

Peralta Community College District

Strategic Planning Accomplishments
Meeting our Goals and Institutional Objectives
For the 2010–11 Year
Board Presentation
June 28, 2011
Presented by
Office of Educational Services



Tonight's Presenters

Accomplishments of Strategic Goals and Objectives / Outcomes

- ▶ Dr. Deborah Budd– Vice Chancellor for Educational Services

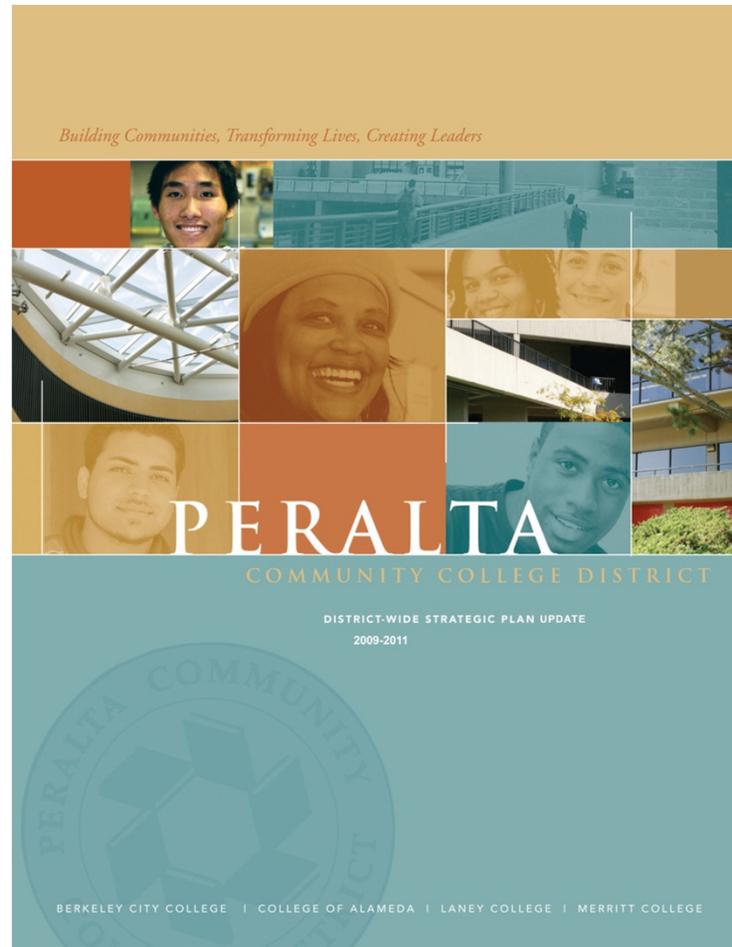
Student Learning Outcomes / Assessment

- Dr. Karolyn van Putten–President District Academic Senate
- Diana Bajrami– Professor Institutional Effectiveness Coordinator– College of Alameda

On Line / Affordable Textbooks

- Alexis Alexander– Staff Development Coordinator

Strategic Planning Accomplishments for the Peralta Community College District 2010-11



Strategic Planning Goals

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

- A Advance Student Access, Equity, and Success**
Actively engage our communities to empower and challenge all current and potential students to succeed.

- B Engage Our Communities and Partners**
Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

- C Building Programs of Distinction**
Create a cohesive program of unique, high-quality educational programs and services.

- D Create a Culture of Innovation and Collaboration**
Implement best practices in communication, management, and human resource development.

- E Develop Resources to Advance and Sustain our Mission**
Ensure that resources are used wisely to leverage resources for student and community success in a context of long-term environmental sustainability.



Key Points

- ▶ There is a culture of using data for decision making.
- ▶ Faculty are working together to develop innovative ideas to increase student success.
- ▶ The Planning and Budgeting Integration Model is going into its third year.
- ▶ Assessment is being used for continuous improvement.



A: Advance Student Access, Equity, and Success

- A.1 Access: Strategically focus access to programs and course offerings in the essential areas of basic skills, CTE, and transfer and manage enrollment to 19,950 FTES to stay within range of the state funded allocation. In addition, increase access to educational opportunities by leveraging contract education, fee based instruction, distance learning, and international and out-of-state enrollments.
- A.2 Success: Identify institutional, instructional, and student support changes and develop an implementation plan to improve by 10 percentage points, student success rates and movement through basic skills/foundation course sequences by 2014-15.
- A.3 Equity: Identify and plan for design and structural changes to reduce the fall to fall persistence gap among major ethnic groups to less than 2 percentage points by 2014-15.



Highlights of Accomplishments

A.1

Three of the four colleges stayed within range of their FTES target and exceeded their productivity targets.

BCC: Resident Target 3850 Actual 3981 Prod: 17.65

Alameda: Res Target 3850 Actual 3894 Prod: 17.97

Laney: Res Target 8300 Actual 8107 Prod: 17.15

Merritt: Res Target 3950 Actual: 4240 Prod: 18.66

District: Res Target 19,950 Actual: 20,224 Prod 17.7

Total Enrollment 21,366 Total Prod 18.7 with Non Res

Increased number of classes offered through distance learning to 1,287 FTES district wide.



2010-11 FTES Actuals

FTES Resident and Total for each College for the year 2010-11						
CAMPUS	TERM	FTES_RESID	FTES	FTEF	Prod(RESID)	PRODUCTIVITY
Alameda	Summer 10	509.77	530.67	26.06	19.56	20.36
	Fall 10	1699.55	1788.81	93.19	18.24	19.19
	Spring 11	1684.77	1772.48	97.39	17.3	18.2
TOTAL	YEAR	3894.09	4091.96	216.64	17.97	18.89
Berkeley	Summer 10	487.55	515.52	26.85	18.15	19.2
	Fall 10	1758.21	1906.86	99.04	17.75	19.25
	Spring 11	1735.62	1892.89	99.75	17.4	18.98
TOTAL	YEAR	3981.38	4315.27	225.64	17.65	19.12
Laney	Summer 10	988.57	1026.03	50.68	19.51	20.24
	Fall 10	3597.89	3836.26	209.99	17.13	18.27
	Spring 11	3520.67	3745.79	212.15	16.6	17.66
TOTAL	YEAR	8107.13	8608.08	472.82	17.15	18.21
Merritt	Summer 10	482	490.18	25.36	19.01	19.33
	Fall 10	1965.2	2018.7	103.75	18.94	19.46
	Spring 11	1793.77	1841.82	98.17	18.27	18.76
TOTAL	YEAR	4240.97	4350.7	227.29	18.66	19.14
DISTRICT		20223.57	21366.01	1142.39	17.7	18.7

FTES Targets and Actuals

Resident FTES	COA	LANEY	MERRITT	BCC	Total RES FTES
2011-2012 Targets	3,750	8,100	3,850	3,750	19,450
10-11 Actuals	3,894	8,107	4,241	3,981	20,223
10-11 Targets	3,850	8,300	3,950	3,850	19,950
Productivity	17.97	17.15	18.66	17.65	17.7
Difference 10-11 Targets to Actuals	44	(193)	291	131	273

Difference 11-12 targets to 10-11 actuals	144	7	391	231	773
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Persistence Rate by College Fall 09–Fall 10 Headcount

ACCJC Report 2010-2011 - Student Achievement data		
Merritt persistence fall 09 to fall 10		
Term	Headcount	Persistence Rate
F09	8316	
F10	3746	45.00%
Laney persistence fall 09 to fall 10		
Term	Headcount	Persistence Rate
F09	15353	
F10	6944	45.20%
Alameda persistence fall 09 to fall 10		
Term	Headcount	Persistence Rate
F09	8023	
F10	3960	49.40%
Berkeley persistence fall 09 to fall 10		
Term	Headcount	Persistence Rate
F09	7649	
F10	3381	44.20%



Success rate by College Fall 2010

Success rate by college f10					
POP	TERM	CAMPUS	TOTAL GRADED	SUCCESS	SUCCESS RATE
All	2010 Fall	Alameda	12,911	8,581	66.50%
All	2010 Fall	Berkeley	14,482	9,789	67.60%
All	2010 Fall	Laney	29,147	20,039	68.80%
All	2010 Fall	Merritt	14,470	9,580	66.20%
Total Graded = any grade, including W					
Success = A, B, C, or Pass					
Success Rate = Success / Total Graded					
Withdraw = Withdraw from class					
Withdraw Rate = Withdraw / Total Graded					



Peralta Community College District 2009–2010 Awards

Campus	Type of Awards				Awards Total
	AA	AS	CP	CA	
Berkeley City C	94	2	1	23	120
College of Alar	258	26	22	61	367
Laney College	359	89	40	242	730
Merritt College	260	113	118	222	713
Grand Total	971	230	181	548	1930
Notes:					
AA: Associate in Arts Degree					
AS: Associate in Science Degree					
CA: Certificate of Achievement					
CP: Certificate of Proficiency					
Source: the query was run in BI on 9/21/2010					

Peralta Colleges To Campuses of the University of California and California State University

	Berkeley	Alameda	Laney	Merritt
Number of students who transferred to 4-year colleges/universities 09/10	196	135	316	93

Persistence Data

- ▶ Many ways to look at Persistence Data
- ▶ Fall–Fall
- ▶ All Students
- ▶ First Time Students
- ▶ Full Time Students
- ▶ By Campus
- ▶ By Ethnicity
- ▶ By District



Highlights of the Persistence Data

- ▶ This Persistence Data looks at students who attended one college through census in Fall 2009 and returned fall 2010 to any college within the district.
- ▶ What we see is for all students there is very little difference between three of the four major ethnic groups.
- ▶ For Full time students Latinos and Asians are tending to persist at a higher rate with both African American and Whites being close and almost 4 percentage points behind.



Highlights of the Persistence Full Time Students by Ethnicity

F09 to F10 Rate	College	African American	Latino	White	Asian	Total
	COA	54%	68%	60%	69%	64%
	Laney	52%	58%	54%	70%	60%
	Merritt	58%	58%	56%	57%	57%
	BCC	52%	65%	59%	61%	58%
	District	56%	62%	57%	67%	60%



Fall to Fall Persistence All Students by Ethnicity

All Students						
F09 to F10 Rate	College	African American	Latino	White	Asian	Total
	COA	45%	49%	45%	57%	49%
	Laney	43%	44%	41%	54%	45%
	Merritt	46%	46%	47%	47%	45%
	BCC	45%	44%	46%	51%	44%
	District	43%	43%	43%	51%	44%



Future

- ▶ Equity: Identify and plan for design and structural changes to reduce the fall to fall persistence gap among major ethnic groups to less than 2 percentage points by 2014–15.
- ▶ By increasing student support and encouraging students early entry into a program of study, we can increase persistence and completion among all groups with the most significant difference seen among African Americans and Latinos. This will assist in closing the opportunity/ achievement gap.

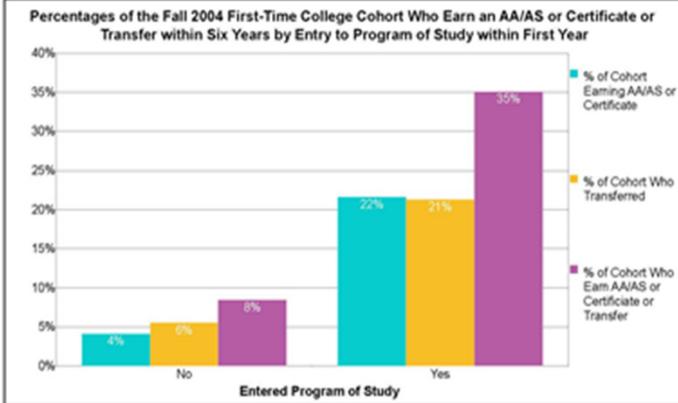


Highlights of early entry into a program of Study

- The results are essentially the same for all four colleges.
- Entering cohorts numbered between 700 and 2300 students depending on college.
- Between 25% and 35% entered a program of study early, defined as passing three courses within the program during their first year of study.
- After six years, those entering a program of study *early* completed at a rate **three to four times** greater than those who entered later or who did not enter at all.

Early Entry into a Program of Study

Laney College



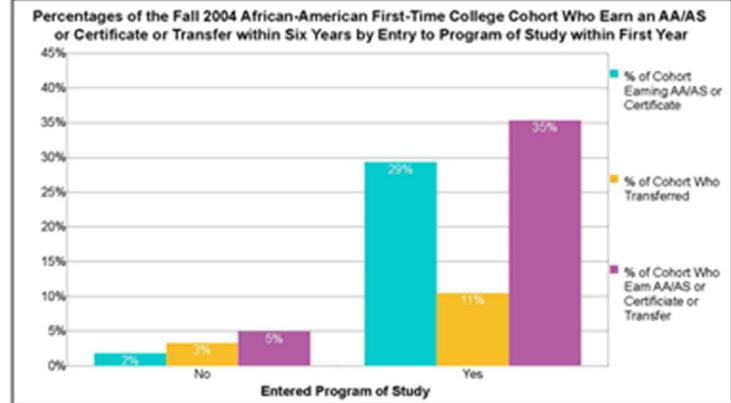
Count and Percentage Tracking of the Fall 2004 Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	527	26%	114	22%	112	21%	185	35%
No	1,552	74%	64	4%	86	6%	131	8%
Totals	2,079	100%	178	9%	198	10%	316	15%

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student IDs of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

Laney College



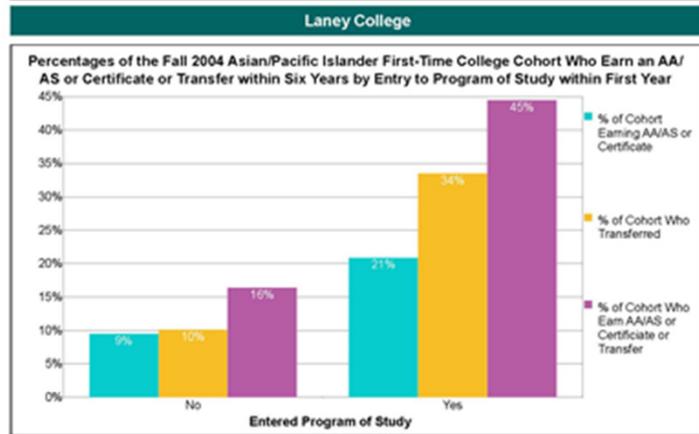
Count and Percentage Tracking of the Fall 2004 African-American Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	133	21%	39	29%	14	11%	47	35%
No	545	79%	10	2%	18	3%	27	5%
Totals	678	100%	49	7%	32	5%	74	11%

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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Early Entry into a Program of Study

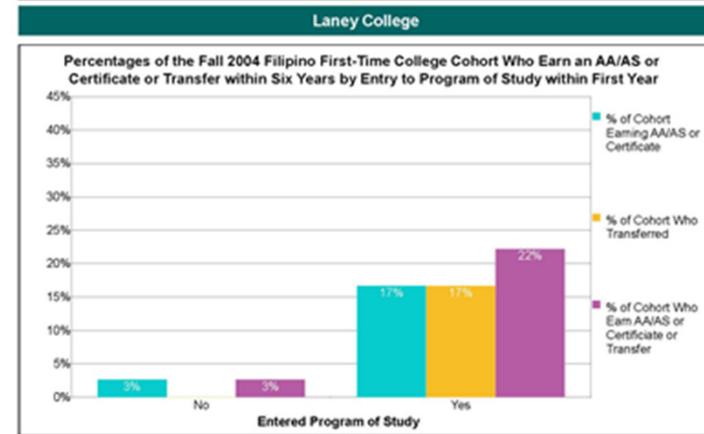


Count and Percentage Tracking of the Fall 2004 Asian/Pacific Islander Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	182	28%	38	21%	61	34%	81	45%
No	464	72%	44	9%	47	10%	76	16%
Totals	646	100%	82	13%	108	17%	157	24%

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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Count and Percentage Tracking of the Fall 2004 Filipino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	18	34%	3	17%	3	17%	4	22%
No	38	66%	1	3%	0	0%	1	3%
Totals	56	100%	4	7%	3	5%	5	9%

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

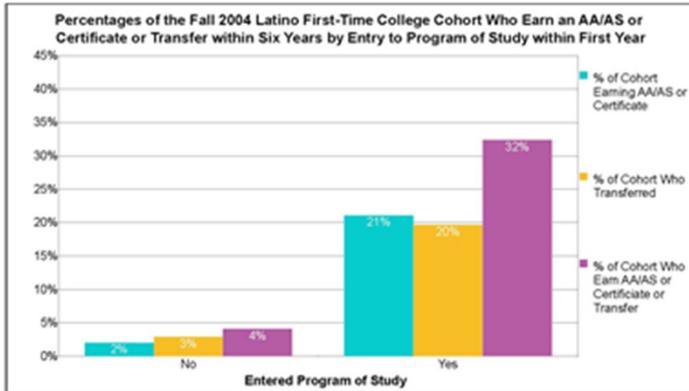
Source: Transfer figures derived from state Chancellor's Office ARCC files for Student Progress and Achievement by matching student ID's of ARCC cohort data (all available cohorts simultaneously) with those of the indicated College's fall entering cohort. ARCC data includes transfers to CSU, UC, and private and out-of-state colleges whose data is available in the National Student Clearinghouse. ARCC data does not specify the institution to which the student transferred nor periods less than six years.

Early entry into a program of study

Peralta Community College District

Peralta Facts

Laney College



Count and Percentage Tracking of the Fall 2004 Latino Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	71	24%	15	21%	14	20%	23	32%
No	241	76%	5	2%	7	3%	10	4%
Totals	312	100%	20	6%	21	7%	33	11%

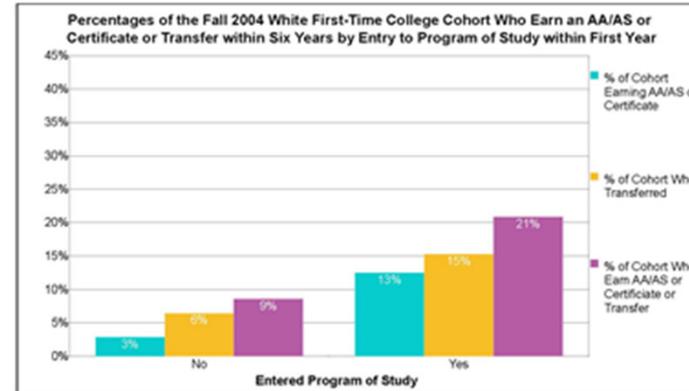
Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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Peralta Community College District

Peralta Facts

Laney College



Count and Percentage Tracking of the Fall 2004 White Cohort Who Earn an AA/AS or Certificate or Transfer within Six Years by Entry to Program of Study within First Year

Entered a Program of Study	Count of Cohort	Percent of Cohort	Count of Cohort Who Earn an AA/AS or Certificate	Percent of Cohort Who Earn an AA/AS or Certificate	Count of Cohort Who Transfer to 4-yr College	Percent of Cohort Who Transfer to 4-yr College	Count of Cohort Who Earn a Deg/ Cert or Transfer	Percent of Cohort Who Earn a Deg/ Cert or Transfer
Yes	72	34%	9	13%	11	15%	15	21%
No	140	66%	4	3%	9	6%	12	9%
Totals	212	100%	13	6%	20	9%	27	13%

Note: Entry into a program is defined as passing three courses within a program of study with a grade of D or better within the indicated time period. Counts for Non-Entry reflect the program the student has taken the most courses in without entry during the indicated time period. Thus, where the time period for entry is the first year, the student may have entered a program in later semesters or years or may have taken courses in the program without ever achieving entry before leaving the college or district. Courses taken at any college within the district are included. The first year consists of the fall term of the cohort and the immediate prior summer and the immediate following spring terms.

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B: Engage and Leverage Partners

- ▶ **B.1 Partnerships:** Leverage, align, and expand partnerships for improved student learning and success in core educational functions.



Community Partners and Grants

- ▶ Peralta Community College District is currently involved with over 25 community partners
- ▶ Grants total district-wide= Over \$ 29 million



Sample of Community Partners

Community Partners
City College of San Francisco
Contra Costa Community College
Lassen Community College
Modesto Junior College
San Joaquin Delta College
Skyline College
Allen Temple Training Center
Berkeley Ecology Center
Cypress Mandella Training Center
Northern California Teamsters
Oakland Army Base Workforce Collaborative
Oakland Private Industry Council
RichmondBUILD
Rising Sun
Solar Richmond
Spanish Speaking Citizen Foundation
The Unity Council
Berkeley Youth Alternative
Men of Valor
Las Positas Community College
City of Oakland
County of Alameda
Green Alternatives
Oakland WIB
Port of Oakland
Urban University

Grants – College of Alameda

NAME OF GRANT	GRANT NUMBER	CAMPUS	ANNUAL FUNDING
CTE Community Collaborative	0906	Alameda	65,889
EOPS-Extended Opportunity Program & Services	0910	Alameda	440,286
Financial Aid	0926	Alameda	234,329
Youth Empowerment YESS	0985	Alameda	22,130
Financial Aid State	1004	Alameda	155,180
Financial Aid Workstudy	1008	Alameda	17,870
EOPS-Extended Opportunity Program & Services	1010	Alameda	410,885
Financial Aid	1026	Alameda	246,763
CTE formerly VTEA	1051	Alameda	125,388
CTE Tech Prep	1057	Alameda	4,000
DSPS - Disabled Students & Srvcs	1060	Alameda	314,026
Workability III	1062	Alameda	10,339
Community Dev. & Pub. Srvcs.	1063	Alameda	7,178
Matriculation	1080	Alameda	178,560
Youth Empowerment YESS	1085	Alameda	22,500
CalWORKs	1093	Alameda	95,475
TANF	1094	Alameda	42,385
WIA - One Stop Career Center	1136	Alameda	390,449
Community Based Job Training Grants	1845	Alameda	2,261,377
Richmond Works/ Eastbay Works	1947	Alameda	425,000
ATLAS	1948	Alameda	563,002
CTE Community Collaborative	1096	Alameda	62,321
Career Advancement Academy	1056	Alameda	200,000
TOTAL			6,295,332

Grants- Laney College

NAME OF GRANT	GRANT NUMBER	CAMPUS	ANNUAL FUNDING
CTE Community Collaborative	0906	Laney	52,282
EOPS-Extended Opportunity Program & Services	0910	Laney	811,593
Financial Aid	0926	Laney	453,031
Linking After School Empl to College	0938	Laney	373,988
San Mateo County	0998	Laney	91,114
Financial Aid State	1004	Laney	316,120
Financial Aid Workstudy	1008	Laney	42,411
EOPS-Extended Opportunity Program & Services	1010	Laney	732,377
Career Ladders Project	1021	Laney	48,500
Financial Aid	1026	Laney	408,423
CTE formerly VTEA	1051	Laney	244,887
CTE Tech Prep	1057	Laney	49,773
DSPS - Disabled Students & Srvc	1060	Laney	601,817
Workability III	1062	Laney	159,375
Matriculation	1080	Laney	364,639
CalWORKs	1093	Laney	129,385
TANF	1094	Laney	66,107
AANIPIISI Initiative	1122	Laney	1,676,710
TRIO - Student Support Services - Laney	1123	Laney	800,000
Workforce Investment Act - Cal GRIP	1840	Laney	500,000
Educating Technicians for Building Automation and Sustainability	1931	Laney	300,000
Clean Energy Project	1943	Laney	395,235
Clean Energy Project	1944	Laney	604,675
REP Magazines-Cont Ed	5010	Laney	20,000
Beyond Emancipation-Cont Ed	5011	Laney	1,400
Plumbing Certificate Training Program	5013	Laney	40,000
Aspire Public Schools - Cont Ed	5014	Laney	13,346
Arise High School - Cont Ed	5017	Laney	7,875
Oakland PIC-Contract ED	5020	Laney	125,000
Swords to Plowshares	5021	Laney	42,951
CTE Community Collaborative	1096	Laney	64,457
Laney College Green Jobs Programs	1097	Laney	494,687
Career Advancement Academy	1053	Laney	250,000
TOTAL			10,282,158

Grants – Berkeley City College

NAME OF GRANT	GRANT NUMBER	CAMPUS	ANNUAL FUNDING
EOPS-Extended Opportunity Program & Services	0910	Berkeley	247,359
Financial Aid	0926	Berkeley	186,080
Financial Aid State	1004	Berkeley	90,809
Financial Aid Workstudy	1008	Berkeley	10,536
EOPS-Extended Opportunity Program & Services	1010	Berkeley	212,741
Financial Aid	1026	Berkeley	196,861
CTE formerly VTEA	1051	Berkeley	135,985
CTE Tech Prep	1057	Berkeley	7,940
DSPS - Disabled Students & Srvcs	1060	Berkeley	141,746
Matriculation	1080	Berkeley	153,632
CalWORKs	1093	Berkeley	95,475
TANF	1094	Berkeley	29,525
TRIO - Student Support Services - Berkeley	1124	Berkeley	800,000
Fulbright Gateway Orientation	1135	Berkeley	69,795
Title III	1907	Berkeley	400,000
Aspire Public Schools - Cont Ed	5005	Berkeley	23,625
CTE Community Collaborative	1096	Berkeley	135,345
Career Advancement Academy	1053	Berkeley	100,000
TOTAL			3,037,454

Grants– Merritt College

NAME OF GRANT	GRANT NUMBER	CAMPUS	ANNUAL FUNDING
CTE Nursing	0903	Merritt	217,069
CTE Community Collaborative	0906	Merritt	51,941
EOPS-Extended Opportunity Program & Services	0910	Merritt	535,154
First Five Alameda County	0918	Merritt	40,000
Financial Aid	0926	Merritt	247,328
Nursing Capacity	1003	Merritt	232,187
Financial Aid State	1004	Merritt	223,095
Financial Aid Workstudy	1008	Merritt	18,689
EOPS-Extended Opportunity Program & Services	1010	Merritt	488,357
First Five Project	1018	Merritt	135,000
Financial Aid	1026	Merritt	254,548
CTE formerly VTEA	1051	Merritt	236,384
CTE Tech Prep	1057	Merritt	12,368
DSPS - Disabled Students & Srvc	1060	Merritt	241,613
Matriculation	1080	Merritt	210,498
CalWORKs	1093	Merritt	201,797
TANF	1094	Merritt	48,155
Yosemite CCD	1101	Merritt	10,000
TANF-CDC	1121	Merritt	30,300
Peralta Achievement Collaborative - PAC	1137	Merritt	2,905,394
Unity Council EDD	1138	Merritt	30,320
Maximum Achievement Project - MAP	1905	Merritt	572,296
Health Resources and Services Administration - HRSA	1909	Merritt	188,100
Title III	1917	Merritt	391,757
DeColores Head Start Unity Council-Cont Ed	5001	Merritt	22,350
Arise High School - Cont Ed	5002	Merritt	10,500
Oakland Charter High School- Cont Ed	5003	Merritt	26,520
Berkeley-Albany YMCA Cont Ed	5004	Merritt	22,350
American Indian - Cont Ed	5006	Merritt	18,725
DeColores Head Start Unity Council-Cont Ed	5007	Merritt	8,100
Lighthouse Community Charter School-Cont Ed	5009	Merritt	13,125
Calif. Corporate College	5012	Merritt	7,930
CTE Community Collaborative	1096	Merritt	59,438
Career Advancement Academy	1053	Merritt	50,000
LISC Local Initiatives Support Corporation	1140	Merritt	160,000
TOTAL			7,921,388

C: Build Programs of Distinction

- **C.1 Implement Assessment of SLO's:** Ensure timely progress in implementing the assessment of SLO's to enable the measurement and improvement of student learning and student success.
- **C.2 Extend the Use of Program Reviews:** Use program reviews in instruction and student services to identify factors for improving student success.
- **C.3 Accreditation:** Respond proactively to all accreditation requests and achieve compliance with all standards.
- **C.4 Create Alternatively Designed Programs:** At each college, create or expand a program exemplifying an alternative design with promise for substantially improving student success; engage the campus community to stimulate out-of-the-box thinking and action for student success.
- **C.5 Leverage Technology:** Adapt and expand the use of technology as a means for improving student access, learning and success.



ACCJC Requirements

Program Review and Planning

The Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges be at the "Continuous Sustainable Quality Improvement" level for Program Review and Planning on rubrics that the ACCJC has provided.



ACCJC Requirements

Student Learning Outcomes

In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges be at the “Proficiency” level for Student Learning Outcomes on a rubric that the ACCJC has provided.

SLOA Proficiency Level

Fall 2012

- ▶ ACCJC expects colleges to be at the "Proficiency" level for student learning outcomes (SLOs) and assessment by the end *of* fall 2012.
- ▶ How does "Proficiency" look according to the ACCJC Rubric?



Proficiency Rubric for SLOs

The Revised ACCJC Rubric covers 7 essential areas

- **Outcomes** and **authentic assessment**
- Widespread institutional **dialogue**
- Integrated **decision-making**
- **Resources** allocation
- **Reporting**
- **Alignment**
- Student **awareness**



Proficiency Level for SLOs

ACCJC – The Revised Rubric (6/24/11)

- Student learning **outcomes** and **authentic assessment** are in place for courses, programs and degrees.
- There is widespread institutional **dialogue** about the results *of assessment and identification of gaps*.
- **Decision-making** includes **dialogue** on the results of assessment and is purposefully directed toward **aligning** *institution-wide practices to support and improve* student learning.
- Appropriate **resources** continue to be allocated and fine-tuned.
- Comprehensive assessment **reports** exist and are completed *and updated* on a regular basis.
- Course student learning outcomes are **aligned** with degree student learning outcomes.
- Students demonstrate **awareness** of goals and purposes of courses and programs in which they are enrolled.

Assessment Dimensions

Three dimensions with different areas of focus:

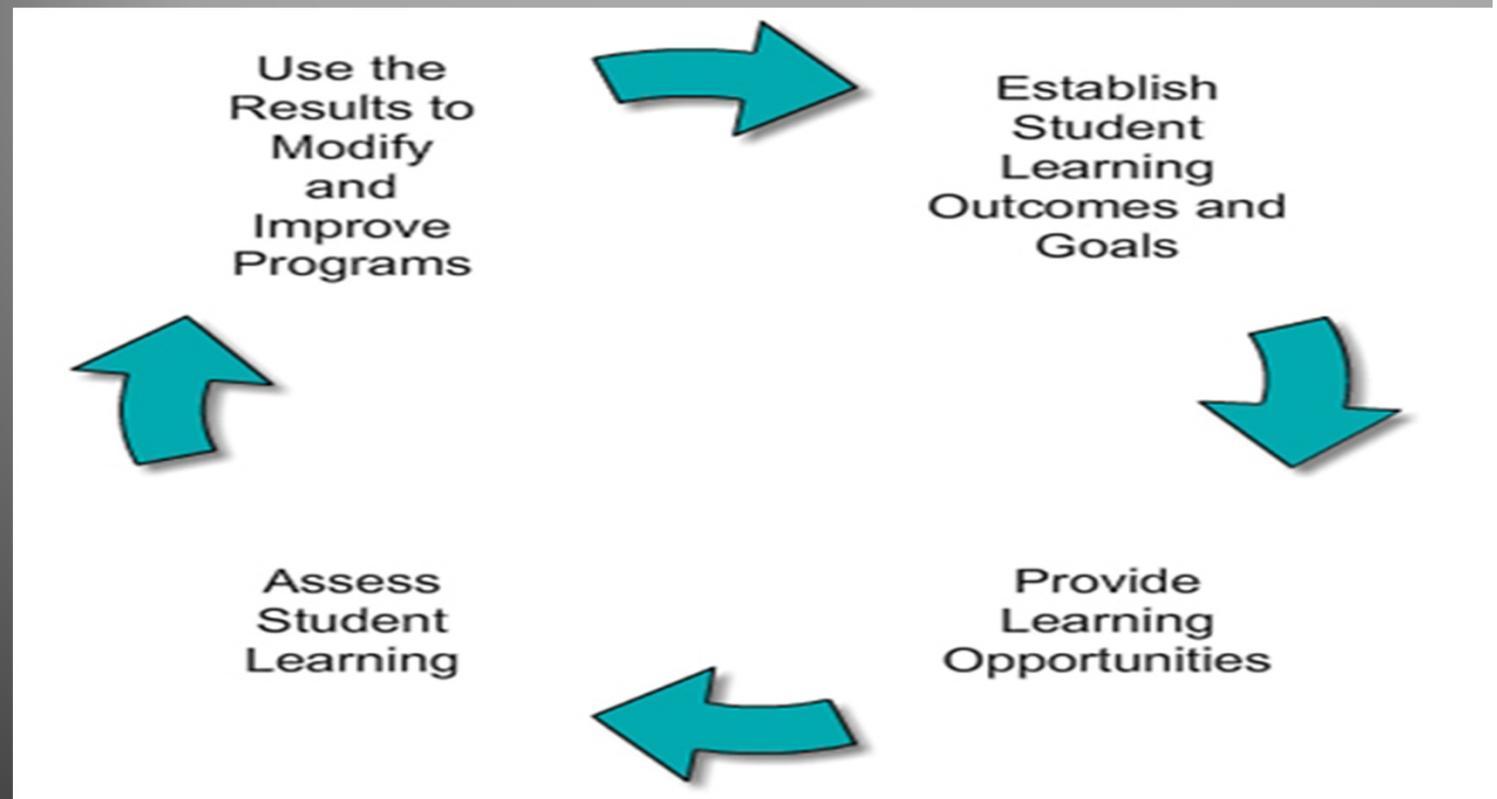
- ▶ Institutional assessment (ILOs)
- ▶ Curricular and program assessment (PLOs)
- ▶ Course and learner-centered assessments (SLOs)



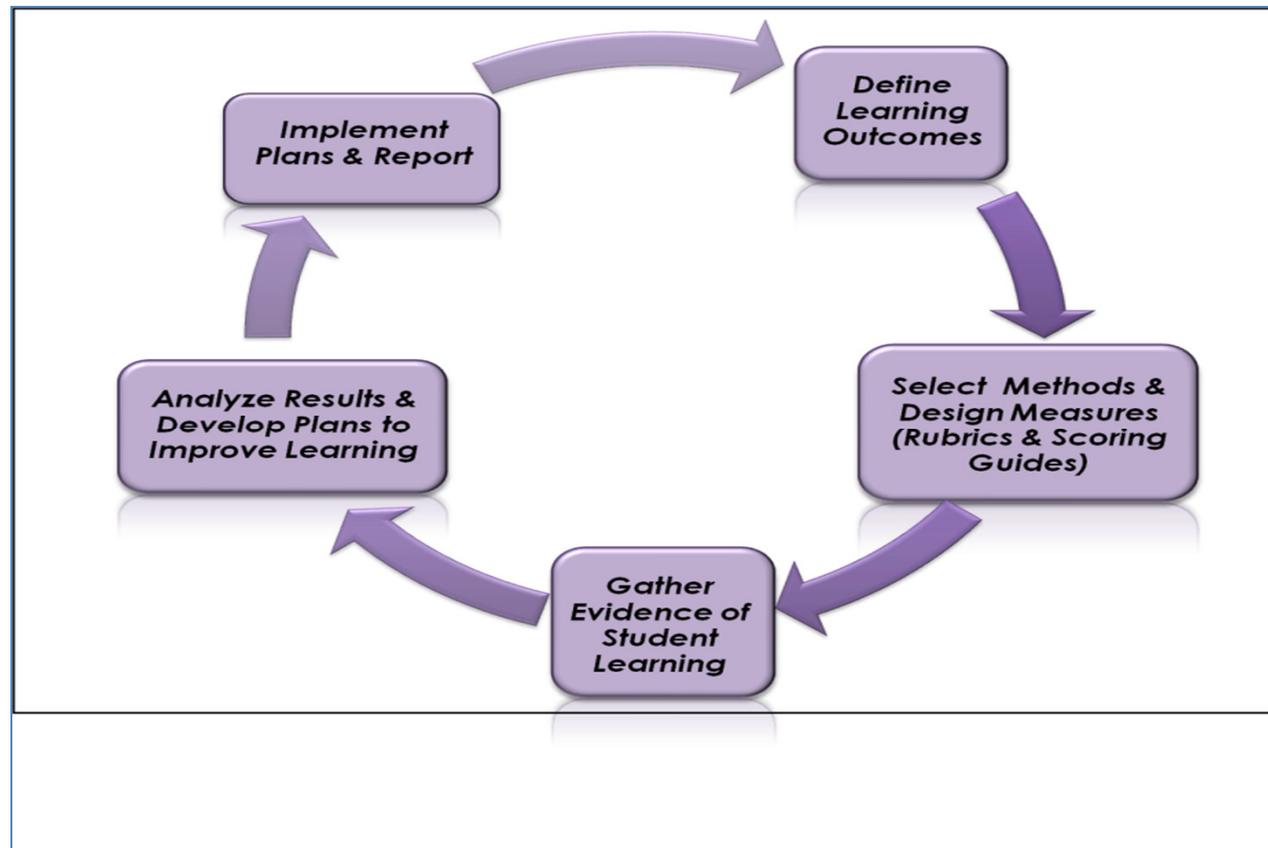
Institutional Assessment Cycle



SLO Assessment Cycle

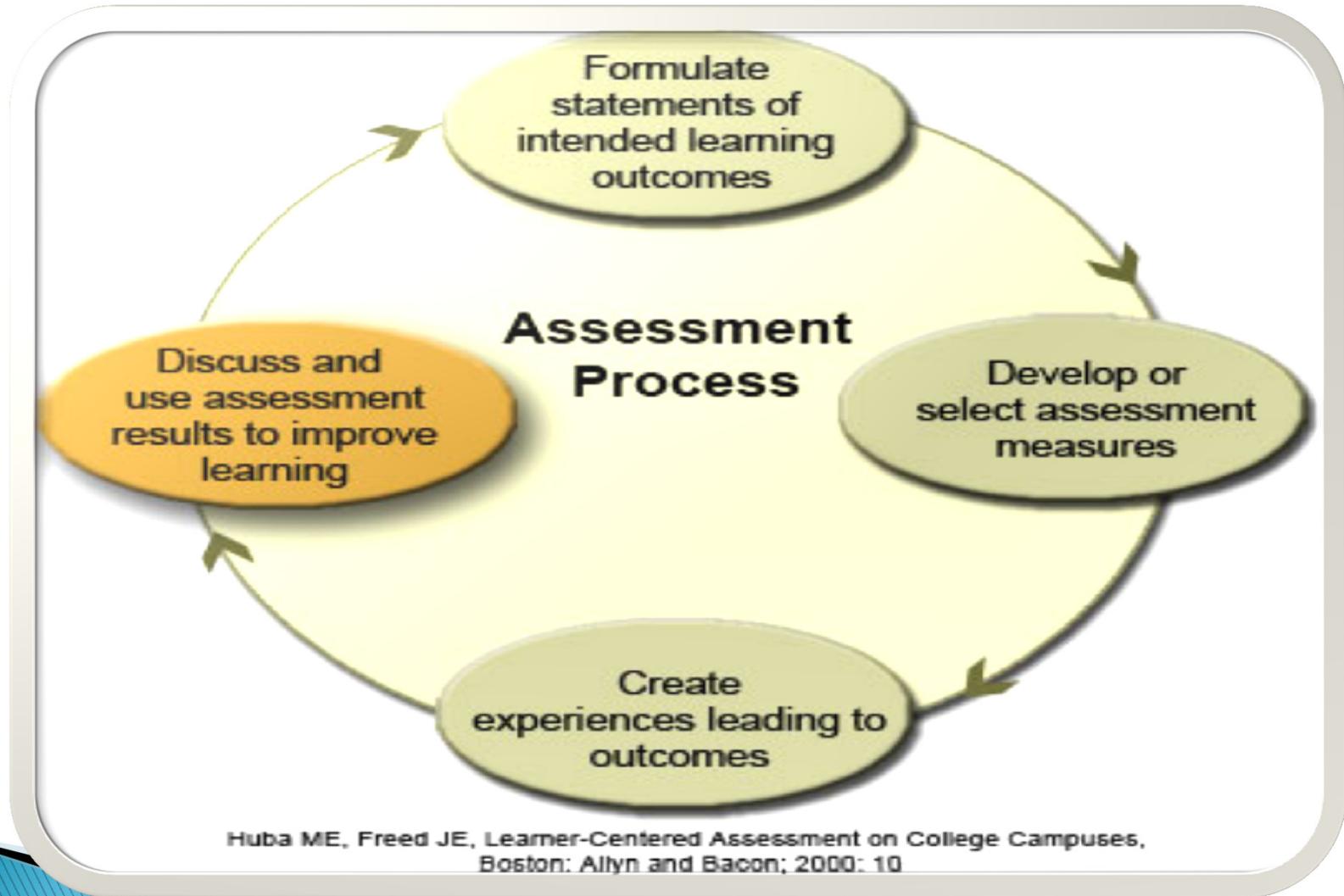


CLOSING THE ASSESSMENT LOOP: THE ASSESSMENT PROCESS FROM OUTCOMES TO QUALITY IMPROVEMENT



James O. Nichols and Karen W. Nichols: A ROAD MAP FOR IMPROVEMENT OF STUDENT LEARNING AND SUPPORT SERVICES THROUGH ASSESSMENT

Learner Centered Assessment



A Holistic Approach to Assessment

- ▶ *Develop* comprehensive and measurable outcomes in teaching, learning, and services through an approach that is easy to understand and practical to implement
- ▶ *Measure and support* student learning and services
- ▶ *Link* annual administrative and academic planning to our mission and strategic goals
- ▶ *Build* a culture of continuous improvement
- ▶ *Align* efforts in assessment between the District office and each college

References

Angelo, T. (1995) *Defining (and Re-assessing) Assessment: A Second Try*, AAHE Bulletin no. 48.

Angelo, T., and Cross, P. (1993). *Classroom Assessment Techniques A Handbook for College Teachers*. San Francisco: Jossey-Bass.

Austin, et al. *AAHE's 9 Principles of Good Practice for Assessing Student Learning*

<http://www.apa.org/ed/governance/bea/assess.aspx#student-learning>

Assessing Student Learning in Community Colleges, Janet Fulks (an online workbook). The direct URL is:

<http://online.bakersfieldcollege.edu/courseassessment/>

References, continued

Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education, Barbara E. Walvoord, Jossey-Bass, 2004.

Assessing Student Learning: A Common Sense Guide, Linda Suskie, Anker, 2004.

Assessing Academic Programs in Higher Education, Mary J. Allen, Anker, 2004.

Bloom, B. S. (Ed.) *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. White Plains, NY: Longman, 1956.



References, concluded

Gronlund, N. E. *Measurement and Evaluation in Teaching*. 4th ed. New York: Macmillan, 1981.

Effective Grading: A Tool for Learning and Assessment, Barbara E. Walvoord and Virginia Johnson Anderson, Jossey-Bass, 1998.

Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning, Danelle D. Stevens, Stylus, 2005.



C-5 Leverage Technology: Adapt and expand the use of technology as a means for improving student access, learning and success.

- ▶ Academic Advising Module
- ▶ Moodle
- ▶ Distance Ed
- ▶ Word Press Websites
- ▶ Financial Aid



Continuing to Build Programs of Distinction

- ▶ Atlas Program
- ▶ Toyota Auto Program
- ▶ Green Diesel
- ▶ Multimedia
- ▶ Green Construction
- ▶ Maximum Achievement Project
- ▶ Nursing



D: Create a Culture Innovation and Collaboration

- **D.1 District–Wide Collaboration:** Implement improvements to the Planning–Budgeting Integration Model: a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges; b) ensure PBI committees set and achieve key milestones; and c) maintain a strategic–level focus on improving student learning and success.
- **D.2 Lower Structural Barriers to Faculty Collaboration:** Identify and implement ways to reduce structural silos to enable faculty collaboration and innovation teams.
- **D.3 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.



Affordable Textbooks and More

For the 21st Century

- ▶ Alexis Alexander– Staff Development
Coordinator



Faculty Survey

- On May 25th, 2011 we conducted a survey to gauge faculty attitudes and knowledge about Open Source Textbooks and other types of open content and affordable textbook options.
- Some of the notable results are below:
- Out of the 59 people who took the survey, only 4 were currently using some sort of open textbook in their course, and 16 people stated that they would like to begin to use an open textbook
- A little over half of the respondents stated that they were curious about open textbooks, and interested in learning more about them
- A large majority of respondents stated that textbook affordability was a real problem for their students
- Over half of the respondents were interested in open content because they could customize the content to fit their needs



What are faculty doing now?

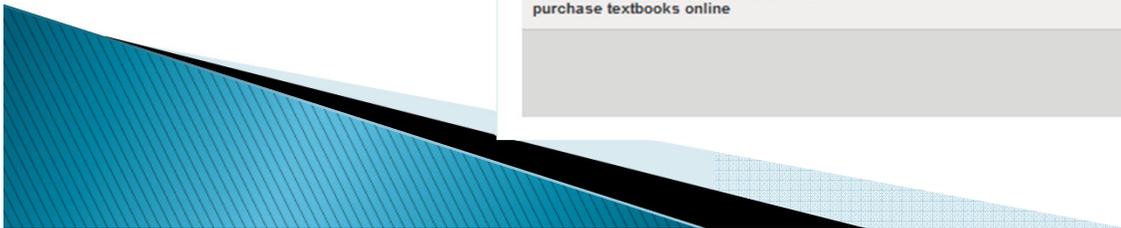
The respondents volunteered information about some of the ways that they try to keep textbook prices down:

- I use MathXL/MyMathLab access codes for students, and make the textbook optional. In addition, when choosing textbooks, we always consider cost as our top priority.
- Yes, I use the older edition and have students buy it used online. I give them a link to used copies and have been able to find used texts for them as cheaply as 4.99 when the new edition is over \$85.
- I require NO PURCHASE OF TEXTBOOKS. I have begun to require readings in a book called "They Say / I Say" for all composition courses, but I put several copies on reserve at the Laney Library, as well as buying several copies and donating them to the library to be placed in the general collection, so that even students with no IDs can pull them off the shelf and do their readings
- Yes. I allow students to use older editions that are relevant. Email them the textbook information (ISBN) several weeks before class starts so that they can procure the book online at much cheaper price.
- Currently, students can purchase ebook from publisher and read them online. Hopefully, we can move forward on this issue. I am very interested in providing my students opportunity to facilitate their education.
- I email all students before the semester starts (and I put in the syllabus) ways to get our textbook cheaper. The textbook I use (5th edition) costs about \$120 new, but I tell my students they have alternatives, such as: buy a used copy online, buy it as an ebook for half-price from the publisher, get a semester's access to all of the book's contents from the publisher for \$37, use the copy that I put on reserve at the library, rent the book from our bookstore or chegg.com, or purchase the previous (4th) edition cheaply online. All of these options are told to all of my students every semester.



Ways that would lower textbook costs and I would be willing to use

		Response Percent	Response Count
Text Book Rentals		77.8%	42
Use an Online Book Swap Book (swaps allow students to buy and sell their used books directly between each other rather than through a intermediary like the bookstore)		70.4%	38
Get Textbooks In Electronic Form (e books)		75.9%	41
Use Previous Editions		50.0%	27
Consider cost when selecting textbooks for each course and review alternative texts.		51.9%	28
When possible, allow multiple editions to be used for a course (particularly introductory level)		50.0%	27
Consider putting copies of textbooks (particularly recommended titles) on reserve in the campus library		70.4%	38
Explore ways that departmental coordination could reduce costs for students		37.0%	20
Talk with the bookstore about potential textbook changes early in the process so the bookstore can order adequate supplies of books and try to get as many used books as possible		25.9%	14
Work with the bookstore to determine the availability of cheaper editions of the textbook (e.g. printed on less expensive paper or without color)		29.6%	16
When registration is complete, email students the ISBN of the textbooks required for the course, thereby giving students the option to purchase textbooks online		61.1%	33
		answered question	54
		skipped question	5



Finding a Cheaper Textbook

- **Resources**
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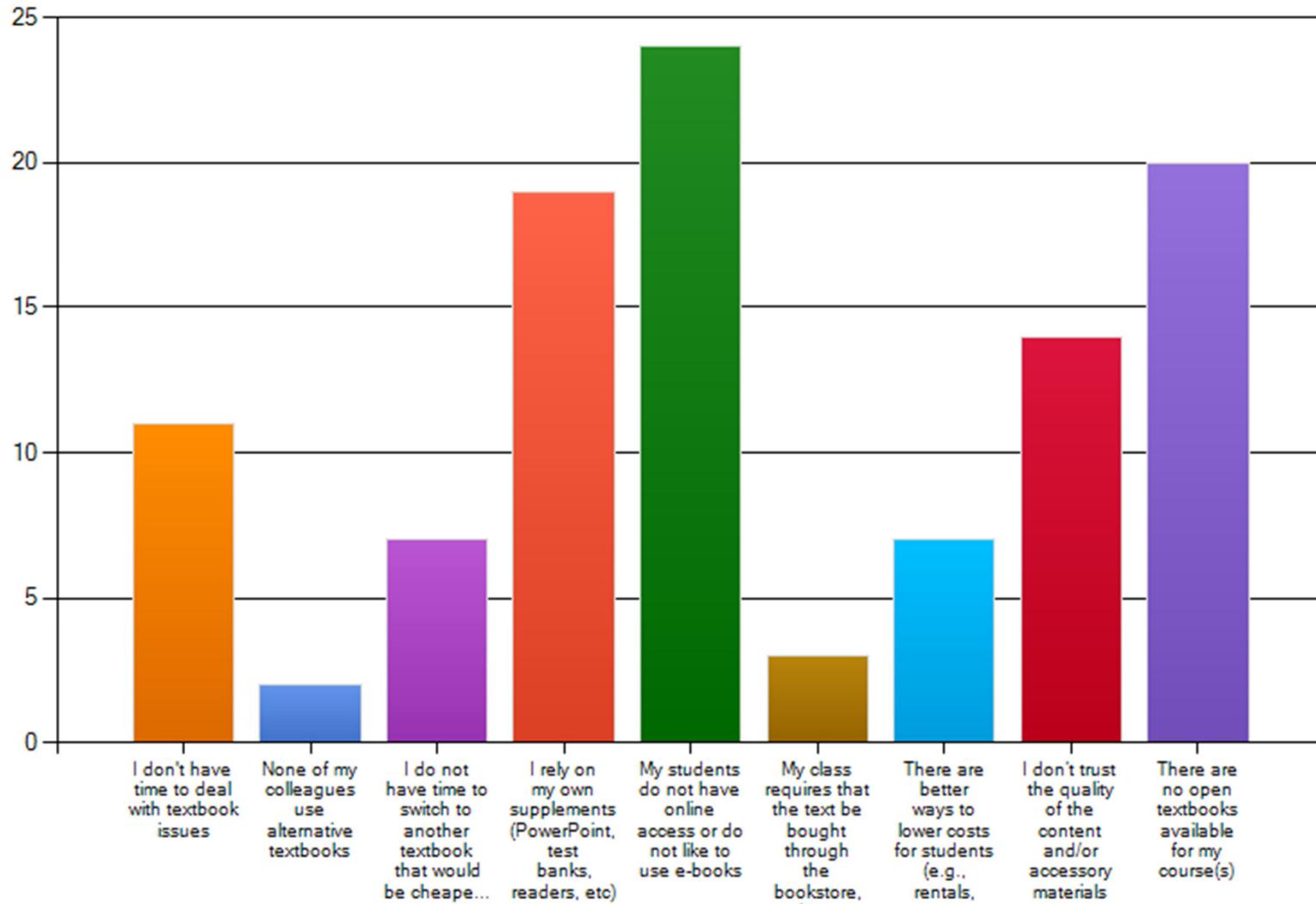
What About Open Textbooks?

Open textbook

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- An open textbook is an openly-licensed [textbook](#) offered online by its author(s) or through a non-profit or commercial open-licensed publisher. The [open license](#) sets open textbooks apart from traditional textbooks by allowing users to read online, download, or sometimes print the book at no additional cost.^[1] Some open textbook models allow users the choice to use free online access or low-cost alternate formats such as print, audio, or e-book as a means to pay authors modest royalties and fund publication expenses.
- Open textbooks are increasingly seen as a potential solution to some of the challenges with the traditional textbook publishing model.^[2] Open textbooks were identified in the [New Media Consortium's 2010 Horizon Report](#) as a component of the rapidly progressing adoption of [open content](#) in higher education.^[3] Open textbooks are a component of [open educational resources](#).^{[4][5]}



Please choose some reasons you WOULD NOT use open textbooks



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Yale Digital Commons: Free and Open Access Digital Resources [More >](#)

June 7th, 2011

Open Textbook Adopter Communities: Transforming Teaching and Learning with Open Educational Practices [More >](#)

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Hats Off to Virginia! (Part 1) [More >](#)

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OER Commons

The screenshot displays the OER Commons website interface. At the top left is the OER Commons logo with the tagline 'OPEN EDUCATIONAL RESOURCES'. To the right are navigation links: 'Register Now!', 'Log In', 'Feedback', 'Help', a settings gear icon, and a 'Contribute Content' button. Below this is a secondary navigation bar with 'Browse All', 'OER Landscape', and 'My Items' tabs, followed by a search bar containing 'Enter Search' and buttons for 'Search' and 'Advanced Search'.

The main content area shows the breadcrumb 'Home → OER Materials' and the current view: 'Browse: Material Type: Textbooks'. A search filter bar indicates 'Displaying 1 - 20 of 208 results', '20 results per page', and 'Sort by: Title'. There are icons for RSS, email, and a 'Save this search' button.

On the left side, there is a 'Refine Your Search' section with two main categories: 'Subject Area' and 'Grade Level'. Under 'Subject Area', 'Science & Social Sciences' is selected. Under 'Grade Level', 'Secondary' is selected. Below these are 'Material Type' options, with 'Curriculum Standar...' partially visible.

The main search results area shows a list of items. The first item is '21st Century Physics FlexBook: A Compilation of Contemporary and Emerging Technologies', with a subject of 'Science and Technology' and a grade level of 'Secondary'. The second item is 'Access to Knowledge in Africa: The Role of Copyright', with a subject of 'Social Sciences' and a grade level of 'Post-secondary'. The third item is 'Advanced Algebra II (CA Textbook)', with a subject of 'Mathematics and Statistics' and a grade level of 'Secondary'. The fourth item is 'Advanced Algebra II: Conceptual Explanations'. Each item includes a star rating, a 'Remix and Share' icon, and an 'Actions' dropdown menu.

On the right side, there is a 'Top Keywords' section listing various subjects like 'Algebra', 'biology', 'business', 'calculus', 'California', 'Free Digital Textbook Initiative', 'chemistry', 'Computer Sciences', 'economics', 'education', 'engineering', 'finance', 'Grade 10', 'Grade 11 Information Technology', 'Language and Literature', 'Management', 'Marketing', 'math', 'Physics', 'Statistics', 'Thermodynamics', 'vocalional_ed', and 'vocalional_education Writing'. Below this is a 'Conditions of Use' section with options: 'No Strings Attached', 'Remix and Share', and 'Share Only'.

A banner with a dark blue background on the right and a lighter blue background on the left. The left side features a faint, artistic illustration of a building complex, possibly a library or museum, with a central courtyard and a body of water. The text "Discover Yale Digital Commons" is written in a white, serif font across the top.

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from across Yale's collections

Advanced Search

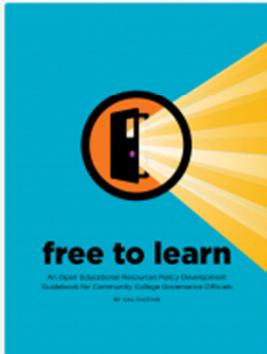
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A decorative graphic in the bottom left corner consisting of several overlapping geometric shapes. It includes a large blue triangle with a fine grid pattern, a black triangle, and a light blue triangle with a fine grid pattern.

Free to Learn Guide

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Free to Learn Guide

by Hal Plotkin

Abstract: Open Educational Resources (OER) offer higher education governance leaders a cost-efficient method of improving the quality of teaching and learning while at the same time reducing costs imposed on students related to the purchase of expensive commercial textbooks and learning materials. Leading scholars around the world are already participating in the OER movement even without support from most higher education institutions, including community colleges. Higher education governance officials, particularly boards of trustees and senior academic governance leaders, have a tremendous opportunity to harness the advantages of OER for their institutions.

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Table of Content

The [Free to Learn Guide](#) by Hal Plotkin is a treasure trove of information for education advocates. Hal is a Special Assistant and Senior Policy Advisor in the U.S. Department of Education. The Guide can be read online or downloaded as a PDF.

From the Free to Learn Guide

- **A Short History of OER**
- If you have not heard of OER before this, you are not alone. The OER movement is only a decade old and has received scant attention in the popular commercial press and media. The movement began in earnest in 2001 after Massachusetts Institute of Technology President Charles Vest announced that MIT would establish a groundbreaking and unprecedented new program, OpenCourseWare, based on a proposal from members of MIT's faculty.
- The goal of the OpenCourseWare project, Vest explained, was to make all of the learning materials used by MIT's faculty in the school's 1,800 courses available via the Internet where it could be used and repurposed as desired by others without charge.



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- The book must be highlight able, mark able, and annotate- able. These marks, highlights and annotations should be searchable by keyword(s)
- Students should be able to print pages with their highlights and annotations intact on the page like it was part of the original content
- Price
- Battery life
- A color screen is an absolute necessity!



The new generation of e-readers

Hanvon debuts new line of WISEreader e-book readers

By Donald Melanson  posted January 7th 2010 9:00AM

This new model includes an electromagnetic panel and pen for note-taking complete with handwriting recognition



[Hanvon](#) (also known as [Hanwang](#)) hasn't exactly been churning out one product after the other as of late, but it has made a fairly respectable showing for itself at CES, where it's just introduced five new models

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Apps on iPad look and feel like nothing you've ever experienced. They're available from the App Store in virtually every category. And more are added every day.



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- Groups
- Backup
- Restore
- Import
- Reset

Weekly outline

News forum

6 January - 12 January

13 January - 19 January

20 January - 26 January

27 January - 2 February

3 February - 9 February

Latest News

Add a new topic...
(No news has been posted yet)

Upcoming Events

There are no upcoming events

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Recent Activity

Activity since Tuesday, 7 June 2011, 04:39 AM
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Nothing new since your last login

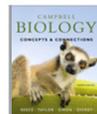
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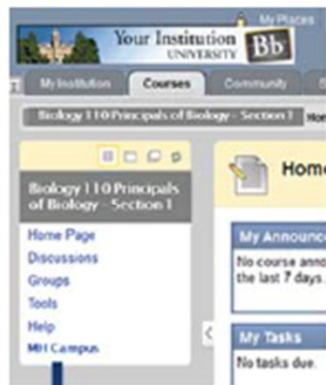
Cruz Reader



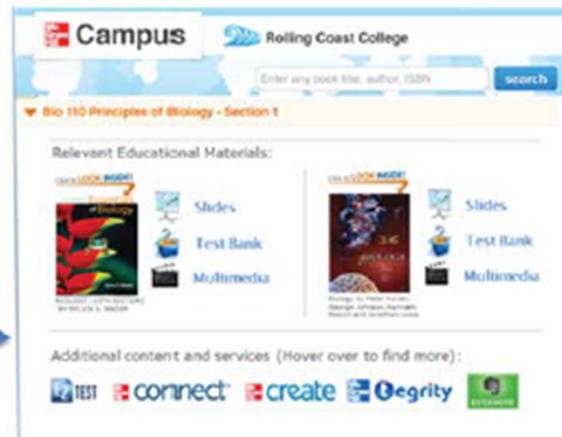
SmartQ T7

McGraw-Hill on the Horizon

MH Campus® is a service that allows faculty (whether using McGraw-Hill books or not in their course) to instantly browse, search and access McGraw-Hill educational materials and services (e.g. eBooks, test banks, PowerPoint slides, animations and learning objects, etc.) within the school's Learning Management System (LMS) at no additional cost to the institution.



All faculty get instant access



Requirements

Requirements

- Sign a simple contract (serving mainly as protection for the institution)
- Connect your Campus's authentication authority and LMS to MH using MH AAIRS
- Make it available to all your faculty and students
- Users will agree to simple terms & conditions for access

Integrates with:



E: Develop and Manage Resources to Advance Our Mission

- ▶ **E.1 FTES Target:** Achieve state allocated FTES target for the district of 19,950 FTES and attain a productivity level of at least 17.5 FTES/FTEF.
- ▶ **E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected deficits and budget cuts by designing budgets that a) are based on program review and strategic directions; b) improve student success through support for high-impact structural changes; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; e) consider the total cost of programs and support activities; and f) shift resources to core educational functions.
- ▶ **E.3 Accreditation:** Bring into compliance with standards all aspects in the finance and budgeting area.
- ▶ **E.4 Alternative Resources:** Increase alternative funding by 20% over 2009-10 through a variety of methods including gifts and grants, contract education, fee based, fundraising, international and out-of-state enrollments, and focus this funding on improving student success.
- ▶ **E.5 Fiscal Stability:** Implement comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders.
- ▶ **E.6 Balance the Budget:** Create a balanced budget and ensure that expenditures for all cost centers stay within the established budget.

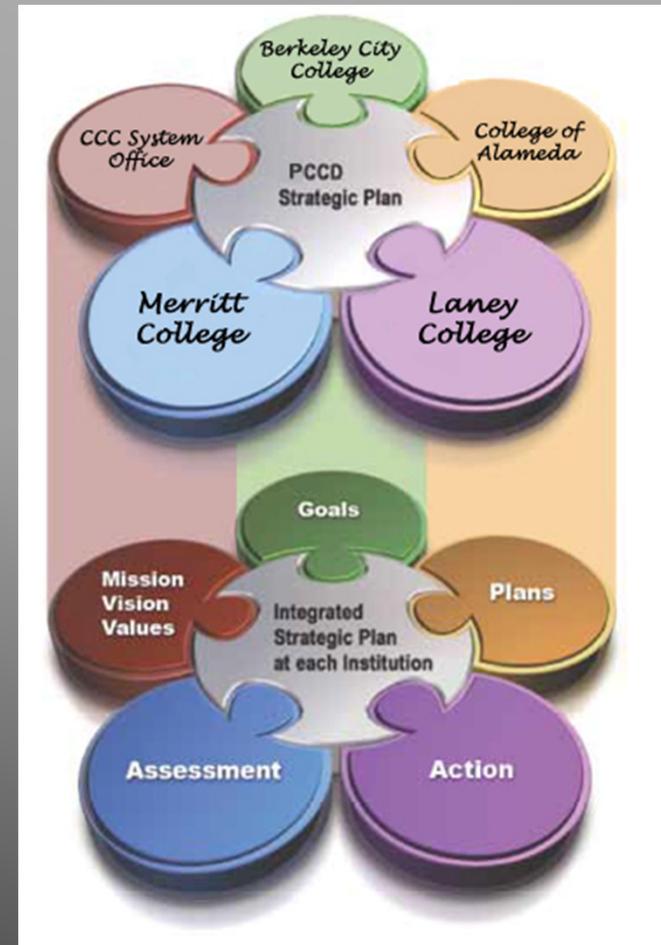


Integration of Four Planning Processes into One District Framework

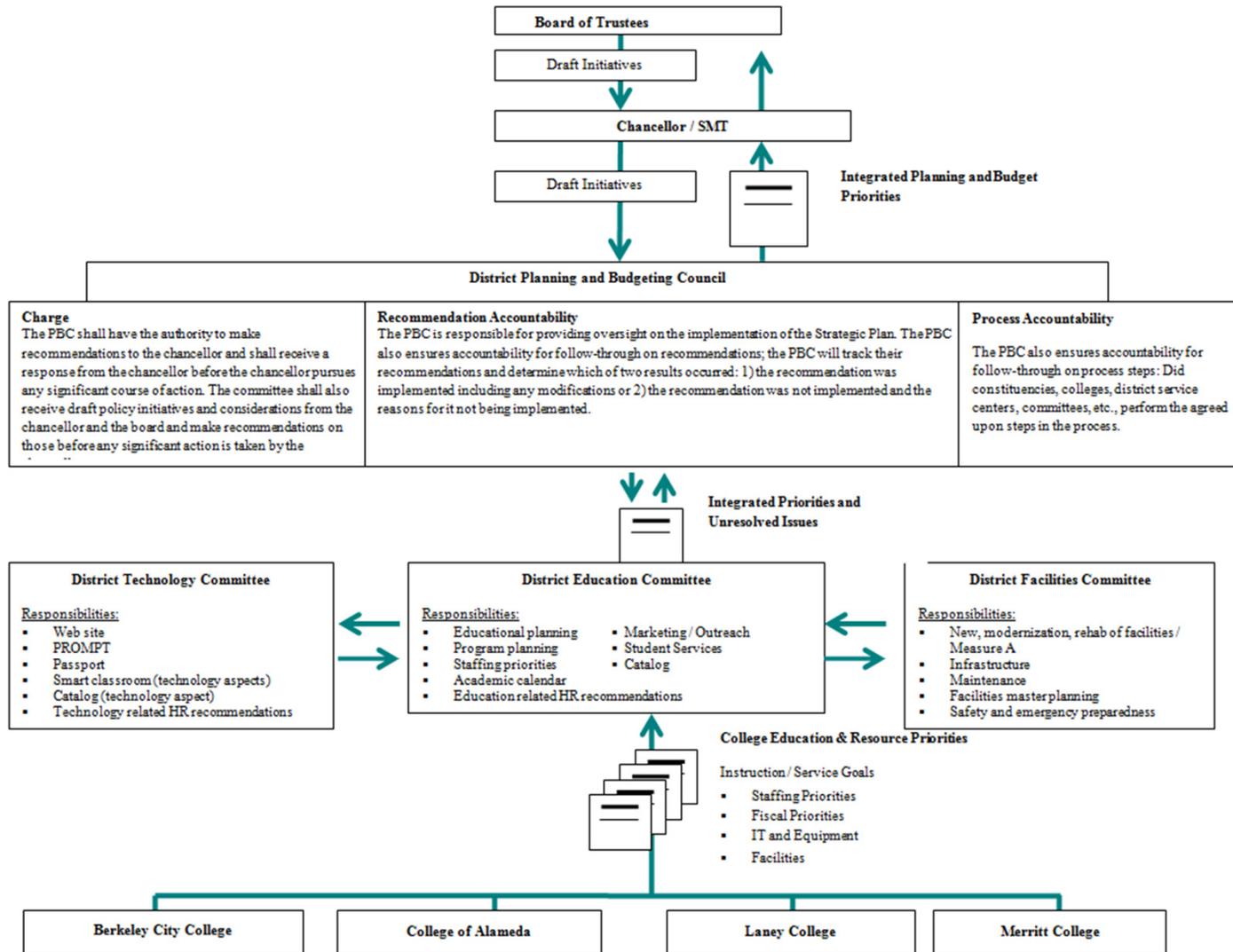
Berkeley City College, College of Alameda, Laney College and Merritt College have their own planning processes; however, they do share common characteristics.

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

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



Planning and Budgeting Integration Model



Next Steps

- Review Goals and Institutional Objectives for 2011–12 year.



Thank You

