

College of Alameda

Educational Master Plan



February 2009

PURPOSE AND PROCESS OVERVIEW

Master planning is an essential step that provides both the background and a road map to lead the institution in self reflection and action towards institutional effectiveness. The processes used in the development of this master plan document involved a review and updating of the 2005 guiding framework, intensive external and internal environmental scanning processes, reviews of all disciplines by quantitative and qualitative analyses culminating in proposed action plans, reviews of current academic and student services strategies as well as resources, and the re-formulation of strategies and action plans with accountability measures. A variety of information sources were used for this document. Those sources are cited in the subsequent sections. In addition, focus groups with administrators, faculty, staff, and community were utilized to identify needed information or to clarify data collections.

To assist the reader, Appendix I (Acronyms & Definitions) contains a compilation of the educational terms and acronyms used in the document. Additionally, brief explanations are provided within the document to provide for better understanding and interpretation of the text.

To *quickly* access the different chapters and subheadings, you may hold down the control key (ctrl) and click on the appropriate topic. The hyperlink will take you to the requested page.

ACKNOWLEDGMENTS:

Special thanks to the Accreditation Committee, who assumed the role of the College Educational Master Plan Committee (CEMPC), and provided critical comments and editorial changes to this document. The college is also indebted to those involved in the development of section and departmental unit plans and program reviews. Without these efforts COA's Educational Master Plan would have little validity and would become another archive left to gather dust on a shelf. Additionally, the college is truly indebted to the efforts of the Institutional Research Office for their tireless efforts and was instrumental in the quality and thoroughness of this report.

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Chapter 1 – Introduction

HISTORICAL BACKGROUND

The College of Alameda (COA) is one of four colleges in the Peralta Community College District, located in the California east bay region, on the island of Alameda. The College of Alameda's first classes were held in 1968 in temporary facilities at Historic Alameda High School on Central Avenue in downtown Alameda. Its present 62-acre campus, located at the intersection of Webster Street and Atlantic Avenue in Alameda, opened in June 1970 and was formally dedicated on October 19, 1970. With its buildings surrounding a central courtyard, the campus is designed to encourage the interaction between students, faculty and staff essential to an effective learning environment.

The campus is accessible by auto or AC Transit bus through the Posey Tube on Webster Street from downtown Oakland. The College's Aviation Maintenance programs are located on a 2.5 acre site on Harbor Bay Parkway, adjacent to Oakland International Airport's North Field.

COA offers a wide range of courses in the late afternoon, evening, Saturdays, as well as during sessions between regular terms. Classes are available for all students, including those unable to pursue studies on a full-time basis, and for employed persons seeking to upgrade skills or to acquire a general education. Under California's open access rule any person who demonstrates the

ability to benefit from instruction can attend a community college.

Always seeking innovative delivery modes, College of Alameda leads the Peralta district in the number of totally online courses that it offers. COA was the first to offer a Weekend College program targeting working adults who wish to complete an AA/AS degree and transfer to a four-year college. College of Alameda is also unique in that it offers a Winter Intersession between the end of the fall semester and the start of the spring term. And, for the first time during summer 2008 semester, COA offered a Sunrise College, with classes beginning at 6:00 a.m. These efforts evidence a commitment to students as represented by the college logo: *"Education: Anytime...Anywhere"*.

Personal, academic and vocational counseling services are available to all students. Other student services include financial assistance, tutoring, health services, job placement and various student activities based at the Student Center building.

COA offers an Associate in Arts (AA) or an Associate in Science (AS) degree in several liberal arts and occupational studies areas, with most credits earned transferable to the University of California, California State Colleges and Universities, and to other public and private four-year colleges and universities.

Associate in Arts (AA) or Associate in Science (AS) degrees may be earned in several liberal arts and occupational studies areas, with most credits transferable to the University of California, California State Colleges and Universities, and to other public and private four-year colleges and universities.

ACCREDITATION

The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) which accredits associate degree granting institutions and is one of three commissions under the Western Association of Schools and Colleges (WASC). Individual college occupational programs are accredited or certified by the American Dental Association (ADA) Council on Dental Education for Dental Assistants, the Federal Aviation Administration (FAA), and the National Institute for Automotive Service Excellence (ASE).

MISSION

The college's mission is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION STATEMENT

The college sees itself as "...a diverse, supportive, empowering learning community for seekers of knowledge. It is committed to

Values

In meeting its mission, the College of Alameda has the following values:

Achieving educational excellence.

Accommodating and supporting student needs.

Encouraging teamwork and active learning.

Engaging our community.

Empowering innovation.

Extending opportunities in technology.

Respecting diversity.

providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.”

STUDENT DEMOGRAPHICS

Large-scale demographic changes and social movements within the last 40 years have radically changed the postsecondary institutional



environment, particularly that of the community college. This country's emphasis on access to greater postsecondary educational opportunities has paved the way for minority students to enroll in large numbers in institutions of higher education. As a result, the face of higher education has changed and now sports a more diverse hue. College of Alameda is no exception to the changes and it is an institution characterized by its diversity. Students who enroll at College of Alameda are a reflection of the large, urban metropolis in which the college is located.

The chart below illustrates the student demographics at College of Alameda during the fall 2007 semester. COA has a highly diverse student population with 34% Asian, followed by 24% African Americans, 15% White and 14% Latino students.

An analysis of the college profile reflects that 61% of the college's student population is under the age of 25 years; while 70% of the

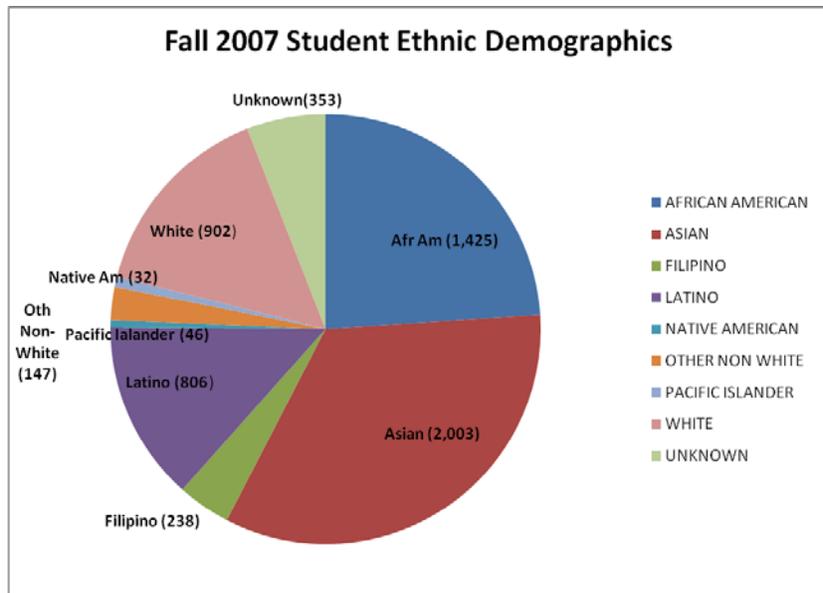


Chart 1 - Student Racial/Ethnic Breakdown – Fall 2007

faculty are over the age of 51, and 37% of those are 61 years or older.

By age, gender and race/ethnicity the students at COA tend to be younger (29 years or less), more female, and more Asian or African American (Tables 2, 4 & 5). Specifically, the 16 to 18 year olds have been increasing while the 19-24 year

TABLE 1 - COLLEGE OF ALAMEDA COLLEGE PROFILE FALL 2007			
Total Headcount	5952	Not HS Graduate	5%
Total FTES	1699	High School Graduate	66%*
		AA degree or higher	17%
Course Load		Matriculated	76%
Full-Time	19%	Exempt	24%
Part-Time	81%		
Gender		Age	
Male	43%(2,565)	Students (avg age 28)	51% (<25 yrs)
Female	56%(3,354)	Faculty	70% (51+ yrs)
		Staff	56% (51+ yrs)

*includes foreign high school graduation

olds have been decreasing (Tables 2 and 5). Chart 2 compares COA's racial/ethnic enrollment distribution to those of the community it services the most.

The increase in the younger age group is partially due to the rise in dual enrollment with high school students and a fairly steady stream of high school graduates for the past five years. The decline in the older group is difficult to explain. However, some assumptions are that 19 to 24 year olds: 1)

seek employment rather than education, 2) could be migrating out of the area, or 3) are enrolling elsewhere. There is a slight increase in females which could be a result of the dropping enrollments in the male-dominated vocational programs (e.g., diesel mechanics, aviation maintenance, and auto body) (Table 4). The slight change over time in race/ethnicity make-up of the campus is due to population patterns where Latinos have increased proportionally from 11% in 2003 to 14% in 2007 (Table 5).

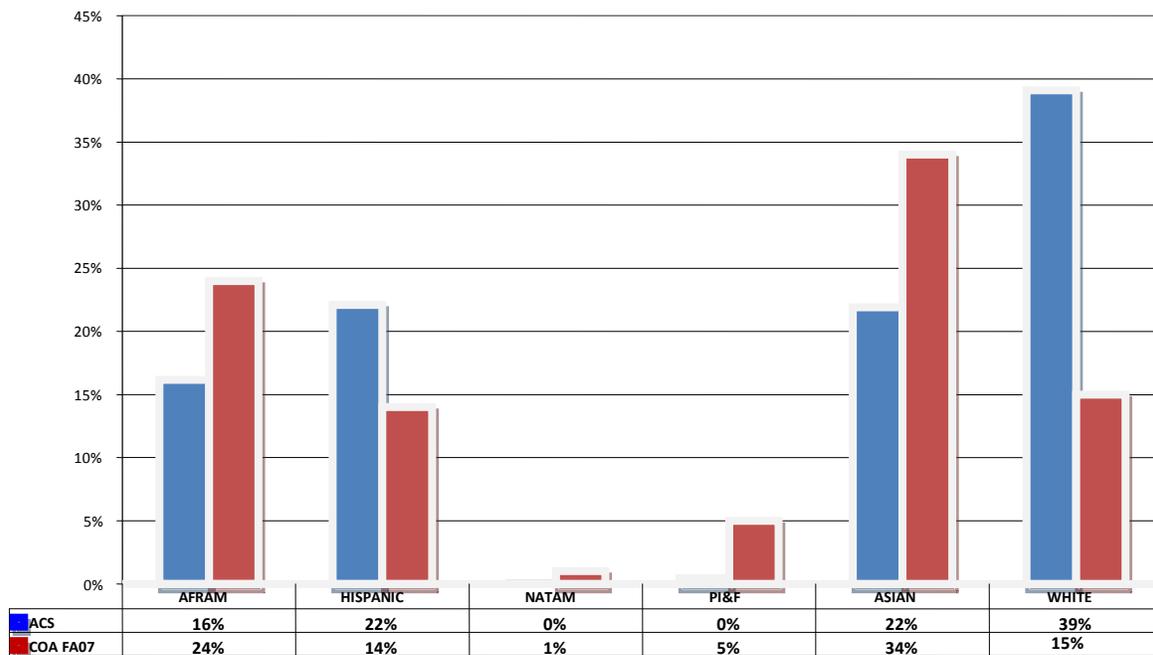


Chart 2 - Comparison of COA's enrollment by the racial/ethnic distribution in the communities that COA attracts its most students

TABLE 2 – STUDENT ENROLLMENTS BY AGE GROUP										
AGE	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
16-18	599	10%	613	11%	585	11%	704	12%	705	12%
19-24	2,574	43%	2,325	42%	2,120	40%	2,190	39%	2,318	39%
25-29	816	14%	729	13%	787	15%	791	14%	886	15%
30-34	575	10%	512	9%	477	9%	544	10%	559	9%
35-54	1,212	20%	1,075	19%	1,010	19%	1,114	20%	1,107	19%
55-64	163	3%	174	3%	166	3%	200	4%	217	4%
65 OR OVER	67	1%	80	1%	64	2%	83	0%	65	0%
UNKNOWN	0	0%	1	0%	0	0%	0	0%	0	0%
UNDER 16	22	0%	30	1%	36	1%	31	1%	95	2%
TOTALS	6,028		5,539		5,245		5,657		5,952	

Source: PCCD data warehouse [CW1].

What community areas does COA influence?

An analytic analysis of ZIP codes showed that in Fall 2006 eighty-five percent of the College of Alameda (COA) students are from the cities of Oakland, Alameda, San Leandro, Berkeley, and Emeryville (Table 3). Chart 3 reflects that 95% of all high school enrollment is from the immediate areas. This fact is significant as it relates to distance education and online classes. It appears that influences in Hayward, Richmond, San Lorenzo, and other areas have been decreasing since Fall 2003. Chart 2 compares the enrollment at the college with Alameda County statistics. Of significance is the percentage of Asian, African American and Pacific Island/Filipino students exceed the general population percentage for these same groups.

TABLE 3 – NUMBERS OF STUDENTS BY AREA				
DISTRICT AREA	FALL 03	FALL 04	FALL 05	FALL 06
OAKLAND	2,557	2,200	2,451	2,538
ALAMEDA	1,734	1,706	1,652	1,762
SAN LEANDRO	254	224	250	261
BERKELEY	294	269	294	256
EMERYVILLE	178	175	160	164
HAYWARD	102	85	92	75
RICHMOND	85	70	73	72
EL CERRITO	50	30	48	48
ALBANY	53	44	54	34
SAN LORENZO	33	40	38	28
SAN PABLO	46	34	44	28
CASTRO VALLEY	38	42	40	27
UNION CITY	26	27	26	21
PIEDMONT	20	27	28	20
PITTSBURG	11	0	10	18
EL SOBRANTE	15	21	17	16
DUBLIN	15	0	0	10
FREMONT	34	36	10	0
NEWARK	0	11	0	0
CONCORD	13	0	13	0
PLEASANT HILL	10	0	0	0
ANTIOCH	0	0	13	0
HURCULES	15	17	23	0
PINOLE	19	21	12	0
SAN RAMON	10	0	0	0
OTHER	361	366	384	422
TOTALS	5,973	5,445	5,732	5,800

Source: PCCD data warehouse [CW1].

TABLE 4 – STUDENT ENROLLMENTS BY GENDER										
GENDER	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
FEMALE	3,229	54%	2,971	54%	2,772	53%	3,182	56%	3,354	56%
MALE	2,669	44%	2,444	44%	2,378	45%	2,426	43%	2,565	43%
NOT SUPPLIED	130	2%	124	2%	95	2%	49	1%	33	1%
TOTALS	6,028		5,539		5,245		5,657		5,952	

Source: PCCD data warehouse [CW1].

TABLE 5 – STUDENT ENROLLMENTS BY RACE/ETHNICITY										
RACE/ETHNICITY	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
AFRICAN AMERICAN	1,486	25%	1,309	24%	1,295	25%	1,364	24%	1,425	24%
ASIAN	2,064	35%	1,870	34%	1,752	34%	1,908	36%	2,003	34%
FILIPINO	270	4%	279	5%	238	5%	263	5%	238	4%
LATINO	679	11%	668	12%	667	12%	706	13%	806	14%
NATIVE AMERICAN	35	1%	31	1%	29	1%	32	1%	32	1%
OTHER NON WHITE	124	2%	122	2%	112	2%	117	2%	147	2%
PACIFIC ISLANDER	47	0%	48	0%	40	0%	44	0%	46	1%
WHITE	989	16%	909	16%	828	16%	900	16%	902	15%
UNKNOWN	334	6%	303	6%	284	5%	323	3%	353	5%
TOTALS	6,028		5,539		5,245		5,657		5,952	

Source: PCCD data warehouse [CW1].

Tables 6 and 7 show that COA students are becoming more part-time and enrolling less in vocational programs. And, as stated earlier, the economy and the decline in the transportation maintenance fields as well as jobs in the business and computer information sector could be influencing attendance patterns.

In addition, there are other less explored factors such as course scheduling, rising transportation costs, and female participation. Recently the college conducted research on the heads of households by gender in Alameda County and found that female-compared to male-family householders were three to one (U.S. Census 2000 Summary File 1). The implication is that if the female population is rising at COA and if many of them are single mothers then it is possible that their attendance will be part-time and focused on non-vocational programs, that are typically male-dominated. This assumption still needs further researching.

Cumulative Enrollment by High School 2002-2007
Enrollment by District (95% Total Enrolled)

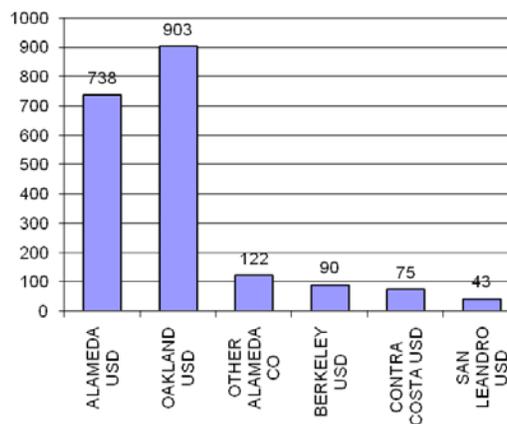


Chart 3- New student enrollments by high school attended

TABLE 6 - ENROLLMENTS BY FULL- AND PART-TIME STATUS.										
ATTENDANCE	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
FULL TIME	1,266	21%	1,124	20%	1,100	21%	1,216	21%	1,124	19%
PART TIME	4,761	79%	4,495	80%	4,140	79%	4,440	79%	4,827	81%
TOTALS	6,028		5,619		5,240		5,656		5,951	

Source: PCCD data warehouse [CW1].

TABLE 7 - ENROLLMENTS BY PROGRAM GROUPING.										
PROGRAMS	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
VOCATIONAL	2,050	34%	1,745	32%	1,580	30%	1,536	27%	1,677	28%
NON-VOCATIONAL	3,978	66%	3,794	68%	3,665	70%	4,121	73%	4,275	72%
TOTAL	6,028		5,539		5,245		5,657		5,952	

Source: PCCD data warehouse [CW1].

Table 8 Enrollment by entering students by educational level and their enrollment statuses shows that continuing students have been cycling downward since Fall 2005.

TABLE 8 - ENROLLMENTS BY ENTERING STUDENTS: EDUCATIONAL LEVEL & ENROLLMENT STATUS										
EDUCATIONAL LEVEL	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
NOT A HIGH SCHOOL GRADUATE	325	5%	258	5%	260	5%	324	6%	287	5%
HIGH SCHOOL ENROLLED	84	1%	117	2%	106	2%	194	3%	263	4%
ADULT SCHOOL ENROLLED	74	1%	73	1%	57	1%	61	1%	56	1%
HIGH SCHOOL GRADUATE	3,490	58%	3,234	58%	3,128	60%	3,168	56%	3,326	56%
GED	334	6%	308	6%	264	5%	271	5%	268	5%
HIGH SCHOOL PROFICIENCY	83	1%	65	1%	75	1%	64	1%	67	1%
FOREIGN HIGH SCHOOL GRADUATE	601	10%	571	10%	514	10%	582	10%	619	10%
RECEIVED ASSOCIATE DEGREE	301	5%	260	5%	223	4%	246	4%	250	4%
BA/BS DEGREE OR HIGHER	735	12%	651	12%	596	11%	691	12%	755	13%
NOT SUPPLIED	1	1%	2	0%	22	1%	56	2%	61	1%
TOTALS	6,028		5,539		5,245		5,657		5,952	

Source: PCCD data warehouse [CW1].

TABLE 8 – ENROLLMENTS BY ENTERING STUDENTS: ENROLLMENT STATUS										
ENROLLMENT STATUS	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
NEW	1,256	21%	1,057	19%	1,049	20%	1,183	21%	1,205	20%
TRANSFER	1,169	19%	936	17%	936	18%	1,039	18%	1,020	17%
COUNTINUING	2,584	43%	2,602	47%	2,291	44%	2,307	41%	2,464	41%
RETURNING	516	9%	452	8%	446	9%	512	9%	514	9%
RETURNING TRANSFER	419	7%	374	7%	416	8%	422	7%	486	8%
HIGH SCHOOL	84	1%	118	2%	107	1%	194	9%	263	5%
TOTALS	6,028		5,539		5,245		5,657		5,952	

Source: PCCD data warehouse [CW1].

Additional statistics on the demographics of students attending College of Alameda can be found in the FACT book located at the COA website under planning documents: <http://www.peralta.edu/coa/library/planningdocs.html> or in Appendix VI at the end of this report.

COLLEGE RESOURCES & ACTIVITIES

As stated in the mission statement, the college is committed to providing comprehensive and flexible programs which will enable students to transfer to four-year institutions, to earn degrees and certificates in academic and occupational fields, to prepare for the work force, to improve their basic learning skills, and to expand their general knowledge.

Goals

The College of Alameda has adopted these goals to fulfill its mission:

- To strive to communicate effectively and efficiently with its internal and external constituencies in order to achieve its mission.
- To improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students.

- To continuously review, improve and develop curriculum in order to meet the changing needs of our students and community.
- To improve administrative services in support of institutional effectiveness.

Institutional Action Priorities with Action Items

In the spirit of shared governance, a subcommittee of the Academic Senate (AS) developed and approved the following institutional priorities and action items on November 16, 2006. This recommendation was forwarded to the College Council, as well as the College President and was adopted on January 24, 2007. These institutional priorities are reviewed annually in order to remain responsive to the internal and external needs of the institution and the community it serves.

Student Success

Action Priority I: Facilitate student learning and goal attainment by utilizing outstanding student support services, developmental education and foundation skills.

ACTION ITEMS:

- Improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students.
- Develop new programs including outreach to businesses and public organizations linked to high demand professions.
- Provide comprehensive and innovative class scheduling options to improve accessibility and timely program and degree completion.
- Improve articulation with area high schools at the discipline level and within student services.
- Develop new and maintain existing articulation agreements with Inter-segmental Offices, UCs, CSUs and California's Independent Colleges and Universities to ease the transfer process for students.
- Increase the number of students who develop a formal education plan.
- Develop and implement policies and procedures that use technology to communicate relevant information to existing and potential students.
- Develop and implement a comprehensive plan to increase the options for and availability of counseling and advising.
- Identify key skills necessary for employment and incorporate them across the curriculum.

Teaching and Learning Excellence

Action Priority II: Provide exemplary teaching and learning environments/ experiences to meet students' needs through relevant curricula, innovation, partnerships, accessible formats/locations, technology, and ongoing evaluation.

ACTION ITEMS:

- Integrate learning outcomes throughout the Institution
- Review, improve and develop curriculum in order to meet the changing needs of our students and community.
- Create a premier center for student support services, developmental education, and foundation skills.
- Promote educational innovation, encouraging robust exploration and engaged global citizenship.
- Develop a culture of inquiry to support institutional effectiveness and student success.
- Provide, use and maintain current and innovative technology in the classrooms, instructional labs, support services, distance learning environment and the library.
- Foster a learning culture that promotes institutional and student expectations, responsibilities, and respect.
- Implement a user-friendly curriculum process.
- Integrate critical thinking skills across the curriculum
- Integrate information competency skills across the curriculum.
- Encourage, support, and evaluate the use of innovative learning strategies.

Organizational and Professional Development

Action Priority III: Develop effective communication between internal/external organizations and governance structures that strengthen and maintain professional development programs and promote outreach to businesses linked to high demand professions.

ACTION ITEMS:

- Integrate strategic planning, leading to decisions that incorporate data driven by educational priorities
- Promote a culture of inclusiveness, participation, collaboration, civility and mutual respect that recognizes and celebrates the value of contributions.
- Establish and fund on-going employee training programs that assess needs, assure competencies, and use appropriate delivery methods.
- Formalize a governance process that assures appropriate evaluation of, and response to, committee recommendations.
- Establish the standards to create a service-oriented institutional climate.
- Develop and implement guidelines for identifying and distributing necessary and useful information to staff.
- Expand professional development opportunities for using new learning techniques in the classroom.

FACILITIES IMPROVEMENT

Action Priority IV: Offer accessible and responsive educational opportunities within a supportive, caring, inviting, safe and clean environment for all of the college's constituencies, by effectively planning for future needs based on educational programs and services.



ACTION ITEMS:

- Evaluate and improve facilities-related safety and security throughout the District.
- Plan maintenance and upgrade of buildings and grounds based on a commitment to a clean, attractive learning environment and in support of the Educational Master Plan.
- Improve and address adjunct faculty office space needs.
- Develop and implement uniform Facilities Use Policy and Procedures.
- Maintain current educational equipment in support of teaching and learning.

RESOURCE MANAGEMENT

Action Priority V: Utilize existing human, physical, technological, and fiscal resources efficiently and effectively while developing external resources that support priorities within the college's educational plan to include student learning outcomes and integrated strategic planning.

ACTION ITEMS:

- Explore options for a flexible, 2 -3 year plan for departmental scheduling and budgeting.

- Commit to the mission of the college by ongoing assessment and allocation of our resources to meet our institutional priorities.
- Utilize strategic planning and the Educational Master Plan to inform the budget process.
- Develop and implement a long-range budget plan for computer hardware and software upgrades and/or replacement.
- Strengthen community partnerships and relationships to increase funding sources and support.
- Improve efficiency without sacrificing academic integrity.
- Centralize facilities budgets for classroom standardization, maintenance, and repairs.
- Develop and implement a Technology Master Plan.

College of Alameda strives to address these needs and those of an increasingly diverse student body by offering flexible hours and a comprehensive schedule of courses. Beginning in 2005, an increased number of new classes were added to the weekend schedule and COA re-implemented intersessions, where courses are offered in-

between regular semesters. There has also been a 377% increase in the number and scope of online and hybrid courses from the 2006-07 academic year to 2007-08 (9 courses to 43 total courses- Appendix XIV).

The college offers collegiate, developmental, and pre-collegiate courses and programs, short-term courses, and contract education. Course curricula and student learning outcomes are being developed and reviewed by faculty following the guidelines generated by the Curriculum Committee, with a newly established SLO Committee, acting under the auspices of the Faculty Academic Senate. All courses follow the same standards regardless of the mode and level of instruction.



Institutional Learning Outcomes (ILOs) - 2006-2010

From their experience at COA, students will bring to the community the following set of skills and values:

1. Foundation Skills

- Perform mathematical operations
- Read and write at the college level
- Demonstrate information competency: able to find, evaluate, use, communicate and appreciate information in all its various formats
- Demonstrate technological literacy

2. Personal Development & Management

- Develop self-awareness and confidence
- Prepare for personal, educational and/or career goals
- Promote, maintain and/or improve health
- Appreciate the value of life-long learning

3. Communication

- Perceive, understand, and engage in verbal and nonverbal communication.
- Listen, respond and adapt communication to cultures and social communities using the process of evaluation, reasoning, analysis, synthesis and relevant information to form positions, and make decisions

4. Critical Thinking & Problem Solving

- Locate, analyze, evaluate and synthesize relevant information
- Draw reasonable conclusions and apply scientific principles in order to make decisions and solve problems in everyday life

5. Creativity

- Creatively respond to ideas and information
- Incorporate aesthetic reflection into life activities

6. Intercultural Literacy & Interaction

- Recognize and acknowledge individual and cultural diversity
- Practice respectful interpersonal and intercultural communication
- Recognize and understand the ideas and values expressed in cultural traditions throughout the world.

7. Responsibility

- Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become productive local and global citizens.

Institutional Learning Outcomes, established in 2006, are designed to be integrated into course and program learning outcomes.

Student learning outcomes (SLOs) have been developed by faculty members, working individually and collaboratively, and are attached to course outlines as an addendum (reference). Staff development workshops have been held throughout the district to assist faculty in writing SLOs. On the COA campus, the SLO coordinator has met with individuals and small groups to work on student learning outcomes. The Student Learning Outcomes and Assessment Committee convened its first meeting on April 24, 2008, and the members of the committee will facilitate the assessment of SLOs. SLOs are being included in course outlines and program/certificate sequences and are nearing completion. Additional work is needed to insure integration exists between the SLOs, ILOs and institutional goals and priorities. As a next step, assessment measures need to be established for learning outcomes, as the college is only in the early stages of development and implementation.

CHALLENGES

Enrollment

Enrollment services are provided by admissions and records staff who report to the district office of Admissions and Outreach. Due to staffing constraints, limited efforts are directed towards going offsite to enroll targeted groups of students. For true “welcome to college” access, the Matriculation process, if fully funded, would be an excellent example of a comprehensive and

integrated delivery package of services designed to enhance student retention and persistence, and thereby contribute to the educational opportunities of all students.

Additionally, internal and external environmental scans indicate that people wish to enroll in more compressed/short term classes; that they want courses that are modularized that allow for entry and exit throughout the semester, and that they also want a more diverse offering in the evening. As student interest in distance education increases, in the form of hybrid and online classes, the college must position itself to be able to respond to this growth area by having trained faculty proficient in the use of instructional technology.

Harkening back to the early sixties and the movement that spawned community colleges, the need still exists for community colleges to:

- have credit courses and programs responsive to the changing needs of the community,
- respond to the growing demand from employers for continuing education to upgrade the skills of their employees, so that they stay abreast of emerging technologies,
- to have curriculum that anticipates changing labor market trends, and
- offers academic and student service support systems that facilitate community access to these services.

Addressing these needs is one of the critical challenges facing College of Alameda, as well as the other colleges in the Peralta Community College District.

Outreach & Recruitment:

The Office of Outreach and Recruitment has a dual role: 1) through outreach efforts the programs and services offered at Peralta—emphasizing College of Alameda—are promoted in the high schools, adult schools and in the community; and, 2) in-reach efforts seek to improve retention and persistence of current COA students by providing financial aid workshops, assistance during information tables, and by working closely with other departments to encourage student to take advantage of all the student services and programs offered at COA.

College of Alameda has not had a general outreach position since 2002 when the unfilled position was cut due to budget cuts; since that time the implementation of outreach efforts has proceeded through a committee, Project Recruitment & Retention (formerly Project Access), or through ad-hoc efforts supported through categorical funds e.g., BFAP and EOPS. The risk in continuing to do this is that categorical funds fluctuate according to the number of students who are specifically eligible for those programs and the parameters for using staff funded by this program may be more restrictive than is practical for the college.

For “welcome to college” access the college needs at least one other fulltime outreach staff person and funds which support having counselors work in the middle and high schools. Building a college going culture is key to building the pipeline for future students and is key to the future growth of College of Alameda.

Marketing

Inadequate resources at the college level have required reliance on the marketing efforts of the District Office of Marketing. The District Office of Marketing uses an approach which is broad in scope and therefore inadequate to serve the targeted communities College of Alameda is trying to reach. The college's website, which has extraordinary potential as a marketing tool, is considered to be undynamic and uninformative. The college, through its Public Information Office, has developed good publications that emphasize the college's strong points, including flexible scheduling; but the college needs a marketing plan for each discipline, especially its vocational programs that do not have their own marketing tools. For the first time, contingency funds from the President have been allocated for 2008-09 to address these issues; however, a long term strategy needs to be developed.

Basic Skills

According to research done by the California state-wide Basic Skills Initiative in its publication "*Basic Skills as a Foundation for Student Success in California Community Colleges*", two of the 26 components required to ensure student success are 1)

mandatory orientation, assessment, and placement; and 2) counseling provided in a substantial, accessible, and integrated way with academic courses/programs. Matriculation also supports the Basic Skills Initiative in these key areas. There are two specific needs that must be addressed as soon as possible—space and data needs.

To be able to provide our students with services that meet their needs, a permanent assessment center must be allocated. Currently, assessment testing is scheduled during peak enrollment times. Often, because of instructional needs, testing must be moved or even cancelled due to lack of computer lab space. With a permanent assessment center, more students could be assessed. Testing could occur throughout the year, allowing students to enroll in classes throughout the semester, thereby increasing



enrollment.

Without accurate data, there is no way to determine the real effectiveness of Matriculation. It is imperative that the District reviews its standards for research and provides the campus with quantitative data accompanied with interpretation that is meaningful and usable. One of the challenges in securing data relates to how the data is extracted and whether coding of the information as well as input is accurate. The college and the district are currently working to address this concern with a component called Business Intelligence (BI). There have been product delivery delays due in part to competing priorities for limited resources, including the implementation of the student administration system (*PassPort*) which became operational summer 2008; reorganization of the district Information Technology department, and budgetary/financial constraints. However, with the implementation of this product, decision-making will become more data driven and thereby more responsive to student and community needs.

EDUCATIONAL MASTER PLAN

Process Overview

The *District-Wide Educational Master Plan* is an overall framework for the evolution and development of the Peralta Community College District. Drawing on environmental scan reports, program reviews, and unit plans, the plan sets an overarching direction for meeting the needs of students and the community through a coordinated approach across the four colleges and district service centers.

The college master plans and the *District Wide EMP* were developed collaboratively to create an integrated planning framework linking program review, educational planning, facilities improvement and resource allocation. This integrated planning approach achieves one of the major goals of the *District Wide Strategic Plan* and fulfills a major district-level accreditation recommendation.

Purpose

The purpose of the educational master plan is to present a shared educational “road map” for the Colleges and district service centers for the next 3 to 10 years. This shared district-wide road map is made up of the agreed-upon educational principles, goals, and integrated planning and budgeting processes that provide both a clear future direction and a set of adaptive mechanisms to ensure the plan is a living document. The *District Wide EMP* is an umbrella statement of direction for the four *College Educational Master Plans*, and documents the common planning criteria, methodologies, and agreements that bring consistency to and provide a context for the *College Educational Master Plan*. The district-wide plan’s road map is composed of several specific elements:

1. **Educational Program Framework:** The set overarching program themes that provide a shared focus for the colleges, and the unique areas of career-technical focus for each college.
2. **Integrated Instructional and Student Service Strategies:** The educational strategies

for instruction and student services to meet current and anticipated needs of students.

- 3. Shared Decision-Making Criteria and Processes:** Document the processes shared across the colleges on a district-wide basis that will enable the colleges and district as a whole to remain flexible and adaptive to change.

By comparison, the College's Educational Master Plan encompasses a similar framework but provides more detailed goals and strategies that are unique to college needs.

Plan Development Process

The concepts contained herein reflect the contributions and agreements of faculty, staff, students and administrators who participated in several planning processes over the period from September 2006 to June 2008. The plan includes and is derived from an iterative process of district-wide planning discussions integrated with college-based discussions. The district-wide foundational planning began with the Strategic Planning Steering Committee, was guided in the process by the Strategic Management Team and District-Wide Educational Master Planning Committee,



and received input from faculty and deans via program review, members of the Committee for Strategic Education Planning (CSEP), Academic Senate Presidents and Vice Presidents of Instruction, student services planning staff, faculty input at the District August 2007 and College spring 2008 Flex Days, unit and college planning 2007-2008, the college educational master planning committee/accreditation committee, department chair planning sessions during spring 2008, and district-wide plan integration in spring 2008.

Plan Implementation

The implementation of the district and college educational master plan will require district-wide collaboration. All stakeholders must be engaged as evidenced by the two year process that resulted in the publishing of the district strategic plan in June 2006. The educational planning process started formally with two parallel efforts in the spring 2007. The implementation and execution of these educational plans will require continued communication of information to the stakeholders in order to maintain awareness and to reinforce

why difficult decisions are made that align resources with the strategies and goals of the district and of the college. College of Alameda has begun this process by establishing several functional structures:

- Department Chairs - the instructional divisions, for the first time in the 37 year history of the college, have elected department chairs of single and

multi-disciplined departmental clusters. By decentralizing the organizational structure it is anticipated that the college will enjoy increased participation, communication and collaboration.

- Basic Skills/Student Success Initiative – the college has created a cross-functional task force called the Student Success Initiative that addresses issues on instructional and student services support activities that can be leveraged to enhance the success of students. This committee has oversight on the funding and implementation of programs under the auspices of the state’s basic skills initiative (<http://www.cccbsi.org/>).
- Center for Creative Technology Integration (CCTI) - the primary goal for the CCTI is to develop, deploy and sustain: a) instructors and campus online courses, b) contract education, and c) just-in-time-training for community partners and local businesses. The vision of the CCTI is to become a vibrant center for collaborative learning among the faculty, staff and administration of the college. Initial approval to establish a district-wide training center at COA building on the CCTI concept is moving forward in fall 2008.
- COA Marketing Plan – the Public Information Officer in collaboration with faculty during the fall 2007 semester began the initial process of information gathering in response to a need to have a college marketing plan. Funding to continue this effort has been allocated for the academic year 2008-09. The development of a marketing plan will assist in focusing the college’s efforts in recruitment, outreach and enrollment growth.

Evidence, Evaluation & Accountability

As with any planning process, accountability measures must be established to determine if the college is achieving its institutional outcomes.

Implementation of educational plans depends on the measurement of outcomes with data to support prioritization of action initiatives and goals. CSEP data (enrollment, class size, class sections, FTES, FTEF, FTES/FTEF, etc.), along with the continuing process of cyclic program and unit plans will form the basis for programmatic decisions regarding growth and deactivation. A full description of the district wide program unit planning is included in Appendix II, District Wide Unit Planning Handbook.

The college’s evaluation framework will address the following:

1. Annual analysis of headcounts, FTES, and enrollment status by college,
2. Annual analysis of headcounts, FTES, and retention rates by disciplines and by TOPS codes for FTES,
3. Annual analysis of discipline productivity,
4. Annual analysis of market penetration using zip codes,
5. Annual analysis of expected outcomes of strategic aims (various measures will be compared—where possible—against a baseline or in the case of new initiatives (such as SSPIRE, DBA, etc.) special research evaluations will be conducted),
6. Annual analysis of SLO’s compared against student success in disciplines, and

- Budget evaluations will be conducted based on unit/sections allocation/expenditure plans and attainment of goals in support of college goals and priorities.

Note: Comparative data will also be used from the IPEDS, ARCC, and CCSSE

As part of the overall evaluation process improvements (based on the above evaluation framework) and adjustments to disciplines, services and marketing will be made as necessary.

Self Study Cycle

The planning cycle for the district and college plans and how they align with the six-year accreditation process is described below.

Five-Year Educational Master Plans Cycle &

Milestone Progress Review

The district wide and college master plans will be updated every five years, in the year preceding the accreditation self-study. This will allow the district—as a whole—to review comprehensively its programs and services. This cycle will also be efficient in that the master planning process will address many of the issues required for the accreditation self study.

The District Wide and College Educational Master Plans are living documents. There will be annual reviews of the implementation milestones listed for each strategy, in addition to the five-year regular update. Input from the college on



attainment of its planning goals will be used as a basis for compiling the information on the progress in implementing each of the strategies of the District Wide EMP. This information will be presented to SMT and college and district wide educational master planning committees at the start of the fall term to inform development of annual educational planning priorities.

Three-Year Program Review Cycle

The program review process will proceed on a three-year cycle. Program reviews will use many of the same data elements and topics as unit review but also include a more comprehensive set of data items and have a longer-time horizon.

Annual Unit Plan Updates

Each year, all instructional and student service units will be updated based on an assessment of issues and completion of prior year initiatives. This will form the foundation of an integrated planning and budgeting process. Annual updates are also needed to provide continuity to multi-year improvement efforts, especially where emerging

programs are being piloted or watch programs are being revitalized.

COHORT MODEL

PCCD has adopted a targeted strategy which identifies three major markets that offer growth opportunities; recognizing that “one size does not fit all”. The following model outlines the three cohorts based on their stated goals and course taking behavior; suggesting that there are differing approaches that the district should take that more appropriately meet students’ needs. The cohort models are:

- Beginning the Journey: 12-24 year olds
- Adjusting the Path: 25-54 year olds
- Enriching Life: 55 years old

The core principles guiding the implementation of the cohort approach included the following concepts:

- Each cohort is an important student population and will receive services designed to meet their needs.
- There are sub-cohorts for each cohort, especially the 25-54 age group. Specialized approaches can be developed for these groups.
- Once outreach, student success and curriculum/scheduling approaches are determined for each cohort, an integrated approach will be developed that meets as many of the needs as possible. For example cohort-1 will need a schedule of non-overlapping courses that would facilitate graduation within two years, while cohort-2 will benefit from evening and weekend classes (and on-site contract education); and cohort-3 is more interested in non-credit, self improvement and life enrichment courses. Where appropriate, strategies will be

TABLE 9 - ANNUAL EMP MILESTONES PROGRESS REVIEWS	
Cycle	Process
Annual	Update Unit Plans Review District Wide EMP Milestones
Two Years	Environmental Scanning
Three Years	All Programs Reviewed
Five Years	Master Plan Updates
Six Years	Accreditation Self Study

devised that meet the needs of several cohorts.

An integrated success strategy for each cohort will require an overview or description of the representative group, a needs analysis, an

educational strategy and quantitative targets, and a record of persistence and success for each targeted group.

The chart below indicates the characteristics of the three cohorts in the Peralta district.

CHART 4: PCCD COHORT MODEL								
Cohort Data (Fall 2006)	Age	Proportion	% F/T	BA or Higher	Undecided	Transfer	Career	Cultural Enrichment
Beginning the Journey	12-24	41%	44%	6%	33%	23%	22%	5%
Adjusting the Path	25-54	51%	23%	27%	27%	18%	31%	10%
Enriching Life	55+	8%	11%	47%	36%	5%	24%	25%
Total / Average		100%		20%				

CHART 5: COLLEGE OF ALAMEDA COHORT MODEL								
Cohort Data (Fall 2006)	Age	Proportion	%F/T	BA or Higher	Undecided	Transfer	Career	Cultural Enrichment
Beginning the Journey	12-24	(3,253) 52.5%	(898) 27.6%	(80) 2.5%	(1314) 40.4%	(926) 28.5%	(737) 22.7%	(96) 3%
Adjusting the Path	25-54	(2,634) 42.51%	(245) 9%	(560) 21.3%	(892) 33.9%	(730) 28.1%	(712) 27%	(185) 7%
Enriching Life	55+	(304) 4.9%	(18) 5.9%	(103) 33.9%	(141) 46.4%	(30) 9.9%	(81) 26.6%	(42) 13.8%
Unknown		(2)					(2)	
Total / Average		(6,193)	(1,161)	(743)	(2,347)	(1,695)	(1,532)	(323)

Strategies for Advancing Cohort-1 “Beginning the Journey”

As the 12-18 year old segment of the population has been on the rise at College of Alameda, our focus will be to continue this trend with the following initiatives. There is a need to spotlight the technical and vocational areas since over the past five years the number of students enrolling in transfer course has been on the rise, and this trend is likely to continue (Table 7).

Middle and High School Partnerships

Middle Schools:

- Work with Alameda Unified School District (AUSD) and Oakland Unified School District (OUSD) faculty to infuse “career awareness” into middle school curricula to familiarize youth with the world of work.
- Work in collaboration with the Middle Schools to increase the number of workshops for middle school faculty with the provision of multi-media resources relevant to Career and Technical Education (CTE) available to teachers at this level.

High Schools:

Alameda Science and Technology (ASTI):

- Continue to implement the spring recruitment “Parent Night” at College of Alameda but expand outreach to Latino and African-American communities in Alameda and Peralta service area
- Continue to work with *Bachelor Plus* accelerated teaching credentialing program at CSU East Bay to develop service learning component that includes COA students tutoring AUSD high school students *and* provide continuous pathways for ASTI student from high school to becoming credentialed K-12 teachers.

Oakland Aviation High School:

- Work with staff for Mayor of Oakland, to stage a high-profile publicity/outreach event at OAHS in spring 2008 during peak high school enrollment period.
- Conduct targeted outreach for OAHS in AUSD and San Leandro 8th grade classrooms, given that the Port of Oakland Service Area encompasses these communities as well as Oakland
- COA faculty from various occupational and academic disciplines to make presentations to OAHS students, as part of the partnership whereby they are enrolled as PCCD students and to familiarize them to opportunities at COA

Regional Occupational Programs (ROP)

- Organize series of tours of COA occupational programs for Alameda and Oakland Unified School Districts in spring 2008.
- Distribute new Peralta Career/Technical Education Brochures to all ROP and High School counselors and instructors.
- Work with teachers and students in AUSD Video Production ROP Program to produce promotional videos for COA Aviation Maintenance & Technology (AMT) program and Automotive Technology Programs.

Tech Prep

- Island High School (Alameda) Fashion Design Academy – Support the collaboration of faculty in Apparel Design and Manufacturing (ADAM) Program and teachers at Island HS to create a new fashion design program that will articulate to the COA ADAM curriculum.
- Oakland Aviation High School - Continue to build out integration of COA Aviation Maintenance and Business classes into Oakland Aviation High School (OAHS) curriculum. Offer AMT classes at COA Aviation Facility for OAHS students.
- “Partnering”, in the broadest sense, with four-year colleges and universities provides opportunities for clear transfer pathways for students in this cohort. One “path” is the concurrent enrollment and cross registration program. This provides students the opportunity to enroll concurrently in one class per semester/ quarter at schools such as the University of California, Berkeley; California State University, East Bay; Mills College; Holy Names University; and John F. Kennedy University. A second “path” is the Transfer Admissions Guarantee (TAG) program which guarantees admission to a student who completes a TAG form and meets the contractual requirements of the program. The four Peralta colleges have such agreements with schools such as UC Davis, UC Riverside, UC Santa Barbara, UC Santa Cruz, and CSU East Bay. As agreements become available with other institutions, the college needs to participate.



An additional “pathway” is the ongoing work in course-to-course articulation providing students the opportunity to complete lower-division major preparation coursework in an effort to be more competitive when applying for a specific major at a four-year institution. Such articulation is an ongoing effort between college articulation officers and instructional faculty. Further, a decision will need to be reached as to the use of the Lower Division Transfer Patterns (LDTP) with the CSU system and whether it provides “value” to students.

- The close proximity COA enjoys with many four-year colleges and universities in the East Bay offers the opportunity for partnerships that should ease barriers to the transfer transition for its students. The character of these partnership arrangements can vary substantially. Some community colleges host several four-year schools – public and private – who offer popular BA and MA degree programs on their campus. Other community colleges, work by one school to offer university level face-to-face, ITV and hybrid courses. COA is currently working with CSU, East Bay on instructional program for its teacher training program.

Arrangements with East Bay four-year colleges and universities that encourage and ease transfer barriers will make COA more competitive as a college option for students as the number of young students progressing through feeder high schools is predicted to decline after 2008. This strategy can also be applied to students in Cohort 2.

Strategies for Advancing Cohort-2 “Adjusting the Path”

The segment of the population is 25-54 years
XXXXXX need info and strategies for addressing
the needs of this population>>>

Strategies for Advancing Cohort-3 “Enriching Life”

The segment of the population is 55+ years and COA has taken some steps towards addressing the needs of its older students. For example, classes have been offered at the Mastic Senior Center, however, this has consisted of mainly 2 courses per academic year. Indications from Cardinal Point, a continuing care retirement center located minutes from the campus at Mariner Square, is that short-term specialized courses would be welcomed by the residents. Options to expand life enrichment and self improvement courses for non-credit to this target group would likely have positive results, and should be pursued by the college if it wishes to increase enrollment in this area. Impediments to this process center on standard enrollment procedures. The traditional goal of students is to enroll in courses for the purpose of transfer to a four year institution or to gain employment/retraining; this is not the motive of this cohort group. Therefore, using computerized enrollment methods, collecting registration fees and the like, deter many seniors from entering into the system.

Recommendations on streamlining the process need to be explored if the college is to take advantage of this growing population.

Chapter II Planning Context

DISTRICT WIDE STRATEGIC PLANNING FRAMEWORK

The District-wide Educational Master Plan 2008 for the Peralta Community College District presents a shared vision of the direction that the district should take in order to enhance its role in meeting the educational needs of the community and the students it serves. Together with its companion documents, the College Educational Plans for College of Alameda, Berkeley City College, Laney College and Merritt College, are designed as a dynamic set of priorities and directions to meet the changing needs of the student body and the communities in the District's service area, and beyond. The plan by the district is dynamic because it embraces the principles of continuous improvement, collaborative decision making, and regular assessment and review. Together with the individual college master plans, the plans provides a common framework for reviewing accomplishments and challenges as a community college district, assessing and improving outcomes, programs and services, adapting to changing institutional requirements and resources, and providing the highest quality service possible for the residents and other stakeholders who live and work in the PCCD service area.

The plan will only be effective if it accurately reflects the vision and priorities of both the

Trustees and the colleges in a process of collaboration and shared decision making.

While in the past funding for the community colleges has sometimes faltered, the local community of voters in past years approved three large bond measures to modernize facilities. PCCD has an extensive modernization project in progress at College of Alameda with the renovation of Building A and approval of major remodeling of buildings C & D, where the bulk of the college's academic instructional classrooms are located. New programs, such as transportation/logistics, bio-genetics, **green technology**, Global Information Systems (GIS) and programs focusing on learning communities and civic engagement/service learning are underway at the college. Courses and programs in dental hygiene, bio-genetics, **green technology/environmental studies**, GIS and programs focusing on learning communities and civic engagement/service learning have been



started or are underway as a response to community interest and improvement in student success.

The community served by the Peralta Colleges has also changed. Population has increased overall, but with shifts in the demographic and social characteristics of that population. The labor market has moved quickly from full employment to higher unemployment, and the economy has moved from boom to bust in the past eight years.

During the 2007 year, the colleges, supported by the District Service Centers, engaged in detailed program reviews, unit reviews, and system analysis as part of the self-studies for accreditation and development of the strategic plan. In January, 2008, each district stakeholder group (the trustees, each college leadership council, the SMT, the DAS, the SPPAC, and a newly created district wide educational master planning committee, DWEMPC) reviewed the outline and completed a detailed review of the draft district plan. Revisions were proposed for incorporation, which were then reviewed by the stakeholder groups, prior to board approval and district implementation.

In addition, each college needed to develop its own College Educational Master Plan, beginning with their understanding of the District wide Educational Master Plan (DWEMPC), their audit of their own strengths and resources, and their vision for their future. This vision includes the district wide major goals of:

- Advancing Student Access and Success

- Engaging Communities and Partners
- Building Programs of Distinction
- Creating a Culture of Innovation and Collaboration; and
- Ensuring Financial Success

DWEMPC members, and those involved in other shared governance mechanisms, participated in the brokering of the district plan which allowed stakeholders buy-in, insuring a cogent, coherent direction. Data requests, and facilitation support was provided by the Educational Services Division, as each college began with its program review process, its own unit planning strategies, and articulated college-specific priorities and directions.

Peralta will know if the district has succeeded in educational planning, if two things occur:

- First: if students who attend our colleges and enroll in our classes achieve the clearly stated institutional outcomes of each college, and the student learning outcomes of each course. That is, if student retention, success, and transfer rates grow because of our efforts. And if, students' assessment of the academic quality of their experience as students at our college(s) is responsive to their educational needs.
- Second: if, through our careful analysis and knowledge of our community, through external scans, advisory groups, outreach to high schools and to other potential sources of students, and through analysis of area-wide economic and jobs data, we position our colleges to support student success in an ever increasing number of students.

COLLEGE PLANNING FRAMEWORK

College of Alameda's planning framework is grounded in its vision, values and mission statements. From this foundation, strategic goals

and initiatives were derived which ask the questions: What goals are needed to achieve our mission? Then, given these goals, what strategic direction should the college take and what action items are needed as benchmarks of success for attainment of our goals.

This process closely mirrors the district's strategic planning process, and incorporates the district wide goals of: 1) Advancing Student Access and Success; 2) Engaging our Community Partnerships, 3) Building and/or Expanding Programs of Distinction, while fostering a 4) Culture of Innovation and Collaboration, which insures 5) Financial Stability and Success.

Environmental Scanning and Institutional Outcomes and Support

Extensive external and internal environmental scanning, outcomes, and support systems were conducted by the Peralta District's consultant, Chuck McIntyre (formerly Vice Chancellor of Research at the California Community Colleges' Chancellor's Office), by the McKinsey Group for the City of Oakland, as well as by COA administrators, faculty, research staff and state/federal reporting documents. Contained within this section are the evidence and outcomes of the scans.



External Scan: Findings & Implications

As indicated above, extensive external environmental scanning has been and is continuing to be conducted primarily by District's consultant, Chuck McIntyre(Appendix III). The McIntyre environmental scan began in January 2007, and has included, among other activities:

- Project design by the contractor (Chuck McIntyre), as modified by PCCD staff
- Extensive meetings with PCCD staff on project intent, methods, and findings
- Focus groups with individuals from communities in the PCCD service area
- Focus groups with students, faculty and staff from PCCD college campuses
- Information and data gathering and analysis by the contractor from a variety of sources inside and outside PCCD
- Review of findings, implications and proposed strategies with the PCCD Board of Trustees and staff in various meetings of the Strategic Management Team (SMT), and District-Wide Educational Master Planning Committee (DWEMPC), and other groups.

The focus of this work was strategic—from a district perspective— however, from this work, and the several project papers that were written identifying external conditions and the educational needs of all PCCD students; conditions internal to PCCD - how well it is meeting students’ educational needs given its mission and goals, and scenarios/simulations of future enrollment--mirror findings contained in the internal/external campus scans. As such, excerpts from the full report are included as part of this plan. Also included are the results of the environmental scan conducted by the McKinsey Group for the City of Oakland (Appendix IV).

Scan Findings

While growing modestly – at just over half the rate for the state as a whole – PCCD’s service area communities are quite diverse, culturally and economically, and like many other mature urban areas, will experience the beginning of substantial retirements of “baby boomers” and the likely leveling or downturn in the number of local high school graduates by the end of this decade. These trends and PCCD’s recent history confront the district with complex challenges and questions:

- How will the East Bay Area evolve and, as a consequence, how should PCCD evolve?
- How should the curriculum evolve, where should it be located and how delivered: on-campus, face-to-face; partnerships; distance learning; and in what kinds of class and out-of-class facilities?
- How can PCCD maintain robust basic skills instruction and an effective lower division, general education, transfer core, while augmenting its workforce preparation and

contract training? In what specific skill areas ought the latter functions be expanded so as to meet the labor market needs of the East Bay.

- How should PCCD be organized: as a four-college district (as at present), four campus college, or in some other way? What delivery modes and organization and staffing changes will maximize the district’s access and program quality?
- What kinds of enrollment management strategies will enable PCCD to fulfill its mission, and meet its goals and objectives? What strategies best support the priorities of fiscal stability and sustainability?
- To what degree should the colleges make their market penetration (access) “more consistent” across their different service area communities and specific clientele “niches,” and increase overall area access?

Scan Implications

- **MODERATE AREA GROWTH CONTINUES**, shifting to the northern part of district: suggesting new district *off-campus community centers* in that area as well as others.
- **MORE DIVERSE POPULATIONS**, foreign immigrants are ½ of area growth: suggesting the need for continued, robust *ESL programs*, possibly with a *non-credit* component.
- **AN AGING POPULATION, WITH LOWER NUMBERS OF HIGH SCHOOL GRADUATES**: suggests earlier PCCD *intervention into K-12* to sustain transfer credit programs and marketing to new 55+ niches, through *non-credit, community and contract education*.
- **HIGHER HIGH SCHOOL DROP-OUT RATES, BUT ALSO HIGHER INTEREST AND PREPARATION OF GRADS**: suggests the need for *urgent K-12 early intervention* with academic and career counseling as well as instruction.
- **STUDENTS ARE CHANGING**, becoming more IT/Media conversant, but

with less time for study, greater need for study and time management skills, and more diverse learning styles (as they become more culturally diverse): suggesting more work on *basic skills* and *staff development* oriented to student needs and learning styles - *proactive* and in “communities” or *groups* – with more *technology* and in flexible *facilities*. The East Bay’s *aging infrastructure and changing culture* impact what and how PCCD colleges educate students. Significant changes in values, lifestyles, family formation, language, and other factors affecting the quality of life – transportation time, air and water quality, energy, child care and the like – can be expected as PCCD’s service area region grows rapidly and as local communities become far more multi-cultural.

- **EAST BAY AREA TRANSPORTATION WORSENS**, despite BART and other options, representing the student’s greatest single direct cost: suggesting PCCD can reduce student costs by course *scheduling* (fewer, longer), *distance education* (largely online hybrids), and more *sites* for courses. *Economic cycles* and consequent job formation are important to PCCD planning because:
 - as the PCCD area economy improves (declines) and individuals in the labor market go to work (need retraining), *PCCD enrollment* falls (rises), other things being equal.
 - development of the regional PCCD area economy dictates labor market needs and the kinds of available jobs, which in turn suggest *PCCD curriculum* change.
 - as California’s economy improves (declines), state general and local property taxes and *PCCD’s funding* rise (falls), impacting the college’s ability to deliver programs and services.
- **PCCD HAS A MAJOR ROLE IN AREA DEVELOPMENT**, *responding* to area labor market needs, *training* for emerging sectors, and *marketing* to area niches with low college-going rates.
- **PCCD CAN TRAIN FOR MOST AREA JOBS**, including *transfer programs* for



managers, accountants, teachers, software engineers; and *workforce preparation* of RNs, 1st Line Supervisors, carpenters, green technologists, logistics (supply-chain and distribution managers, truckers), teacher aids, customer service reps, home health aids, wholesalers, and other career skills high area demand.

- **RECENT ECONOMIC GROWTH** resulted in ample budgets and lower student fees, leading to increased PCCD enrollments: suggesting that *future PCCD enrollments* will depend in large part on the economy, Prop.98 funding, student costs, and PCCD budgets– subject to changes in PCCD’s funding.
- **STATE’S ECONOMY IS TURNING DOWN (AGAIN/ALREADY)**, with the State General Fund (SGF) deficit up (its level tripled in recent months), P98 funds likely down, fees possibly up (?) even as enrollment demand increases: suggesting that PCCD examine *several future scenarios* and plan for budget contingencies, with greater long-term utilization of *alternative revenue sources* and *differential pricing*, investing more in *community and contract*

education, and *partnering* with business and non-profits – NGOs, agencies and the like.

- **PCCD’s OPERATING BUDGETS**, with outlays per FTES historically above the CACCD average and balances once below, are now closer to the average and below average for a *district with small colleges*, suggesting arguably higher (by 7%) PCCD operating support.
- **THE FEDERAL DEFICIT CONTINUES**: suggesting *modest changes to federal programs* like the Workforce Investment Act (WIA), Perkins Act occupation education and Higher Education Act – from which PCCD has gotten less-than (California community college)-average support. Pell financial aid grants will continue to lag changes in PCCD’s college-going costs.
- **MANY, INCREASING COMPETITORS IN THE EAST BAY**: suggesting PCCD must become more competitive with *high demand disciplines*, lower-cost delivery largely through *more online instruction*, and a *more collegial climate* on the four campuses.

- **ADOPTION OF “LEARNING COLLEGE” CONCEPTS**: suggests a community college system like PCCD embraces *collaboration*, adequate *staff support* (training and technology), appropriate facilities (adequate technology and learning spaces) outcome *assessment*, and use student *learning communities*.
- **CHANGED TEACHING STYLES AND TECHNOLOGY**: suggest greater utilization of *active learning classrooms* where faculty lecture, students research the internet, problem-solve, develop, present and discuss findings with faculty feedback – a proactive process that requires *more-than-the usual lecture space* for the technology and moveable tables and chairs.
- **CHANGING POLICIES AT UC AND CSU – HIGHER FEES, SHORTENED ADMISSIONS (IN THE SHORT TERM)**: suggest, other things being equal, a short term *increase in the <25 year-old student cohort* pursuing PCCD transfer curricula and services.

GROWTH PROJECTIONS

A straight line progression of change rates over a six year period revealed that the headcount since

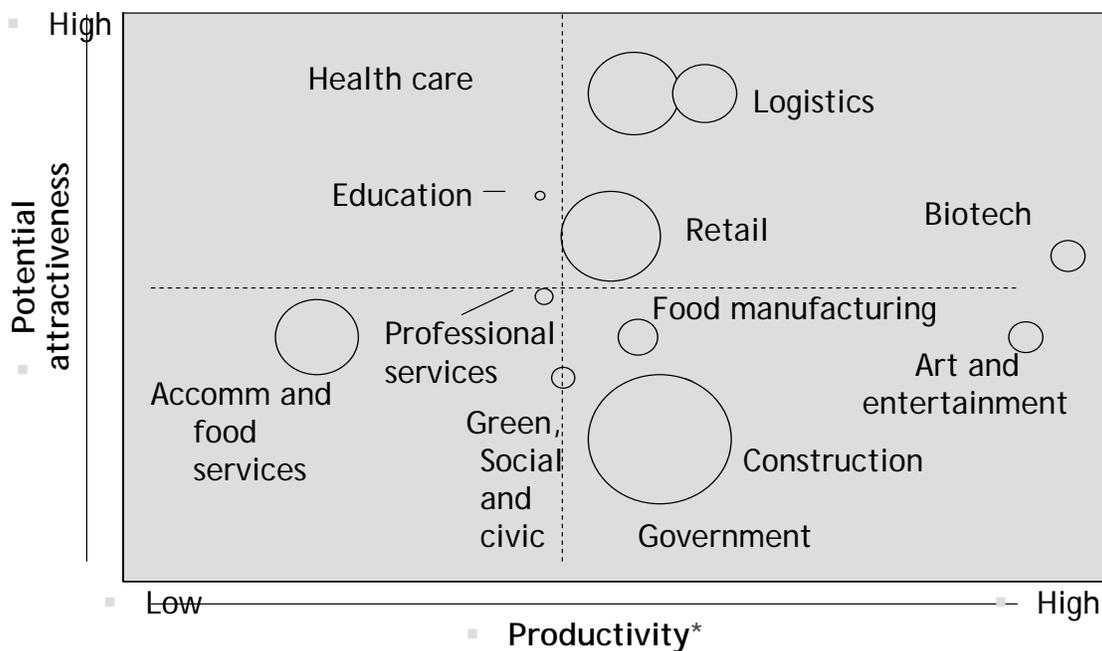


Chart 4 - Dimensions of 2005 employment sectors compared to potential attractiveness and productivity.

the 2001-02 enrollment year head count is down by 3% but the FTEs count for the same period is up by 1%. Without a full historical analysis of the enrollment and FTEs trends by changes in state and district policies regarding tuition and services, UC and CSU requirements, employment trends, and demographic micro shifts; it is impossible to establish a sophisticated multivariate model such as those used in the ARCC tables (see Appendix V) to predict where the college will be five years from now. However, several planning assumptions have been set forth below along with planned strategies for marketing new courses, programs, and services. A conservative growth estimated for headcounts and FTEs would be at 1% for each year (based on the previous five-year trend). The 1% growth estimates (*italicized*) are provided in Table 10.

Strategic planning indicates a more aggressive approach should be taken; therefore, the college has adopted a more aggressive approach to enrollment growth and has projected a 3.5% increase from the 2007-08 figures (3,546 vs 3,670). Consequently, Chart L, taken from Appendix III, outlines the projected weekly student contact hours to the different potential growth areas forecasted for COA through the year 2022.

These enrollment growth projections will necessitate changes in the make up of course offerings, increased usage of technology, increased use of off-site centers, and physical modifications to existing classrooms so that they become active learning centers. Decisions on course and program offerings should be guided by identified employment growth opportunities which were reflected in both the McIntyre and McKenzie reports. A synthesis of their findings is displayed in Chart 5 that describes labor market employment as of 2005 along two dimensions: potential attractiveness and productivity.

One area targeted for growth that is also highly attractive is logistics. COA offers courses in several major logistics fields along with programs in the retail and arts areas. COA offers programs in health care (medical terminology and dental assisting), but these programs are not very attractive because they are providing skills but for



TABLE 10 - STRAIGHT LINE GROWTH PROJECTIONS OR 1%

Full Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Enrollment	9,489	9,925	10,555	10,661	10,767	10,875	10,984	11,093
Full Year FTES	3,405	3,475	3,594	3,648	3,703	3,758	3,815	3,872

low-paying entry-level jobs. The external scans of the labor market sectors strongly suggest that with the exception of business, computer information, and health education programs, the other COA's vocational programs would have to be watched more closely.

The study also found that transportation is a growing issue in the East Bay given the older narrow roads, the eroding conditions of the pavement caused by earthquake activity, and the special condition that COA is not located near a centralized source of transportation such as

Chart L. COLLEGE OF ALAMEDA																			
WSCH BY DELIVERY TYPE, ACTUAL 2002-07, FORECAST 2008-22 ¹																			
OFF-CAMPUS										ON-CAMPUS						TOTAL			
Dist Lrng. ²		Cntrs,Sites ³		Total Off-C		Total On-C		Phys Educ		Lecture ⁴		Active Lrn'g		Lab ⁵					
wsch	rT	wsch	rT	wsch	rT	wsch	rT	wsch	rOC	wsch	rOC	wsch	rOC	wsch	rOC	wsch	rOC	wsch	rT
2002																			
2003																			
2004																			
2005	0	0.00	230	0.00	230	0.005	45834	0.995	1352	0.029	26057	0.57	8686	0.19	9740	0.21	46065	1.00	
2006	0	0.00	246	0.00	246	0.005	48955	0.84	1444	0.029	27831	0.57	9277	0.19	10403	0.21	49201	1.00	
2007	0	0.00	233	0.005	233	0.005	46385	1.00	1375	0.029	26328	0.57	8776	0.19	9906	0.21	46618	1.00	
2008	509	0.01	250	0.005	759	0.01	50150	0.99	1479	0.03	28112	0.56	9877	0.20	10682	0.21	50909	1.00	
2009	1070	0.02	300	0.01	1370	0.03	52144	0.97	1538	0.03	28402	0.54	11045	0.21	11159	0.21	53515	1.00	
2010	1645	0.03	350	0.01	1995	0.04	52844	0.96	1559	0.03	27947	0.53	11977	0.23	11361	0.22	54839	1.00	
2011	2229	0.04	400	0.01	2629	0.05	53097	0.95	1566	0.03	27098	0.51	12752	0.24	11681	0.22	55727	1.00	
2012	2874	0.05	1000	0.02	3874	0.07	53610	0.93	1581	0.03	26378	0.49	13589	0.25	12062	0.23	57484	1.00	
2013	3529	0.06	1500	0.03	5029	0.09	53783	0.91	1586	0.03	25489	0.47	14338	0.27	12370	0.23	58812	1.00	
2014	4012	0.07	2000	0.03	6012	0.10	51298	0.90	1513	0.03	23392	0.46	14337	0.28	12055	0.24	57310	1.00	
2015	4807	0.08	3000	0.05	7807	0.13	52275	0.87	1542	0.03	22912	0.44	15275	0.29	12546	0.24	60081	1.00	
2016	5725	0.09	4000	0.06	9725	0.15	53886	0.85	1589	0.03	22675	0.42	16420	0.30	13202	0.25	63611	1.00	
2017	6510	0.10	4670	0.07	11180	0.17	53915	0.83	1590	0.03	21754	0.40	17092	0.32	13479	0.25	65095	1.00	
2018	7021	0.10	4682	0.07	11704	0.17	58507	0.83	1726	0.03	22605	0.39	19257	0.33	14919	0.26	70211	1.00	
2019	7097	0.10	4698	0.07	11795	0.17	59173	0.83	1745	0.03	21862	0.37	20181	0.34	15385	0.26	70968	1.00	
2020	7167	0.10	4712	0.07	11878	0.17	59787	0.83	1764	0.03	21090	0.35	21090	0.35	15844	0.27	71665	1.00	
2021	7636	0.10	4727	0.06	12363	0.16	64001	0.84	1888	0.03	22417	0.35	22417	0.35	17280	0.27	76364	1.00	
2022	7691	0.10	4741	0.06	12432	0.16	64477	0.84	1902	0.03	22422	0.35	22422	0.35	17731	0.28	76909	1.00	
	rT: ratio of wsch college total.																		
	rOC: ratio of wsch on-campus.																		
	Assumptions and Plans:																		
	¹ COA growth under "Scenario D with Targets" (Chart 4a), moving from 3,600 FTES to a target of 6,000 by 2022.																		
	² COA adopts distance learning like other PCCD colleges: 1/10 classes are hybrid by 2012, 1/5 by 2017; @500 FTES by 2022.																		
	³ Beginning 2012, COA schedules classes off-campus at neighborhood centers and partners' sites; locating @600 such FTES by 2022.																		
	⁴ One of every four lectures at COA is delivered in the active learning mode currently, increasing to 1/2 by 2020.																		
	⁵ COA growth in transportation/logistics, green technologies and bioinformatics raises its ratio of lab/shop WSCH from .21 to .28.																		
	McIntyre, 6/08																		

Chart 5 - Chart L – Taken from McIntyre Environmental Scan

TABLE 11 – COLLEGE OF ALAMEDA – HEAD COUNT AND FTES UNDUPLICATED ENROLLMENTS BY YEAR AND BY FALL AND SPRING TERMS

Full Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	10,980	11,005	10,812	9,489	9,925	10,555	10,570
Full Year FTES	3,586	3,652	3,781	3,405	3,475	3,594	3,546
Fall Final	2,001	2,002	2,003	2,004	2,005	2,006	2,007
	5,814	6,190	6,027	5,631	5,807	6,238	6,618
Spring Final	2,001	2,002	2,003	2,004	2,005	2,006	2,007
	5,555	6,301	6,174	6,465	5,495	5,529	5,771

BART. Validating the results McIntyre’s report on what was reported during focus groups with external community members:

- that the campus seems isolated from downtown,
- that the college does not appear to be well marketed in its immediate community,
- that COA should expand its programs in green and biotechnologies, and
- that there is a need to support the training of workers in construction and industries.

INTERNAL SCAN

As of Fall 2006 COA’s final enrollment and FTES (a measure of growth by the state Chancellors Office) were 6,238 and 3,594, respectively, and the fall 2007’s final enrollment and FTES exceeded the previous fall data.ⁱ The enrollments and FTES exhibit steady increases since FY 2004-05 decline, which also occurred across the district (Table 1).ⁱⁱ The Fall 2007 census enrollment of 5,952 students reveals that the average age of the students is 28 years with 53% being 24 years old or younger. Of the 5,952 students 65% attend during the day and

81% carry less than 12 credits. In addition 72% are non-vocational students with about 1189ⁱⁱⁱ of the total students enrolled in one or more basic skills or ESL courses. For the 2006-2007 academic year half of the 10,555 students received some form of financial aid.^{iv}

Internal Scanning Regarding Enrollment Status Growth and Productivity Measures

Stated previously, the COA’s FTES has increased since the 2004-05 regardless of the decline in enrollments across the district. FTES growth by credit sector (e.g., transferable credits, credits/non-credits, vocational credits, and basic skills credits) is displayed in Appendix IV (COA Fact Book). A summary of FTES comparing the 2004-2005 to 2006-2007 full-year analysis shows the following: transferable FTES are 5% above and credit and noncredit FTES are 7% above the comparison year while **vocational FTES are 11% below** and **basic skills are 23% below the baseline year.**

A further analysis was conducted to ascertain leakages in student attendance. Table 12 has distinct patterns of student attendance by enrollment status for four Fall terms. The data suggest that while new students are beginning to increase after Fall 2004 the **continuing students are declining**. It should also be noted that the high school cohort is on the rise as dual enrollment efforts are increasing. In Fall 2005 COA faculty with staff conducted an intensive study on why COA students did not return in Fall 2005.^v The three top reasons why students did not return were: 1) for another college, 2) for a full-time job or 3) transferred to a four-year institution. When students were asked what made them leave COA for another college the three top responses were: 1) too few classes offered 2) poor or irrelevant selection of courses or 3) inconvenient scheduling.. A copy of this report is included in Appendix IX, Why Students Leave.



An intensive analysis of each college discipline, as well that of student services was conducted from January 2007 through December 2007. Administrators, the Academic Senate President, College Researcher, and consultants worked with the lead-discipline faculty, counseling, and student services' members on their mission statements, action plans, and human and equipment resource needs.

TABLE 12 - STUDENT HEAD COUNT ENROLLMENT STATUS BY FALL FINAL TERMS					
	FA 2002	FA 2003	FA 2004	FA 2005	FA 2006
New	1,273	1,245	1,063	1,163	1,194
New/Transfer	1,213	1,170	945	1,113	1,061
Continuing	2,526	2,561	2,618	2,363	2,335
Returning	560	504	453	471	528
Ret/Transfer	371	412	376	457	427
High School	235	81	123	165	259

Research data was provided by PCCD's Institutional Research Office, the PCCD Instructional Technology

Office, the Employment Development Department, and the McIntyre Environmental Scanning Report.

Specifically, the information addressed a six-year trend analyses for Fall and Spring enrollments, class sections, average class sizes, student success grades, productivity (FTES/FTEF), certificate and degrees, and student retention. A grow, maintain, and/or watch model was used to ascertain the trend information. In addition, the COA Research Office developed a finer grain productivity model, baseline averaging, to further examine productivity over time.^{vi}

In the case of student services the model was modified to show numbers of students serviced. The instructional data analyzed herein are presented in three groupings: 1) academic along with ESL, 2) vocational-technical disciplines, and special instructional disciplines. In particular, each discipline within the groups is shown by the following information: total sections, baseline productivity average, productivity during the last year, percentage of full-time faculty, productivity growth code and final comments on whether to grow, watch, and/or maintain a discipline. Each grouping is arrayed from the highest to the lowest Fall 2006 productivity ratio.

Academic Disciplines Analysis (Table 13)

Of the 29 academic disciplines 55% of them are at or above the expected 17.5 FTES/FTEF productivity ratio. The six highest consistent producers are Art, Political Science, Chinese, Anthropology, Dance, and Biology. All but one of these disciplines is targeted for growth. Two of the disciplines, English and ESL, should have greater productivity; however, a union mandate limits these courses to an enrollment of 30 students per course. Foreign language classes in general have lower productivity but in the case of Chinese, Vietnamese, and Spanish these courses are in high demand and there appears to be enough part-time instructors to meet these demands. The four courses that appear to be on the decline are German, French, Geology, and Physics. With the exception of German and French, Geology and Physics need further investigation (mainly qualitative) as to why enrollments are dropping since these are gateway courses to engineering and hydrology programs whereby graduates are in great demand.

It should be noted that the ratio of full-time to part-time faculty is almost 1[N=35] to 2[N=76]. On one hand, this may be a cost savings for the college. On the other hand, in the academic disciplines this could be a detriment for the college in that the courses are not being consistently taught within and across disciplines. Further quantitative and qualitative analyses are needed to address the question as to what impact part-time faculty have on the academic curriculum.

Of the 11 vocational-technical disciplines most are not at the expected 17.5 FTES/FTEF productivity ratio. The only discipline above the 17.5 productivity margin is Health

Education/Health Occupations; all others remain below this target. These disciplines are targeted for growth while the others may require **restructuring, program alignment and/or infusion of new courses. If intervention efforts are not forthcoming, it appears that these programs may continue to decline over time.** Be that as it may, it should also be noted that the ratio of full-time to part-time faculty is almost 1[N=20] to 1[N=27]. Unlike potential threats to academic disciplines, whereby the courses may not be consistently taught within and across disciplines, most of the vocational-technical programs have outside regulatory agencies requiring strict conformity to what is taught in the

DEPT	Total Sections F06	Total Sections S07	Baseline Avg FTES/FTEF [FA 2002,2003,2004]	Fall 2006 FTES/FTEF	Spring 2007 FTES/FTEF	Fall 07 % Full-time Faculty	Fall 07 Full+Part-time Faculty Total	Productivity Growth Code	Comments
ACADEMIC sorted by highest Fall 2006 FTES/FTEF									
ART	6	8	31.77	32.15	17.7	0.0%	4.0	A	GROW
POSCI	6	7	27.52	29.74	19.1	50.0%	2.0	A	GROW
CHIN	1	1	26.53	26.11	15	0.0%	1.0	A	GROW
ANTHR	6	9	19.22	24.12	15.7	50.0%	2.0	A	GROW
DANCE	12	11	16.19	22.89	22.9	50.0%	2.0	B	MAINTAIN
BIOL	12	15	20.54	22.29	19.9	33.3%	9.0	A	GROW
M/LAT	1		3.6	20.95			0.0	C	WATCH
PSYCH	20	22	32.08	19.61	16.8	33.3%	6.0	A	GROW
SOC	5	6	19.19	19.06	18.5	100.0%	1.0	B	MAINTAIN
HIST	9	11	19.79	18.86	17.4	25.0%	4.0	B	MAINTAIN
MATH	37	42	21.56	18.76	15.2	40.0%	15.0	A	GROW
SPAN	4	6	17.77	18.24	16.3	50.0%	2.0	C	WATCH
ASTR	3	1	20.5	18.23	16.5	50.0%	2.0	B	MAINTAIN/ WATCH
VIET	1	1	22.42	17.68	24.2	0.0%	1.0	B	MAINTAIN/ GROW
ECON	9	10	18.58	17.62	16.3	25.0%	4.0	A	GROW
HUMAN	9	10	18.51	17.51	17.5	20.0%	5.0	B	MAINTAIN/ GROW
GERM	1	2	15.98	17.13	2.9		0.0	C	WATCH
AFRAM	5	6	18.13	17.1	13.3	100.0%	1.0	B	MAINTAIN
GEOG	9	11	21.5	16.54	17.9	50.0%	2.0	B	MAINTAIN
COMM	11	13	NA	16.1	17.4	33.3%	3.0	B	GROW
ASAME	2	1	23.45	15.8	19.2	0.0%	1.0	B	MAINTAIN
ENGL	44	40	11.42	14.61	12.6	34.9%	21.5	C	WATCH
CHEM	5	5	18.32	14.33	14.2	33.3%	3.0	B	GROW
MUSIC	9	7	11.96	13.18	11.1	33.3%	3.0	C	WATCH
PHIL	6	7	23.88	13.08	16	0.0%	2.0	C	MAINTAIN/WATCH
ESL	30	28	14.62	12.79	14.4	16.7%	12.0	C	MAINTAIN/ WATCH
GEOL		1	11.5	12.5	12.5	0.0%	1.0	C	WATCH
FREN	1		11.18	10.1		0.0%	1.0	C	WATCH
PHYS	2	2	9	9.72	10.8	50.0%	0.5	C	WATCH

Table 13. Academic Disciplines Grow, Maintain, Watch

courses and in such cases, as the Dental Assisting Program, the number of required faculty to teach those courses.

Two of the disciplines, Diesel Mechanics and Aviation Maintenance, should have greater productivity even though they are targeted to be watched. These two disciplines appear to be subject to a slowdown in labor market demands for diesel and aviation mechanics. In particular, airlines are sourcing out their aviation repair and maintenance to foreign countries and private vendors. However, with the closure of a major training center (*WyoTech*) and the expansion of the Aviation High School (co-located at the Oakland Airport with the Aviation program) opportunities for concurrent enrollment have been successful; therefore this downward enrollment trend is expected to reverse itself. In the case of DMECH, apprenticeship students are not included in the formula for computing FTES and so enrollment numbers are adversely affected. Additionally, several major equipment and facility



renovations have been requested and faculty have taken an aggressive role in marketing their program (see DMECH unit plan page 61).

In the areas of Automotive Technology, Auto Body, and Apparel Design and Manufacturing (ADAM), discussion has begun on ways to address these trends and maintain program viability. As a result of these discussions, the ADAM program revamped its program offerings and updated course outlines during the 2007-08 academic year. Additionally, faculty have

DEPT	Total Sections F06	Total Sections S07	Baseline Avg FTES/FTEF [FA 2002,2003,2004)	Fall 2006 FTES/ FTEF	Spring 2007 FTES/ FTEF	Fall 07 % Full-time Faculty	Fall 07 Full+Part-time Faculty Total	Productivity Growth Code	Comments
VOCATIONAL sorted by highest Fall 2006 FTE									
HLTED	4	4	12.48	17.19	12.6	0.0%	1.0	B	GROW
HLTOC	5	5	23.33	16.61	23.8	0.0%	1.0	A	GROW
AUTOB	3	3	16.13	15.93	15.1	60.0%	2.5	C	WATCH
ATECH	14	14	16.81	15.87	13	66.7%	6.0	B	WATCH
ADAM	13	14	15.29	14.91	12.2	40.0%	5.0	C	WATCH
CIS	23	24	12.09	13.51	13.3	27.3%	11.0	C	WATCH
BUS	20	20	11.18	13.21	13.6	44.4%	9.0	C	WATCH
AVIAO	1	1	12.49	12.84	17.1	0.0%	2.0	C	WATCH
DMECH	4	4	9.33	8.94	6.5	100.0%	1.0	C	WATCH
DENTL	15	7	8.4	7.48	9	20.0%	5.0	C	WATCH
AMT	9	11	8.82	6.38	6.1	100.0%	1.0	C	WATCH

Table 14. Vocational – Technical Disciplines Grow, Maintain, Watch

DEPT	Total Sections F06	Total Sections S07	Baseline Avg FTES/FTEF [FA 2002,2003,2004]	Fall 2006 FTES/ FTEF	Spring 2007 FTES/ FTEF	Fall 07 % Full-time Faculty	Fall 07 Full+Part-time Faculty Total	Productivity Growth Code	Comments
SPECIAL INSTRUCTIONAL									
P E	28	31	15.59	15.87	15.9	28.6%	7.0	C	WATCH
LRNRE	14	20	16.34	12.83	2.1	50.0%	2.0	B	GROW

Table 15. Special Instructional Programs

developed web pages that market their programs and keeps the public apprised of the current course offerings.

To assist in these efforts and in keeping with its larger mission of promoting collaboration around long term educational priorities, DWEMPC has discussed cross-college resource sharing strategies that would be complementary to the strategic level alignment of vocational courses and enhance the college’s efforts to sustain programs that fall below the productivity target.

Special Instructional Programs Analysis (Table 15)

The four special instructional programs include Learning Resources, Physical Education, Cooperative Learning Experience, and Apprenticeship. Learning Resources and Physical Education are counted as part of the growth formula for productivity whereas Cooperative Learning Experiences, and Apprenticeship are not. Thus, the analysis focused on the first two mentioned programs. Learning Resources is expected to grow as the college will be revamping its basic skills program with funding augmentation under the state-funded Basic Skills Initiative. Physical Education will be continue to be on the “watch” list as Physical Education is no longer required for an associate degree or transfer. Again, it is anticipated that *major restructuring and/or*

program alignment may be required if the enrollment continues to decline.

Student Services

The aim of Student Services is to improve student success and retention with a wide array of support to ensure student retention, continuation, as well as goal achievement. Student Services encompasses EOPS, Financial Aid, Counseling, Job Placement, and other student activities and initiatives. Student Services is also the center point for matriculating students.

In Fall 2006, the number of matriculating students was 4183, which accounts for 72% of the total student population; over three-quarters of the total number of matriculating students were serviced by Student Services:

Of matriculating students:

- 3028 received Assessment services (72%)
- 2159 received Orientation services (52%)
- 3502 received Counseling services (83%)
- 2605 received Follow-up services (62%)

What is interesting to note is that of 1621 Exempt students:

- 469 received Assessment (30%)
- 265 received Orientation (16%)
- 706 received Counseling (44%)

- 436 received Follow-up (27%)

Embedded in these numbers of students receiving counseling services are those who belong to special groups such as: 1) financial aid 2252 (39%), CalWorks 35 (<1%), DSPS 322 (6%), and EOPS 582 (10%). It is estimated that over two-thirds of the total COA students use student services.

2008 ARCC Report

COA outcomes have remained fairly steady in its transfer and degree/credit functions as well as student achievement in credit attainment

Vocational program data on course completion, ...as well as intensive environmental scanning suggest that COA may need to repackage two-thirds of its vocational programs.

ARCC PEER GROUP COMPARISONS

The Accountability Report on Community College (ARCC) an annual publication by the California Community College Chancellor’s Office (CCCCO) every year. It provides not only trend information but a comparable analysis among peer group colleges. Tables 16 through 21 compare a number of student events against designated peer colleges. The peer groups change for each event depending on the issue being investigated. In transfer and credit accumulation COA is above average in comparison to its peers. However, performance or advancement in vocational and basic skills courses is below average in comparison to peer groups. It should be noted that the CCCCCO is cautioning the colleges about the reliability of peer groups. Ironically, the factors

used to construct the 2007 peer groups have greater reliability than those used in 2008. Therefore, with caution, we offer the following comparisons. Appendix X provides explanations on the indicators used in the peer group selection.

TABLE 16 - PERCENTAGE OF FIRST-TIME STUDENTS WHO SHOWED INTENT TO COMPLETE AND WHO ACHIEVED ANY ONE OF SEVERAL OUTCOMES. SIX YEAR PATTERN [2000-01 TO 2005-06], SEE APPENDIX X FOR EXPLANATIONS.

Number of Peers in Comparison Group	Average	Highest	Lowest	COA Near high
34	45.9%	53.3%	30.3%	52.2%

TABLE 17 - PERCENTAGE OF FIRST-TIME STUDENTS [2000-01] WHO SHOWED INTENT TO COMPLETE AND WHO EARNED AT LEAST 30 UNITS WHILE IN THE CALIFORNIA COMMUNITY COLLEGE SYSTEM BY 2005-06.

Number of Peers in Comparison Group	Average	Highest	Lowest	COA Above average
29	65.4%	72.8%	56.5%	66.1%

TABLE 18 - PERCENTAGE OF FIRST-TIME STUDENTS WITH A MINIMUM OF SIX UNITS EARNED IN FALL 2004 AND WHO RETURNED AND ENROLLED IN FALL 2005 ANYWHERE WITHIN THE SYSTEM

Number of Peers in Comparison Group	Average	Highest	Lowest	COA Above average
53	66.6%	78.9%	52.1%	67.6%

TABLE 19 - PERCENTAGE OF STUDENTS SUCCESSFULLY COMPLETING CREDIT VOCATIONAL COURSES DURING 2005-06

Number of Peers in Comparison Group	Average	Highest	Lowest	COA Above average
40	74.6%	85.6%	66.7%	66.7%

TABLE 20 - PERCENTAGE OF STUDENTS SUCCESSFULLY COMPLETING CREDIT BASIC SKILLS COURSES DURING 2005-2006

Number of Peers in Comparison Group	Average	Highest	Lowest	COA Below average
30	62.2%	73.0%	51.3%	61.3%

TABLE 21 - PERCENTAGE OF STUDENTS SUCCESSFULLY ENROLLING IN A BASIC SKILLS COURSE IN 2003-04 AND SUBSEQUENTLY ENROLLING IN A HIGHER-LEVEL CREDIT COURSE BY 2005-06

Number of Peers in Comparison Group	Average	Highest	Lowest	COA Below average
6	42.0%	52.0%	37.7%	40.5%

Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS), was established as the core postsecondary education data collection program for the National Center for Education Statistics (NCES). IPEDS provide another way of comparing COA’s demographics and student outcomes. Table 22, on the next page, displays how COA compares to the other three Peralta District colleges. The scores for the three colleges are provided by a median rather than a mean because of the great diversity among the colleges.



TABLE 22. COMPARISON OF COA WITH THE OTHER PERALTA COLLEGES (BERKELEY, LANEY & MERRITT COLLEGES)		
Chart & Indicators	COA	Comparison Group Median
Unduplicated 12-month headcount, total FTE enrollment (academic year 2005-06), and full- and part-time fall enrollment (Fall 2006)		
Unduplicated headcount - total	9,310	11,022
Total FTE enrollment	2,527	3,251
Full-time fall enrollment	1,178	1,384
Part-time fall enrollment	4,548	5,841
Full- and part-time enrollment by degree/certificate seeking status: Fall 2006		
Full-time, first-time, degree/certificate-seeking undergraduate	87	77
Other, full-time, degree/certificate-seeking undergraduate	347	417
Full-time, non-degree/certificate-seeking undergraduate	744	1,017
Part-time, first-time, degree/certificate-seeking undergraduate	162	172
Other, part-time, degree/certificate-seeking undergraduate	1,266	1,296
Part-time, non-degree/certificate-seeking undergraduate	3,120	4,373
Percent of all students enrolled, by race/ethnicity, and percent women: Fall 2006		
White, non-Hispanic	16%	21%
Black, non-Hispanic	25%	29%
Hispanic	12%	12%
Asian or Pacific Islander	37%	19%
American Indian or Alaska Native	1%	1%
Race/ethnicity unknown	8%	8%
Nonresident alien	2%	3%
Women	56%	61%

TABLE 22. COMPARISON OF COA WITH THE OTHER PERALTA COLLEGES (BERKELEY, LANEY & MERRITT COLLEGES)		
Chart & Indicators	COA	Comparison Group Median
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2003 cohort		
Graduation rate, overall, degree/certificate-seekers	47%	26%
White, non-Hispanic	14%	13%
Black, non-Hispanic	22%	19%
Hispanic	50%	14%
Asian or Pacific Islander	59%	43%
American Indian or Alaska Native (N=2)	N/A	N/A
Graduation rate cohort as a percent of all undergraduates (Fall 2006); graduation rate and transfer-out rate (2003 cohort); and retention rates (Fall 2006)		
Graduation rate cohort as a percent of all undergraduates	2%	1%
Graduation rate cohort as a percent of entering class	4%	4%
Graduation rate, overall, degree/certificate-seekers	47%	26%
Transfer-out rate	24%	35%
Full-time retention rate	55%	54%
Part-time retention rate	29%	26%
Number of degrees or certificates awarded, by level: Academic year 2005-06		
Associate's degrees	261	364
Certificates of 1 but less than 2 years	68	107
Certificates of less than 1 year	87	28

Demographically COA has fewer White, non-Hispanic students and twice as many Asian and Pacific Island students as its sister colleges. Both enrollment and FTES are lower than expected. Although COA appears to have lower than

expected degree/ certificate status, its graduate rates of full-time, first-time, degree/certificate seeking students is double that of the median of the sister colleges.

Chapter III Shared Priorities & Processes

This chapter presents the specific recommendations of the District Wide Educational Master Plan(DWEMP) committee integrated with the College's Educational Master Plan.

PCCD PRIORITIES

The following priorities were developed collaboratively through discussions at DWEMPC, Senior Management Team(SMT) and the college educational planning committees. The three overarching priority areas indicate the overall direction for the plan. The graphic on the following page shows the relationship of the priorities to the Strategic Plan vision.

1. *Students First:* The first priority is to ensure that student needs and success are the foundation for all decision making about educational programs and services. This priority will be implemented through the following strategies.

- SF1 Implement Comprehensive Enrollment Management by Cohorts
- SF2 Foundation Skills
- SF3 Equity Goals and Removing Access Barriers
- SF4 Student Learning Outcomes
- SF5 Student Services and Matriculation
- SF6 Library Instructional Programs and Services
- SF7 Distance Learning
- SF8 Facilities and Equipment for Student Success
- SF9 Contract Education, Community and Non-Credit

SF10 Community and Neighborhood Centers

SF11 Special Programs and Grants

2. *Culture of Collaboration:* Build on current collaborative processes to expand service to students and the community. This priority will be implemented through the following strategies.

CC1 Student Services-Instruction Collaboration

CC2 Institutionalize District-Wide Educational Decision-Making

CC3 Update Budget Allocation Model

CC4 Conduct Staffing Study

CC5 Implement A Coordinated District-Wide Program Strategy

CC6 Implement and Institutionalize CSEP Grow/Revitalize Criteria in Unit Planning/Program Review

CC7 Implement Annual Process of Collaborative Discipline Planning (CDP)

CC8 Partner with Area Colleges and Universities

CC9 Schedule Coordination

3. *Shared Governance and Decision Making:* Strengthen structured processes for evaluating evidence, considering innovative options, and making effective decisions. This priority will be implemented through the following strategies.

SG1 Implement Annual Planning-Budgeting Integration Cycle

SG2 Implement Annual and Multi-Year Planning Calendar



Educational Master Plan Priorities

Students First

The Colleges will tailor instruction, student services and delivery to the needs of students.

Culture of Collaboration

Instructional and student services departments will regularly coordinate planning on a district wide basis to support student success.

Shared Governance and Decision Making

There will be an annual process to integrate educational, facilities, technology, and staffing resource planning and allocation.

PCCD - GOAL A: ADVANCE STUDENT ACCESS AND SUCCESS

Student Learning Outcomes

How we envision the outcomes of learning tells us how we need to choreograph the dance.

-- Ruth Stiehl

The college educational master plan was developed within the context of the student population we serve, the economic and environmental issues particular to our service area, and the inherent institutional culture of the campus. At the heart of this plan is the belief that

education can change lives and that what students learn in college is critical to their success in the world outside the educational institution. The driving force for our educational enterprise then, as it should be, is student learning, and the means of assessing student learning is through the construct of student learning outcomes. We feel that Student Learning Outcomes (SLOs) and the attendant fiscal resources required to support college programs and services should provide the foundation for all planning, budgeting and resource allocations within the college.

By intention, the focus when developing student learning outcomes was to look “outside” first, beyond the classrooms. What should these students be able to do *out there*— in real-life roles— that we are responsible for *in here*, in this course or program? With this construct in mind, it was evident that outcomes for every activity needed to be clearly articulated to maximize student learning experiences, and to insure students were attaining skills that would benefit them in their eventual life experiences *outside* the classroom. What are the concepts and issues, what are the skills they need to master, and what work can they do to demonstrate their learning? (Stiehl, 2002).

College of Alameda has made significant efforts in many of its academic disciplines as well as in the student services functional units to define learning outcomes. The attached chart shows the number of courses and programs that have established SLOs.



XXXInsert SLO ChartXXX

Institutional Commitment

College of Alameda’s mission, vision, values, institutional learning outcomes, and strategic directions all speak to the value we hold of our diverse communities and the values of providing a “Welcoming” access for them. Indeed the Student Equity Plans of 1996 and 2005, the Equity for All scorecard, the Title III planning grant, and other equity planning initiatives at the college speak to the recognition that “equal” requires “engagement,” and that engagement is only achieved through intensive marketing, outreach, and follow up efforts.

Matriculation is an important program at the College of Alameda that provides critical services to students and enhances the institutional effectiveness of the campus. Matriculation addresses almost all functions at the college— students, instruction, and administration. Its very

mission was to improve student success and retention. The components serve to ensure that both student and institution are effective and successful. 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.

According to research done by the California state-wide Basic Skills Initiative, two of the 26 components required to ensure student success and 1) mandatory orientation, assessment, and placement and 2) counseling provided is substantial, accessible, and integrated with academic courses/programs. Matriculation supports the Basic Skills Initiative in these key areas.

There are two specific needs that must be addressed as soon as possible—space and data needs as identified in Chapter II, Challenges.

Student Equity Plans

College of Alameda has engaged in major planning processes with respect to equity and access for students, the Student Equity Plan process, required by the State Chancellor's office and the Equity for All score card project of 2006. Both projects look at data on student access. Both projects emphasize institutional accountability. The latter project, however, looks at organizational change, and, as such, has a long term, more fundamental view of student access that is more in the area of "welcome to college". For example, the first goal from the 2005 Student Equity Plan is to continue to provide increasing levels of access to educational opportunities for all students, particularly the historically underrepresented groups, and to reflect the profile of the adult population served by COA.

The activities to support this goal include:

- Increasing bilingual signage on campus.
- Inviting speakers who represent of the targeted population. In addition, make the events campus wide, and educate not only the "new students" yet also the continuing native born/ English speaking students, faculty and staff.
- Updating a bilingual resource list. Develop a Speakers Bureau to market the college.
- Developing alliances with Latino, Afghani, African-American, Ethiopian, Asian and other ethnic community agencies; disability related community agencies, Chambers of Commerce and cultural centers to increase the awareness of higher education, retention in high school, and career goal setting.
- Evaluating the current Puente program and other programs designed to recruit underrepresented students.
- Augmenting seminars in the Student Lounge with speakers from county and federal agencies in the areas of family counseling, general assistance, parenting, childcare, financial planning, video; etc.

While these activities are in themselves worthy activities, the *Equity for All* project believes that change can and should occur at all levels of an institution and that (lasting) change occurs when individuals are engaged in a collaborative productive activity. The *Equity for All* Project complemented and informed a number of COA initiatives and programs, including the strategic planning process, the Student Equity Plan, the Title III grant committee, and the SSPIRE initiative. The data for the 2008 Student Equity Plan is included in Appendix XII.

Middle and High School Partnerships

During 2006/2007 academic year, the college continued to cultivate the established relationships with the high schools in Alameda and Oakland High School, and have sought to expand our coverage in the high schools in Oakland and Berkeley by partnering with the outreach specialists at Laney College and Berkeley City College, and by collaborating with the District's Tech Prep Program outreach staff. Throughout the year, we conducted numerous class presentations, workshops and one-on-one appointments at high schools, charter and continuation schools. Listed below are several initiatives the college will continue to offer as ongoing efforts to partner with K-12.

Cash for College: In past years, College of Alameda had facilitated the Cash for College workshops off site at Alameda and Encinal High Schools, taking the lead in coordinating the events. In addition, College of Alameda hosted its own Cash for College inviting both high school seniors and COA students.

Campus Tours: The tours varied in terms of size, composition and duration. With larger high school groups, we combined a one-hour presentation with a one-hour tour of the campus; with smaller groups we were able to customize the campus tour based on interest and needs.

Citywide College Night: In the past three years, we have sought to increase the attendance of both the college representatives and the high school students and their parents by making



improvements in the publicity, planning and execution of the event. These changes were based on a report that is generated after the event, and the feedback received through the college representative survey they complete at the end of the evening. In 2006, 63 college representatives were in attendance, an increase of 11; we estimate that 625 students and parents were in attendance, an increase of 175 people from the previous year. This year the career technicians and counselors in the Alameda high schools were given more ownership of the event by dividing the tasks more equitably.

Counselor Breakfast: We participated in the planning and execution of the High School Counselor Breakfast, a district-wide event for high school counselors and other staff, including principals and career technicians. During the event, each campus was able to highlight two signature programs, and speakers from each college were chosen to provide presentations on categorical programs as well. It is estimated that there were 100 people in attendance; about 50 of those were guests from the high schools.

Counselor Workshops: As part of our goal to work more closely with counselors at the high schools, the Recruitment and Retention committee conducted concurrent enrollment workshop at Encinal and Alameda Community Learning Center.

College programs and services to support students (in terms of access)

Call Back: Prior to each semester, we called students who have not yet enrolled to encourage them to sign up for classes. During the calls, we also collected other information to assist us in gathering data on enrollment trends.

Campus Events: During the academic year, we participated in various events coordinated by the Student Activities Office and One-Stop Career Center. During these events, we set up an information table with financial aid information, EOPS and other services on campus.

FAFSA Workshops: To assist students in applying for financial aid, we conducted financial aid workshops once a week. This year, we have

started to use the Internet Café to allow students the opportunity to apply online. With the assistance of student workers, we were also able to help students in Chinese (Mandarin and Cantonese), Farsi, Spanish, Tagalog and Vietnamese.

High school students have many educational choices. We need to provide intensive early outreach and college awareness activities. During 2007-2008 the college will attempt to employ a Director of Enrollment Development and place counselors in our feeder high schools.

Enrollment Management

Peralta Application & Concurrent Enrollment Workshops: This year, we increased the number of workshops to assist students in understanding the concurrent enrollment program, explaining the benefits, limitations and process. During the workshop we assisted students in completing the Peralta application and the concurrent enrollment form.

Spring into College: Due to limitations in space, we had to scale down the Spring into College program by reducing the dates to two instead of four and limiting the number of students based on the availability of computers for the assessment.

Schedules & Materials Deliveries: During our visits to the high schools, we delivered Peralta and COA schedules, concurrent enrollment forms, and other COA marketing and outreach materials.

Express Add a Class: To alleviate the long lines during peak enrollment periods, we have provided

the Express Add a Class service to allow students to quickly get a printout of their schedule and to add classes. José Peña from the District Office staffed this popular service in the Information Booth.

PCCD - GOAL B: ENGAGE OUR COMMUNITIES AND PARTNERS

C.D.U.L.C.E.

In this area, one topic of discussion has been future studies programs, where the central feature would be the development of a Change Agency Certificate program. The proposal involves the creation of a Department of Community Development, Urban Leadership and Civic Engagement (CDULCE). The vision of this project is to promote community involvement by partnering with local community organizations through service learning opportunities; faculty, staff and curriculum development efforts to include outreach and recruitment of students who wish to be involved in new employment; and career skills that strengthen their commitment to civic engagement.

CDULCE Project Goals and Outcomes

The College of Alameda and a consortium of community development partners in the East Bay have agreed to form a strategic partnership to serve students and support the community development movement. Designed around the expertise of the college and its community based partners, the project would expand enrollment for the college and support the community development sector while providing relevant, contextualized and high quality learning opportunities for students and community leaders traditionally underserved. Specifically, the program would offer a combination of new certificate programs and new AA degrees utilizing a combination of new and existing credit, non-credit, and fee-based courses. Utilizing a service learning methodology, the program would provide students with access to employment opportunities, internships and mentors in the field of community development.



Career Technical Education

EBCAA

The College of Alameda (COA) is currently involved in several logistical initiatives to provide training and career advancement to the east bay community. One such endeavor is the East Bay Career Advancement Academy (EBCAA). EBCAA is a \$1.6M grant awarded to the Peralta Community College District to build participants' skills in reading, writing, and math while simultaneously building their "intellective capacity" by using instructional strategies to contextualize learning so that students apply their reading, writing, and math skills to their future work in their chosen career-technical area. At COA students focus on vocational areas such as aviation maintenance and repair, diesel mechanics,

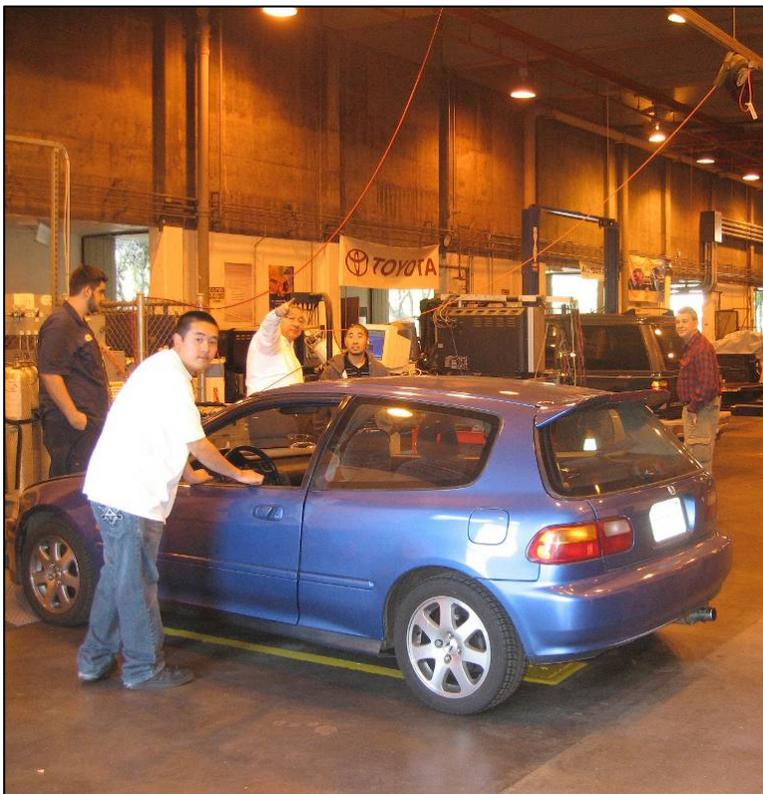
automotive technology repair and auto body & paint.

ATLAS

Another grant sponsored initiative is the collaborative with City College of San Francisco's *Northern CA Logistics and Distribution Project* (NCLAD). Dean of the Business and Transportation Division at COA, Peter Simon and Ahmad Mansur, Tech Prep Coordinator for the Peralta District have been working with the Port of Oakland in conjunction with local warehousing businesses, Longshoreman's Union (Local 6), Goodwill Industries and the Workforce Collaborative. And on October 25, 2007, a roundtable summit was held at the Peralta District Office. Chancellor Elihu Harris sponsored this meeting and what emerged from this discussion

were curriculum strategies leading to the implementation of a Warehousing and Materials Handling certificate. Courses began in late summer 2008.

Building upon the work begun with NCLAD, the *Alameda Transportation and Logistics Academic Support Initiative* (ATLAS) was born. ATLAS is a collaborative career path program with the Peralta Community College District, Oakland and Alameda Workforce Investment Boards, Alameda Social Services Agency, regional labor, Adult Education, large warehousing and transportation employers, and community based



employment and training providers. ATLAS will integrate the college with WIA, Adult Education, and Employment Training Panel funds to create a self-contained transportation, warehousing, and logistics training facility that will support multiple entry points from initial to mid-, and higher-end employment opportunities. The project adopts a career pathway approach that lays out clear job-specific training modules for program participants aligned with entry level and career path opportunities. ATLAS will also partner with industry employers to create skills upgrade opportunities for incumbent workers to move up career ladders within the company. ATLAS received funding from the State Chancellor's office in the form of an Industry Driven Resource Consortium (IDRC) grant. Courses are currently underway; however to be fully effective physical resources need to be developed either on- or off-campus to insure the future success of this project.

PCCD - GOAL C: BUILD PROGRAMS OF DISTINCTION

Areas that need to be addressed:

- Non-credit;
- Contract Education;
- Community Outreach Centers;
- Transfer;
- Workforce and Economic Development;
- High School Curriculum Alignment
- College programs and services to support students;
- Signature programs (e.g., allied health, logistics/transportation, green technology; biosciences; multimedia)

Basic Skills

California's Basic Skills Initiative is one of the most significant developments regarding teaching and learning in the past 25 years. Teaching the fundamental academic skills is not a process that ends when students enter college or after completion of a preparatory course sequence. The continued development of essential literacy, numeracy, and information technology skills lies at the heart of the collegiate mission.^{vii}

As such, the California Community Colleges of California's Board of Governors Strategic Plan, Goal B: Student Success and Readiness, strategy B1, outlines Basic Skills as the Foundation for Student Success. Therefore, in the 2006 Budget Act, \$750,000 was reserved from the unallocated 05-06 basic skills overcap funds and the balance of \$29,974,000 was allocated to the colleges in 06-07 on an ESL/basic skills FTES basis to improve student success. College of Alameda received \$54,941 for expenditures in 2005-06, and another \$54,940 for 2006-07, and \$100,000 for 2007-08.

In terms of accountability, the CCCC System office plans to use ARCC metrics although they encourage colleges to conduct further analysis of student outcomes in order to increase student success. The College of Alameda has provided several workshops on campus as well as to the Peralta Board of Trustees on this initiative. The college also sent a team of faculty and administrators to a team training workshop at Diablo Valley College on September 21, 2007. This team along with members of the COA - Student Success Initiative Task Force have

outlined the following framework for addressing basic skills at the college using the four major areas outlined in the Basic Skills handbook.

Section A - Organizational and Administrative Practices

Long-Term Goals (5 yrs.): Success for developmental education students at COA will increase and be evident due to developmental education becoming a clearly stated institutional priority with a dedicated mission statement. Our developmental education program will be adequately funded, staffed with dedicated developmental education faculty, and managed by a dedicated lead faculty or staff member. Counseling and teaching faculty freely and enthusiastically share information about the program.

Section B - Program Components

Long-Term Goals (5 yrs.) for Section B: To ensure the on-going success of developmental education students, components of our program will include assessment, placement, and a comprehensive orientation. These mechanisms will be evaluated regularly through data tracking. Student services and office of instruction, faculty (counselors and instructors), will have a seamless union. Sufficient support services will promote student advancement.

Section C - Faculty and Staff Development

Long-Term Goals (5 yrs.) for Section C: A strong staff development program will support on-going staff/program/institution commitment to the improvement of developmental education. Developmental education faculty will play a central role in the design and delivery of staff development programs and activities. The Developmental Education Task Force (currently the Student Success Initiative Committee) will monitor staff development, see that it is adequately funded, and actively encourage a “culture of participation” on campus.



Section D - Instructional Practices

COA will develop integrated, effective curricula and practices embedded with sound principles of learning. COA will provide a campus-wide environment that encourages success. Our support will include a practice of monitoring students' progress, a comprehensive academic support center, and most importantly, a program that addresses the holistic development of the student.

A detailed matrix of the Basic Skills Plan for College of Alameda is included in Appendix VII.

PCCD - GOAL D: CREATE A CULTURE OF INNOVATION AND COLLABORATION

Pedagogy Innovation

Through the acquisition of categorical funds and external grants, College of Alameda supports innovation and collaboration, and the application of pedagogical principles that support transforming research-based theory into practical application. Two grant funded initiatives typify this principle:

- Alameda Communitas Alliance (ACA)- seeks to spark a transformation of our Campus into a civically “engaged college” devoted to an “ethic of service” in its educational vision and mission; and
- SSPIRE- Transformative Learning Communities - is a three-year Phillip Levine grant that seeks to help cohorts of at-risk freshmen successfully complete the first year of college. We see this program as a natural match for the incorporation of a service-learning component. Therefore we will incorporate service learning by providing these students with the opportunity to experience the value of their educational pursuit in concrete and immediate ways both in terms of student development and the

development of our community partners such as Alameda Point Collaborative (APC).

Another initiative still in the embryonic stages is the *Digital Bridge Academy* (DBA). This project's goal is to prepare students for high-wage careers by developing leadership skills, self-confidence, and teaching them how to become successful college students. DBA students will be involved in three areas.

Community Awareness: DBA students will conduct primary research and compile presentations in social justice issues that touch them personally, such as hunger, domestic violence, gangs, child abuse or homelessness.

Leadership and Guidance: DBA students will serve as mentors and leaders to residents of APC, as well as interns to its Senior Management Team. Projects may include employment services, housing referral and placement assistance, mental health and substance abuse mentoring, and children and youth academic support.

Community Liaisons: DBA students will serve as community liaisons for the college and local community partner agencies.

Interdisciplinary Studies

Feedback in the form of results from strategic planning, focus groups, college-wide retreats, surveys and campus leadership groups indicate that there is a need to integrate our curriculum and develop contextualized learning opportunities for our students. One methodology to accomplish this is through learning communities.

Learning communities enable each disciplinary offering to be more readily integrated and linked with other disciplines and offers career and transfer pathways for our students.

Faculty leaders have begun to discuss expansion of the SSPIRE program, which sunsets in fall 2008, into other disciplines beyond Mathematics, Counseling, English and the Sciences. Continued emphasis, guided by faculty leaders, with administrative support in scheduling courses will determine the success of these efforts.

Technology Innovation

- Online / distance education
- Administrative use of technology
- Curriculum management
- PeopleSoft
- Classroom use of technology

PCCD GOAL E: ENSURE FINANCIAL HEALTH

The Annual Process for Planning and Budgeting Integration, dated Feb 20, 2008 was developed based on work of the District Wide Educational Planning Committee and the District Budget Advisory Committee. It integrates district wide educational and budget planning and encompasses education, facilities, staffing, IT, and marketing, and is inclusive of the four colleges and the communities served by the district.

Implementation will begin with the fall 2008 academic year.

RESEARCH PHASE

May/June

- Vice Chancellor, Educational Services oversees development of the *Annual Planning Budgeting Framework*, which has the following purposes: highlight emerging educational trends; assess effectiveness of prior strategic, educational and service center unit planning initiatives; document trends and issues regarding retention, persistence, basic skills improvement, degrees/certificates, transfer and productivity; review demographic and labor market trends; and preliminary budget forecast.

August

- Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall convocation.



DISTRICT WIDE AND COLLEGE PLANNING

September

- District Wide Education Master Plan Committee (DWEMPC) meets to review *Annual Planning Budgeting Framework* and develop planning and budgeting guidelines and methodologies. The Committee will develop agreements between the colleges in areas requiring coordination.
- College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning.
- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.

October

- College Councils (or educational committees) and District service centers review district wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and District Vice Chancellors prepare templates to update existing accelerated program review/unit planning and distribute to instructional, student service and administrative programs.
- Units update their accelerated program reviews/unit plans, including updates to grow/maintain/watch action plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)

November

- College budget committees review recommendations from the college community, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.
- DWEMPC reviews compiled college and service center requests to identify any areas of potential collaboration or overlap between

colleges, or between colleges and service centers. DWEMPC recommends solutions.

- SMT reviews DWEMPC recommendation

BUDGET DEVELOPMENT PHASE

January

- Governor's proposed budget published
- Informational memorandums on the governor's budget proposal to all constituent groups (board of trustees, academic senate, budget advisory committee, faculty union, classified unions); SMT meets to review proposed budget.
- Chancellor's budget advisory committee meets to review the governor's proposed budget and begins to develop budget assumptions.

February

- Review colleges' actual FTES, review college/district expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose board of trustees' budget workshop (February or March).
- Colleges' budget priorities submitted to district office.
- District office begins preparation of preliminary budget allocation.

March

- Initial proposals submitted to chancellor for the district budget.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

April

- Budget proposals reviewed by budget advisory committee.

May

- Discuss carry-over fund priorities and colleges submission of justification.
- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to chancellor.

June

- Tentative budget submitted to board of trustees at last June meeting (California Code of Regulations, section 589305[a]).

July

- Legislature approves and governor signs state budget by Jul 1.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent groups (board of trustees, academic senates, faculty union, and classified unions).
- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.
- Colleges' revised budget priorities submitted to chancellor.
- Approved tentative budget input into financial accounting system.

August

- Preliminary adopted budget available August 15 for chancellor's review. Comply with Title 5, section 58301 by publishing dates, time and locations where the public can review proposed adopted budget (budget must be available at least three days prior to public hearing).
- Adopted budget available for public review at the district office, each college library, and the offices of each college president.

September

- September Board of trustees holds public hearing and final budget is presented for approval (on or before September 15) [California Code of Regulations, section 58305 (c)].
- Completed annual financial report and adopted budget to be submitted by September 30th to the State Chancellor's Office, with a copy filed with the County of Alameda Office of Education [California Code of Regulations, section 58035 (d)].

In following the above draft budget development calendar, it is proposed that:

- Each college be provided a base budget which would include funding for fixed costs and funding determined necessary to meet FTES goals for the academic year. This funding would be available by July 1st. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this could affect the base budget.
- Beyond providing a base budget for each college, the proposal is to determine annually the availability of discretionary monies that could be divided among the colleges. The distribution of these discretionary funds would be based on priorities set in the educational master plans (i.e., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the district-wide educational master planning committee (DWEMPC) and the district budget advisory committee would make recommendations to the Strategic Management Team with a final decision by the chancellor on the allocation of the discretionary funds.

Chapter IV Assuring Academic Excellence through a Culture of Evidence & Accountability

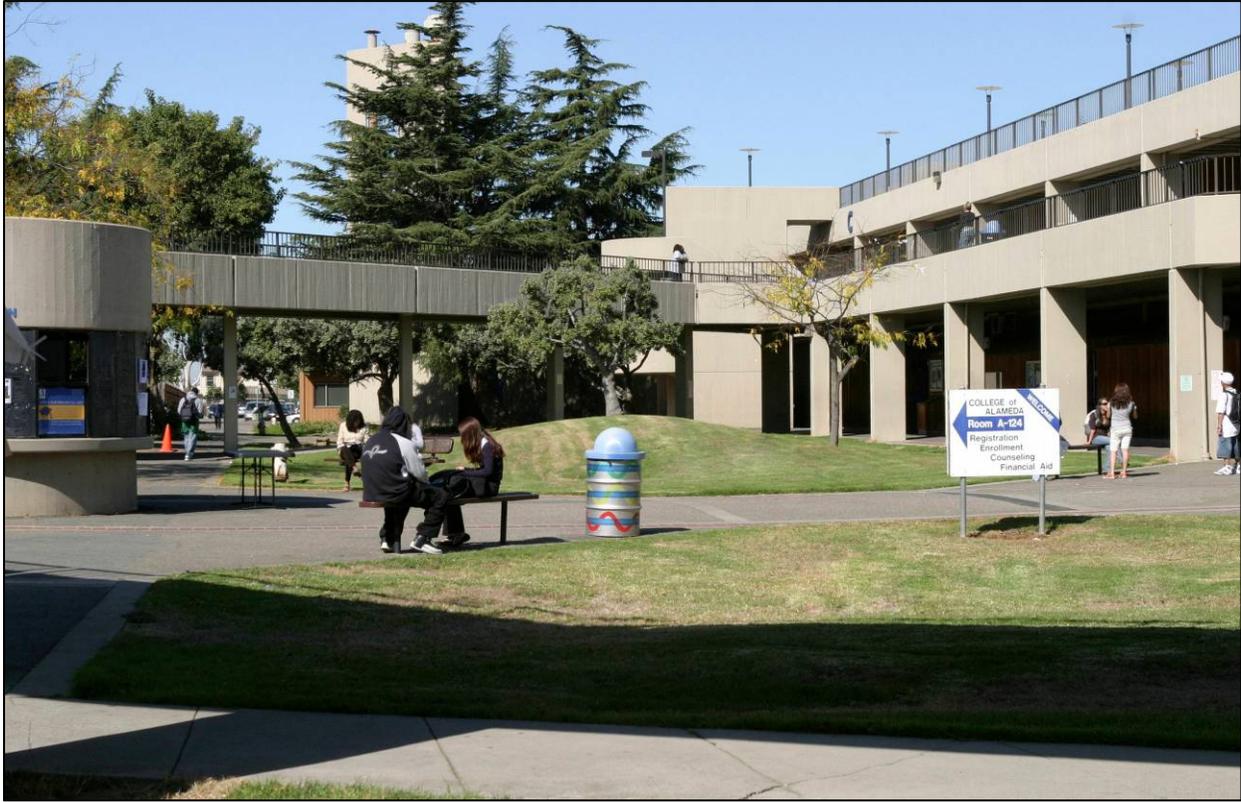
Over time, the college's curricula have shifted from a strong vocational emphasis to that of transfer, degree attainment, and ESL and basic skills. This evolution reflects not only the college's changing demographics' needs but also those within the California's higher education arena and workplace. Program change requires a more scientific evaluation methodology. The Peralta District adopted a program/unit review model in June 2007 employing "Grow, Maintain, and Watch" ratings. From October to December 2007 the model was implemented and is presently undergoing review. The model's framework addresses effectiveness and efficiency using five-year trend analysis of program productivity with student retention and success and environmental scanning. Preliminary analysis suggests that about four-fifths of the transfer programs are in a growth or maintain modes, while two-thirds of the vocational programs are in maintain and/or watch mode(s).

Also, it should be noted that more transfer than vocational courses are offered in various forms of online courses. The ESL program is also in a watch mode. Unfortunately, basic skills English and mathematics programs were not separated from their disciplines during the recent evaluation. The trends displayed within this 2008 ARCC report suggest that COA outcomes have remained fairly steady in its transfer and degree/credit

functions as well as student achievement in credit attainment. And, these trends appear to be consistent with the program review data of transfer programs. The 2008 ARCC vocational program data on course completion resonates with the findings by the Peralta's "Grow-Maintain-Watch" model, whereas, vocational student enrollments and completion rates as well as intensive environmental scanning suggest that COA may need to repackage two-thirds of its vocational programs. As for ESL and basic skills programs, COA is currently studying these areas to ascertain their weaknesses and strengths.

In a recent college-wide retreat, appropriately titled "Back to Basics", a full review of assessment data of current practices, internal and external scans, and student engagement data was reviewed. An action matrix was developed which outlines specific goals the college must take in order to address not only issues as they surround basic skills but student success in general. Appendix VII (Basic Skills Retreat Matrix) summarizes these recommendations and aligns them with the college's strategic plan.

The evaluation extends beyond Peralta's program review model by including equity assessments regarding race/ethnicity, gender, and age of the programs' enrollees. In short, COA is working towards developing a climate of evidence to



inform its decision making in curricular offerings as well as student services.

In October 2004, the College of Alameda applied for and received a one-year planning grant under the Department of Education's Title III Program Strengthening Institutions. As part of this planning grant the institution established a steering committee and began collecting data from the College of Alameda faculty, staff, and students, as well as data from the Alameda community businesses and effected population. This data consists of responses to surveys, focus groups, individual interviews and internal analysis of the College of Alameda's mission and accreditation standards. The data was gathered, processed, and analyzed using the IQA

methodology: Interactive Qualitative Analysis approach.

The IQA process provides a systems approach to qualitative research through three types of coding: inductive coding, deductive coding and theoretical coding. This method has evolved from both phenomenology which refers to "how the people experience and perceive the experience of the phenomenon under study, and post modernism which contends that reality is socially constructed. IQA captures the "lived reality of people and involves the participants in the study of the meaning of their stories, the identification of constructs and relationships, and the development of theory." What emerged from this process were several visioning sessions in which the participants identified their vision of the college over the next

10 years. Additionally, reports from the McIntyre environmental scan and a report commissioned by the City of Oakland Chamber of Commerce entitled “Taking Stock of Oakland Economy: An Executive Summary.”

What follows is a synthesis of the above research reports and findings in addition to the departmental and section unit plans as they provide the foundation for the College’s overall vision for the future and its resource needs regarding which programs it intends to:

- Grow
- Maintain, and
- Watch

In May 2007, the Committee for Strategic Education Planning (CSEP) adopted a common model for evaluating programs at the four colleges. CSEP developed this model for two primary reasons. First, it is good academic practice to have clear procedures and processes for evaluating programs at an institution-wide level to ensure the full set of offerings meets the changing needs of the community. Additionally, it is central to the mission of the district, as well as the colleges, that our course and program offerings are regularly evaluated to determine relevance, quality and productivity. Appendix II (District Wide Unit Planning Handbook) outlines the process for evaluating relevant information and making systematic planning decisions so that the colleges evolve as the district’s communities evolve. The CSEP process established the implementing procedures for Board Policy 5.1.1, which describes the need for a program evaluation

process. Secondly, the primary recommendation of the Western Association of Schools and Colleges accreditation report was that the four colleges conduct an integrated process of educational planning: “The team recommends that a district wide plan and implementation process should be created that is strategic and systematically integrates the educational, financial, physical, and human resources of the district. All planning processes should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district wide plan integrate the educational master plans and program reviews of the colleges. The chancellor should ensure that the plan and the ongoing planning processes are communicated throughout the district (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10.C.6.) The CSEP process is one of the core elements of this integrated strategic educational planning process and has been adopted by all the colleges, and forms the basis for the following evaluation of programs at College of Alameda.

ANALYSIS

At this writing, the major portion of the analysis has been conducted within the Scanning Section (Chapter III). It should be noted that in Appendix VIII (COA Unit Plans/CSEP Evaluation) there is a summary of the disciplines’ actions plans as well as that of Student Services.

STRATEGIES

The strategies set forth address the assumptions in the previous section and the external and internal analyses.

TABLE 23 - STRATEGIES FOR GROWING THE COLLEGE OF ALAMEDA		
Strategic Aims	Evidence	Expected Outcomes
Increase the presence of COA in its immediate community through targeted marketing and media articles. In addition, The college needs a marketing plan for each discipline, especially its vocational programs that do not have their own marketing tools. For “welcome to the college” access the marketing tools should be available in languages other than English.	Sufficient evidence was provided in the environmental analysis and discipline plans that COA needs to make a better presence in its immediate community as well as market its programs. Also evident is the lack of materials to reach those who have limited English comprehension skills.	College wide discussion to determine appropriate outcomes continues...
Engage informally COA’s close proximity community by continuing to offer campus events but with a career focus and by including lecture series at the 3 Alameda libraries and other public spots.	Sufficient evidence was provided in the environmental analysis that COA needs to make a better presence in its immediate community. Further evidence is supported by the Political Science action plan to develop social consciousness in creating a green environment.	
Develop partner engagement of businesses, industries, local universities, and governments through recognized alliances and by advisory boards.	From the McIntyre external community focus group members called for stronger alliances between COA and businesses and industry. In addition, many of the vocational-technical discipline plans cited the importance of their alliances to keep their programs alive. Last, alliances are needed for the entire college to grow and to help students be placed in jobs or transfer to 4-year colleges and universities.	
Support the Student Services initiatives of outreach, student success [i.e., tutoring, basic skills, etc.] and retention and add scholarly recognition-based groups such as Phi Beta Kappa.	Data from the internal scan strongly suggests that more counseling and tutoring is needed to help retain students. Further, the more advanced students need scholarly recognition and support to be encouraged to continue their studies at the college.	
Grow the Learning Resource Center, the Library Support Center, and Math Lab.	The Learning Resource Center, Library Support Center and Math Lab address efforts of developmental education for different levels and kinds of student needs.	

TABLE 23 - STRATEGIES FOR GROWING THE COLLEGE OF ALAMEDA

Strategic Aims	Evidence	Expected Outcomes
Develop new courses and programs to address the needs of industries in the areas of biotechnology, environmental studies, logistics and upper job-levels of health care.	Data from the scans and discipline analysis are abundantly clear that for the college to grow new courses and programs must be implemented.	opportunities into university health and bioscience programs or entry-level positions within various biotech industries

ACTION PLANS FROM UNIT & PROGRAM REVIEWS

The following is a summary of the unit plans and program review data submitted between spring 2006 and spring 2008. Due to the limited number of full-time faculty, and in many cases there is only one full-time faculty in a department, the discipline cluster approach was used to increase efficiency and coordination between full and part-time faculty. Therefore, the data below is presented based upon the college’s department chair organizational structure. A summary chart by individual discipline is presented in Appendix VIII.

Academic Disciplines

Anthropology

- Initiate a gradual expansion during the spring 2008 semester and continue over the following two academic years (i.e. population genetics, medical anthropology).
- Currently, a grant has been requested to initiate and support an inter-disciplinary, pilot, cluster program called Allied Health program. This would involve the collaborated efforts of the current Anthropology, Biology, C.I.S., Chemistry, Psychology, and Health Education Departments at the College of Alameda. It is intended that such a program will eventually provide expanded college transfer opportunities and certificated gateways for students who might seek viable gateway

opportunities into university health and bioscience programs or entry-level positions within various biotech industries

Art, Dance, & Music

Art:

- A better marketing plan needs to be developed and implemented.

Music:

- Increase the number of sections to ten.
- Change class meeting schedules from one hour, three days a week to one and a half hours, two days a week.
- Incorporate more hands-on and interactive methods by way of internet and on-line tutorials as well as guest speakers/lecturers.

Economics

- Develop an online Economics course which will meet the needs of professional and highly motivated students. There is a documented need for such a course as supported by several e-mails and voice mails of inquiries and demands for such a course.
- Continue to monitor its enrollment and will adjust the time, days and format to better fit students needs.

English/ESL/Communication

English Department’s goals for 2008-2009 are to:

- Maintain and increase enrollment in Creative Writing and Literature courses.
- Develop a more accurate student writing assessment test for transfer-level courses.
- Develop a campus-wide English writing Progress Assessment Test.

- Hire additional contract English instructors.
- Provide functional computers for English instructors.
- Raise funds for a Visiting Writers Series.
- Enhance the cross-connection with the ESL Department.
- Encourage writing across the curriculum.

The ESL department will:

- Continue to cooperatively market the program by distributing brochures, multi-lingual flyers and other marketing materials throughout the neighboring communities, visiting future off-site locations for classes, and enlisting the assistance of the college's Outreach Coordinator, student ambassadors and counselors.
- Hire an office assistant who can continuously add and update the ESL website.
- Broadened our scope to reach out to new student populations by developing and offering online classes.
- Expand our contract education with local businesses.
- Develop a plan to establish an off-site ESL Center with the other ESL departments in PCCD.

The Communication program will:

- Increase the length of classes to incorporate more small group activity, more interactive lectures, multi-media usage, guest presenters and additional information competency activities related to academic research and direct application to assignments.
- Develop hybrid distance education courses that would be compliment the "brick and mortar" classes.
- Develop an A.A. Degree program with an emphasis in Communication. This action would be to begin by offering two or more new courses every year until a full complement of offerings exists.
- Develop collaborations between departments on campus and service learning options; and

work closely with colleagues in Communication at the other campuses.

Foreign Languages

Chinese, Spanish, and Vietnamese:

- To enhance the delivery using a language laboratory incorporating both audio and visual equipment and appropriate software.
- To expand the language tutorial offering by increasing tutorial support programs with flexible scheduling so that day and evening students can avail themselves to those resources.
- Secure "Talk Back" product – where students whisper into it and can hear their true voice rather than the head bone structure allowing thus allowing them to be aware of mispronunciations, etc.
- Scheduling sections that have an additional afternoon offering beyond the present choices.
- Reach out more to the high schools, police departments, fire departments, organizations that interface with the Latino community, public agencies such as the Social Security Office and Post Office, the Courts, other legal community agencies, and other non-profit organizations.

History & Political Sciences:

History:

- To grow the number of sections offered in traditional courses, hybrid and online courses to 20 sections. To accomplish this target, the department will need to add at least one FT tenure track position.

Political Sciences:

- Integrate *student learning outcomes* in all courses which emphasize: "green" & sustainability themes; civic engagement; and future-consciousness-driven life skills development.
- Create a Social Change Agency Certificate Program tied into the Kettering Foundation and Camp Wellstone models of social change as a terminal job skill oriented certificate that will be marketed to non-profit

organizations and interested individuals Bay Area wide.

- Develop creative partnerships with other schools and organizations, both in and out of the district, to aid students in pursuing careers and life style choices guided by the ethics and values of the public service.
- Enhance basic skills mastery by increasing the utilizations of library and learning resource center workshops and online Etudes workshops (for credit and/or extra credit).
- Implement a European Tutoring model of “independent study” mentoring for advanced students.
- Develop a student “Politics/Model United Nations Club”; and facilitate a political theatre, *Chautauquas at CoA* and film projects in cooperation with community partners.

Mathematics

- Develop online course for Math 201.
- Begin development of PRE-Statistics course that will be equivalent in rigor and SLOs to Math 203.
- Develop a “merged” Geometry and Trigonometry course.
- Add instructional assistants to all developmental math courses and decrease average class size for developmental math courses.
- Petition for SmartBoard Technology at COA
- Analyze Weekend, Intersession, and Summer session math course data to evaluate these programs.
- Get every full-time faculty member a current office computer or laptop and printer to use.

Psychology and Sociology:

Psychology:

- Develop online courses and course materials for Psych 18.
- Investigate Psych-Tech program by: market need, costs, and community interest.
- Emphasize writing through use of learning center and on-line tutoring with the Stanford U. women’s club.

Sociology:

To get the department’s enrollment figures back up to their high point of 2002 the department is taking two steps:

- Begin offering an online course to recruit students that we ordinarily wouldn’t serve (i.e., university students and people whose family and work obligations don’t allow them to take courses during our usual slots). Thus in the Spring of 2008 we will offer an online version of Sociology 1.
- In Spring 2008 we will begin offering an afternoon Sociology 1 class to see if this attracts a new audience of students.

Sciences [Biology, Chemistry, Physics, Astronomy, Geology]

Biology:

- Include DNA technology into the general Biology courses (Biology 1A, 1B, 10 and 11).
- Conduct subcellular studies in Biology 1A.



- Develop two anatomy and physiology courses to enhance training of health-science students.
- Replace four-unit courses with five-units in the Biology 18 and 19 series.
- Adopt Merritt College's Biology 2 and Biology 4 course outlines.
- Adopt a combined, 5-unit, one-semester anatomy and physiology course to train future licensed vocational nurses.
- Continue to develop a microbiology course with a lab.
- Develop genetics and environmental studies courses.
- Designate a counselor to advise science students.

Chemistry:

- Develop an organic chemistry sequence with an equipped modern laboratory able to accommodate 30 students.
- Increase the capacity of its general chemistry lab space by building and equipping two general chemistry labs able to accommodate 30 students per lab or one large lab able to accommodate two 30 student sections simultaneously.

Physics:

- Develop a laboratory course to accompany Physics 10

Career Technical Vocational Disciplines

Apparel Design and Manufacturing

- Work more directly and effectively with other campus services and departments making them more aware of the specialized needs of the ADAM Program, its students and faculty. This could perhaps be accomplished with flex day activities. These targeted areas are: ESL Department, Writing Center, Reading Lab, Basic Skills Lab, DSPS / EOPS, One-Stop Career Center, Financial Aid Center, Prep-Tech Program, and Community High Schools.

- Increase marketing and retention strategies by: tracking current job/career placement openings, seeking current internships and partnerships, working with community services/programs for better recruitment of students into the program, and maintaining and upgrading the ADAM website link.

Auto Body

- To work closely with the California Auto-Body Association in an effort to increase job placement for our students completing our program and to continue working with paint manufacturers which help support our program by keeping up with the latest technologies, which to this end, benefits our students.

Automotive Technology

- Continue to work with Toyota in the T-TEN program
- Prepare for our NATEF recertification site visit, which will take place in the spring of 2009.

Aviation Maintenance and Aviation Operations

Aviation Maintenance:

- Further develop the relationship with OAHS for dual enrollment of their students and develop an investigated informational website for potential students.
- Continue to partner with Horizon Air, Aeroturbine, Erickson Helicopter, Goodrich Aviation Technical Services, and Kaiser Air to provide a path to employment for our graduates.
- Further investigate ways to encourage our students to take employment in Oregon and Seattle for careers in aviation maintenance.

Aviation Operations:

- Distribute flyers at all of the flight schools in addition to our CATS testing center to advertise our offerings in these areas not only in this discipline but also in aviation maintenance.

Business

- Have the Advisory Boards meet biannually.
- Track students completing the Business Administration and/or Accounting Programs in terms of transfer success to four year institutions.
- Track students seeking and obtaining immediate employment.
- For basic skills: provide *in-class* writing tutors to help with written assignments, utilize the service learning program to provide student tutors from the College of Alameda to work with other students in various vocational education classes, and increase the use of the on-campus Learning Center.

CIS

- Develop courses in graphical display of quantitative information and GIS [Geographical Information Systems].
- Develop WEB 2.0 fee-based classes as well as elective courses for our transfer students.
- Infuse 'Basic Skills' teaching strategies and techniques into our courses to increase retention and persistence, and plan to use in-class and online tutors to reach this goal as well.

Dental Assisting

- strongly link with the college's services and programs that address diverse and multilingual programs. These services and programs would be:
 1. work with counselors,
 2. develop a pre-dental course with the ESL Department,
 3. incorporate into the schedule time for students to take general education and ESL courses and/or participate in the

—

Diesel Mechanics

- maintain consultancy for the Environmental Protection Agency and the California Air Resources Board.
- Reach out to high school vocational programs.
- Develop contract education courses in the demand for CCDET training as well as other courses for the San Mateo County Transit System and other industries.
- Maintain internship programs at Cummins and Caterpillar as well as other industries.
- Restructure the current classroom to accommodate larger classes.
- Develop a marketing program.



**Learning Resources Center
Writing Center, Reading Lab, Basic Skills
Lab, and DSPS.**

- Prepare [The Math Lab (LRC)] a budget for currently adopted textbooks, as publishers are becoming reluctant to provide free desk copies.
- Place Teaching Assistants in all Developmental Math classes. In addition, these assistants could also tutor in the Math Lab. LRC and the Math Department will create a shared budget to be created for the use of these assistants.
- Place more emphasis on recruiting exceptionally skilled tutors in the Math Lab and increase the number of tutors to 25.
- Assign math instructors or key Teaching Assistants to offer mini workshops/study group sessions for students enrolled in their respective areas.
- Complete a Math Lab software review by Spring 2008, in order to adequately assess appropriate and current math software purchasing requests for Fall 2008, i.e. Mathematica, (by Wolfram Research).
- Offer the ESL component of LRC with on-going study skills workshops to students during Saturday sessions.
- Incorporate in the above heading Writing Center, Reading Lab, Basic Skills Lab, and DSPS.
- Establish a strong coordination with the La Clinica de la Raza and the Unity Council dental program. conduct a marketing survey done by tracking job openings in the Peralta area.
- Expand internships.
- Chapter V Resource Challenges, Priorities and Needs

**STATEMENT OF COLLEGE EDUCATIONAL
PLANS**

The College of Alameda is a comprehensive, public, two-year community college located in the City of Alameda on 60.4 acres. There are eight bi-level concrete buildings on the main campus site. An additional 2.5 acres located near the Oakland International Airport house the Aviation Maintenance Technology program facility.

Classes are scheduled during the day, evening, on Saturdays and Sundays. The College offers A.A. and A.S. degrees in forty areas, twelve of which are traditional, occupational programs. The comprehensive general education/transfer program provides courses for students transferring to the University of California and California State University systems and private colleges.

In Fall 2007, College of Alameda enrolled 6,618 students; 56% female, 43% male; 51% of the students under the age of 25. Underrepresented ethnic groups comprised 80% of the student population (Asians, 34%; Filipino, 4%; Hispanic, 14%; African American, 24%; Pacific Islander, 1%; other non-White, 2%; and Native American, 1%). Twenty percent of students indicated transfer as their educational objective, while approximately 23% listed vocational or occupational objectives. New students and new transfers comprised 37% of the student population. Nineteen percent of the students were full-time, eighty one percent part-time.

REVIEW OF PROGRAMS AND FACILITIES NEEDS

To complete the educational programming needs of the institution, the Master Plan of the College calls for the construction of a Fine Arts multipurpose complex, which would also accommodate college events such as graduations, all-College meetings, and civic events. Requisite to State funding of this major capital project is the demonstration of effective use of existing space. Previous State funded renovation projects have assisted College of Alameda in more effectively using existing facilities. This will continue to be our goal.

The College has installed two centers of modular buildings adjacent to C Building to serve the functions of a City/County supported One Stop Career Center and an Early College High School in partnership with the Alameda Unified School District. If space permits, a third center is planned for receiving, storage, inventory control, custodian, grounds, maintenance, and emergency response operations. (Note: if space does not permit, there is a need for a loading dock for off-loading of supplies and equipment). The area adjacent to this land has been graded and resurfaced, and there is now a fenced area for dumpsters, utility hookups for a compactor, and emergency generators. The entrance road needs to be upgraded and parking areas for dumpster truck access, and vehicles for M & O, emergency response and contractors' staff. This will unify these areas that are currently located throughout the campus into more efficient centers. The Early College High School, entitled Alameda Science



and Technology Institute (ASTI), will serve approximately 200 high school students once it is fully operational by the 2008-2009 year. Seven portables are now located in this area.

There are several requests for the use of the space in Building L that the One Stop Career Center vacated at the end of the 2006 fall semester. These include expansion of library space, creation of a reading lab, a faculty/curriculum development lab, and an instructional technology training center for faculty. The space is currently used as temporary facilities for administrative offices during the Building A remodel at least through spring 2009.

The Educational Plan, 2004-2019, revised in March 2004, states that student services units do not have sufficient space for their operations and are in crowded working conditions. As a result, space has been identified in Building A to expand the area and create a One-Stop Student Services Center. A Student Services Building A Committee has created conceptual plans and reviewed the actual plans. The Committee has seen facilities plans from other colleges that have one-stop

student services areas and has visited one of these colleges during the planning stages to see how to best fit the units together. Additionally, funding for re-modification of the rest of Building A, including first and second floors of both the East and West wings, was secured through the district's successful bond measure (E), and the design for the rest of the building is complete. Funds from the district's successful Measure A Bond Measure will also be used for Building A. Construction was delayed and began in Spring 2008. One of the secondary effects of the creation of a One Stop Student Services Center in Building A is that the office and treatment room for Health Services was relocated from Building A to the Student Center, Building F and is fully operational. Building F, which is currently used for internal and external events and activities needs ceiling mounted lighting. This would allow for staged productions such as music presentations, poetry recitals and dance events.

The weight training room was relocated to its current site on the second floor of the Building G after space conversion modified the existing women's locker room to provide for a larger facility. However, after placement of weight training and conditioning machines, a maximum of twenty students can be accommodated comfortably and safely in the weight room. This has greatly impacted enrollment. The weight room will be expanded by moving the wall between the facility and the women's locker room, in order to provide more space and to accommodate more students. Peralta District's

successful Measure A Bond will also pay for the costs of the Weight Room remodel. This construction will begin in August 2008 and be completed by December 2008.

Athletic facilities, including the college stadium, track, bleachers, and soccer field, were rebuilt in 2003 through the use of Measure E funds. The purchase and installation of scoreboards in the gymnasium (phase 2 of the Athletic Facilities proposal) was completed in February 2005.

Because of the high demand in the nursing profession, as well as for students to transfer to universities, the College of Alameda Biology program is impacted. Therefore, to meet this need of pre-nursing students and transfer students interested in taking Biology, the requirement for more advanced equipment and an environment for an improved laboratory setting has increased. It is requested that a biology greenhouse (environmental chamber) for plant propagation and student use be constructed.

Once the Building A remodel is completed, the next major remodel will be Buildings C & D that house instructional classrooms, large lecture halls, science labs, computer labs, the Art Studios, the Apparel Design and Merchandising program lab/classrooms, as well as faculty/administrative instructional offices. Of special concern is the need for more exterior lighting campus-wide and especially in the Buildings C & D corridors to create a safer environment. There is a need for Smart classrooms especially in Buildings C & D.

These buildings are in desperate need of upgrading.

COA faculty have been collaborating with faculty at Merritt College to develop a Bioscience Program. There is great need for additional space to house the new Bioscience programs that are currently being created.

After the remodel of Building C & D is complete, Building L will be the next one remodeled. Building L houses the Library and the Learning Resources Center and is in need of improvements to positively contribute to students' use of information services, information technology, research and learning support services. Updating the floor plan would ensure that the information resources provide students with successful learning opportunities.

Additionally, COA learned through an internal scan that there is a need to respond to community training needs through a contract training

program. Therefore, the college is also in the process of developing a contract training program to respond to the needs of business, industry, government and community organizations. Space is needed to use for the contract training program.

The college's electrical system was upgraded and stabilized to ensure the safety and reliability of electricity delivery. The electrical system was unstable and inadequate to serve the number of people and the number of devices in use on campus. Circuits were often overloaded and devices were suffering damage due to electrical fluctuations. Uninterruptible Power Supplies were required to protect sensitive and critical network components. The work was completed in the fall of 2005.

An expanded and improved Heating, Ventilation and Air Conditioning system for the College is essential. It would help if vents were cleaned, rather than only replacing filters. Expensive

electronic devices fail or deteriorate due to overheating and dust accumulation. Increasing the number or density of electronic devices will exacerbate and extend the problem. Students and staff are adversely affected by excess or insufficient heat and ambient particulates, especially in Building L. Additionally, there is a need for a dedicated assessment and testing center, currently the Assessment Center



is located on the second floor of Building L. A dedicated center would allow for drop-in assessment, and an area for proctored testing.

Zone Sensors For Library Security

[Insert pertinent paragraph.]

In order to develop Facility Master Plans for each of the district's four colleges, PCCD has hired WLC Architects. Inc. of Emeryville California. WLC's work on these plans should be based on information from PCCD's Educational Master Plans, district and college, and on long-term strategies for learning and delivery, developments in pedagogy, "smart" classroom technology, distance learning, learning commons and the space and utilization standards, and possible modification of obsolete state standards for local planning. Unintelligible Sentence: The assignment

of programs across the four colleges and possible new centers/sites – when, where, specialization, priorities, Projections of enrollment, FTES, WSCH, and staff – by college, site, and program area

Need info on 860 Atlantic and Stargell Avenue Project



Appendices

ⁱ FTES is defined as..... It should be noted that the FTES is the major growth unit recognized by the State and the CCCCCO for fund allocations.

ⁱⁱ PCCD institutional data.

ⁱⁱⁱ This enrollment number may represent duplicate counts.

^{iv} The 6,096 could represent duplicate counts; whereas, the 10,555 is an unduplicated count. The source of data was the CCCCCO Data Mart. Also, from a planning grant awarded in 2004, we found that 50% of COA students were receiving financial aid; 60% of these were age 16 to 24 years old.

^v Swiencicki, M., Robinson, S., Brem, R., et al. (2006) Why they left? A random phone survey of COA students who failed to return in Fall 2005. College of Alameda internal publication.

^{vi} Grow: new, existing or modify programs that the college intends to grow. A program improvement plan (PIP) will be completed and reviewed annually. Maintain: existing programs will be maintained at current levels. A PIP will be completed and reviewed annually. Watch. Prepare a unit plan and review at key milestones.

^{vii} Robert Gabriner, Listserv Moderator (rgabriner@ccsf.edu), email dated 11/16/2007; LEARNINGASSESSMENT@LISTSERV.CCCNEXT.N ET