Program Review Summary

College of Alameda

Department: Admissions and Records

Abbreviated Narrative Description of Discipline, Department, or Program:

Admissions & Records functions at College of Alameda are administered centrally, with the liaison relationship by the District Officer, Charlotte Smith and Interim Associate Vice-Chancellor James M. Bracy. The A&R staff consists of two full time employees with the help of 11 Ambassadors (primarily funded by COA) continues to cover an enrollment that has grown from 6504 in 2007 to 6898 in 2009. The Welcome Center is located in the new A building which houses the 21 computers for student use to submit the CCC Apply application, add/drop classes, change addresses, email and print unofficial transcripts. Many of the paper forms from the old Legacy System can be found on line, such as high school concurrent forms, grade correction, add/drop cards, academic renewal, AA/AS and Certificate petitions.

Summary:

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<th>Curriculum</th>
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<th>Student Success</th>
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<th>Community Outreach and Articulation</th>
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</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Increase in numbers of students applying on-line and satisfied with services.</td>
<td>Two full time staff employees to cover an enrollment of 6898 for Spring 2010 with the help of 11 Ambassadors to assist students. This includes working with the financial aid staff and counselors, resource to faculty members unable to process rosters, submit grades on line and working with special High School groups.</td>
<td>Supports community based enrollment.</td>
</tr>
</tbody>
</table>

Admissions and Records
Program Review Summary

Recommendations and Priorities:

- improve the turn-around time of 24 hours before the student is able to access the Passport system after submitting the on-line CCCApply application
- limit the number of steps required in Passport for students to log into their Student Center to make needed changes
- improve our overall customer service image
- continuously review current and/or proposed technological software and hardware programs that will improve efficiency of Admissions and Records delivery system
- continue to implement and improve technology for the Passport system to enhance a "user-friendly" environment for students, staff, and faculty for access to student data
- decrease the number of students with problems at the counter
Program Review Summary

College of Alameda

Department: Articulation

Abbreviated Narrative Description of Discipline, Department, or Program:

The mission of the Articulation Program at College of Alameda is to assist students transferring to four-year colleges and universities by establishing articulation agreements regarding those courses that will transfer as lower-division requirements, including specific courses that will meet general education, course-to-course, and major preparation requirements, and updating annual AA/AS General Education Requirements; and functioning as a curriculum resource for faculty.

Summary:

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<tr>
<td>Although the Articulation Program is housed under the department of Student Services, the Articulation Officer works closely with instructional Faculty in the development and revision of curriculum/programs as a primary resource. Applying criteria for transfer level courses, the Articulation Officer guides faculty in developing courses which will meet articulation standards and requirements. The Articulation Officer also serves as the primary</td>
<td>Not applicable</td>
<td>Because Articulation is the backbone of transfer, identifying the transfer rates from COA may correlate the success of the Articulation program.</td>
<td>Prior to Fall 2008, the Articulation Officer position was shared with Berkeley City College in a .5 COA/.5 BCC capacity.</td>
<td>The Articulation Officer attends all state/regional articulation meetings and is an active member of CIAC; California Intersegmental Articulation Council, a statewide organization.</td>
</tr>
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</table>

Articulation
| resource to Counseling Faculty in interpreting Articulation Agreements, evaluating transcripts (or "pass-along" courses), maintaining current transfer requirements, updating the COA College Catalog, updating COA's AA/AS as well as CSU and IGETC General Education advising forms used for counseling students, and resolving student's transfer issues with District Office, Intersegmental Offices and four-year institutions. | dedication of the Articulation Officer in working effectively and collaboratively with instructional faculty at COA and four year colleges/universities to create successful intersegmental articulation agreements statewide. Because the Articulation Officer also serves as the Transfer Center Director for .5 appointment, this poses great difficulty in the areas of prioritizing the Articulation Program duties and responsibilities and the ability to respond to articulation needs and requests in a timely manner. In addition to the need to have a 1.0 FTE Articulation Officer position, it would greatly benefit COA's Articulation Program to hire a permanent Articulation Assistant/Technician (1.0 FTE/Classified Staff) to assist the Articulation Officer. |
Program Review Summary

Recommendations and Priorities:

Within the past two years, the goals of the Articulation Program have been met only minimally. This is due to the previous as well as current design of the Articulation Officer’s job description. The Articulation Officer also serves as the Transfer Center Director for .5 which poses some difficulties in the areas of prioritizing the Articulation Program duties and responsibilities; and the ability to respond to articulation needs and requests in a timely manner. The lack of resources for the Articulation Officer also creates barriers to successfully meeting the entire goals of the program since the layoff of support staff in this unit.

The ideal plan would be to employ an Articulation Assistant to assist with the day-to-day tasks such as data entry/management and identifying articulation gaps throughout the statewide public university systems. This would enable the Articulation Officer to have the time needed to work with instructional Faculty in developing/revising curriculum in preparation for submission to the four-year institutions for transfer articulation as well as attend meetings both on-campus and off-site for articulation related matters. Until this plan is implemented, the timeline to complete the goals of the unit will be delayed.
Program Review Summary

College of Alameda

Department: Athletics

Abbreviated Narrative Description of Discipline, Department, or Program:

In keeping with the college mission, the institution subscribes to the philosophy that the athletic program and personnel play an integral role in the total educational process of student athletes. The purpose of the athletic program is to provide intercollegiate athletic participation to enable students to realize their potential within an extended educational context. College of Alameda offers two sports, men’s basketball and women’s volleyball.

Summary:

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<tbody>
<tr>
<td>Not applicable</td>
<td>Athletics and Physical Education courses.</td>
<td>Academic success remains the main priority of the athletic program. The matriculation components of admissions, assessment and orientation, academic advising and counseling and follow-up are keys to enrolling and retaining students in appropriate classes or programs.</td>
<td>Staff — Currently, the athletic department has one (1) full time (.75) head coach who also doubles as athletic director (.25). There is one (1) part-time head coach and two (2) part-time assistants. All three part-time coaches receive a stipend for services. The trainer is part-time and works for both men’s basketball and women’s volleyball during home game only. This is a problem because athletes often get injured during practice and are unable to receive treatment until a</td>
<td>Athletic recruitment of any individual residing outside the Peralta services area and the surrounding contiguous college district is prohibited. Likewise, any student of another California Community College, regardless of residence, shall not be athletically recruited.</td>
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Athletics
Program Review Summary

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<tr>
<td>home game is scheduled. The Student Services Department has provided an athletic counselor were eliminated and secretary to work part-time with the athletic director. In 2009 due to severe budget cuts the services provided by the counselor and secretary were reduced to a minimal. Facility Resources – The College in 2008 received measure A bond money and upgraded the athletic facilities. The gymnasium floor was redone, basket cables replaced, lighting put in. In addition, the college constructed a brand new locker room that is utilized by both men and women’s athletic teams.</td>
<td></td>
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</table>
Program Review Summary

Recommendations and Priorities:
PROGRAMS NEEDS

- The College of Alameda must hire a part-time trainer immediately. This is one of the California Community Colleges Athletic Association’s mandates for participating in athletics. The College of Alameda’s student athletes have been unable for years to have prevention and treatment of injuries because the trainer was available only on game days. This created a slow recovery process for the athletes plus increased the liability issue during practice days.
  Cost: Approximately $10,000.00 (Actual $9,360.00) for 2008-09 season.
- The Athletic Department needs athletic support staff to help increase student athletic retention and completion rates.
  Cost: Athletic Secretary (estimated at 20 hours per week) $20,988.00
- Increase the funding allocation for student assistants to help enhance the Athletic Department. Student assistant would help the Athletic Director and coaching staff with game preparation and management needs. It is very difficult to host a visiting California Community College team with limited support staff.
  Cost: $5,000.00
- Increase funding allocation for meals during traveling Athletic contests.
  The current meal allocation is out of proportion with today’s meal cost. The cost for student-athlete travel should better reflect the meal allocation given to Faculty and Administrators when they travel.
  - Increase dinner from $7.00 to $15.00
  - Increase lunch from $4.00 to $12.00
  - Increase breakfast from $3.50 to $10.00

INCREASE SPORTS

- The College of Alameda would like to increase its current athletic teams from two to four by adding both Men’s Soccer and Women’s Tennis.
  Cost: Men’s Soccer
    $14,480.00 Operating Expenses ($5,650 – One time cost)
    $ 7,158.00 Head and Assistant Coaches Stipend
    $21,638.00
  Cost: Women’s Tennis
    $ 5,600.00 Operating Expenses
    $ 3,579.00 Head Coach Stipend
    $ 9,179.00

Given the uncertainty of the budget situation almost all program needs will go unmet until more funding is available. However, the athletic department continues to be viable at the college level and in the community. The level of service provided by the athletic coaching staff continues to be at its highest level ever.

RECOMMENDATION

- Share Athletic Director with Laney and Merritt Colleges
Program Review Summary

College of Alameda

Department: CalWORKS

Abbreviated Narrative Description of Discipline, Department, or Program:

The purpose of the College of Alameda CalWORKS program is to provide students enrolled in CalWORKS with educational and training opportunities that will lead them to become self-sufficient. The COA CalWORKS office accomplishes this mission through counseling, work study placements on and off campus and childcare services. The COA CalWORKs program will continue to ensure that students meet their Welfare to Work County requirements through continued monitoring and compliance.

Summary:

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<tr>
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</table>
| Not applicable | Not applicable | Over the last three years, the student success rate of COA CalWORKS/students has been on average 3.5 percent higher than overall COA Success Rate. A high percentage of COA CalWORKs students over the past 3 years have continued their education and received their BA Degrees and Masters Degrees with have 3 former student working on their PhD's. Most of our students received their degrees from the University of CalWORKS | While there is an increase in enrollment this year, COA CalWORKs is presently operating with a 50% budget compared to the last fiscal year. This has greatly affected the COA CalWORKs services and what the program can be provided on behalf of the students. The COA CalWORKs counselor/case management position has been cut 50% and the Coordinator is presently working in a retiree status part-time. | COA CalWORKs program continues to have a great relationship with Alameda County Social Services. Staff from Alameda County attended and conducted a CalWORKs student orientation in the Fall of 2009 and in the Spring of 2010. This was the first of what will become a successful collaboration between the stakeholders in the future. Plans have been made for the County of Alameda to be a part of all COA CalWORKs orientations and provide important
Program Review Summary

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<tr>
<th>California and State College systems.</th>
<th>information that is needed for the students to maintain eligibility and follow the proper steps required to be active in the program.</th>
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</table>

Recommendations and Priorities:

PROGRAMS NEEDS
- CalWORKs guidelines require case management services, daily attendance reporting and monthly process reports to the County of Alameda on a consistent basis to be in compliance.
- Strict data elements are required for funding, audit, and student eligibility requirements for CalWORKs. We have State and Federal mandates that we are to adhere to in order to be in compliance. With no clerical and limited counseling staff to gather and enter information all documentation for the program funding will not be available.
- Off campus work-study opportunities are greatly affected by these cuts. Off campus placement is one of the effective services that assist students with meeting their work related county hours and often times leads to permanent employment.
- Employment Services will also be hardest hit to our program. Work-study is the essence of the CalWORKs Program as the students gain confidence and important skills in the scope of their employment. CalWORKs is a welfare-to-work program and without the ability to provide our students with work experience we will not meet our County, State or Federal obligations.

RECOMMENDATION
- Consolidate with EOPS/CARE to fund Program Specialist and CalWORKS/CARE Counselor.
Program Review Summary

College of Alameda

Department: Counseling

Abbreviated Narrative Description of Discipline, Department, or Program:

The Counseling Department provides a program of services and academic advisement that assist students in making appropriate decisions related to achieving success in their educational endeavors. Faculty members in the Counseling Department provide matriculation services consisting of Orientation, Assessment, Evaluation, and Planning, and Academic and Probation intervention. The Counseling Department offers classroom instruction covering such topics as College Success Courses, and to encourage each student to utilize the most appropriate physical and human resources, available within the college, district and larger community.

Summary:

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<tr>
<td>Counseling and Guidance courses are standardized district-wide.</td>
<td>Counselors also work with students who are on academic or progress probation or dismissal. All new students must plan their 1st year Educational Plan with their counselor. All new and returning students must have their program of study approved by a counselor before registering for class. Students Educational Plans are developed, up-dated and revised according to students' matriculation needs, on an annual basis.</td>
<td>The Success Rate of those <strong>not receiving</strong> counseling services has increased marginally from 61.0% in the Fall semester 2007 to 63.3% by the end of Spring semester 2008, whereas the Success Rate of those <strong>receiving</strong> counseling services has increased from 62.2% in the Fall 2007 to 65.4% by the end of Spring semester 2008. The Persistence Rate of those <strong>not receiving</strong> counseling services has</td>
<td>The counseling staff has been reduced dramatically since 2007. 2.5 full-time counselors, an additional counselor assigned to articulation and the transfer center, and 8 adjunct counselors.</td>
<td>Counselors assist students with academic, and personal counseling, and render referral sources. Counselors also assist in the identification and reevaluation of students educational plans and career goals; counselors also serve as an advocate to mediate concerns with their instructor's; counselors assist students in transfer to four year college/universities and private schools.</td>
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Program Review Summary

| decreased from 30.47% in the Fall semester 2007 to 17.39% by the end of Spring semester 2008. Whereas the Persistence Rate of those receiving counseling services has increased from 15.57% in the Fall 2007 to 78.44% by the end of Spring 2008. |

**Recommendations and Priorities:**

- Increase full time general counseling staffing and fill two open positions
- Provide a permanent general counseling support staff at the level of Administrative Assistant
- Provide substantial funding for general counseling faculty to attend professional events, seminars, and workshops
- Provide for updated equipment work requirements, i.e., copier, color printer, dual screen monitors, and a dedicated smart classroom for counseling course instruction
- Review and make changes to current policy regarding counselor attendance at district-wide professional day activities
- Encourage and compensate adjunct faculty to participate/attend informational meetings, activities, workshops and seminars.
- Provide adequate funding for professionally prepared counseling pamphlets, brochures, and developed student surveys
- Only offer Counseling Monday through Thursday after peak enrollment.
Program Review Summary

College of Alameda

Department: DSPS

Abbreviated Narrative Description of Discipline, Department, or Program:

The role of Programs and Services for Students with Disabilities (DSPS) is to assist the college in meeting its federal and state legal obligations to students with disabilities. DSPS supports the College of Alameda in its Mission, Vision, and Goals.

- **Mission** - to serve the educational needs of its diverse community;
- **Vision** - as a diverse, supportive, empowering learning community for seekers of knowledge;
- **Goals** - to improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students, and to communicate effectively and efficiently with internal and external constituencies in order to achieve COA’s mission.

DSPS provides direct services to over 500 students each year. In addition, DSPS is a resource to faculty and staff and offers training on strategies to increase success of both students and instructors. DSPS is proactive and works with COA faculty, classified staff, and administrators to identify and remove potential institutional and instructional barriers to student success.

**Summary:**

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</thead>
<tbody>
<tr>
<td>The DSPS Learning Skills Program Learning Resources 259</td>
<td>COA has the only program in Peralta for students with acquired brain injury (ABI). It is an acknowledged model program state-wide. Counselors, classroom instructors, professionals at local medical facilities, and community and family</td>
<td>Students who use COA DSPS services: • Earn grades comparable to peers • Complete courses at a rate significantly higher than college peers • Drop courses at a</td>
<td>The COA DSPS Program serves students effectively because we work as a team to be responsive to students’ needs. Counselors follow up with students, faculty, and other college staff as needed. The</td>
<td>The WorkAbility III Program provides job search skills training and job placement services for persons with disabilities. Workability III is a joint program between College of Alameda and the Department of</td>
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<tr>
<td>English Writing Strategies (31 students) Learning Resources 296</td>
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<tr>
<td>Diagnostic Assessment (27 students) Math 257/258</td>
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</table>

DSPS
# Program Review Summary

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<tr>
<th>Math Strategies (43 students)</th>
<th>members enthusiastically recommend the class and students recommend it to their peers. The Advisory Committee members expressed concern that the college fill the .5 vacancy for ABI Specialist, Becky Stone, who retired in May 09. The classes are currently taught by Phyllis Tappe, Ph.D., who was hired as an LTS. Dr. Tappe is also a faculty member at San Francisco State.</th>
<th>significantly lower rate Persist in courses (enroll next semester) at a significantly higher rate</th>
<th>instructional areas in DSPS are comprehensive, with instruction geared toward students with learning disabilities, developmental disability and acquired brain injury. The DSPS classified support staff are all dedicated professionals who truly care about students and their success. In short, our greatest strength is our faculty and staff who are motivated to do the best possible job for students. We set the standard for one another and we support one another to meet that standard.</th>
<th>Rehabilitation. COA WorkAbility III has the highest job placement rate of any WorkAbility III program in the state at the lowest cost per placement. COA’s WorkAbility is considered a model program throughout the state. DSPS staff make presentations to high school and community groups.</th>
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<tbody>
<tr>
<td>Adapted Computer Learning Center Learning Resources 213 Improving Cognitive Skills (33 students)</td>
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<tr>
<td>Learning Resources 211 Computer Access (32 students)</td>
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<td>Learning Resources 272 Computer Access Projects (26 students)</td>
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<td>Vocational Living Skills Learning Resources 263 Vocational Assessment (27 students)</td>
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<td>Learning Resources 264 Independent Living Skills (34 students)</td>
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<td>Learning Resources 266 Preparation for Employment (28 students)</td>
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<td>Learning Resources 267 Communication Strategies (30 students)</td>
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<td>Learning Resources 268 Money Management (36 students)</td>
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</table>
Program Review Summary

Recommendations and Priorities:

The current budget crisis necessitates that we work diligently to preserve essential services for students. Lack of consensus in Sacramento about how to address fiscal problems does not negate student's rights to participate fully and benefit equitably from the college experience.

We will encourage our colleagues and our students to communicate clearly with policy makers in the district, in our local communities, and at the state level about the need to support DSPS programs.

In addition, we plan to:

- Document success in mainstream English and Math classes of students in Learning Skills classes. Identify sources of student success grant funding.
- Explore pilot project in using universal design strategies with students enrolled in COA Student Success Learning Communities.
- Apply for all available state funds for sign language interpreters.
- Centralize interpreter services-collaborate with Laney, Merritt, and BCC programs to advocate for streamlined procedures at the district to hire sign language interpreters.
- Work with the college and district to ensure that sufficient swing space is provided for DSPS services and instruction when buildings C and D are replaced.
- Work with the college and the district to ensure that the new C & D buildings are fully accessible to and useable by students with disabilities.
- Propose modification of space in L210 to improve services to students in the Learning Skills Program. (Detailed plans were already submitted as part of the library renovation proposal.)
- Work with college and district staff to identify and apply for grant funds to help cover salaries of instructional assistants and student note takers, and funding for operating expenses, including instructional and office supplies, copier service contract, instructional equipment.
- Identify reasons for under participation of Asian students, including the possibility of cultural attitude toward disability and ESL issues. We will gather data from other colleges in the state to determine if this is a statewide pattern and then determine strategies to reach out to eligible students. We will also implement recommendations of the Advisory Committee in how to do outreach to the Asian community.
- Identify best practices for assessment and accommodation of English Language Learners and other culturally diverse populations.
- Update curriculum to reflect increasing use of online instructional methods.
- Conduct a faculty survey to identify ways that we can improve communication.
- Seek out information about best practices in training other faculty on campus.
- Determine best practices in providing services for students with head injuries, Autism, Asperger's Syndrome.
- Improve skills in responding to students in crisis.
- Apply for grant funding for Vocational Living Skills.
Program Review Summary

College of Alameda

Department: EOPS/CARE

Abbreviated Narrative Description of Discipline, Department, or Program:

According to state EOPS/CARE officials, College of Alameda was one of the original 1969-70 EOPS programs; and the annual allocation for this initial period was $18,490. Forty years later, the EOPS program at COA continues to provide students with “over and above services,” such as professional counseling and peer advising, priority registration, career and academic guidance, financial and book purchase assistance, transfer assistance, fee waivers for CSU and University of California campuses, as well as assistance with admissions and applications to other state and out-of-state public and private four-year institutions.

College of Alameda became a participant in the CARE program twelve years after it was instituted. Having received an allocation of $25,105, the college served an initial population of 25 students. Twenty-eight (28) years later, the CARE program remains a vital part of the Student Services Division. During the three year period that this report covers, the college was allocated $88,165 to serve 57 eligible students 2006-07; $70,492 to serve 21 students 2007-08 and $83,173 to serve 76 CARE students 2008-09.

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<tbody>
<tr>
<td>Not applicable</td>
<td>When funds permit, EOPS counselors teach college success courses.</td>
<td>EOPS/CARE counselors continue to insure that students meet the required three appointments per semester. This, combined, with enforcement of the Mutual Responsibility Contract, distribution and the return of the Academic Performance Report, are the primary methods used to address issues of persistence and retention.</td>
<td>During the three year period that this program review covers, the COA EOPS/CARE unit has matured. Beginning with the 2006-7 academic year, the EOPS/CARE program was supervised by the Vice-President of Social Services, and guided by an EOPS/CARE faculty coordinator who also</td>
<td>Although the EOPS/CARE unit is small, staff actively participate on the various standing committees. This has been extremely important as it provides staff with an opportunity to offer a student services perspective to the committee’s deliberations, as well as receive “feedback” from committee members who</td>
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</table>
Program Review Summary

In addition, implementation and usage of the SARS grid in 2007 and the call system in 2008 enhanced the counselors' ability to effectively track, monitor and contact students to ensure that they complete the Title V requirement of meeting with their respective counselor three times each semester.

Success Rates for EOPS Students:
- Fall 2007 63.7
- Spring 2007 65.4
- Fall 2007 62.2
- Spring 2008 61.8

Persistence Rates for EOPS Students:
- Fall 2007 63.1
- Spring 2007 55.8
- Fall 2007 68.3
- Spring 2008 62.3

served as the only full time counselor. Additional support was provided by several adjunct EOPS counselors, an adjunct CARE/CalWORKs counselor, a full time Outreach Specialist, as well as students who served as peer advisors and clerical assistants.

Even though the absence of sufficient resources needed to hire a full-time Outreach Specialist and Clerical Assistant II remains, the specifics pertaining to each unfilled position are:

(a) Clerical Assistant II
- The EOPS/CARE program continues to be absent of a full time employee whose specific responsibility is to provide clerical and data entry support services.

(b) Program Specialist/Student Services (Outreach Specialist) – This position was budgeted are faculty, staff and administrators. For example, three of the four member EOPS/CARE staff is participants on the BSI/SSI Committee. In this forum, staff developed a close collaborative relationship with the representatives of the Learning Communities, faculty, classified professionals, as well as the two instructional deans and the Vice-President of Instruction. This kind of interaction proved to be most helpful when discussing the development and implementation of “basic skills” strategies, especially since a significant portion of the population needing such support are EOPS/CARE students.

EOPS has representation on the Financial Aid Advisory Committee; and the Director is the Chairperson of the Appeals component of the committee. In addition, to advising the college on
Program Review Summary

| for .05 FTE as the original plan was for the office of the VPSS to fund the remaining half so as to meet the outreach needs of both the Division and the EOPS/CARE program. In the absence of an Outreach Specialist in the Division and the EOPS/CARE program, the outreach activities continue to be fulfilled by the EOPS/CARE Program Specialist. |
| matters pertaining to financial aid policies and procedures, student appeals are also reviewed. As such, having EOPS presence is critical as it is very possible that the majority of the students making an appeal are either EOPS and/or CARE. |
| EOPS Staff engage in community and high school outreach. |
Program Review Summary

Recommendations and Priorities:

- **Fiscal Stability** - With the exception of the director's salary, the EOPS/CARE program is totally dependent upon the state for its resources. As such, the biggest challenge to the COA EOPS/CARE program is one of fiscal survival as the program endured a 39% decline in revenue 2009-2010. Given the existing state budget crisis, the governor has already proposed a $10 million reduction in the EOPS/CARE state allocation. Should this proposal be ratified by the legislature, the impact that this would have on the COA EOPS/CARE program would be tremendously damaging as there would be insufficient funding needed to maintain the presence of the part-time CARE/CalWORKs counselor, at least two of the 4 student assistants would be reduced to two, and the book voucher and vocational grants would be dramatically reduced. Not only would this place a burden on the remaining staff of 2 full time counselors, but the quality of counseling would be in jeopardy.

COA was the only Peralta campus that had enough resources to accept “new” EOPS/CARE students Spring 2010. If the proposed budget cut were to be approved, it is not likely that any “new” students would be accepted Fall 2010 or Spring 2011. More importantly, if the persistence and retention rate remained at the present level, it will be extremely difficult to service the “continuing” students next academic year.

- **Continued collaboration with the 3 Learning Communities** - The goal of increasing the African American male and Latino participation in the COA EOPS/CARE remains unmet. As such, it is important that we maintain a collaborative relationship with the coordinators of the 3 culture-based Learning Communities as they serve as a valuable resource when attempting to attract the targeted population to the EOPS/CARE program. In addition, the burgeoning relationship with the SOAR program is equally as important as they enjoy a major presence in the two Oakland high schools that large Latino populations.

Caution is warranted as the fiscal crisis is not restricted to categorical programs. It affects the community college system statewide, as well as the CSU and UC system. As such, one of the primary areas of concern to the Peralta District (as well as COA) system is “new” student enrollment. Students, who might ordinarily have enrolled in one of the CSU or UC system, are now enrolling in nearby community colleges give the shortages of classes, and impacted majors in the two aforementioned university systems. Given this reality, “new” students whose only access to post-secondary education is the nearby community colleges find themselves competing with “new” students who can no longer gain entry into the UC or CSU campus of their choice.

- **Continuity of Service** - The budget crunch of 2009-2010 took its toll on the quality and continuity of student services that were provided. For example, book vouchers were reduced, as were the vocational grants. The student supply kit was eliminated, as were the two tutors. In 2008-09, the program took much pride in being able to communicate with the diverse population of EOPS/CARE students in nine different languages. In 2009-2010 this service was reduced to two languages. Most importantly is the quality of counseling service. A significant portion of the EOPS/CARE population develops a personal, as well as an academic, relationship with their counselor. If the continuing student population retention rate remains at the 80% level, it will be virtually impossible for 2 counselors to spend “quality” time with the students who need, and/or request such.
Program Review Summary

College of Alameda

Department: Financial Aid

Abbreviated Narrative Description of Discipline, Department, or Program:

The purpose of the Financial Aid Office at College of Alameda is to provide equitable assistance to all students who apply for financial aid (grants, loans, scholarships, work-study) that will enable them to obtain a certificate, a degree or to transfer to a four-year college. The primary purpose of student financial aid is to ensure that all students have an opportunity to obtain a college education and to ensure that those students are not denied that opportunity because of the lack of financial aid. Most financial aid is awarded to students based on how much is needed to meet the cost of college. Therefore, the financial aid application process is set up to uniformly measure how much financial assistance each student needs to meet the cost of college.

College of Alameda participates in institutional, federal, and state financial aid programs to provide its students with financial access for post-secondary education. The Financial Aid Office administers the following federal programs: Academic Competitive Grants (ACG); AMERICORPS; Bureau of Indian Affairs (BIA); Federal Pell Grant (FPELL); Federal Supplemental Educational Opportunity Grant (FSEOG); Federal College Work Study (FWS); Federal Family Educational Loans (FFEL); William D. Ford Federal Direct Loans (FDL) which include the Subsidized and Unsubsidized Loans.

The college administers the following California state programs: Board of Governor’s Enrollment Fee Waiver (BOGW); Cal Grant Competitive and Cal Grant Entitlement awards, B and C; Chafee Grants (Foster Youth); Extended Opportunity Programs and Services (EOPG).

Several scholarships are provided by businesses, by communities, by local and service organizations, and by other sources. The College of Alameda also offers an emergency loan program to eligible students.

Measured in dollars, the Federal Pell Grant program is the largest source of financial aid for College of Alameda. In 2008/2009, 1,326 students received grants from this program of over $3 million. This helped to pay for books, supplies, transportation, child care, room and board, and other educational costs. Measured by participants, the Board of Governor’s Enrollment Fee Waivers Program is the largest program. In 2008-2009, nearly $2 million in enrollment fees were waived for nearly 4,382 students. The total of all financial aid awards was close to 6 million dollars in student assistance from all sources.

Each financial aid program, federal and state, has specific administrative and management requirements that necessitate the development of institutional policies and procedures: to ensure compliance with regulatory requirements, to facilitate the treatment of students, and to enhance the timely and efficient delivery of aid to students.

Financial Aid
## Program Review Summary

### Summary:

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<th>Instruction</th>
<th>Student Success</th>
<th>Human and Physical Resources</th>
<th>Community Outreach and Articulation</th>
</tr>
</thead>
</table>
| Not applicable | Not applicable | **The Success Retention Rate** 74.6% of financial aid students were retained in a class compared with 70.4% of students who are not receiving aid; | - Financial Aid Supervisor (1.0)  
- Program Specialist (1.0-BFAP)  
- Financial Aid Assistant (1.0)  
- Senior Clerical Assistant (1.0)  
College of Alameda Financial Aid Office uses a portion of its BFAP Administrative Allowance to employ hourly staff to assist the permanent staff in processing student files (Four (4) Clerical Assistant II – 20 hours a week). The hourly staff turnover, a result of these employees reaching their maximum number of legal workdays, is significant because the Supervisor has to spend a great amount of time training new staff. Student Ambassadors are hired to assist the staff. There is a formalized | Technology and the delivery of financial aid services are compatible. Because of the link between these two services, College of Alameda has implemented the following different forms of technology and delivery that are used to expand access, communication, and services to financial aid students:  
- Financial Aid TV  
- SARS-GRID  
- Scanning of Documents  
- Financial Aid Website |
| Not applicable | Not applicable | **The Success Rate** 64.1% of financial aid students compared with 62.1% of students who were not financial aid; | | |
| Not applicable | Not applicable | **The Persistence Rate** 60.0% of financial aid students persisted to the next term at the same college compared with the 43.7% of non-financial aid students; | | |
| Not applicable | Not applicable | **The Student Drop Rate** 25.5% of financial aid students compared with the 29.6% of non-financial aid students. | | |
# Program Review Summary

| Training and evaluating process for all Student Ambassadors. The Financial Aid Office Student Ambassadors currently assist the staff in the newly built Welcome Center. |

## Recommendations and Priorities:

### Additional staff for the Financial Aid Office at College of Alameda:

The College Educational plan 2004-2019 and the Houston Executive Services Report, and the PCCD Unit Plan of October 9, 2009, all called for to increase staff at the College of Alameda Financial Aid Office. The college has a different staffing pattern and less staff members than the other three colleges at Peralta. For the future, College of Alameda needs to secure general funds for the following:

- Two full-time classified Student Personnel Program Specialists, to assist with the daily transmissions to the Department of Education and the increased workload of files selected for verification.
- Two full-time classified Staff Assistants, to assist with the increased work-load of federal grants and direct loans and to assist with developing a system to post on-and-off campus jobs available on the financial aid webpage.
- A full-time technology support services, to provide support for the technology and delivery process and to create new value in the delivery services that will benefit the students.

### An official student survey or evaluation for the Financial Aid Office:

An exclusive financial aid survey or evaluation must be developed for financial aid recipients and conducted by a third party at the end of each semester. The survey should include the following:

- Consumer satisfaction (knowledge of this will give the Financial Aid Office Staff valuable insight on how to increase financial aid services)
- Support the Student Learning outcomes
- Transfer students and the services provided to specific populations, DSP&S and EOPS.

### Expand Technology:

With the implementation of the WEB-SAFE software, it is important to explore the options of implementing a 24/7 service for students to view status, accept and decline awards electronically.

### Financial Aid Disbursement:

It is important to explore discontinuing the manual process of disbursing checks and opt for direct deposit of funds.

---

**Overall:**

- Increase and maintain in/out-reach connections, particularly with high schools, communities, and non-profit organizations, to ensure effective communication and access to College of Alameda
- Practice teamwork by working collaboratively on current program of the college, such as the Accreditation Committee, Staff Development Committee, and Technology Committee
- Support persistence and retention by providing explicit financial aid eligibility information and requirements, particularly to educational and economical at-risk students
Program Review Summary

College of Alameda

Department: Health Services

Abbreviated Narrative Description of Discipline, Department, or Program:
The college provides the services of one registered nurse to assist students in health matters. The Health Services Center is open for 30 hours a week, limited to the fall and spring semester (no summer or weekend hours).

The Center is located in F-105 of the Student Activities building and consists of a waiting room, examination room, office and bathroom. Layout was planned to enable two different groups to function independently in areas off the waiting room (i.e. a sexual health clinic can be held concurrently with a first aid station.)

Services that are provided include:
- Health and safety education.
- Assistance to clients with minor first aid problems and in emergencies.
- Health evaluations for clients seeking assistance with personal health concerns.
- Referrals to community agencies as appropriate.
- Coordination of wellness programs with outside providers (eye care, flu shots, etc.).

Summary:

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<tr>
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</thead>
<tbody>
<tr>
<td>Educational programs comprise a major portion of health and wellness activities. The purpose of health-related activities and events is to bring a range of offerings to the college community.</td>
<td>Not applicable</td>
<td>2006-2007: There were 397 visits involving more than minimal contact (health histories/ extensive charting) during the academic year. These clients were composed of individuals who completed intake forms for health evaluations, not clients who used Health Services for brief visits</td>
<td>1. Financial resources: Health Services received a budget of approximately $6000 in the 2009-2010 year. This funding was sufficient for health education and health services as described above. 2. Facilities: The facility is small but sufficient</td>
<td>The purpose of Health Services participation in campus-wide safety concerns is to be generally responsible for the health and safety of the campus and its community and to provide expert opinion in specific areas</td>
</tr>
</tbody>
</table>

Health Services
<table>
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<tr>
<th>(i.e. condoms, referrals, insurance information, etc.)</th>
<th>for current needs.</th>
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</thead>
<tbody>
<tr>
<td>2007-2008: There were 223 visits involving Health Services 2007-2008. These clients were composed of individuals who completed intake forms for health evaluations, not clients who used Health Services for brief visits (i.e. condoms, referrals, insurance information, etc.).</td>
<td>3. Personnel: A registered nurse is employed for 175 days per year, 30 hours per week.</td>
</tr>
<tr>
<td>2008-2009: There were 305 visits involving Health Services 2008-2009. A new method of counting visits was implemented, to account for total numbers of students interacting with Health Services Coordinator. Of these visits, 269 of these visits were medical intervention visits.</td>
<td>4. Equipment and supplies: Sufficient equipment and supplies are provided or otherwise available with current budget.</td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- Activities for the next cycle of program review in Health Services are dominated by the introduction of a health fee for students. Currently, planning is underway for the start of fee collection in April 2010, to begin services in Fall 2010. The health fee will only contribute about 25% to the overall total needed for a full-service clinic, as seen in other community college across the state.
- In the Fall of 2009, community agencies were asked about their interest in administering a “Peralta Wellness Center.” A consortium of Asian Health Services, Clinic de la Raza and Lifelong medical Care responded and were chosen for this effort. Jen Lee, MPH, was appointed by Asian Health Services to coordinated the effort.
- Single Stop USA has aligned with the initiation of the health fee to provide additional services for students, such as food stamps, tax assistance and one-on-one financial counseling (see below). There is no charge for these services. These services will initially be offered at another Peralta campus, but it is hoped that they will be offered on-site at some point.
- Alameda County Health Services is assisting by providing expertise and will be indentifying other funding streams to support the clinic.
- Plans are to offer services at a single large clinic at Laney College (due to centrality of transportation serves) and continue to offer the present health coordinator functions at the colleges presently served (including COA).
## Program Review Summary

**College of Alameda**

**Department: Matriculation**

**Abbreviated Narrative Description of Discipline, Department, or Program:**

The mission of Matriculation at College of Alameda is to provide direction, coordination, and implementation of the State mandated matriculation functions to assist students in attaining their educational goals as well as ensure the institutional effectiveness of the college.

**Summary:**

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</tr>
</thead>
</table>
| Not applicable | Funds are now insufficient to fund counselors to teach college success courses. | Despite the challenges of budget constraints and lessened services, accomplishments from the matriculation program include:  
- 6 group orientations in 09-10 with attendance of over 600 students  
- 50% increase in online orientations being completed by students  
- Super Saturday Student Conferences in 09-10 with 120 students participating in workshops designed to improve academic success and goal completion  
- 6 Matriculation | The staff of the Matriculation program for 2009-2010 included:  
- Trulie Thompson, Matriculation Coordinator (funded 100% General Fund); .5 assignment  
- Pat Deoncourt, Assessment Coordinator (funded 25% Matriculation), .25 assignment  
- Janice Bledsoe, Counseling Senior Clerical (funded 100% Matriculation), who retired 9/30/2009. Funds are insufficient to fund this position. | Until 09/10 funds were used for student ambassadors to do outreach into the community. |
Program Review Summary

| Advisory Committee meetings in 09-10 with attendance of faculty, staff, and administrators to discuss matriculation issues | District Matriculation Advisory Committee to form taskforces addressing MIS data review/reform and evaluation of assessment instruments | Student Ambassadors who work in the Welcome Center and Admissions & Records |

Recommendations and Priorities:

Admissions:
- funding to support Student Ambassadors in the Welcome Center during peak registration
- funding to support Welcome Events for new students

Assessment:
- funding to support mandatory assessment and assessment instruments
- dedicated assessment lab
- additional Assessment Staff
- develop year-round assessment schedule for spring 2011 in collaboration with other colleges
- increase number of students who take assessment
- evaluate COMPASS assessment and/or alternate assessment instruments
- validate cut-off scores

Orientation
- funding for Student Handbooks for 11-12 academic year
- increase number of students who attend Orientation
- increase number of students who enroll and complete Coun 200A: Orientation to College
- increase faculty participation in Orientation
- explore implementing a First Year College Experience
- develop and promote on-line orientation
Program Review Summary

Counseling
- request funding for additional counselors prior to and during peak registration
- increase number of group workshops to assist students
- increase number of students who participate in counseling

Student Follow-up
- create group workshops to address academic probation/dismissal students

Coordination and Training
- continue faculty and staff education of the importance of matriculation and its' services
- continue collaboration with District Matriculation Advisory Committee on refining policies and procedures and creating on-line services
- create matriculation newsletter
- conduct staff professional development workshop on matriculation services

Research and Evaluation
- Request data from District Research Office reviewing effectiveness of Matriculation.
- Propose at District Matriculation Meeting that data be coordinated for all campuses.

Pre-requisites and Core-requisites
- review and update prerequisites

Overall
- Matriculation Plan to be updated in Fall 2010
- Matriculation Newsletter Fall 2010
- Staff Professional Development Workshop Fall 2010
Program Review Summary

College of Alameda

Department: One-Stop Career Center

Abbreviated Narrative Description of Discipline, Department, or Program:

The one-stop career center system concept was introduced by the Department of Labor in 1993 as the organizing vehicle for transforming the fragmented array of employment and training programs into a coordinated information and service delivery system for individuals seeking first, new, or better jobs and for employers seeing to hire new workers. In the fall of 1996 the Alameda County, Oakland, Richmond, and Contra Costa County Private Industry Councils became partners and received a $3 million grant to develop a one-stop career center system for the East Bay (EastBay Works).

College of Alameda hosts the Alameda One-Stop Career Center, which started operating in March 1997 in cooperation with the city of Alameda and the Alameda Private Industry Council (now Workforce Investment Board) in order to meet the employment needs of residents and employers in the city of Alameda. The Alameda One-Stop Career Center is part of EastBay Works, a network of employment services throughout Alameda and Contra Costa Counties.

The implementation of the Workforce Investment Act in 2000 further extended the services of the One Stop by requiring the participation of the following partners:

- Wagner-Peyser (EDD)
- Vocational Rehabilitation
- TANF
- Programs under Title V of Older Americans
- Perkins Act Post-secondary Vocational Education
- Trade Act activities (i.e., NAFTA)
- Veterans
- Unemployment Insurance Benefits
- Community Services Block Grants
- HUD Employment and Training

The creation of the One Stop Career Center at COA also provided much needed career services for students. College of Alameda never had a full operation career center until the Alameda One-Stop Career Center opened and replaced the Resources and Supportive Services program.

One-Stop Career Center
# Program Review Summary

**Summary:**

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</tr>
</thead>
</table>
| Not applicable | Not applicable | For several years the One Stop Career Center has worked closely with the COA Workability Program to facilitate job placement for DSPS students. There are also longstanding ties to the CALWORKS program. | The One Stop has five approved positions:
- Project Manager/Site Manager;
- Orientation/Intake Specialist;
- Program Specialist/Job Placement Specialist;
- Program Specialist/Case Manager; and
- Program Specialist/Business Services Liaison. | The COA One Stop Career Center collaborates with various agencies to offer clients a seamless menu of services, and refers clients to appropriate entities for expanded services. The COA One Stop Career Center manager participates in monthly COA student services council meetings and communicates regularly with other student services coordinators. Following is a list of the mandated and non-mandated partners and a description of their collaboration with the One Stop:
- Alameda Adult School
- Alameda County Social Services Agency
- Alameda Housing Authority
- Associated Community Action Program
- City of Alameda, Development Services Department |

**One-Stop Usage:**

- **2006-2007**
  - Total Visits: 4960
  - COA Student Visits: 391

- **2007-2008**
  - Total Visits: 3566
  - COA Student Visits: 842

- **2008-2009**
  - Total Visits: 4864
  - COA Student Visits: 1034

The COA One Stop Career Center plays an important role in providing employment and career related services to students and to provide relevant labor market.
Program Review Summary

| information to various vocational departments on campus. Collaboration and partnership with college departments can facilitate this process. |
|                                                                                                                                            | • City of Oakland, Department of Adult and Aging Services, Assets Senior Employment Program |
|                                                                                                                                            | • Department of Rehabilitation |
|                                                                                                                                            | • Employment Development Department |
|                                                                                                                                            | • JobCorps |

Recommendations and Priorities:

The COA One Stop Career Center can play an integral role in providing services to students and campus departments; build stronger collaboration with community organizations; and assist businesses and City of Alameda economic development activities. Needs and actions are listed here:

Increase the number of students utilizing the Alameda One-Stop Career Center resources, including career assessment, access to internships, developing coop-ed and internship opportunities, and education/training related employment.
- Coordinate outreach and education activities with COA vocational program dept. heads, student services coordinators, and One Stop Career Center staff.
- Assist with recruitment of new students through community outreach and retention of current students by providing access to career and employment services.

Increase the visibility and reach of COA One Stop Career Center activities in Alameda and with CBO’s.
- Utilize mandated partner relationships, COA One Stop Career Center Advisory Group, and relationships with CBOs to develop strong working partnerships and increased visibility in the community.

Strengthen ties to the business community and City of Alameda economic development activities.
- Continue to strengthen ties to the Alameda Chamber of Commerce, West Alameda Business Association, Greater Alameda Business Association, Alameda Towne Center, and individual businesses / City of Alameda Economic Development through business mixers, the COA Career Center seminar series, and City meetings.

One-Stop Career Center
Program Review Summary

College of Alameda

Department: Outreach

Abbreviated Narrative Description of Discipline, Department, or Program:

The Office of Outreach and Recruitment has a dual role: 1) promotion of the programs and services offered at Peralta—emphasizing College of Alameda—in the high schools, adult schools and in the community; 2) improvement of 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 students 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).

Summary:

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</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Increased access and focused outreach efforts to traditional community college student populations.</td>
<td>Project R&amp;R Members</td>
<td>Prior/Current Recruitment Efforts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention efforts focus on getting current students to sign up and register for classes early in order to get the classes that they need to graduate or complete their studies.</td>
<td>• Paula Armstead, EOPS Program Specialist</td>
<td>• Campus Tours</td>
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<td></td>
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<td>• Marcean Bryant, Admissions &amp; Records Specialist</td>
<td>• City-Wide College Night</td>
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<td>• Betty Carmichael, Counselor</td>
<td>• Schedule and Catalog Deliveries</td>
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<td>• Kerry Compton, Vice President of Student Services</td>
<td>• Community Events/Festivals</td>
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<td></td>
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<td>• Toni Cook, EOPS Director</td>
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<tr>
<td></td>
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<td></td>
<td>• Hector Corrales,</td>
<td>Prior/Current Retention Efforts:</td>
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<tr>
<td></td>
<td></td>
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<td>• Enroll Now Campaign for current students</td>
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<td>• Promotion of Priority</td>
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</table>

Outreach
Program Review Summary

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Registration for priority groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Denoncourt, Learning Resource Center Coordinator (Assessment)</td>
<td>- Classroom announcements</td>
</tr>
<tr>
<td>Saundra Henry, CalWORKS Coordinator</td>
<td>- Register early signs and flyers.</td>
</tr>
<tr>
<td>Sheila Lau, Articulation Coordinator</td>
<td></td>
</tr>
<tr>
<td>Angelita Martinez-Finlayson, Financial Aid Supervisor</td>
<td></td>
</tr>
<tr>
<td>Alexis S. Monteverg, Dean of Student Support Services</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations and Priorities:

As a result of the recent state fiscal crisis, outreach and recruitment as an overall area continues to be funded with minimal resources and without a dedicated outreach staff. Project Recruitment and Retention members continue to do as much as possible to do targeted outreach specifically to underrepresented and underserved students who are the traditional target population for community colleges. While enrollments are up and the college is having no problem meeting FTE targets, outreach and recruitment wants to make sure that the institution does not lose sight of serving the needs of the traditional community college population that may be getting pushed out by more and more students coming from the CSU’s and other public and private institutions. A key goal for retention is to make sure that continuing students are able to take the classes that they need despite fewer course offerings by taking advantage of continuing student registration and not waiting until the last minute to register when many courses are already full.

RECOMMENDATION
- Implement PeopleSoft Outreach module.
Program Review Summary

College of Alameda

Department: Student Activities

Abbreviated Narrative Description of Discipline, Department, or Program:

Student Activities serves as the central location that fosters student development and leadership through various opportunities including the Associated Students of College Alameda, campus student organizations, and student employment. It provides students with various information and resources pertaining to community services, recreational and cultural programs, student leadership and mentorship.

Student Activities provides the following resources:
- Campus Posting Review
- Literature/Material Distribution Guidelines
- Campus Social, Recreational, Cultural, and Educational Programming
- Campus Life Calendar
- Master Activities Calendar Clearance
- Student Photo Identification System
- Campus Lost and Found
- Use of Facilities
- Multicultural Programming
- Support for student government, Associated Students of College of Alameda (ASCOA)
- Student organization chartering, support, and advising
- Supervision of Campus Food Services
- Supervision of Campus Safety Aides
- Supervision of Cyber Café
- Oversees the annual commencement ceremony
- Oversees the annual awards ceremony
## Program Review Summary

**Summary:**

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</thead>
<tbody>
<tr>
<td>There are plans for the development and offering of leadership courses for student leadership development.</td>
<td>Not applicable</td>
<td>Based on data collected during a focus group of students and faculty who are involved with the Student Activities Office, students are able to navigate through the community college system and to serve as peer advisors for other students. Students who have participated in ASCOA and student clubs have continued to excel in student leadership and personal development. In this past year, ASCOA has managed to have representation of all student organizations participate on its Board. As a result of their participation, there has been an increase in student advocacy efforts as well as campus club events. Students express a sense of ownership of their college and community experience at COA.</td>
<td>Support staff in this unit consists of a 1.0 FTE Program Specialist/Student Activities Advisor. Plans are underway to develop a Director of Student Leadership and Development position in order to place more emphasis on student leadership development.</td>
<td>Information pertaining to social services, community and campus events, outreach opportunities, and student organizations is offered through this office. Space is also provided for all students of diverse backgrounds and identities.</td>
</tr>
</tbody>
</table>

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*Student Activities*
Program Review Summary

Recommendations and Priorities:

Student Activities is an integral part to the college experience. By focusing specifically on student leadership development, the goal is to prepare students to move onto the next step of their educational or personal career. Students will be able to recognize and feel a sense of ownership over their college experience as it contributes to their personal development. As students begin to develop a sense of ownership, it is likely that students will continue to strive and succeed through educational and personal challenges in life. With the tools of leadership and education, students will be able to connect their personal, community, and educational experiences through the support of the Student Activities Office.
Program Review Summary

College of Alameda

Department: Transfer Center

Abbreviated Narrative Description of Discipline, Department, or Program:

The mission of College of Alameda's Transfer Center is to continually increase the student transfer rates from COA to four-year colleges/universities. In order to accomplish this goal, it is the Transfer Center's primary function to ensure that all students have access to necessary transfer information and provide programs and services needed for successful transition to the receiving institutions. An area of responsibility for the Transfer Center is to assist underrepresented, low-income, disabled, and first generation college students through outreach programs and services to increase their awareness of the opportunities and resources available to achieve student success and transfer.

Summary:

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</thead>
</table>
| Not applicable | Not applicable | The transfer program has made a difference for students at COA. This is evident in the number of students who participate in the Transfer Admission Guarantee (TAG) programs both at CSU East Bay and UC campuses across the state. | Students served in the Transfer Center are generally logged into the SARS database where information on students needs, reason for visit, and comments are recorded. However with limited or no support staff, data has not been collected consistently. | Representatives from the following public and private institutions visit COA for recruitment and outreach functions each semester:  
• University of California, Berkeley  
• University of California, Davis  
• University of California, Santa Cruz  
• California State University, East Bay  
• San Francisco State University  
• Academy of Art |
Recommendations and Priorities:

In order to ensure the quality of programs and services that COA students need, the Transfer Center Director strongly recommends that the college consider the guidelines for staffing that are set forth by the TCDA (Transfer Center Directors Association) and Academic Senate Resolution 4.01, fall 1998.

The Transfer Center Directors Association recommends that at minimum (California Community College Transfer: Recommended Guidelines, spring 2006, p. 12), staffing consist of:
- One faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a masters degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;
- At least one full-time counseling faculty member;
- One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program.

In the absence of additional resources for staffing, it is recommended that the Transfer Center hours be reduced.

Transfer Center
Program Review Summary

College of Alameda

Department: Veterans Affairs

Abbreviated Narrative Description of Discipline, Department, or Program:

The Veteran Affairs Program has been providing educational benefits to eligible VA students, otherwise known as VA students, since the college opened in 1970. Its primary goal is to assist eligible VA students to complete their educational goals while maintaining compliance with the Federal and State guidelines.

Since 1970, the Veteran Affairs Program of College of Alameda has consistently assisted VA students to accomplish their educational goals. With an increasing veterans student population, the College of Alameda helps to ensure that VA students are able to successfully obtain their educational goals under the provision of the Department of Veteran Affairs.

The program’s current components include Intake, Orientation, Counseling and Certification. The programs are specifically designed to serve the VA students.

Current resources include a $7.00 service fee for each student per semester as provided by the Veterans’ Administration. These funds are designated to provide training for the Certifying Officials.

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<th>Community Outreach and Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Not applicable</td>
<td>The Veteran Affairs Program specifically serves VA students eligible for VA educational benefits at the College of Alameda. The program serves between 50 to 60 students (unduplicated) in a given academic semester.</td>
<td>The college provides the following personnel: a .5 FTE Staff Assistant whose duties include Intake and Orientation, Certification and interfacing with the Veterans’ Administration and Regional Processing Office on behalf of the</td>
<td>Staff attend regional trainings for Veterans Certifying Officials and communicate with other regional colleges in the area in order to keep current on VA rules and regulations.</td>
</tr>
</tbody>
</table>
# Program Review Summary

<table>
<thead>
<tr>
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<th>student veteran. (this position is currently vacant and is being temporarily augmented by an hourly substitute staff member)</th>
<th>College of Alameda also provides necessary equipment such as computers, printers, telephones, and general office supplies.</th>
</tr>
</thead>
</table>

## Recommendations and Priorities:

- With the changes made to the GI Bill to include new provisions for Chapter 33/Post 9-11 benefit, more training is needed for the Veteran Affairs Representative to ensure that the correct information is being disseminated to VA students and the campus.
- VA students expressed a need for more qualified counselors who can relate to the students and anticipate their educational needs.
- Based on the qualitative analysis, the Veterans Affairs Program will work to improve its certification process. Better communication is required to inform VA students about the process of their particular certification or situation delaying the certification. A formal notice may be sent to the VA student.
- Limited resources are available to current and potential VA students. It is imperative, especially considering the military history of Alameda, that COA improves its services to include an Orientation Workshop, a VA resource fair, and to integrate the VA population into Student Life. As expressed by various VA students, the Veteran Affairs Program of COA can better facilitate the difficulty of transitioning from active duty to civilian life. This has also initiated discussions between other VA students to develop ideas of how to create a support network for one another. One suggestion has been made to create a VA Student Organization so that the students can organize campus events and participate in student life.
- Development of a Veterans Resource Center will assist VA students to go beyond their traditional educational goals and to participate in campus activities and student employment. As VA students have expressed difficulty in obtaining a job as a civilian, the Veterans Resource Center presents ample opportunities for employment and acculturation into civilian life.
- As recommended in 2007, a pre and post test will be administered to the VA students to measure the effectiveness of the program. This test will be implemented as a part of the Orientation to College of Alameda Veteran Affairs.
- Through better record keeping and data collection, the Veteran Affairs Program will be able to identify specific needs and goal achievements. We will look into working with a researcher to develop a measurement tool.

Veterans Affairs
Program Review Summary

College of Alameda

Department: Communication

Abbreviated Narrative Description of Discipline, Department, or Program:

The Communication Department at College of Alameda focuses on the development and empowerment of students with the tools to be effective communicators in a diverse, twenty-first century world, within a democratic and global society exposed to increasing technological advances and having the ability to apply the knowledge, tools, and resources learned to practical application in a safe, supportive, inclusive, and creative environment.

Summary:

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<tbody>
<tr>
<td>• The department updated existing course outlines.</td>
<td>• The department offers a number of hybrid courses.</td>
<td>• Based on research from the District, retention and completion rates for the Communication discipline appears to be above average.</td>
<td>• Current staffing: 1 contract instructor and 3 adjunct instructors.</td>
<td>• Communication faculty work with Articulation Officer to ensure that Communication courses remain articulated.</td>
</tr>
<tr>
<td>• The department added three new courses to the discipline’s course offerings (COMM 6,19, and44).</td>
<td>• The faculty use different modes of technology in instruction.</td>
<td>• Communication Discipline is reviewing pedagogy and best teaching practices in order to address the needs of students.</td>
<td>• At least one additional contract instructor is needed.</td>
<td>• Communication faculty participate with recruiters during the college’s Transfer Day event.</td>
</tr>
<tr>
<td>• The department created SLOs for each course.</td>
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<td>• Individual instructors are helping students to develop learning/support groups.</td>
<td>• Outdated instructional equipment and materials need to be replaced.</td>
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<tr>
<td>• The mapping of SLOs is in progress.</td>
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<td>• More desks are needed in the classes to accommodate the number of students.</td>
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<tr>
<td>• Program SLOs are in progress.</td>
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<td>• Communication laboratory with “state of the art” equipment is needed.</td>
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<tr>
<td>• The department plans to create AA degree in Communication.</td>
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<tr>
<td>• The faculty plan to create honors program.</td>
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</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- Hire an additional 1.0 contract faculty
- Create a more flexible schedule, with 1.5 hour classes on Monday and Wednesday mornings
- Create smart classrooms with “state of the art” equipment and furniture
Program Review Summary

College of Alameda

Department: Dance

Abbreviated Narrative Description of Discipline, Department, or Program:

The objectives of the Dance Department include providing introductory courses that meet requirements of Associate of Arts (AA) degree, courses geared toward all dance techniques, history, and choreography (including Dance Certificate of Achievement) transfer courses to four-year Universities and Colleges, and prerequisites for the best professional dance schools like, Mills College, NYU, UC Berkeley, Cal-Arts, Cal-State Long Beach, UC Irvine, and Duke University.

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<tbody>
<tr>
<td>• All course outlines are current.</td>
<td>• Enrollment in evening classes higher than enrollment in morning or afternoon classes.</td>
<td>• Retention and completion rates compare favorably with the college as a whole.</td>
<td>• Current staffing: 1 contract instructor.</td>
<td>• The contract instructor is well known in the Bay Area.</td>
</tr>
<tr>
<td>• New course offerings to include: Choreography, Dance History (online), Dance Production, and Yoga Pilates.</td>
<td>• A new sound system is needed for instruction.</td>
<td>• The persistence rate was slightly lower in comparison with the college as a whole.</td>
<td>• A part-time accompanist is needed.</td>
<td>• The COA Dance Performance Troupe provides outreach performances in the Bay Area.</td>
</tr>
<tr>
<td>• Course SLOs have been created for all courses.</td>
<td></td>
<td>• 80% of students complete dance courses with a letter grade of “A”.</td>
<td>• Dance studio needs stage lights, side curtains, 150 seat bleachers, and a high quality sound system.</td>
<td></td>
</tr>
<tr>
<td>• Program SLOs have not been started.</td>
<td></td>
<td>• Course SLOs have been completed.</td>
<td>• The dance studio is very dusty, which causes health issues for the students.</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
• Daily cleaning of the dance studio
• Develop program SLOs
• Hire a part-time accompanist
• Renovate the dance studio to include a small theater within the studio
• Offer summer dance camp (ages 8-15)
Program Review Summary

College of Alameda

Department: English

Abbreviated Narrative Description of Discipline, Department, or Program:

Currently, the English Department is in the process of reshaping their departmental vision, and there are several strands of activity:

A. The English Department continues to pare down to its most essential services primarily because of financial constraints. Classes that are offered are either required university-transferable courses or basic skills/developmental reading and writing courses. Most classes are brick and mortar classes with some web-enhanced. A few composition courses are offered in a hybrid or completely online format. Literature classes and creative writing classes are suspended at this time.

B. At the same time, the department has added a full-time basic skills English instructor (and one for math) to enhance academic learning support primarily through the Learning Resources Center. We staff a Writing Center in order for students to get help through tutoring, computer-assisted instruction or through workshops such as Grammar Gremlins and ESL Conversation.

The Basic Skills English Instructor teaches part of her load for the East Bay Career Advancement Academy (EBCAA), which also has a counselor dedicated to support students in this program. Through a grant, these classes are also offered at the other three colleges within our district and three community colleges in Contra Costa County. Although this grant is slated to end, the English instructor and partnering counselors want to continue to support students and will do so without the funds.

C. As a carryover from the James Irvine SPiRE Grant, combining English 201AB classes with a counseling class – and thus, joining instruction with student services – three culture-based Student Success Learning Communities were launched Fall 2009: Adelante, which has a focus on Latinos strategies; Amandla, an Umoja community that focus on African-American strategies; and Asian Pacific American Student Success [APASS], which focuses on Asian Pacific American learning strategies.

In each learning community, a developmental English class complements a counseling course to address retention and persistence challenges of the college’s three largest ethnic groups: Latinos, African-Americans, and Asian Pacific Americans. Faculty for the Learning Communities possess in-depth knowledge of the culture they represent; maintain currency in basic skills teaching skills and strategies that address the cultural needs of the students; participate in on-going mandatory in-service training; and meet general qualifications to teach. Underwritten by funds from the Basic Skills Initiative, these learning communities are managed by the Vice-President of Instruction and the Vice-President of Student Services.

The three culture-based learning communities are responsible for bringing a cultural event to the college community. To date, APASS has brought in a critically acclaimed author for a reading in the fall; Amandla showcased a reading of students’ poetry for Black History Month; and Adelante spearheaded the Cinco de mayo festivities, including bringing in a poet/activist, a dance troupe, and cultural foods.

A Poetry Club has also been established because of requests from students in Amandla. Meetings are weekly, participation stems from all three learning communities, and the club has sponsored two poetry slams this semester.

D. Currently there is also a coalition of community groups, non-profit organizations, and social service agencies that seeks to use the strengths of the learning communities – combining English and counseling classes – to form a learning community focused on violence prevention. Outside funding sources are now being sought to run the classes, which are slated to launch Fall 2010.
Program Review Summary

E. College of Alameda is also involved with contextualized teaching and learning. It has a Faculty Inquiry Network grant for faculty primarily in the transportation area to investigate literacy, and an instructor certified in English and Auto Mechanics teaches their English class. Two full-time English instructor and at least one part-timer continue to attend trainings set up by regional leaders of the Basic Skills Initiative as well as the statewide Career Ladders Project and the Faculty Inquiry Network Workshop on Contextualized Teaching and Learning.

Summary:

<table>
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</table>
| • Some of the course outlines still need to be updated.  
• The Department should conduct a review of course outlines by Fall 2010 and evaluate them for currency and effectiveness.  
• Student Learning Outlines have been completed, but they have not been incorporated into the outlines for each course.  
• The department has not yet started to develop outcomes at the program level or align them with institutional outcomes. | • Multiple strategies are used to involve students and innovative approaches are constantly being tried and tested.  
• Course content is often student-centered, interactive and engaging.  
• Some instructors are using blogging as a method of instruction.  
• The department offers a number of online and hybrid courses.  
• Instructors are offering learning skills workshops outside of class.  
• The faculty follow the course outlines in preparing syllabi.  
• The faculty meet in a pedagogy group once a month to discuss issues, teaching techniques and classroom successes.  
• There is a demand for more transfer-level classes.  
• There is a need for more late-start classes. | • The retention rate for English classes is lower than the general retention rate.  
• Students tend to drop from courses because they are wrongly placed in the courses.  
• The instructors need to link their classes to the Writing Center so students can receive additional assistance with reading and writing.  
• Instructional assistants within all developmental English classes are needed. | • Current staffing: 6 contract instructors and 7 adjunct instructors.  
• There are no classrooms dedicated for English classes.  
• There is greater demand to use technology in instruction.  
• Updated technology is needed.  
• English faculty offices located throughout the college, which is a possible barrier to intradepartmental communication. | • Lack of communication and collaboration with the 4 year colleges.  
• Instructors take students to community events and activities.  
• Individuals from the community are invited as guest lecturers to some of classes. |
Program Review Summary

Recommendations and Priorities:

- To finish updating the course outlines and SLOs as appropriate
- To schedule a few English 269, 201 and 1A late start classes
- To combine several English 267 and 268 classes into English 269 classes
- To revive the Progress Assessment Test (PAT)
- To create a college-wide system to help place students in the proper classes to match their skills level
- To assign a counselor to each English 269 section in order to bolster student success
- To link classes to the Learning Resource Center so that students can improve skills using LRC software
- To develop reliable, permanent, and secure smart classrooms that are scalable to meet future instructional needs and technology availability
- To foster more communication with community groups and agencies.
Program Review Summary

College of Alameda

Department: ESL

Abbreviated Narrative Description of Discipline, Department, or Program:

The College of Alameda ESL program serves non-native speakers of English who need to learn sufficient English to communicate effectively and overcome their difficulties in reading, writing, speaking and understanding English. Instruction in English is offered to facilitate ESL students' access to degree/transfer programs, academic programs, vocational programs and/or to prepare them for immediate employment. It is the goal of the program that students, upon the completion of the program, be able to participate meaningfully in American life.

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<tbody>
<tr>
<td>• ESL offers 27 different courses.</td>
<td>• The ESL discipline administers a comprehensive assessment and placement exam.</td>
<td>• The ESL Discipline offers a special orientation each semester to welcome students to the college and to inform them of major academic and student services in order to help them succeed.</td>
<td>• Current staffing: 3 contract instructors and 8 part-time instructors.</td>
<td>• The department created a department website to inform people both internationally and locally of what the program offerings.</td>
</tr>
<tr>
<td>• Most of the course outlines have been updated</td>
<td>• The ESL instructors have created uniformed goals, content and methods of instruction.</td>
<td>• The ESL discipline administers a comprehensive assessment and placement exam in order to place students in the appropriate classes.</td>
<td>• There is a need for more contract ESL instructors.</td>
<td>• The department produced bilingual flyers of the ESL Program in Chinese, Spanish, Tagalog, Arabic, Farsi, Dari, Vietnamese, Cambodian and Japanese were circulated in areas such as Chinatown, apartment buildings, and churches.</td>
</tr>
<tr>
<td>• SLOs have been created for all ESL courses.</td>
<td>• ESL courses at all levels emphasize critical thinking.</td>
<td>• ESL instructors meet, advise, and assist students in planning their ESL schedule for each semester.</td>
<td>• Adjunct instructors need office space and computer access.</td>
<td>• Specific ESL courses have been implemented to meet the needs of ESL students in the workplace.</td>
</tr>
<tr>
<td>• Courses have been designed to respond to the needs of the community (online courses, ESL Citizenship courses, etc.)</td>
<td>• Students are encouraged to attend major ESL conferences.</td>
<td>• ESL instructors work closely with counselors and other Student Services personnel to help ESL students succeed academically.</td>
<td>• Classrooms need to be cleaned on a regular basis.</td>
<td>• The department staffs tables at local events where they have distributed flyers and brochures.</td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To hire additional full-time ESL faculty
- To reduce the need for overload classes
- To establish scheduling and staffing practices that reduce the rate of course cancellations
- To ensure that all ESL faculty have access to reliable computers and telephones.
- To train ESL instructors to use available technology in their classes
- To meeting to standardize grading using shared rubrics/criteria
- To create a "buddy" system for new part-time faculty
- To promote more participation in state and national conferences
- To continue to promote the program with the use of bilingual flyer, brochures, and website.
- To continue to work on establishing relationships with the community through service agencies.
- To continue to offer on-site courses at local companies and community centers.
- To establish contact with immigrant parents of children at day-care centers, schools and youth organizations to inform them about the ESL Program
- To continue to pilot courses with new innovative curricula and methods (i.e. DBA, Service Learning) to help reach "at risk" and non-traditional students.
- To establish an off-site location to offer ESL courses.
- To offer vocational ESL courses.
- To expand our online/distance ESL program
- To offer off-campus courses to businesses and community organizations.
Program Review Summary

College of Alameda

Department: History

Abbreviated Narrative Description of Discipline, Department, or Program:

The primary function of the History Department is to help matriculate students to four year colleges and other degree programs. A significant portion of the program is designed to offer a wide-ranging interpretation of American History from the great civilizations of Meso-America (Aztecs, Mayas, and Incas) to the present. In addition, the department has a long and storied history of offering courses that reflect the diversity of our student population. The history department has offered courses in Latin American History, Mexican American History, the History of Mexico, Asian History and the History of the Vietnam War.

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<tbody>
<tr>
<td>- The majority of the course outlines have been updated.</td>
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<tr>
<td>- Course SLOs have been completed.</td>
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<tr>
<td>- Creation of course SLOs is in progress.</td>
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<tr>
<td>- Most courses are offered online as well as face-to-face.</td>
<td>- The designs of all of the courses are based on the Adult Learning Theories created by Malcolm Knowles.</td>
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<td>- All instructors utilize LCD projectors and PowerPoint with their lecture notes. Students have access to all course lectures, documents, homework assignments, and study guides 24 hours a day, seven days a week.</td>
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<td></td>
<td>- All course syllabi closely adhere to the school approved course outlines. In addition, the department uses the same text book for all History 7A and 7B courses.</td>
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<td>- Enrollment trends show that students prefer online classes.</td>
<td>- Department retention rate mirrors the college's as a whole.</td>
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<td>- Less than 5% who complete course do not pass the course.</td>
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<td>- One major effort to improve the department's retention and completion rates was to offer more online courses in an effort to offer more scheduling opportunities for students.</td>
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<td>- Current staffing: 1 contract instructor and 4 adjunct instructors.</td>
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<td>- All courses in the history department are designed for a smart classrooms.</td>
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</table>
Program Review Summary

Recommendations and Priorities:

- To minimize the number of sections eliminated as a result of shrinking budgets
- To hire an additional 1.0 contract instructor
- To continue to develop the department’s online course offering
- To continue to develop young talented instructors through the faculty diversity internship program
- To have all history courses taught in SMART classrooms
- To expand course offerings
Program Review Summary

College of Alameda

Department: Humanities

Abbreviated Narrative Description of Discipline, Department, or Program:

The Humanities is an interdisciplinary field that involves the study of local and global forms in the creative arts and sciences. The main objective of studying Humanities at the College of Alameda is to explore the aesthetics of everyday life from a variety of disciplinary perspectives. As a form of general education, the Humanities encourages students to examine emerging cultural forms of play, creativity, and innovation so that they learn to become more deeply engaged in their own lives and with the world-at-large. Using engaging lessons, fun lectures, games, discussions, workshops, and multi-sensory projects, College of Alameda Humanities course explore such exciting topics as performance, drama, the visual arts, language, literature, poetics, semiotics, film, media, popular culture, folklore, underground movements, storytelling, humor, games, music, dance, foodways, fashion, tourism, technology, ecology, world religions, and environmental studies.

Summary:

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<tbody>
<tr>
<td>The curriculum is current and effective.</td>
<td>Humanities courses try to strike a delicate balance between cultural breadth and depth.</td>
<td>To improve student retention, the faculty use class time to create more workshops to complete a range of assignments.</td>
<td>Current staffing: 1 contract and 1 adjunct instructor. The faculty share only one projector for their various classes.</td>
<td>The faculty have made sure that the courses fulfill important breadth requirements and meet rigorous academic standards.</td>
</tr>
<tr>
<td>All courses have been updated through the Curriculum Committee in Spring 2008.</td>
<td>The instructors implement project-based forms of intellectual inquiry inside and outside the classroom.</td>
<td>The faculty plan to create an early-alert system (online and in-person, after class) to notify students who appear to be performing.</td>
<td>COA classrooms are quite outdated: they need more reliable wireless connections, pull-down screens, and projector/speaker equipment.</td>
<td>The lead faculty (Dylan Eret) is a critical member of the Curriculum and Technology Committee, which gives the program the flexibility to create new courses and align them with other COA courses.</td>
</tr>
<tr>
<td>All course outlines have been validated.</td>
<td>The faculty are constantly integrating new forms of technology inside and outside the classroom by using LCD projectors; managing online blogs, assignments, and lecture slides; and allowing students to use technology in various projects (e.g., audio recording devices, photo/video documentaries, online chapbooks and portfolios, etc.).</td>
<td>The faculty plan to focus on retention via ethnicity—especially African-American males.</td>
<td>Our program uses SLOs for all courses.</td>
<td>The faculty maintain regular contact with the articulation officer to make certain that our courses both fulfill transfer requirements and prepare students for upper-division course work at any college of university.</td>
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<tr>
<td>All SLOs have been incorporated into each course.</td>
<td>The PLOs are listed on the program's website.</td>
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</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To continue designing new courses and working on pedagogy to meet the needs of the changing student body
- To teach significantly more courses that are longer in length (75 minutes), since students have more time to engage in various activities and process information
- To introduce brief teacher training or lesson study workshops to give faculty a space to exchange resources and improve pedagogy
- To create more hybrid and online courses for more variety and student options. (This is planned for Fall 2010.)
- The program will assess more LSCs in both formal and informal ways to gather data important for improving our pedagogy
- To have all courses taught in SMART classrooms
- To employ more student workers to assist in promoting student success (tutoring, facilitating small groups/workshops, etc.)
Program Review Summary

College of Alameda

Department: Mathematics

Abbreviated Narrative Description of Discipline, Department, or Program:

The primary goals and objectives of the Mathematics Department at the College of Alameda are to equip our students with practical math skills and knowledge, critical thinking and reasoning skills necessary to succeed in their chosen fields of study, and time management skills to excel in their studies, at work, and in their life.

Our program offers an AS degree in Mathematics.

Summary:

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</table>
| • All course outlines were updated in 08-09 to include Student Learning Outcomes.  
• The department has standardized four main student learning outcomes “categories” for all courses it offers in the department.  
• SLOs are included in course syllabi.  
• The department is developing Program Learning Outcomes.  
• The department has aligned the SLOs to the college’s Institutional Learning Outcomes. | • The department offers a number of courses on line or as hybrid courses.  
• Math Department provides a flexible schedule of course offerings  
• Several instructors utilize the Math Lab to supplement class instruction  
• The core Algebra and Basic Skills courses use the same textbook.  
• Math instructors participate in district-wide Math meetings.  
• Lower-level math courses have increased in enrollment over the last four years, having a negative impact on instruction. | • Retention rates in some of the Basic Skills courses have decreased.  
• Enrollment in Basic Skills level classes need to be reduced.  
• Math classes need to be held in a Math lab setting or in a SMART classroom.  
• Students need more individual attention from instructors.  
• Students need access to Math textbooks at no cost. | • Current staffing: 6 contract instructors and 16 adjuncts.  
• There is a general lack of updated technology  
• Dedicated math testing center is needed. | • The Math Department and the Articulation Officer worked in Spring 07 to verify course content for all transferable courses in mathematics at COA.  
• The department uses current texts in all its courses. It validated its prerequisites during Curriculum Review in 2009. |
Program Review Summary

Recommendations and Priorities:

- To hire an additional 1-2 contract .0 instructors
- To augment the development of online, hybrid, and web-enhanced courses with in-class technologies such as smart boards
- To move the web-enhanced and hybrid math classes that use Course Compass to lab classrooms (classrooms that contain individual workstations for students)
- To pursue the development of other short-term math sequences like the Math 202/Math 50 and the Math 250/Math 253 series
- To augment Basic Skills level classes with lab support classes and LRC workshops
- To decrease average class size of Basic Skills level classes
- To work with COA counselors to place students in the appropriate math course
- To request that a faculty member within the department receive release time to coordinate the evaluation of student learning and program level outcomes for the department
- To request 1-2 additional sections each of Math 250 Arithmetic and Math 253 Pre-algebra to meet the demand as well as to decrease average class size to 40 or below
- To have college provide instructors of high-enrolled math courses with an instructional aide
- To have the college provide instructors of basic skills math courses with an instructional aide
- To schedule hybrid math classes in lab classrooms that contain computer workstations
- To have every math course offered at COA scheduled in a classroom that is conducive to mathematics learning
- To multimedia equipment in all math classrooms
- To update the furniture and equipment in the math lab
Program Review Summary

College of Alameda

Department: Music

Abbreviated Narrative Description of Discipline, Department, or Program:

Music involves studies in the areas of history, theory, and performance. The main goal and objective the Music program at the College of Alameda is to provide an increased awareness of music’s role in daily life from both an historical and contemporary perspective as well as to provide opportunities for both amateur and professional musicians to enhance their performance skills. Our general education courses not only meet the transfer requirement for Humanities and Arts, but also aim to inspire critical thinking and analysis. Students are encouraged to consider and assess the cultural, social, economic and political factors that both shape and influence the creation of popular styles of music. Through a combination of lectures, films/videos, discussions, comparative listening, analysis, performance demonstrations and concert attendances, students acquire an increased awareness of music’s role both historically and currently. Studies in traditional music theory are enhanced through student access to an online tutorial as well as a keyboard/piano lab. Opportunities for enrichment and performance are offered through classes in piano, small jazz ensemble and a community Jazz Big Band.

Summary:

<table>
<thead>
<tr>
<th>Curriculum</th>
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<th>Student Success</th>
<th>Human and Physical Resources</th>
<th>Community Outreach and Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In spring 2008, all courses were updated through the Curriculum Committee.</td>
<td>The faculty have taken time to communicate with colleagues at other community colleges and four-year institutions in an ongoing effort in determining which methods have proven to be effective and then applying some of those resources and techniques within their own instruction.</td>
<td>The department plans to use an early alert system to help students who appear to be having difficulty with the courses.</td>
<td>Current staffing: 1 contract instructor and 2 adjunct instructors</td>
<td>The department maintains regular contact with the articulation officer at COA and staff within the UC and CSU systems to make certain that our courses both fulfill transfer requirements and prepare students for upper-division course work at any college of university.</td>
</tr>
<tr>
<td>All prerequisites and advisories were updated in 2008 and the dates of validation are included in the course outlines.</td>
<td>Integrity and standards within the discipline are maintained by ensuring that students clearly understand the grading, attendance, and academic policies for our courses.</td>
<td>To focus retention via ethnicity</td>
<td>Music lecture room and music lab are outdated.</td>
<td>The department performs a number of concerts for the college and community each semester.</td>
</tr>
<tr>
<td>SLOs have been incorporated in all course outlines.</td>
<td>The employment of a student assistant has enhanced instruction.</td>
<td>The department plans to work with the Counseling Department to address the needs of at-risk students.</td>
<td>Updated multimedia and other technologies needed.</td>
<td></td>
</tr>
<tr>
<td>The Music Department has developed PLOs and has not aligned SLOs to ILOs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To continue designing new courses and developing pedagogy that will meet the needs of ever changing and increasingly diverse student population
- To incorporate both hybrid and online courses into the Music curriculum
- To assess more SLOs in both formal and informal ways to gather data important for improving our pedagogy
- To hire at least one additional adjunct instructor
- To have SMART classrooms for music classes
- To acquire a new grand piano
Program Review Summary

College of Alameda

Department: Philosophy

Abbreviated Narrative Description of Discipline, Department, or Program:

Philosophy is a discipline that examines fundamental questions about everyday life and the natural world. The main objectives of studying philosophy at the College of Alameda are: (1) to critically analyze ideas, texts, arguments, traditions, and contemporary culture, and (2) to synthesize knowledge for the purposes of inspiring personal and social change. By studying philosophy, our students gain wisdom, clarity, and awareness about a wide variety of philosophical issues that arise within different cultural and historical contexts. Philosophy prepares our students to transfer to any discipline of their choice within the Humanities and Social Sciences at a college or university. In addition, our students learn valuable life skills such as critical thinking, cultural competence, social activism, community-building, and conflict resolution.

Summary:

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<tr>
<td>- All courses have been updated through the Curriculum Committee in Spring 2008. - All course outlines have been validated. - The department intends to expand course offerings to include courses on more specific topics such as History of Ancient Greek Philosophy, History of Modern European Philosophy, Philosophy of Death and Illness, etc - All SLOs have been incorporated into each course. - The department has aligned the SLOs to the PLOs and the PLOs to the ILOs.</td>
<td>- Philosophy courses try to strike a delicate balance between cultural breadth and depth. - The instructors implement project-based forms of intellectual inquiry inside and outside the classroom. - The faculty are constantly integrating new forms of technology inside and outside the classroom by using LCD projectors; managing online blogs, assignments, and lecture slides; and allowing students to use technology in various projects (e.g., audio recording devices, photo/video documentaries, online chapbooks and portfolios, etc.)</td>
<td>- To improve student retention, the faculty use class time to create more workshops to complete a range of assignments - The faculty plan to create an early-alert system (online and in-person, after class) to notify students who appear to be performing - The faculty plan to focus on retention via ethnicity – especially African-American males - Our program uses SLOs for all courses</td>
<td>- Current staffing: 1 contract and 1 adjunct instructor - The faculty share only one projector for their various classes - COA classrooms are quite outdated: they need more reliable wireless connections, pull-down screens, and projector/speaker equipment</td>
<td>- The faculty have made sure that the courses fulfill important breadth requirements and meet rigorous academic standards. - The lead faculty (Dylan Eret) is a critical member of the Curriculum and Technology Committee, which gives the program the flexibility to create new courses and align them with other COA courses. - The faculty maintain regular contact with the articulation officer to make certain that our courses both fulfill transfer requirements and prepare students for upper-division course work at any college of university.</td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To continue designing new courses and working on pedagogy to meet the needs of the changing student body
- To teach significantly more courses that are longer in length (75 minutes), since students have more time to engage in various activities and process information
- To introduce brief teacher training or lesson study workshops to give faculty a space to exchange resources and improve pedagogy
- To create more hybrid and online courses for more variety and student options. (This is planned for Fall 2010.)
- To program will assess more SLCs in both formal and informal ways to gather data important for improving our pedagogy
- To have all courses taught in SMART classrooms
- To employ more student workers to assist in promoting student success (tutoring, facilitating small groups/workshops, etc.)
# Program Review Summary

**College of Alameda**

**Department: Physical Education**

**Abbreviated Narrative Description of Discipline, Department, or Program:**

The primary goal of the physical education department is to improve the curriculum to meet the changing needs of our students and community. The five main components of physical education are the development and maintenance of: health related fitness, recreational competency, social efficiency, intellectual competency and culture.

**Summary:**

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</thead>
<tbody>
<tr>
<td>- The physical education department has conducted a curriculum review and all course outlines are current, for the department updated them in 2008-2009.</td>
<td>- All physical education courses are offered as (or with) activity labs concentrating on group and/or individual instruction.</td>
<td>- Students tend to successfully complete courses with a passing grade in the physical education department.</td>
<td>- Current staffing: 1 contract (.75) instructor and 4 adjuncts.</td>
<td>The department maintains regular contact with the articulation officer at COA to maintain course articulations.</td>
</tr>
<tr>
<td>- Instructors in the department are continually improving, revising, reviewing and updating curriculum in order to make it more applicable to current industry trends.</td>
<td>- Innovative strategies like circuit training methods help introduce the student to skill performance followed by evaluation activities.</td>
<td>- Flexible schedule of course offerings meet students needs.</td>
<td>- The college has renovated the dance studio and the weight room.</td>
<td></td>
</tr>
<tr>
<td>- The PE department has developed SLOs for each course.</td>
<td>- Male enrollment has increased while female enrollment has decreased.</td>
<td>- Students are encouraged to come to office hours if they the additional help. The department works with Student Services to help students with academic, career and personal counseling, assessment and testing, financial aid, tutoring, child care (available days only), work-study and job placement.</td>
<td>- The department has ordered new exercise equipment, funded through Measure A.</td>
<td></td>
</tr>
<tr>
<td>- The department plans to integrate SLOs in the course syllabi in Fall 2010</td>
<td>- Morning and afternoon classes have higher enrollment.</td>
<td></td>
<td>- Facilities need to be cleaned on a regular basis.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Outreach and Articulation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The department maintains regular contact with the articulation officer at COA to maintain course articulations.</td>
<td></td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To work with other college constituencies to implement a 1 unit PE graduation requirement
- To create Physical Education vocational programs
- To hire an additional 1.0 contract instructor
- To incorporate SLOs in all instructors’ syllabi by Fall 2010
- To create fee-based courses for tennis, bowling, badminton and soccer
- To merge PE, Athletics, and Dance
- To acquire a computer for instructor use with programs for student assessment (including biomechanical), nutritional rundown, and fitness program review and Development
- To purchase updated dumbbell equipment for the weight room to make the facility a more complete fitness center and to provide students with equipment to improve their learning skills
- To provide courses in the field of recreation that will create more transfer opportunities for the student
- To develop courses that target the at-risk student population
- To acquire new badminton standards
- To purchase updated instructional materials/equipment
- To employ student aides to certain PE classes
Program Review Summary

College of Alameda

Department: Political Science

Abbreviated Narrative Description of Discipline, Department, or Program:

As described in the COA Catalog, Political Science at College of Alameda is the study of politics using the skills of social scientific inquiry. The Political Science Discipline seeks to frame "Politics" as addressing power in relationships and the structures operating human society. Inquiry into politics explores the exercise of power in its myriad forms and consequences for people as individuals, in groups, and in society. It is the study of the unfolding of the human story on Planet Earth and just who it is we humans are going to become. This study of power is an integrated field of study drawing upon all the disciplines including most notably sociology, anthropology, philosophy, psychology, economics, urban & organizational studies and futures studies.

Summary:

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<tr>
<td>• The faculty are encouraged to stay aware of the current state of both the discipline and of world events and relate these in the classroom.</td>
<td>• To better address the preparation of students for college level work at COA, integration of Basic Skills education into teaching is used to improve effectiveness of instruction.</td>
<td>• Faculty have attempted to consciously include best practices from the field of basic skills education in our teaching at COA.</td>
<td>• Current staffing: 1 contract instructor and two adjunct instructors.</td>
<td>• The department has developed an ongoing active and collaborative relationship with CSU-East Bay (our primary transfer school).</td>
</tr>
<tr>
<td>• Course outlines were last reviewed in the Spring Semester of 2006, and are scheduled to update these again this coming year 2010-11.</td>
<td>• Enrollment in all sections is up.</td>
<td>• Protocols for the assessment of student learning at the program and course level are in place.</td>
<td>• The program is hampered by a significant lack of a 21st Century technology and equipment infrastructure.</td>
<td>• The CDL program has established working relationships with a number of East Bay Community Organizations and with CSU East Bay (the Public Administration and Political Science programs) to enhance the capacity of our graduates to achieve jobs in the areas of community development, urban leadership, and civic engagement.</td>
</tr>
<tr>
<td>• The discipline plans to offer more online/hybrid courses.</td>
<td>• Courses are scheduled in an effective manner meeting the needs of student demand within the capacity of our institution to do so.</td>
<td>• Student retention and program completion rates mirror the college’s as a whole.</td>
<td>• Human resources are adequate.</td>
<td></td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To implement process and outcomes assessment protocols
- To hire an additional 1.0 contract instructor
- To continue ongoing collaboration with CDL and COA Learning Communities
- To acquire SMART classrooms/technology upgrades
- To work on innovative course readers and start crafting these readers into film projects and other creative outlets
Program Review Summary

College of Alameda

Department: Psychology

Abbreviated Narrative Description of Discipline, Department, or Program:

In studying psychology at College of Alameda, students will learn from caring faculty who recognize understanding of the body-mind connection as critical to the transformation of self, culture, and our planet. The department encourages students to examine their own psychological issues and develop a keen understanding of who they are, their place in the world, and what they will bring to their work with others. The department emphasizes cognitive and emotional development through self-reflection, academic rigor and experiential practice.

Summary:

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<tbody>
<tr>
<td>• Program provides an AA degree in Psychology.</td>
<td>• The department offers online courses.</td>
<td>• Academic under-preparedness, complex and demanding social circumstances, and weaknesses in the area of personal motivation appear to be the primary barriers to student success.</td>
<td>• Current staffing: 2 contract instructors and 5 adjunct instructors</td>
<td>• The faculty work with the college’s articulation officer to ensure that the courses retain their articulation.</td>
</tr>
<tr>
<td>• Course outlines have not been updated in five years.</td>
<td>• For certain courses, there is a uniformed text.</td>
<td></td>
<td>• General lack of updated multimedia equipment</td>
<td>• The department created the Psychology Club, which sponsors a number of psychology events for the college and the general public.</td>
</tr>
<tr>
<td>• The department has created three online courses.</td>
<td>• Instructors often share pedagogy techniques/best teaching practices.</td>
<td></td>
<td>• Lack of office space for adjuncts</td>
<td></td>
</tr>
<tr>
<td>• The department is designing a new biopsychology course.</td>
<td>• All of the Psychology classes tend have very good enrollment.</td>
<td></td>
<td>• Lack of instructional aids</td>
<td></td>
</tr>
<tr>
<td>• The faculty have written SLOs for some of the core courses.</td>
<td>• The current schedule of course offerings tend to meet students’ needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The department has not begun to develop PLOs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The department has not aligned SLOs to the college’s ILOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To hire an additional contract 1.0 instructor
- To update course outlines
- To create PLOs
- To align SLOs and PLOs to the colleges ILOs
- To acquire updated multimedia equipment
Program Review Summary

College of Alameda

Department: Sociology

Abbreviated Narrative Description of Discipline, Department, or Program:
The primary goal and objective of the COA Sociology Department is to prepare and enable our sociology students to transfer to Cal State, Cal, or to any four year college and university as sociology majors. We offer an A.A. in sociology, and four classes that satisfy the IGETC & CSU-GE breadth requirements for transfer to UCS & CSUs (and that satisfy the COA A.A. Degree in Sociology).

Summary:

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<tbody>
<tr>
<td>• All course outlines were updated and approved by the COA Curriculum Committee within the last 3 years. • A complete curriculum review was done within the past three years, and the course catalogue descriptions were rewritten in F 09 to clarify the skills that the students will obtain from our courses. • The department completed SLOs for all four courses. • SLOs are included in course syllabi. • The department has also developed program SLOs, which align with the college’s ILOs.</td>
<td>• Instructors use multimedia to enhance instruction and student learning. • Course assignments promote analytical reading and writing skills. • Students have many opportunities to do independent research or service learning projects. • Enrollment has increased in all courses since 2005. • The department offers a flexible schedule of courses.</td>
<td>• The retention rate has been above the college’s average. • The contract instructor notices that failing students tend to have poor attendance. So, he has instituted a mandatory attendance policy. • Academically unprepared students are encouraged to attend tutoring to improve reading and writing skills.</td>
<td>• Current staffing: 1 contract instructor and 2 adjuncts (during summer session only) • Staffing is adequate. • There is a need for updated multimedia equipment and smart classrooms.</td>
<td>• Lead contract instructor maintains communication with counterpart at CSU East Bay. • Lead contract instructor collaborates with the college’s articulation officer maintain the articulation of sociology courses to the four year institutions.</td>
</tr>
</tbody>
</table>
Program Review Summary

Recommendations and Priorities:

- To begin to evaluate SLOs
- To maintain the current schedule of course offerings
- To acquire new multimedia equipment
- To have sociology courses taught in SMARTclassrooms
Program Review Summary

College of Alameda

Department: Automotive Technology

Abbreviated Narrative Description of Discipline, Department, or Program:
The Automotive Technology curriculum is designed to prepare students for employment as apprentice auto mechanics or to allow students to continue toward a Baccalaureate degree in other advanced schools of technology in preparation for future management and teaching careers in the automotive industry.

Summary:

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</tr>
</thead>
<tbody>
<tr>
<td>Curriculum reviewed every five years by NATEF</td>
<td>Incorporation of new technology into lecture and labs</td>
<td>Large number of students obtain work in the field</td>
<td>4 hourly instructors, 1 LTS, 1 Tool Room Keeper</td>
<td>Advisory Committee meets once a year</td>
</tr>
<tr>
<td>NATEF certification site visit in Spring 2009</td>
<td>Schedule courses to best meet student needs</td>
<td>Utilize services on campus such as EOPS, Tool Loan Program, Toyota job placement</td>
<td>Physical resources adequate</td>
<td>Meet with Toyota Advisory Committee</td>
</tr>
<tr>
<td>Curriculum constantly being reviewed and improved</td>
<td>Partnership with Toyota has led to innovation training techniques</td>
<td>Continue to review and improve</td>
<td></td>
<td>Industry contact</td>
</tr>
<tr>
<td>Prerequisites, corequisites and advisories validated</td>
<td></td>
<td></td>
<td></td>
<td>Community and High School/ROP Outreach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NATEF Certification visits</td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
- Fill vacant contract position
- Continue to keep up with technological advances within industry
College of Alameda

Department: Aviation Operations

Abbreviated Narrative Description of Discipline, Department, or Program: Aviation Operations AVIAO, has two course offerings though only one is offered at this time. AVIAO is the Private Pilot Ground School course which is currently offered.

Summary:

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</thead>
<tbody>
<tr>
<td>UpdatedSpring2009</td>
<td>Traditional faculty lectures and/or demonstrations</td>
<td>90% retention</td>
<td>1 Part Time faculty member</td>
<td>Industry and Community contacts through AMT program</td>
</tr>
<tr>
<td>Only 1 course currently offered: AVIAO 10</td>
<td>Use of a different types of technology to deliver instruction</td>
<td>Maintain standards set to create best success for students</td>
<td>1 Lecture classroom used 1 night per week</td>
<td></td>
</tr>
<tr>
<td>SLO's in place for this course</td>
<td>Evening course to accommodate students employed during the day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
- Smart Board Classroom
- Evaluate and Review program to meet student needs
Program Review Summary

College of Alameda

Department: Apparel Design and Merchandising

Abbreviated Narrative Description of Discipline, Department, or Program:
ADAM courses offer basic and advanced technical training which reflects current industry technology and changing fashion trends. Students interested pursuing a career focused on design and manufacturing may earn a Two-year certificate of completion in Apparel Design and Merchandising.

Summary:

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</thead>
<tbody>
<tr>
<td>• Updated course outlines</td>
<td>• Traditional Faculty Lectures and/or Demonstrations</td>
<td>• Improvement in retention seen during 2009-2010 academic year</td>
<td>• Current Staffing: 2 Contract Instructors, 1 emerins hourly, 1 hourly.</td>
<td>• Advisory Committee meeting once a year</td>
</tr>
<tr>
<td>• Added new courses</td>
<td>• Uses a variety of different types of technology in instruction</td>
<td>• Support services provided with student assistants to give one on one help</td>
<td>• Facilies too small and irregularly shaped, poor ventilation</td>
<td>• Community contacts and partnerships in the industry</td>
</tr>
<tr>
<td>• Active SLO's in place for each course</td>
<td></td>
<td>• Sequential curriculum</td>
<td>• One additional contract faculty needed and .5 faculty needed</td>
<td></td>
</tr>
<tr>
<td>• Program SLO's in progress</td>
<td></td>
<td></td>
<td>• Need new and updated instructional equipment</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
• Continue to review and update curriculum as needed
• Updated instructional equipment
Program Review Summary

College of Alameda

Department: Aviation Maintenance Technology

Abbreviated Narrative Description of Discipline, Department, or Program:
As approved by the Federal Aviation Administration under Air Agency Certificate, C09T067R, the College of Alameda AMT program offers training over a two year period of time for aircraft technicians. Upon successful completion of this program and testing by the FAA the AMT graduate is issued a FAA Mechanic certificate with Airframe and Powerplant ratings.

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</thead>
<tbody>
<tr>
<td>• Updated course outlines and curriculum with FAA approval</td>
<td>• Use of systems trainers.</td>
<td>• 100% pass rate on FAA exams</td>
<td>• 3 Fulltime faculty</td>
<td>• Advisory Committee meets at least once a year</td>
</tr>
<tr>
<td>• SLO's created for each course</td>
<td>• Development of manuals, projects to utilize trainers.</td>
<td>• Maintain standards set to create best success rate for students</td>
<td>• 1 Tool Room Keeper</td>
<td>• Contacts with aviation industry and the community</td>
</tr>
<tr>
<td>• Evening program for the majority of day employed students</td>
<td>• Evening program for the majority of day employed students</td>
<td>• Identify problem subject areas to adapt instruction for better student success</td>
<td>• Expected retirement of 2 fulltime faculty within next few years</td>
<td></td>
</tr>
<tr>
<td>• Preparing for October 2010 changes</td>
<td>• Preparing for October 2010 changes</td>
<td>• Additional state-of-the-art equipment needed</td>
<td>• Need modern state-of-the-art-equipment</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
• Prepare for impending retirements
• Continue to meet and exceed FAA standards
• State-of-the-art smart classrooms/equipment
# Program Review Summary

**College of Alameda**

**Department: Biology**

**Abbreviated Narrative Description of Discipline, Department, or Program:**
The goals of the Biology Department are as follows: 1. To prepare Biology Majors to transfer into 4 year programs in Biology, and Health Sciences (Nursing, Pharmacy, Physical Therapy, Physician’s Assistant). 2. To prepare students with Bachelor's Degrees for entry into Professional Schools (Medicine, Dentistry). 3. To offer courses that satisfy the physical and life sciences requirements for transfer into 4 year institutions in majors other than Biology and the Health Sciences. 4. To offer courses to satisfy the Natural Sciences Requirement for an A.A. Degree. 5. To offer courses for Continuing Education requirements in the health professions. 5. To contribute to the continuing education of members of the community.

**Summary:**

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<tbody>
<tr>
<td>- Curriculum updated &lt;br&gt;- Curriculum Review of course outlines &lt;br&gt;- SLO's incorporated into some courses others in progress &lt;br&gt;- Program outcomes parallel with COA outcomes</td>
<td>- Use models of learning to engage students in learning process &lt;br&gt;- Problem Based Learning &lt;br&gt;- Use of technology and online discussion groups &lt;br&gt;- Variety of course offerings and scheduling</td>
<td>- Increase in retention &lt;br&gt;- Review of pedagogy and best teaching practices to address the needs of the students</td>
<td>- 3 Fulltime Faculty, 4-5 Part Time Faculty, 1 Lab Tech &lt;br&gt;- Slated to move to new Lab facility &lt;br&gt;- 2 more fulltime faculty needed &lt;br&gt;- Updated and modernized lab with smart classrooms needed</td>
<td>- Most courses articulated with UC/CSU</td>
</tr>
</tbody>
</table>

**Recommendations and Priorities:**
- 2 more Full Time Faculty
- Complete SLO’s
- Lab Equipment for Microbiology course
- Extra lab supplies for environmental studies
Program Review Summary

College of Alameda

Department: Business

Abbreviated Narrative Description of Discipline, Department, or Program: The Business Discipline’s mission is closely aligned to COA’s mission: “College of Alameda’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.” Since 1970, the Business Discipline of College of Alameda has provided Associate in Arts degrees and Certificates of Proficiency in: Accounting, Business Administration, Economics and Office Administration.

Summary:

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Instruction</th>
<th>Student Success</th>
<th>Human and Physical Resources</th>
<th>Community Outreach and Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curriculum review of Course Outlines</td>
<td>• Traditional Faculty Lectures and/or Demonstrations</td>
<td>• Tutoring provided for Accounting students</td>
<td>• 1 Fulltime BUS/Accounting instructor</td>
<td>• Advisory Committee meeting once a year</td>
</tr>
<tr>
<td>• SLO’s reviewed and updated for each course and linked to courses, programs, and the institution</td>
<td>• Innovative methods of instruction using technology</td>
<td>• Maintain standards set to create best success rate for students</td>
<td>• Larger classrooms needed</td>
<td>• Partnerships with the community: Workforce Collaborative, Port of Oakland,</td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
- Fill vacant contract position
- Smart Classrooms needed
- Continue to review curriculum
Program Review Summary

College of Alameda

Department: Chemistry

Abbreviated Narrative Description of Discipline, Department, or Program: COA Chemistry offers general chemistry for science majors and introductory chemistry for allied-health career track students and non-science majors.

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<tbody>
<tr>
<td>• Curriculum Reviewed</td>
<td>• Lecture/Lab</td>
<td>• Informal testing on prerequisite knowledge</td>
<td>• 1 fulltime faculty member</td>
<td>• Collegial relationship with American Chemical Society and other outside professionals in the industry</td>
</tr>
<tr>
<td>• Online Discussions</td>
<td>• Online Discussions</td>
<td>• Tutoring form LRC tutoring center</td>
<td>• 3 part time faculty members</td>
<td></td>
</tr>
<tr>
<td>• Afternoon course offerings</td>
<td>• Afternoon course offerings</td>
<td></td>
<td>• 1 Lab Tech</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
• Larger Modernized Chemistry Lab
Program Review Summary

College of Alameda

Department: Computer Information Systems

Abbreviated Narrative Description of Discipline, Department, or Program: One of the primary goals of the CIS Discipline is to continue to meet the needs of the community by providing comprehensive and flexible programs for both transfer and non-transfer first and second year college level computer courses. The CIS Discipline offers a CIS AA Degree, a CIS Certificate of Completion, and several Certificates of Proficiency.

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</thead>
<tbody>
<tr>
<td>Curriculum reviewed and developed continually</td>
<td>Creative scheduling</td>
<td>Student Retention</td>
<td>3 Fulltime faculty members</td>
<td>Advisory Committee meeting once a year</td>
</tr>
<tr>
<td>SLO's for each course</td>
<td>Use of new Technologies</td>
<td>Instructional support</td>
<td>A few part time faculty members</td>
<td></td>
</tr>
<tr>
<td>Continue to meet to refine program level SLO’s</td>
<td>Online and Hybrid courses</td>
<td>Technical support for online students needed</td>
<td>Computer Labs</td>
<td>Community partnerships</td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
- Upgrade computer labs and learning resources
- Develop and offer more online courses
- Purchase updated software
Program Review Summary

College of Alameda

Department: Dental

Abbreviated Narrative Description of Discipline, Department, or Program: The College of Alameda provides a comprehensive program in dental assisting for interested and qualified students of all race and gender. Students will have the opportunity to acquire the knowledge and proficiency to successfully assist in serving the dental health needs of the community.

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</thead>
<tbody>
<tr>
<td>Curriculum reviewed &amp; updated 3/08</td>
<td>New dental technology being used</td>
<td>Increased retention</td>
<td>1 FT Faculty</td>
<td>Advisory Board meets 2 times per year</td>
</tr>
<tr>
<td>Curriculum reviewed &amp; approved by ADA</td>
<td>Computer Lab usage</td>
<td>Basic Skills intervention</td>
<td>5 FT Faculty</td>
<td>Internship Office</td>
</tr>
<tr>
<td>SLO’s set forth for each course</td>
<td>Mock examinations</td>
<td>Tutors</td>
<td>Newly remodeled facility adequate for instruction</td>
<td>Dental Society</td>
</tr>
<tr>
<td>Program outcomes aligned with institutional outcomes</td>
<td>Internet</td>
<td>Assessment &amp; Measurement of competencies/outcomes</td>
<td>Need additional storage</td>
<td>Community Dental Clinic</td>
</tr>
</tbody>
</table>

Recommendations and Priorities:
- Additional Fulltime instructor needed
- Student Aide for Dental
- Smart Classroom, New X-ray machines
Program Review Summary

College of Alameda

Department: Economics

Abbreviated Narrative Description of Discipline, Department, or Program: The Economics Discipline’s mission is closely aligned to COA’s mission: “College of Alameda’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.” Since 1970, the Business Discipline of College of Alameda has provided Associate in Arts degrees and Certificates of Proficiency in: Accounting, Business Administration, Economics and Office Administration.

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<tr>
<td>• Curriculum review of course outlines</td>
<td>• Traditional Lecture courses</td>
<td>• Improve retention</td>
<td>• 1 FT Faculty member</td>
<td>• Articulation with UC/CSU</td>
</tr>
<tr>
<td>• SLO’s reviewed and updated for courses</td>
<td>• Hybrid courses</td>
<td>• Scheduling of courses</td>
<td>• 2-3 PT Faculty members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of technology in classroom to deliver instruction</td>
<td>• to accommodate students</td>
<td>• Smart Classrooms needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Refer students to campus services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendations and Priorities:

• Smart Classrooms
Program Review Summary

College of Alameda

Department: Geography

**Abbreviated Narrative Description of Discipline, Department, or Program:** The College of Alameda Geography program is an integrated study of the many aspects of this human/physical environment. Opportunities exist to achieve an AA degree and to obtain transfer credit applicable in baccalaureate institutions.

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<tr>
<td>- Curriculum reviewed &amp; updated</td>
<td>- Traditional Lecture/Lab</td>
<td>- Increase in retention</td>
<td>- 1 FT Faculty member</td>
<td>- Program adequate to prepare students for upper division course work</td>
</tr>
<tr>
<td>- SLO's in place for all courses</td>
<td>- Incorporation of online resources</td>
<td>- Institutional support</td>
<td>- 2 PT Faculty members</td>
<td></td>
</tr>
<tr>
<td>- Program outcomes closely aligned with</td>
<td>- Use of technology in classroom to enhance</td>
<td>- Tutoring needed</td>
<td>- Use of Lecture Classroom and Geog Lab</td>
<td></td>
</tr>
<tr>
<td>institutional outcomes</td>
<td>instruction</td>
<td></td>
<td>- Smart Classrooms needed</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendations and Priorities:**
- Geography Tutors
- Smart Classrooms
Program Review Summary

College of Alameda

Department: Geology

Abbreviated Narrative Description of Discipline, Department, or Program: The Geology program consists of one course, Geology 10. This is a survey of the structure and materials that compose the earth's surface and geologic processes responsible for shaping the earth: Nature and role of rocks and minerals; environmental processes and problems; dynamics of volcanism, earthquakes, plate tectonics, metamorphism, running water, ground water, glaciation, weathering and erosion.

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<tr>
<td>- Curriculum reviewed &amp; updated&lt;br&gt;- SLO's in place for all courses&lt;br&gt;- Program outcomes closely aligned with institutional outcomes</td>
<td>- Online course offering&lt;br&gt;- Traditional Lecture/Lab&lt;br&gt;- Incorporation of online resources&lt;br&gt;- Use of technology in classroom to enhance instruction</td>
<td>- Increase in retention&lt;br&gt;- Institutional support&lt;br&gt;- Tutoring needed</td>
<td>- 1 PT Faculty member&lt;br&gt;- Use of Lecture Classroom and Geog Lab&lt;br&gt;- Smart Classrooms needed</td>
<td>- Program adequate to prepare students for upper division course work</td>
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Recommendations and Priorities:
- Smart Classrooms