career professionals. Students participated in an interactive networking seminar and then practiced their skills by connecting with professionals to gain a broader understanding of career opportunities. Some students even left with scheduled lunches to continue their conversations! Professionals ranged from engineers with numerous patents, non-profit directors, venture capitalists, social workers, nurses, community organizers, biologists, and more.</p> <p>Strategic Goals A, B, C and D</p>	Spring 2012	TRIO SSS Support Team, Amy Lee, Newin Orante	Standard II: Program Achievements
<p>Enrichment: FELA! The musical In November, 20 TRIO SSS students went to see FELA! the musical. Prior to the musical, students participated in a multi-media seminar to investigate the life of Nigerian Afrobeat legend Fela Kuti. Students researched and peer-taught their findings on cultural hybridity, social activism, gender and</p>	Fall 2011	TRIO SSS Support Team, Amy Lee, Newin Orante	Standard II: Program Achievements

<p>race in the fine arts as it relates to Fela Kuti.</p> <p>Strategic Goals A and D</p>			
<p>Enrichment: Race, Teaching, and Multiculturalism: A Conversation Between Dr. Sonia Nieto & Laney College Students</p> <p>15 TRIO SSS and EOPS Laney College students engaged in facilitated dialogue with renowned educator and research Dr. Sonia Nieto on the topic of educational equity and race and racism in society. At the event entitled, <i>Race, Teaching, and Multiculturalism: A Conversation Between Dr Sonia Nieto & Laney College Students</i>, students participated in a workshop that guided them to reflect on their experiences with oppression, power, and agency in their educational journey and also provided an introduction into Dr. Nieto's extensive body of work. Students integrated what they learned in the workshop to engage in a thought-provoking, political, and personal hour-long conversation with Dr. Nieto.</p> <p>Strategic Goals B and D</p>	Spring 2012	TRIO SSS Support Team, Amy Lee, Newin Orante	Standard II: Program Achievements
<p>Laney Women's Track Team became CCCAA State Champions</p> <p>Strategic Goal C</p>	Spring 2012	Curtis Taylor & the Lady Eagles Track Team	Standard II: Program Achievements
<p>Migration to New Library System – Millennium</p> <p>Strategic Goals C and D</p>	Summer & Fall 2011	PCCD Librarians. District IT	Standard II: Program Achievements
<p>Temporary Study Rooms Installed on the 4th floor of the Library</p> <p>To mitigate temporary loss of group study rooms due to relocation of administrative offices to the library during Tower</p>	Spring 2012	General Services, Head Librarian, Andrew Skinner-Demps, Elnora Webb	Standard II: Program Achievements

renovation			
Strategic Goals A and E			
<p>Library Database Collections Restored</p> <p>Thanks to support from the District Planning & Budget Integration Committee and the Chancellor, the library was able to restore its library database collections. State money designated for this purposes was eliminated a few years ago. The library had been forced to drop many of its core library database subscriptions.</p> <p>Library databases provide essential up-to-date resources and information for student research. Librarians also rely on databases to teach students information competency skills that are needed to succeed in college, career and life.</p> <p>Strategic Goals C and D</p>	2011-12	PBIC, Chancellor	Standard II: Program Achievements
<p>Library Orientations</p> <p>The library provided contextualized information competency instruction to 1,564 Laney students through a total of 76 library orientations. Orientations were evenly divided between transfer courses (38) and basic skills courses (38).</p> <p>Information competency instruction is more critical than ever for today's community college students. The need is exacerbated by the virtual elimination of school librarians in California public schools. Basic information competency skills traditionally taught in K-12 have been fully integrated into library orientations for basic skills courses and a</p>	2011-12	Laney Librarians	Standard II: Program Achievements

new library skills course (Library & Information Studies 200, Library Skills for College Students).			
Strategic Goal C			
<p>Events in the Library</p> <p><u>Spring 2012</u></p> <p>Lise Pearlman (February 9, 2012): Retired judge and author Pearlman presenting her book <i>The Sky's the Limit: People v. Newton : The Real Trial of the 20th Century?</i></p> <p>Judy Juanita (March 14, 2012): Reading excerpts from her untitled novel which was recently sold to Viking.</p> <p>Vagina Monologues (March 21, 2012): Dramatic reading featuring faculty (Marla Leech and Sonja Franeta) and students</p> <p>Ericka Huggins (May 10, 2012): Famed Women and the Black Panther Party's Community Survival Programs</p> <p>Strategic Goal B</p>		<p>Laney Librarians Shirley Coaston & Andrew Skinner-Demps</p>	<p>Standard II: Program Achievements</p>
<p>The Environmental Control Technology (ECT) dept. connected with Habitat for Humanity East Bay to do some volunteer work on Habitat projects. Our students and Laney Faculty Nick Kyriakopedi have helped over a period of 3 weekends or so on installing a new HVAC system at a single family home renovation (foreclosed property) in Bay Point.</p> <p>Strategic Goals C and D</p>	Spring 2012	ECT Program	<p>Standard II: Partnerships</p>

STANDARD III: RESOURCES			
Successful relocation from Tower to Swing Space Strategic Goal E	Spring 2011	Marco Menendez, George Kozitza, Custodial Services	Standard III: Physical Resources – Facilities achievements
Complete Laney’s Emergency Response Plan Strategic Goal E	Spring 2012	George Kozitza, Health & Safety Committee	Standard III: Physical Resources – Facilities achievements
Re-organize College Leadership Team while reducing Expenses Strategic Goal D	2011-12	Administrators	Standard III: Human Resources /Staffing
Begin Transfer of “E”/Trust-Fund Accounts to Fund 10 Strategic Goal E	2011-12	George Kozitza, Elnora Webb	Standard III: Fiscal Resources
Maintain a Clean and Safe Campus with less Custodial Staff Strategic Goal E	2011-12	Custodial Services, George Kozitza	Standard III: Physical Resources – Facilities achievements & Human Resource
Redesign Facility Use Record Strategic Goal E		Jennifer Stonestreet, President’s Office	Standard III: Physical Resources – Facilities achievements
Secure Funding for Installation of Energy Efficient Exterior Lighting Strategic Goal E		George Kozitza	Standard III: Physical Resources – Facilities achievements & Fiscal Resources

Install Smart Technology Strategic Goals D and E		Marco Menendez, Inger Stark, George Kozitza, Technology Committee	Standard III: Physical Resources – Facilities achievements
Reaffirm Laney’s Facilities Master Plan Strategic Goal E		Elnora Webb, Eileen White, Marco Menendez	Standard III: Physical Resources – Facilities achievements
Substantially Complete the Athletic Field House Strategic Goal E		Marco Menendez, George Kozitza, John Beam	Standard III: Physical Resources – Facilities achievements
Recommend Discretionary Budget for 2012-13, reducing expenses by \$482,437 Strategic Goal E		Budget Planning Committee, College Council, Elnora Webb	Standard III: Fiscal Resources
Establish Categorical Program Financial Tracking Strategic Goal E		Thien Tran, George Kozitza	Standard III: Fiscal Resources
Return nearly \$4million to the General Fund at year-end Strategic Goal E		Elnora Webb, George Kozitza, Administrators	Standard III: Fiscal Resources
Successfully fill regular classified vacancies with regular temporary staff Strategic Goal E		Elnora Webb, George Kozitza, Administrators	Standard III: Human Resources/Staffing
2 nd year funding award of the EOPS, b2b Learning Community for Foster Youth. The b2b Program also completed its first cycle as a learning community this spring, and will be recruiting new cohort for the Fall 2012 term. b2b is a partnership	2011-12	Rae Hendriksz Susan Truong	Standard III: Fiscal Resources

<p>program between Laney College, Beyond Emancipation and Career Ladders Project.</p> <p>Strategic Goals A, C, D and E</p>			
<p>Food Service</p> <ul style="list-style-type: none"> - Reorganization of food service budget and accounting - Costed-out the menu at the Student Center's for first semester class which is a first in Laney history - Achieved revenue to-date of \$552K - a record over last year by \$50K. <p>Strategic Goal E</p>	2011-12	Business Office and Food Services	Standard III: Fiscal Resources/Budgetary Achievements
<p>NSF ATE Center Grant – Building Efficiency for a Sustainable Tomorrow (BEST); \$5 Million (need to reduce now to \$3.5 Million)</p> <p>Strategic Goals C and E</p>	<p>Application submitted October 2011, positive reviews received, preparing for site visit June 2012;</p>	<p>Dean Crabtree, Barbara Widhalm, Larry Chang, Nick Kyriakopedi, ECT adjunct faculty, Danny Beesley, Jennifer Lough-Kennedy, plus many other industry and community partners</p>	<p>Standard III: Fiscal Resources/Budgetary Achievements</p> <ul style="list-style-type: none"> - Grants
<p>Supplemental NSF Award (\$100,000): for program operations this year (national HVAC instructor network, problem-based learning professional development, development of energy management and high-tech curriculum, facilitation of 2 national webinars and presentation at several conferences, preparation of</p>	<p>Submitted May 2011, Received Fall 2011</p>	<p>Dean Crabtree, Barbara Widhalm, Larry Chang, Nick Kyriakopedi, and ECT Faculty Team</p>	<p>Standard III: Fiscal Resources/Budgetary Achievements</p> <p>Grants</p>

<p>industry best practices case studies, Physics for Building Science HS summer program, working with HS teachers on energy curriculum, etc.)</p> <p>Strategic Goals C and E</p>			
<p>Partnered in DOE grant submission for “Re-tuning” building performance training, in partnership with NIST. Received. (Peter has details)</p> <p>Strategic Goals C and E</p>	<p>Submittal March/April 2012, Award notification received May 2012</p>	<p>Dean Crabtree, Larry Chang, Nick Kyriakopedi, ECT Faculty Team</p>	<p>Standard III: Fiscal Resources/Budgetary Achievements</p> <p>Grants</p>
<p>STANDARD IV:</p> <p>LEADERSHIP & GOVERNANCE</p>			
<p>Professional Day Classified Senate Program coordinated in conjunction with the CA Community Colleges Classified Senate</p> <p>Strategic Goal D</p>	<p>Jan. 2012</p>	<p>Classified Senate</p>	<p>Standard IV: Shared Governance Process</p>
<p>Laney College Classified Senate President received one of four awards given by the 4Cs statewide to attend 4CS Leadership Institute Conference in Ventura, CA on June 14 -16, 2012. Laney college Classified Senate received the Model Classified Senate Award at the Leadership Institute Conference in June.</p> <p>4CS is a non-profit organization, formed by the <u>California Community College’s Classified Staff</u> to serve as the statewide classified senate. 4CS supports the leadership roles of classified staff in the governance of the California Community College System through the development and support of local senates, advocating increased involvement at the state level, and promoting leadership</p>	<p>May 2012</p>	<p>Classified Senate</p>	<p>Standard IV: Shared Governance Process</p>

skills among classified staff. Strategic Goal D			
Foundational Skills Committee: The re-structure of the BSI committee into the FSC has become more diverse. Consistent convening of the team during the spring term developed pilot program course clustering and sequencing with wrap around services that will be launched Fall 2012. Strategic Goals A and C	Spring 2012	FSC Committee	Standard III: Shared Governance - Activities of the FSC are sanctioned by College Council



Merritt College

Accomplishments for 2011-2012

Strategic Goals & Institutional Outcomes 2011-2012

The following are the Peralta Community College District's strategic goals and institutional outcomes for the Academic Year 2011-12 (July 1, 2011 – June 30, 2012) which will be evaluated in Summer 2012.

Strategic Focus for 2011-2012: Given the state of the economy and State budget, our focus this year will be on student success in the core educational functions of basic skills, transfer, and CTE by encouraging high-leverage structural innovation and transparency and communication on spending within an established budget.

Strategic Goals	2011-2012 Institutional Outcomes
A: Advance Student Access, Equity, and Success	<p>A.1 Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES. * (To be re-evaluated if the State budget triggers further reductions). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.</p> <ul style="list-style-type: none"> Received approval from the State of California Community College Chancellor's Office to offer two associate degrees for transfer to CSU in Communication Studies and Administration of Justice/Criminal Justice. Merritt College's Resident FTES of 3845.36 was slightly over the 2011-2012 target of 3500, but the college exceeded its productivity at 19.14. Real Estate, Environmental Technology, Environmental Science, and Resource Management fee-based courses were approved for implementation beginning Fall 2012. Collaborated with CSUEB to enhance articulation and transfer for Merritt College students. Established E-counseling to expanded online counseling support to students. Implemented a year-long transfer-oriented First Year Experience

	<p>Program in Fall 2011 serving a minimum of 120 annually through the Title III grant.</p> <ul style="list-style-type: none"> • Conducted extensive research on online orientation programs, and developed Student Learning Outcomes that will aid in the implementation of an online orientation program. • Established the HAWK outreach initiative – recruitment/outreach and on-campus visits for students from feeder high schools. <p>A.2 Success: Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.</p> <ul style="list-style-type: none"> • Designed and implemented “New Student Orientations” for all students enrolled in the Medical Assisting, Chronic Care Assisting and Medical Interpreter programs, in collaboration with The Unity Council and Asian Health Services. • Created “Passport to Career Success” workshops for Medical Assisting students to prepare them for employment after completing their course of study. • The Year 3 (2010-11) Findings of the Title III Annual Report of Student Outcomes analysis of four key academic performance indicators—retention (Fall to Spring), drop rate, course completion, and transfer indicates that the college is on target in meeting its goals in: <ul style="list-style-type: none"> ○ the retention of basic skills students; ○ decreasing the drop rate for all matriculating students, basic skills English students, and basic skills Mathematics students; and in ○ meeting the goals for course completion of basic skills students. <p>However, Year 3 (2010-11) Annual Report on Student Outcomes also indicates that while the college’s overall (Fall to Spring) retention rate for all matriculating students was on target with the goal of 65 percent in the 2009-10 academic year, it fell well below the expected target in 2010-11.</p> <ul style="list-style-type: none"> • Instituted collaboration among Title III, the Basic Skills Initiative, Career Academy, and Puente to formalize the planning for learning community course offerings.
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	<ul style="list-style-type: none"> • Implemented basic skills and gateway course learning communities serving a minimum of 120 students through the Title III grant. • Purchased two copies of the textbook for all Mathematics course offerings and placed one copy on file in the Library and a second copy on file in the Learning Center for student use. • Conducted a College Success Institute serving 60 high school students in July 2011. • Planned and developed a two-week College Summer Success Institute as a bridge program for new students assessed at the basic skills English and Mathematics level for Summer 2012. <p>A.3 Equity: Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.</p> <ul style="list-style-type: none"> • Provided First Year Experience Program linked course offerings in Counseling/Personal Growth and Development with African American Studies—Environmental Racism and Justice, and a Counseling/College Success course with Asian American Studies—Asian American History. • Re-invented and implemented an ongoing mandatory student orientation program which served 450 students. Orientation is now aligned to student assessment for placement and to counseling/advising for registration. • In Fall 2011, EOPS/CARE developed an evaluative tool to measure “college knowledge” which includes a pre and post-survey. Resulted in a 10 percent increase in the number of students who chose an educational goal. • Implemented early alert academic support system for scholar athletes to pinpoint academic challenges and to provide support services for increased persistence and retention.
B: Engage and Leverage Partners	<p>B.1 Partnerships: Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.</p> <ul style="list-style-type: none"> • Collaborated with The Unity Council and local hospitals and clinics to expand employment opportunities for low-income and bilingual workers enrolled in DOL programs. • Held Third Annual Stepping Up for Peace Conference & Town

	<p>Hall Meeting—Oakland Police Activities League and Merritt College Criminal Justice Club.</p> <ul style="list-style-type: none"> Established MOU between Merritt College and Alameda Medical Center for the development and use of an advanced shared SimMan 3G Patient Simulation Laboratory. Partnered with Alameda County Medical Services Center (ACMSC) to provide Nursing Program students and ACMSC staff with SimMan 3G Simulation Training. Collaborated with Castlemont High School to offer a BUS 10 Introduction to Business (CSU, UC) transfer level class to high school seniors via Merritt's new Certificate of Proficiency in Entrepreneurship Program. Coordinated Career Advancement Academy (CAA) targeting low-income young adults access to CTE pathways in EMT. The Peralta Achievement Collaborative--Careers to Success Program (CSP). Created three career pathways Emergency Medical Technicians, Logistics and Transportation, and Green Construction and graduated its first cohort of 14 students Spring 2012. Bay Area Workforce Collaborative Grant provides enhanced CTE counseling and supportive services. Superior Court of Alameda County Parolee Re-Entry Grant facilitates the re-entry of 20 parolees through support services for success in college courses. Alameda County Grant supports career development pathways in mental health.
C: Build Programs of Distinction	<p>C.1 Assess SLO's and SAO's and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates: Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.</p> <ul style="list-style-type: none"> Approved new Associate of Arts Degree in Landscape Architecture—program provides an avenue to professional licensing. Completed Annual Program Updates and aligned program/unit priorities to establish college priorities recommended for funding. Implemented TaskStream and held ongoing scheduled meetings

to support department chairs, program directors, and faculty in updating SLOs and SAOs.

- Completed SLOs and SAOs for EOPS/CARE, Cal Works, Transfer Center and Assessment Offices.

Instructional Programs

- For Course Level Assessment Cycle 2010-2011:
 - Assessment Plan - 185 Total
 - Assessment Results - 90 Total
 - Next Steps to Improve Learning - 59 Total
 - Status Report - 17 Total
- For Course Level Assessment Cycle 2011-2012:
 - Assessment Plan - 192 Total
 - Assessment Results - 60 Total
 - Next Steps to Improve Learning - 54 Total
 - Status Report - 15 Total
- For Program Level Assessment Cycle 2010-2011:
 - Assessment Plan - 6 Total
 - Assessment Results - 3 Total
 - Next Steps to Improve Learning - 2 Total
 - Status Report - 1 Total
- For Program Level Assessment Cycle 2011-2012:
 - Assessment Plan - 6 Total
 - Assessment Results - 4 Total
 - Next Steps to Improve Learning - 1 Total
 - Status Report - 0 Total

Learning Support Services and Programs List (Administrative, Business, Student Support Services & Library)

- Organizational Areas Assessment Cycle 2011-2012:
 - Mission Statement – 4 Total
 - Assessment Plan - 8 Total
 - Assessment Results - 4 Total
 - Organizational Plan - 3 Total
 - Status Report - 1 Total

C.2 Create Alternatively Designed Programs: Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

	<ul style="list-style-type: none"> • Held Extreme Entrepreneurship Tour to “kick-off” Merritt College’s Certificate of Proficiency Entrepreneurship in Business Departments—several feeder high schools sent students for presentation, lunch, program literature and to enjoy our campus. • Established a Financial Opportunity Center (FOC) design to provide an array of integrated services for economically disadvantaged students. The grant focuses on financial services and literacy, employment and workforce services, and securing public benefits. • Second Annual Kids College—Career Exploration in EMT, Fire Science, Biology, Computers with “hands-on” activities in Horticulture and Forensic Science. • Third East Bay Association of Young Children Conference hosted by Merritt College’s Child Development Department. • Foundations for Student Success (FOCUS) is a Title III grant initiative focused on achieving a more highly coordinated delivery of basic skills English, Mathematics and ESL, curriculum alignment of course content and sequencing, faculty professional development, and integrated support services for students. • Administered the Washington Evergreen National Survey on Learning Communities to all students enrolled in Learning Communities and the First Year Experience Program in Fall 2011 and Spring 2012. • The Executive Director for the Community College Survey on Student Engagement presented the results of Merritt’s CCSSE at the Fall 2011 Flex Day. • Utilized the Noel Levitz Student Satisfaction Survey results of April 2011 to inform decision-making and improved integration of support services for students and instruction.
D: Create a Culture Innovation and Collaboration	<p>D.1 District-Wide Collaboration and Innovation: 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.</p> <ul style="list-style-type: none"> • Active faculty and administrative participation in the District’s Student Success Task Force. Vice President of Student Services

	<p>collaborated in the recommendations for mandatory student orientation and faculty representatives coordinated the assessment of district-wide learning community and first year experience program offerings at the four Peralta Colleges.</p> <ul style="list-style-type: none"> • Student Services leaders from the four colleges collaborate regularly. A new mandatory district wide student orientation will be piloted beginning Spring 2013. • Merritt faculty actively participated in District Flex-Day discipline meetings, particularly in English, ESL, Mathematics, Business, and CIS. • Conducted a day-and-a-half faculty and staff professional development on Learning Communities and Integrative Learning. A nationally known facilitator from the Washington Evergreen Center conducted the workshop which was open to faculty and staff from the Peralta Colleges and community organizations. <p>D.2 Use Technology in Redesign of Educational Experiences: Enable more efficient and deeper student learning and student success through the creative use of technology.</p> <ul style="list-style-type: none"> • Developed an online certification through the ARA High Growth and Emerging Industries Grant funded by the Department of Labor's Health Care Sector Career Initiative. The college piloted a job search success course for students enrolled in the Medical Assistant Program. • Purchased Kindle technology for faculty and student use in the Library and the Teaching and Learning Center for faculty professional development. • Restructured the campus IT staff to enhance the delivery of services to all segments of the college.
E: Develop and Manage Resources to Advance Our Mission	<p>E.1 FTES Target: Achieve FTES target within the state allocation for the district of 18,500 FTES and attain a productivity level of at least 17.5 FTES/FTEF. *(to be re-evaluated if state budget triggers further reductions).</p> <ul style="list-style-type: none"> • Merritt's productivity of 19.14 exceeded the District's productivity average of 18.96. <p>E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes: Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and</p>

other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

- As a result of the state and district budget cuts, the college went through a series of meetings with committees that make up the shared governance processes. The college was able to reduce the cost of various programs, reduce hourly staff hires, which strengthened efforts in support of student success.
- As result of the shared governance process, the college confirmed a 5, 10 and 15 percent budget reduction plan.
- Continued grant funding of the following workforce development initiatives:
 - Three-year \$2.9 million Department of Labor Grant
 - Two-year \$150,000 Financial Opportunity Center (FOC) Grant
 - Eighteen-month \$225,000 Alameda County Mental Health Grant
 - Two-year \$170,000 Strengthening Student Services Grant
- Created a new position, Dean for Special Programs and Grants to leverage resources, integrate services of categorical grant projects, and to adequately support quality student learning programs and services.
- Created two new instructional dean positions—Dean of Workforce Development & Applied Sciences and Dean of Academic Pathways & Student Success to adequately support quality student learning programs and services.

E.3 Fiscal Stability: Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

- In preparation for the budget development cycle, plans are underway to provide training for all college constituencies beginning Fall 2012.
- Implemented fiscal controls for ASMC funds.



DISTRICT-WIDE STRATEGIC PLAN
PERALTA COMMUNITY COLLEGE DISTRICT

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