

2025-2026 ANNUAL REPORT

Believe.
Achieve.
Succeed.

COLLEGE OF ALAMEDA

alameda.edu




COLLEGE OF
ALAMEDA


CHROME
LANDSCAPING


DENTAL
ASSISTING


LATEEFAH SIMON
PAY TO THE ORDER OF
PERALTA COMMUNITY COLLEGE'S FABLAB
$250,000
TWO HUNDRED FIFTY THOUSAND
DOLLARS
MEMO
CA-12 Community Project Funding
Lateefah Simon
789

Messsage From the President



Dear College of Alameda Community,
It is my privilege to present the College of Alameda's 2025–2026 Annual Report—a reflection of a year defined by progress, purpose, transformation, and an unwavering commitment to our students and community.

At College of Alameda, we believe education is more than what happens in a classroom. It is the creation of possibility. It is helping students see what is possible for themselves and providing the instruction, services, relationships, and opportunities necessary to turn those possibilities into reality. Our promise to students remains simple yet powerful: Believe. Achieve. Succeed.

This year, that promise came to life in countless ways. We served more than 10,700 students, awarded 609 degrees and certificates, and celebrated 320 graduates whose accomplishments represent perseverance, sacrifice, and the collective investment of an entire college community. More than half of our graduates earned a GPA above 3.5, and our students continued their educational journeys at four-year institutions throughout California and beyond. These outcomes remind us that behind every data point is a student with a story, a family, a dream, and a future we have the privilege of helping shape.

We also reached an extraordinary institutional milestone. On December 8, 2025, College of Alameda was officially recognized as one of California's inaugural Black-Serving Institutions (BSI). This historic designation affirms years of intentional work to create culturally responsive learning environments, strengthen student supports, and address persistent equity gaps. More importantly, it represents a commitment for our future. The designation is not simply something we celebrate - it is a responsibility to continue building an institution where Black and African American students, and indeed every student we serve, experience belonging, opportunity, achievement, and excellence.

Our commitment to belonging was equally visible across our campus. Investments in ADA accessibility, flooring, painting, signage, and wayfinding improved spaces throughout the College, while programs such as MESA continued to grow, providing STEM students with dedicated counseling, community, and spaces designed for collaboration and academic success. These investments demonstrate that the environments we create matter: students deserve spaces and services that communicate that they belong here and that their success matters.

Messsage From the President- Continued

The year also required us to embrace significant change. Through Peralta's Transformation efforts, members of the CoA community helped shape conversations around program alignment, distance education, dual and concurrent enrollment, evening and weekend education, and the future organization of our district. Our faculty, classified professionals, administrators, and students showed up and contributed their voices to decisions that will influence the educational landscape for years to come. Transformation can be challenging, but it also provides an opportunity to ask an essential question: What must we become to meet the needs of the students and communities we serve today and tomorrow?

As we ask that question, our mission remains our anchor – to serve the educational needs of our diverse community through comprehensive and flexible programs and resources that empower students to achieve their goals. We must continue examining our outcomes honestly, celebrating where students are thriving while confronting inequities and barriers that remain. Our work is not complete until opportunity and achievement are experienced equitably throughout our institution.

None of what you will see reflected in this report happens without people. I extend my deepest gratitude to our faculty, who create transformative learning experiences; our classified professionals, who make our College work and ensure students feel welcomed and supported; our administrators, who lead with care and stewardship; and our students, whose aspirations give purpose to everything we do. I am equally grateful to our community, educational, and industry partners who continue to invest in College of Alameda and the success of our students.

As you explore this report, I invite you to see more than accomplishments and statistics. See the people behind them. See a college willing to evolve while remaining grounded in its mission. See a community that understands education as both an individual opportunity and a public good.
Most importantly, see what is possible when we believe in our students, invest in their success, and work collectively to create the conditions in which they can thrive.
The future of College of Alameda is being shaped now, and I am incredibly proud of the community shaping it.

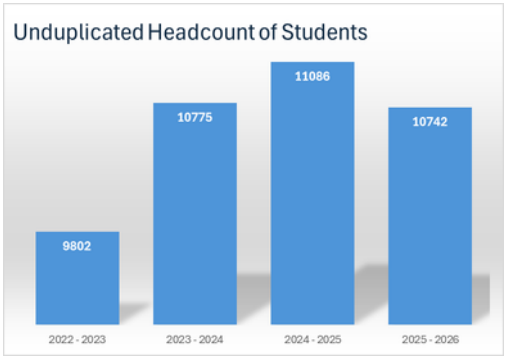
Believe. Achieve. Succeed.
With Cougar Pride,

Melanie Dixon
President, College of Alameda



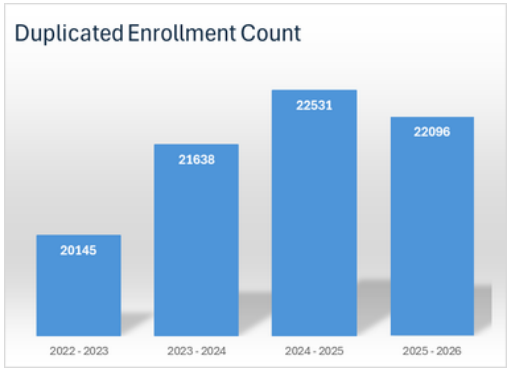
College of Alameda by the Data

Unduplicated Student Headcount for Last 4 Years



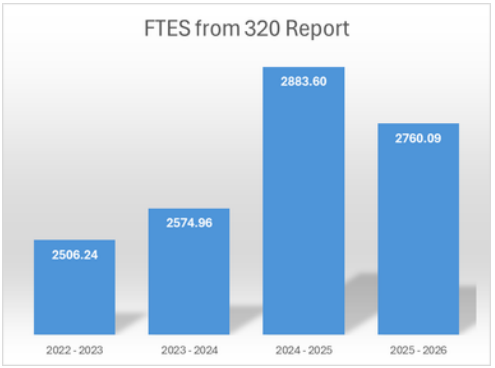
Enrollment Counts Facts:
3.1 % decline in Students in 2025-2026
9.6 % increase in Students in 2025-2026 from the Base Year 2022-2023
13.4% increase in Home Student percentage of Headcount from the Base Year 2022-2023

Duplicated Student Enrollment Count for Last 4 Years



Enrollment Counts Facts:
1.9 % decline in Enrollment Counts in 2025-2026 (This is with a 5% decline in Sections Offered)
9.7 % increase in FTES in 2025-2026 from the Base Year 2022-2023
15.6% increase in Home Student percentage of Enrollment Count from the Base Year 2022-2023

Full Time Equivalent Student (FTES) from 320 Report for Last 4 Years



FTES Facts:
4.3 % decline in FTES in 2025-2026 before 320 Recalculation Report with Final Amendments
12.0 % increase in FTES in 2024-2025 from New Credit FTES Calculation

2025-2026 Academic Year
10,742
Unduplicated Student Count

1.8%
International Students
1.8%
California Virtual Campus Students

61.7%
Economically Disadvantage
48.4%
First Generation
5.9%
Student Accessibility Service Students
3.6%
EOPS
1.2%
Veterans

2025-2026 Academic Year
4786
Unduplicated College of Alameda Home Student Count in the District

1.4%
International Home Students
3.7%
California Virtual Campus Students

2025-2026 Academic Year
726
Sections Offered

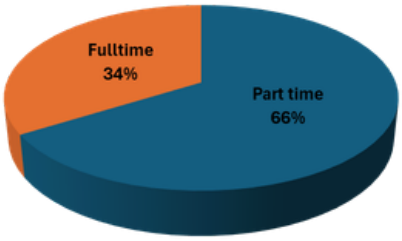
Age Range
56.4%
24 and Under
22.3%
25 through 34
21.3%
35 and Older

Gender
53.5%
Female
40.4%
Male
6.1%
Not Reported

Top 9 Cities Student Live in	
CITY	Student Count
Oakland	4682
Alameda	1700
Berkeley	673
San Leandro	475
Richmond	298
San Francisco	189
Hayward	179
Emeryville	175
Albany	144

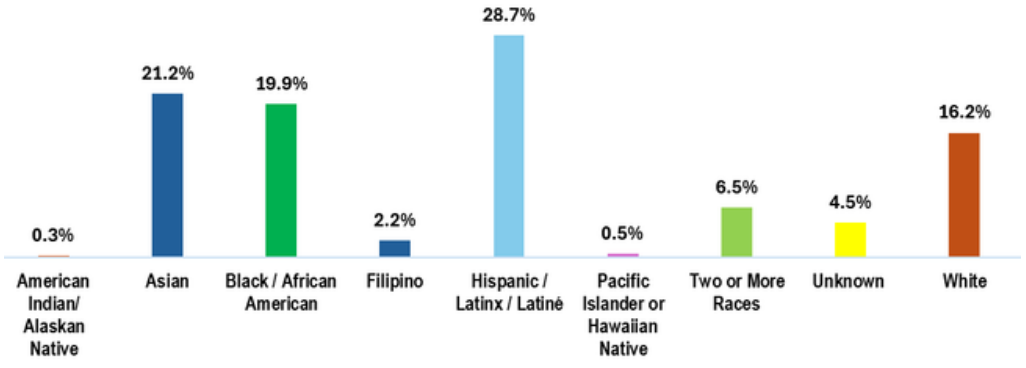
Top	High School	Student Count
1	OAKLAND TECHNICAL HIGH	502
2	ALAMEDA HIGH	477
3	BERKELEY HIGH	448
4	OAKLAND HIGH	382
5	ENCINAL HIGH	362
6	SKYLINE HIGH	328
7	SAN LEANDRO HIGH	191
8	ALAMEDA SCIENCE & TECHLGY INST	178
9	ALBANY HIGH	142

2024-2025 Full time vs Part time Enrolled Students



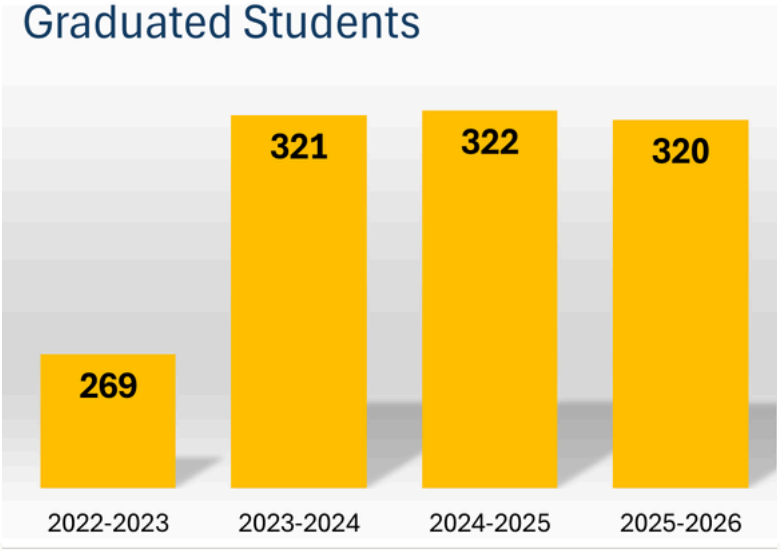
Enrollment Data pulled from Peralta Data Warehouse

2025-2026 Student Ethnicities



Graduates

Unduplicated Graduates Headcount for Last 4 Years





Academic Year 2025-2026: 320 Unduplicated Graduates Headcount

75.3%
Economically Disadvantage

50.9%
First Generation

16.3%
Increase in **Male Graduates** from previous Year

53.1%
had GPA over **3.5**

Age Range

53.8%
24 and Under

24.4%
25 through 34

21.9%
35 and Older

Gender

51.6%
Female

44.7%
Male

3.8%
Not Reported

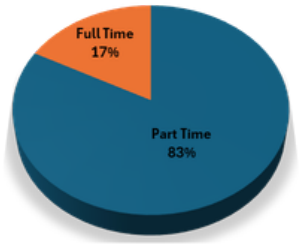
Years to Graduate

5.0 Years
Overall Graduates

3.4 Years
Full Time Student

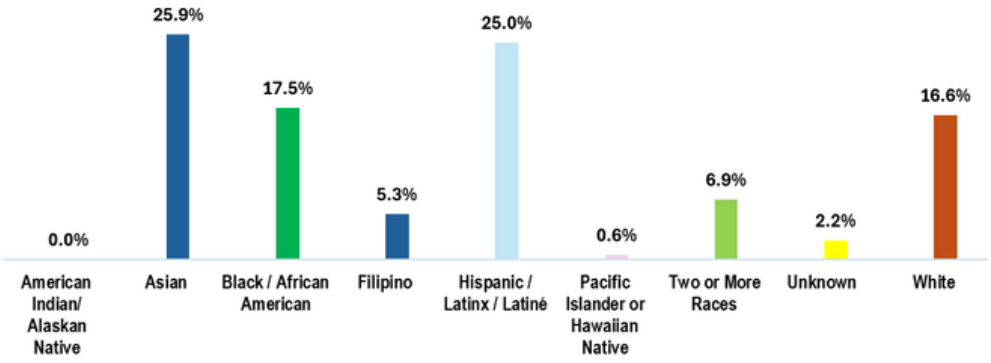
5.4 Years
Part Time Student

2025-2026 Graduated Students Part Time vs Full Time



Cities Graduates Live In	Percent
Alameda	38.4%
Oakland	32.8%
San Leandro	4.7%
Hayward	2.8%
San Francisco	2.5%
Fremont	1.6%
Berkeley	1.3%
Castro Valley	0.9%
Daly City	0.9%
Hercules	0.9%
Richmond	0.9%

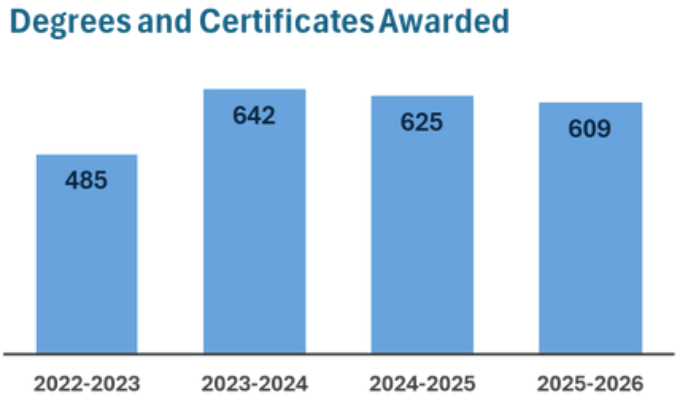
2025-2026 Graduates Ethnicities

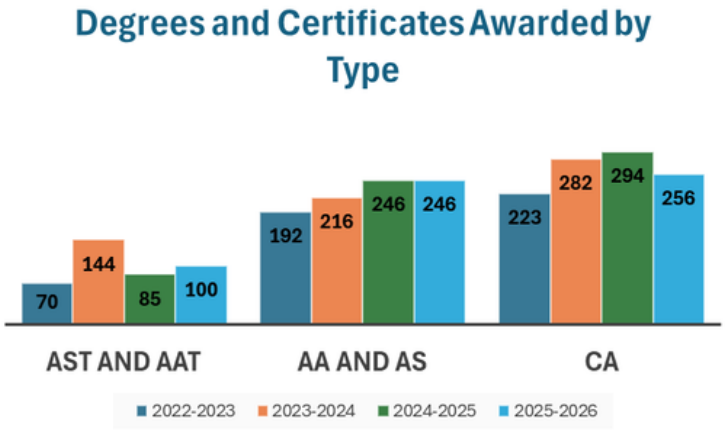


Graduates Data pulled from A&R Graduate Lists
*Peralta Data Warehouse is not updated until September Deadline for Graduates

Degree and Certificates

Degrees and Certificates Awarded for Last 4 Years





2025-2026 Academic Year

609

Degrees and Certificates Awarded

Percentage of Each Award Type Given

Award Type	Percent
Certificate of Achievement (CA)	42%
Associates of Science/Arts Local Degree (AA/AS)	40%
Associates of Science/Arts Transfer Degree (AST/AAT)	16%
Certificate of Proficiency (CP)	1%

Degree and Certificates by Term

Term	Degrees	Percent
2026 Spring	445	73%
2025 Fall	133	22%
2025 Summer	31	5%

Top 9 Field of Study of Degrees and Certificates

Top	Field of Study	Degrees
1	Transfer Studies	147
2	Liberal Arts	125
3	Aviation Maintenance Technology	61
4	Business	37
5	Psychology	34
6	Sociology	30
7	Dental	29
8	Math	21
9	Auto Body and Paint	17

Top 9 Degree and Certificates Programs

Top	Program	Degrees
1	Liberal Arts - Social & Behavior	75
2	Transfer Studies - IGETC	58
3	Transfer Studies - CSU	45
4	Transfer Studies - Cal-GETC	44
5	Liberal Arts - Natural Sciences	32
6	AMT - Airframe Technician	31
7	AMT - Powerplant Technician	30
8	DENTL - Dental Assisting	29
9	BUS - Business Administration 2-TR	28

Degree and Certificates Data pulled from A&R Graduate Lists
*Peralta Data Warehouse is not updated until September Deadline for Degrees and Certificates

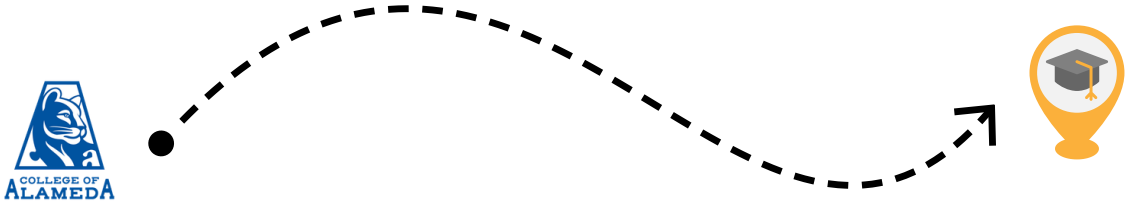
Transfer to 4 Year University

Top 9 CSU Transfer Schools

Top 9 California State Universities	
1	East Bay
2	San Francisco
3	San Jose
4	Sacramento
5	Sonoma
6	Long Beach
7	San Diego
8	San Luis Obispo
9	Fullerton

Top 9 UC Transfer Schools

Top 9 Universities of California	
1	UC Davis
2	UC San Diego
3	UC Santa Cruz
4	UC Irvine
5	UC Berkeley
6	UC Santa Barbara
7	UC Merced
8	UCLA
9	UC Riverside



Enrolled Transfer Data					
Academic Year	California State University	In State Private School	Out of State Private School	University of California	Total
2022-2023	89	14	51	88	242
2023-2024	89	19	57	70	235
2024-2025	93	15	73	112	293
2025-2026*	85	18	29	81	213
* Only has Fall Enrollment					

Admissions Rates Comparison

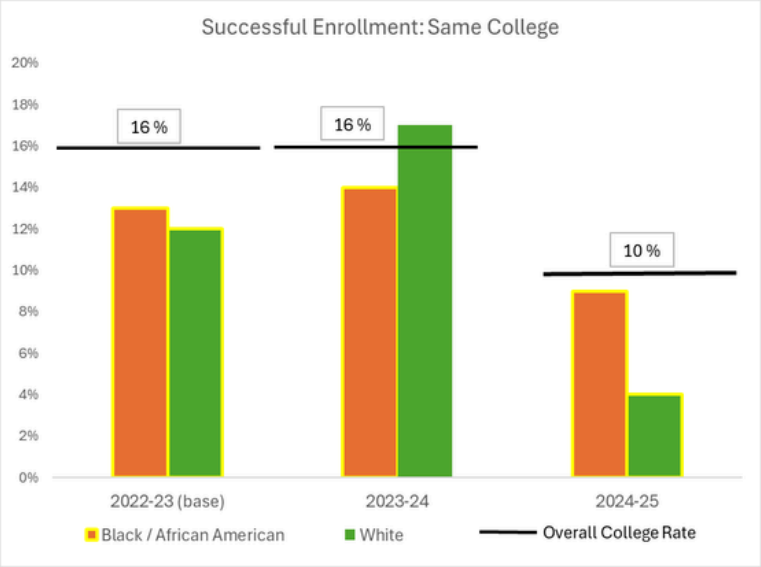
Transfer Data Fall 2025						
Academic Year	Applied	Admitted	Enrolled (Updated with National Student Clearinghouse Data)	Rate of Admission for College of Alameda	Rate of Admission for Overall Transfer Students	Rate Difference of College of Alameda compared to all Community Colleges
University of California Berkeley	76	16	13	21.1%	22.0%	-0.9%
University of California Davis	61	45	21	73.8%	56.0%	17.8%
University of California Irvine	46	24	11	52.2%	39.0%	13.2%
University of California LA	51	11	5	21.6%	23.0%	-1.4%
University of California Merced	16	12	< 5	75.0%	72.0%	3.0%
University of California Riverside	17	11	< 5	64.7%	67.0%	-2.3%
University of California Santa Barbara	24	14	5	58.3%	59.0%	-0.7%
University of California Santa Cruz	42	26	8	61.9%	68.0%	-6.1%
University of California San Diego	50	33	14	66.0%	52.0%	14.0%
California State Universities	143	128	85	89.5%	89.8%	-0.3%

UC Data pulled from UC Dashboards : **CSU Data** Pulled from CSU Dashboard:

Updated Enrolled Numbers pulled from Student National Clearinghouse from PCCD Data Warehouse

Student Equity Plan Metrics 2025-2028

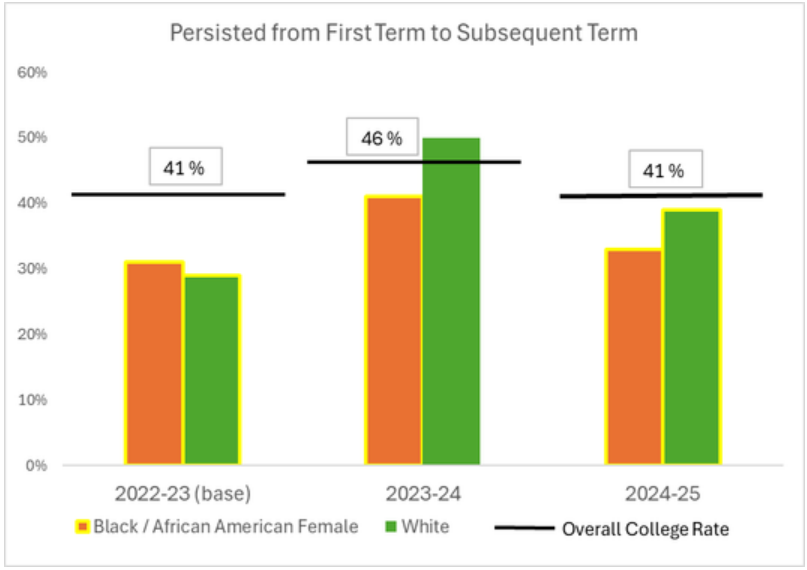
Successful Enrollment (% of first-time college students who applied and enrolled in the same year in a primary term)*



Yellow Border represent groups that are below the overall percent of the college. Enrollment Data was updated by the State so DI mentioned in SEA Plan are incorrect when plan was turned in.

DI Groups from BASE Year:
Black/African American Students
White Students

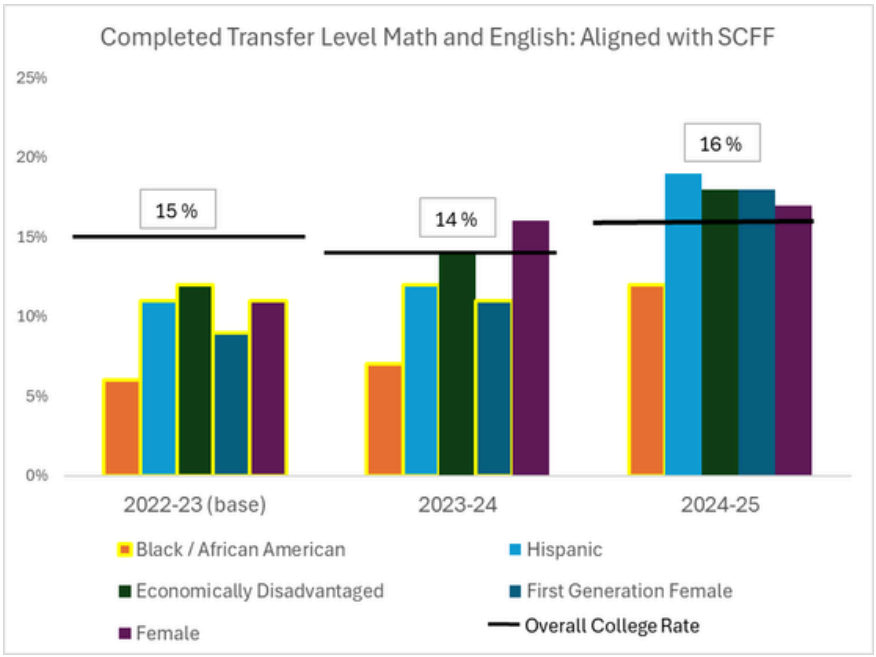
Persistence (% of first-time college students who enrolled in the subsequent semester) *



Yellow Border represent groups that are below the overall percent of the college. African American Females are below the overall college rate 3 years in a row.

DI Groups from BASE Year:
Black/African American Female Students
White Students

Transfer-level math and English (% of first time in college students who completed transfer-level math and English in the first year)*

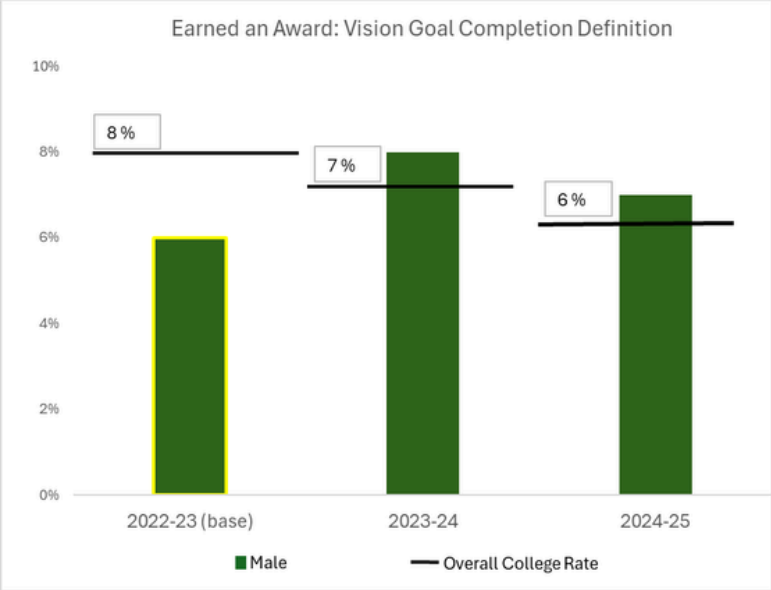


Yellow Border represent groups that are below the overall percent of the college. African American are below the overall college rate 3 years in a row. All Other DI Groups are above the Overall College Rate in 2024-2025.

DI Groups from BASE Year:
Black/African Americans
Hispanic
Economically Disadvantaged
Females
First Generation Female

*first-time college students who were credit enrolled and not special admit
** first-time college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited the California Community College system.

Vision Goal Completion (percentage of first-time college students who completed a degree or certificate in three years)**

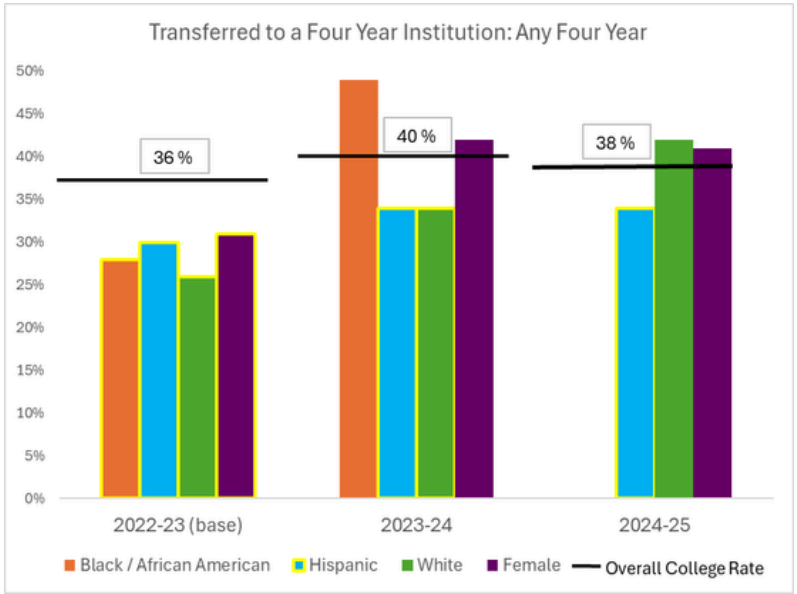


Yellow Border represent groups that are below the overall percent of the college.

DI Groups from BASE Year:
Male

Data pulled from Data Vista from SEA Report :

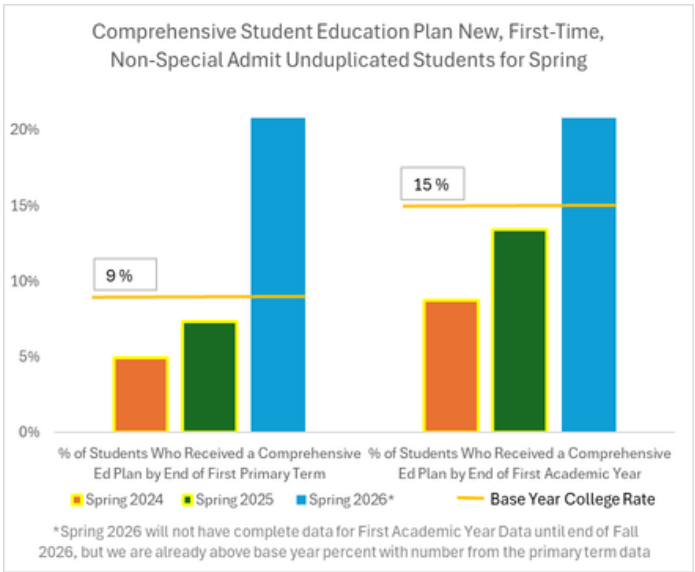
Transfer (percentage of first time in college students who transferred to a four-year institution within three years)**

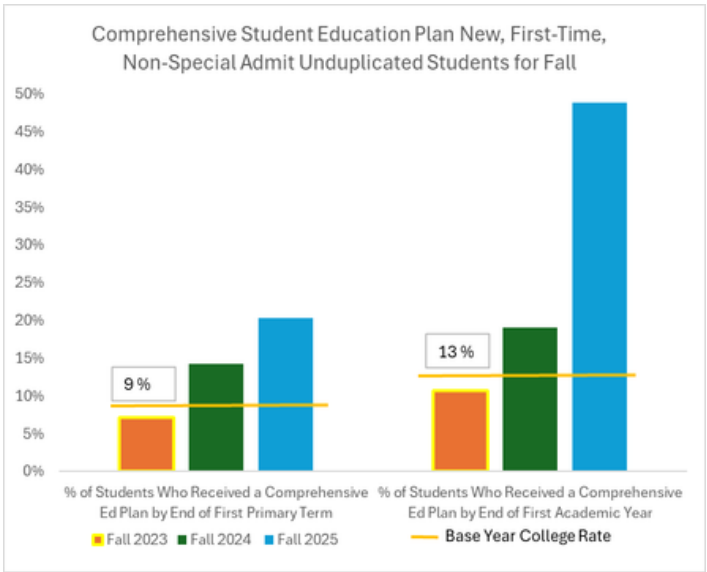


Yellow Border represent groups that are below the overall percent of the college. Transfer Data was updated by the State so DI mentioned in SEA Plan are incorrect when plan was turned in. In 2024-2025, the Black/African group was such a small sample size group data was masked.

DI Groups from BASE Year:
Black/African American Students
Hispanic Students
White Students
Female Students

Student Education Plans Overall College Rates*



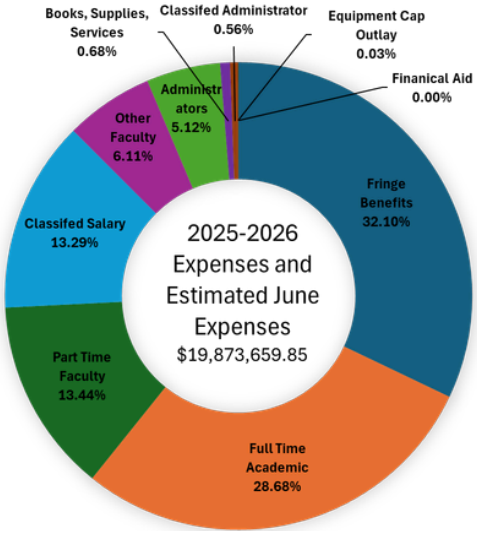


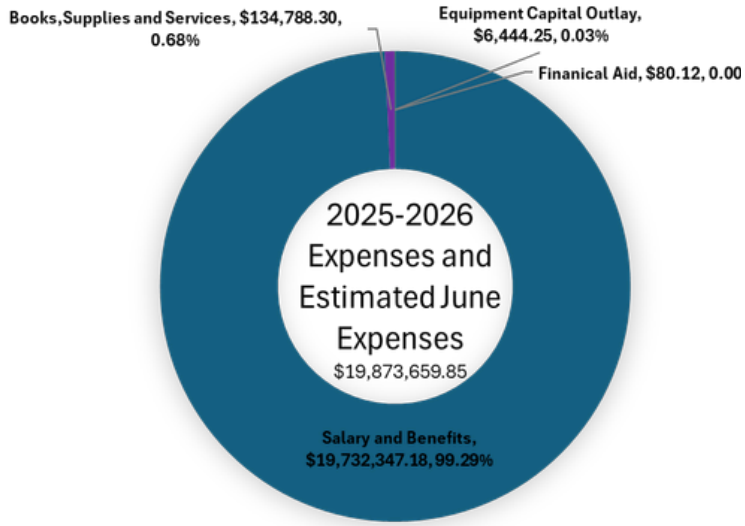
Yellow Border represent cohorts that are below the overall percent of the college base year. College of Alameda had a 36% increase in the Fall Cohort 2025 and a 6% increase (only primary term completed) in Spring 2026 Cohort of Comprehensive Student Education.

*first-time college students who were credit enrolled and not special admit
** first-time college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited the California Community College system.

Financial Summaries

2025-2026 General Fund (Fund 01)
Budget: $20,061,107.00

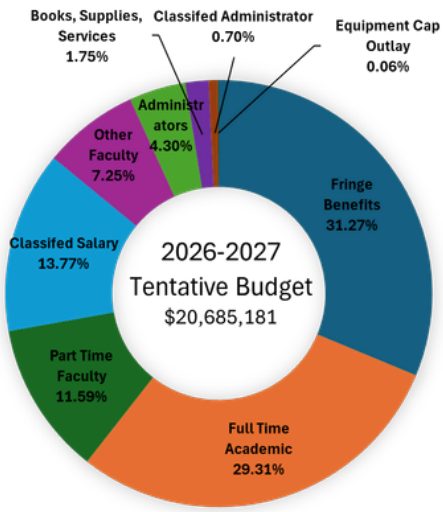


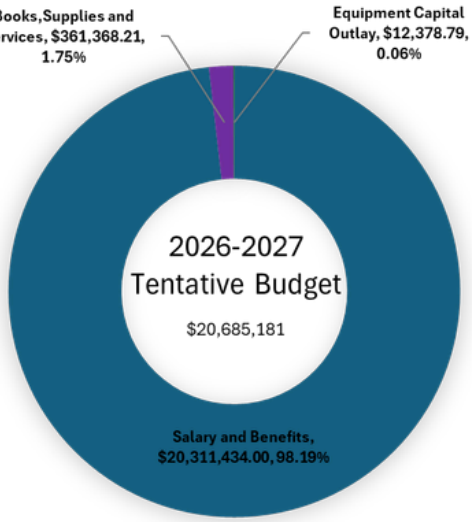


Expenditure Type	Expenses (Expenses projected to End of June)	Budget	Available Balance
Fringe Benefits	$6,378,639.37	$6,508,145.00	$129,505.63
Full Time Academic	$5,699,637.60	$5,839,035.00	$139,397.40
Part Time Faculty	$2,670,148.26	$541,451.00	-$2,128,697.26
Classifed Salary	$2,641,299.92	$3,121,840.00	$480,540.08
Other Faculty	$1,214,832.72	$1,326,211.00	$111,378.28
Administrators	$1,017,464.06	$1,085,740.00	$68,275.94
Books, Supplies, Services	$134,788.30	$1,462,796.94	$1,315,719.96
Classifed Administrator	$110,325.25	$159,295.00	$48,969.75
Equipment Cap Outlay	$6,444.25	$16,512.94	$10,067.58
Finanical Aid	$80.12	$80.12	$0.00
Grand Total	**$19,873,659.85**	**$20,061,107.00**	**$175,157.36**

Budget Data pulled from Peralta Peoplesoft Finance Management 7/28/2026

2026-2027 General Fund (Fund 01)
Tentative Budget $20,685,181.00

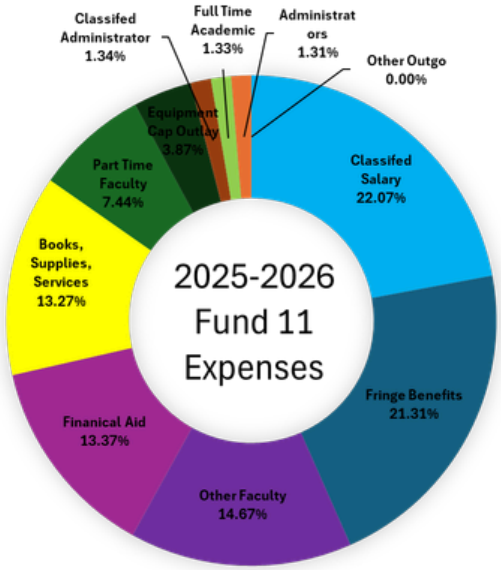


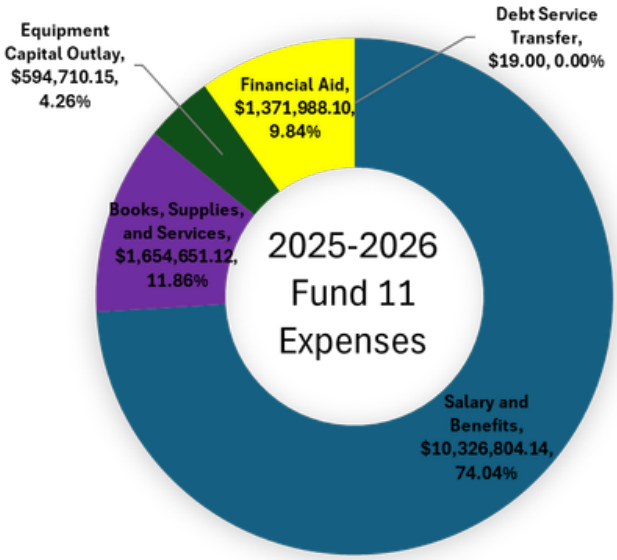


Expenditure Type	Tentative 2026-2027 Budget	2025-2026 Budget	Budget Difference
Fringe Benefits	$6,467,430.00	$6,508,145.00	**-$40,715.00**
Full Time Academic	$6,063,748.00	$5,839,035.00	$224,713.00
Part Time Faculty	$2,397,392.00	$541,451.00	$1,855,941.00
Classifed Salary	$2,847,697.00	$3,121,840.00	**-$274,143.00**
Other Faculty	$1,500,598.00	$1,326,211.00	$174,387.00
Administrators	$889,428.00	$1,085,740.00	**-$196,312.00**
Books, Supplies, Services	$361,368.21	$1,462,796.94	**-$1,101,428.73**
Classifed Administrator	$145,141.00	$159,295.00	**-$14,154.00**
Equipment Cap Outlay	$12,378.79	$16,512.94	**-$4,134.15**
Finanical Aid	$0.00	$80.12	**-$80.12**
Grand Total	**$20,685,181.00**	**$20,061,107.00**	**$624,074.00**

Budget Data pulled from Peralta Peoplesoft Finance Management 7/28/2026

2025-2026 Categorical Funds (Fund 11)
Budget : $19,361,289.29

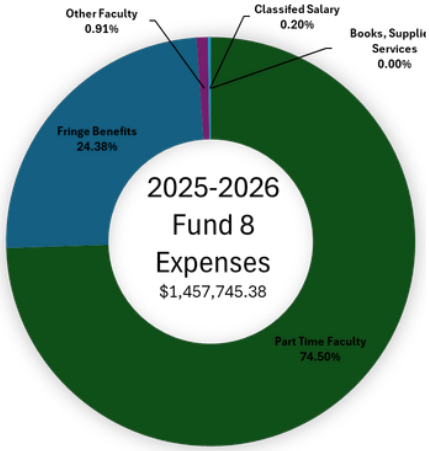




Expenditure Type	Expenses	Budget	Avaiable Budget
Classifed Salary	$2,437,679.73	$2,428,859.59	-$8,820.14
Fringe Benefits	$2,354,039.84	$1,968,521.96	-$385,517.88
Other Faculty	$1,621,144.15	$1,391,186.30	-$229,957.85
Finanical Aid	$1,477,565.80	$1,808,186.78	$264,659.32
Books, Supplies, Services	$1,466,429.30	$9,561,339.32	$7,941,675.60
Part Time Faculty	$821,804.12	$1,008,547.40	$186,743.28
Equipment Cap Outlay	$427,790.17	$736,285.20	$138,585.19
Classifed Administrator	$148,141.20	$148,141.00	-$0.20
Full Time Academic	$147,448.87	$144,913.00	-$2,535.87
Administrators	$145,199.27	$120,523.46	-$24,675.81
Other Outgo	$0.00	$20.00	$20.00
Grand Total	**$11,047,242.45**	**$19,316,524.01**	**$7,880,175.64**

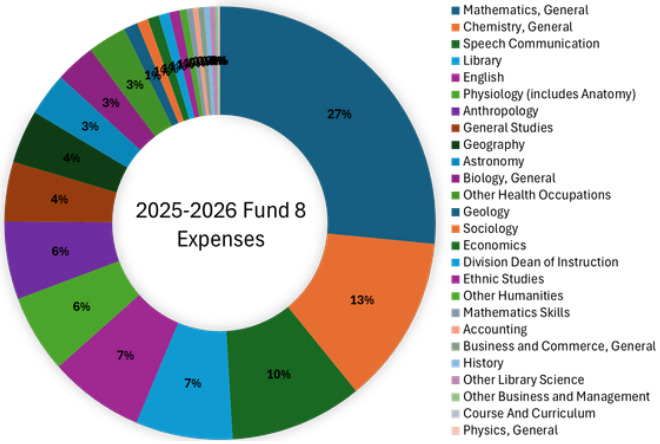
Budget Data pulled from Peralta Peoplesoft Finance Management 7/28/2026

2025-2026 Parcel Tax (Fund 08)
$1,457,745.38



Expenditure Type	Expense	Budget	Available Budget
Part Time Faculty	$1,086,063.56	$0.00	-$1,086,063.56
Fringe Benefits	$355,420.90	$6,209.00	-$349,211.90
Other Faculty	$13,283.68	$0.00	-$13,283.68
Classifed Salary	$2,977.24	$18,144.00	$15,166.76
Books, Supplies, Services	$0.00	$1,439,647.00	$1,439,647.00
Grand Total	**$1,457,745.38**	**$1,464,000.00**	**$6,254.62**

Classified Salary: Hourly Instructional Aid to support Library



Subject	Expense
Mathematics, General	$386,895.73
Chemistry, General	$183,539.90
Speech Communication	$144,748.83
Library	$106,093.77
English	$103,711.00
Physiology (includes Anatomy)	$85,285.05
Anthropology	$84,819.26
General Studies	$64,809.02
Geography	$57,848.64
Astronomy	$46,959.43
Biology, General	$43,621.56
Other Health Occupations	$42,532.84
Geology	$15,325.43
Sociology	$12,301.75
Economics	$12,301.74
Division Dean of Instruction	$11,574.93
Ethnic Studies	$11,193.14
Other Humanities	$8,028.44
Mathematics Skills	$6,439.53
Accounting	$6,150.87
Business and Commerce, General	$6,150.87
History	$6,150.87
Other Library Science	$6,150.86
Other Business and Management	$2,650.65
Course And Curriculum	$1,359.54
Physics, General	$1,101.73
Grand Total	**$1,457,745.38**

Budget Data pulled from Peralta Peoplesoft Finance Management on 7/28/2026

Peralta Transformation

SSEMC Program Alignment

- Reduce duplication of degrees and certificates across the district while maintaining student access to coursework.
- Designate specific colleges as primary locations for selected degree and certificate programs.
- Use enrollment, completion, transfer, labor market, and equity data to guide program alignment decisions.
- Concentrate resources on programs with the strongest demand, outcomes, and sustainability.
- Reduce competition among colleges and strengthen collaboration across the district.
- Maintain foundational and transfer-preparation courses at all colleges while streamlining degree completion pathways.

SSEMC Program Alignment Recommendations Presentation

SSEMC Program Alignment Recommendations

Distance Education

- Create a coordinated districtwide online education system that provides consistent quality and student support.
- Develop fully online degree pathways in Business ADT, Psychology ADT, Sociology ADT, and Political Science ADT.
- Prioritize a fully online CalGETC pathway as a high-impact access and transfer initiative.
- Invest in faculty professional development focused on online teaching, accessibility, and student engagement.
- Create instructional design and accessibility support to ensure compliance and quality.
- Implement coordinated multi-year scheduling to ensure students can complete online pathways efficiently.
- Expand online student services, including counseling, tutoring, financial aid, and technical support.
- Develop online student onboarding, orientation, and success resources.
- Standardize administrative processes and student navigation across colleges to improve the online student experience.

Distance Education Recommendations Presentation

Distance Education Recommendations

SSEMC Evening & Weekend College

- Create an O.W.N. (Online, Weekend, and Night) program to serve students unable to attend during traditional daytime hours.
- Launch the program through Oakland City College as the initial location.
- Provide dedicated student support services tailored to evening and weekend students.
- Offer in-person instruction and services on two evenings per week and Saturdays.
- Assign dedicated administrative leadership to oversee the program.
- Develop targeted marketing and outreach efforts to attract working adults and other nontraditional students.
- Strengthen employer partnerships to align pathways with workforce needs.
- Explore technology solutions and innovative delivery models to support student success.
- Evaluate opportunities for future expansion after successful implementation.

SSEMC Evening and Weekend College Recommendations Presentation

SSEMC Evening and Weekend College Recommendations

Dual & Concurrent Enrollment

- Expand centralized coordination of dual enrollment across all partner high schools and charter schools.
- Streamline and standardize enrollment, scheduling, and course request processes districtwide.
- Hire dedicated coordinators, student success navigators, and support staff to assist students and schools.
- Strengthen pathways that connect high school students to college certificates, degrees, and transfer opportunities.
- Develop comprehensive marketing and outreach strategies for students, families, and school partners.
- Improve onboarding, orientation, and counseling support for all dual enrollment students.
- Expand family engagement and multilingual outreach efforts.
- Provide professional development for faculty teaching dual enrollment courses.
- Strengthen partnerships with high schools and universities through clear processes, training, and ongoing collaboration.
- Increase concurrent enrollment opportunities that allow students to begin college coursework and accelerate completion.

Dual and Concurrent Enrollment Recommendations Presentation

Dual and Concurrent Enrollment Recommendations and Strategies

Unification

- Developed the Pathways to Possibilities framework to create a more seamless student experience from onboarding through completion, with a focus on clearer pathways, coordinated student support, and improved completion outcomes.
- Conducted districtwide listening sessions with students and employees to identify barriers caused by fragmented systems, inconsistent processes, and duplicated services, while gathering recommendations for a more student-centered district.
- Explored organizational changes to better align academic programs, student services, operational systems, and pathway structures while preserving the unique cultures and strengths of individual colleges and programs.
- Began planning governance integration, including review of senate structures, governance processes, and the development of a framework for a unified Oakland City College governance model.
- Explored district and college branding initiatives, including district name change discussions, Oakland City College identity development, mascot selection, and institutional colors to support the broader transformation effort.
- At its November 2025 meeting, the taskforce discussed developing a Frequently Asked Questions (FAQ) resource to address community concerns, improve transparency, and provide consistent information regarding the Peralta transformation planning process.

Unification Work

Unification Transformation FAQ

Thank you to Administration, Classified Staff, Faculty and Students from CoA who work on these task force to help move the Transformation Plan

Administration: Eva Jennings, John Nguyen, Nicole Porter
Classified Staff: Angela Kimble, Chungwai Chum
Faculty: Jeff Sanceri, Jody Campbell, Julie Saechao, Mathew Goldstein
Students: Rosa Perez, Tuguldur Natsagdorj

What's New



Black Serving Institute (BSI) Designation

On December 8, 2025, College of Alameda was officially designated as a California Black-Serving Institution (BSI), joining 31 inaugural institutions statewide recognized under Senate Bill 1348 — the first designation of its kind in the nation. To qualify, colleges must enroll at least 10% Black or African American students, a bar College of Alameda meets as part of a district where nearly one in five students identifies as Black. The designation reflects years of intentional work: culturally responsive curriculum, expanded student support services, and a sustained commitment to closing equity gaps. Valid for five academic years, the BSI designation affirms what College of Alameda has built — and is a charge to keep going.



Facility Updates

This past year, College of Alameda made significant investments in its physical campus, advancing both accessibility and institutional identity across our facilities. Ongoing ADA improvements have expanded access for students, staff, and visitors with disabilities, including upgraded pathways and other infrastructure updates designed to ensure that every corner of campus is welcoming and navigable for all. Major interior upgrades were also completed across several key campus spaces, the Gym, Library, Student Center, and several D-Building rooms all received new flooring and interior painting, refreshing areas that serve students daily. Alongside these improvements, the college worked on a comprehensive refresh of campus signage and wayfinding materials, replacing outdated branding with the college's new logo throughout campus. Together, these upgrades reflect a college that is investing in its people and its place, committed to equity, accessibility, and a campus environment that every student, staff member, and visitor can be proud of.



Instructional Division Restructure

Over the past year, College of Alameda completed a comprehensive review and realignment of its instructional divisions, resulting in a new two-division structure. The process included multiple opportunities for participation through Academic Senate, Department Chairs, the Institutional Effectiveness Committee, College Council, Flex Day, and collegewide surveys. The new structure was developed to balance operational needs with the academic integrity of the college's programs while strengthening communication, collaboration, and instructional leadership. As CoA moves forward with implementation, the new divisional structure will support continued institutional improvement and a stronger focus on student success.



MESA Programming is Thriving

The Mathematics, Engineering, Science Achievement (MESA) Program is growing stronger than ever, and the proof is in the energy at our 860 Atlantic campus. An updated student lounge has given MESA participants a dedicated space to study, collaborate, and connect, a physical home that fosters the sense of community and belonging that keeps students motivated through the toughest coursework. Paired with newly added dedicated counselors who understand the unique challenges STEM students face, the program is supporting students like never before. It's a testament to the passionate team behind MESA, whose commitment and hard work have made this growth not just possible, but meaningful.

Cougar Pride

At College of Alameda, athletics has always been an extension of our educational mission, and what a run it has been. Our student-athletes came to us to grow, earn their degrees, and build a foundation for the rest of their lives, and time and again, they delivered on that promise. As members of the Bay Valley Conference, our Cougars competed with pride against some of the finest community college programs in California. Our men's basketball and women's volleyball programs gave students opportunities they may not have had elsewhere, a reason to stay engaged, a community to belong to, and coaches who cared about them as people first.

The recent season of our men's basketball program are a highlight worth celebrating. Coach Payton brought championship experience and a genuine investment in our students' success. The results spoke for themselves: the Cougars bounced back with a winning record in 2024–25 and earned a berth in the state playoffs. Watching our student-athletes rise to that level was one of the great joys of recent years.

As we transition our athletics offerings through our sister colleges, Laney and Merritt, we carry forward everything the Cougars program stood for. The blue and white will always represent what is possible when students are given the right support, the right challenge, and a team to call their own.

To every student-athlete who competed for College of Alameda, you made us proud. The Cougar spirit doesn't end here; it lives on in everything you go on to do.







Student & Employee Recognitions

Students

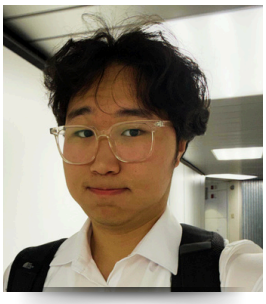


Brian Belt, *Ozzie Day Scholarship*

Congratulations to Brian Belt on being awarded the prestigious Ozzie Day Scholarship! This $750 scholarship is presented by the ATECH Department to the student who has achieved the highest grade point average and completed the most units within the ATECH Program.

Tuguldur Natsagdorj, *Flying Pig Award*

Congratulations to Tuguldur Natsagdorj for receiving the flying pig award for his work with the Transformation taskforces. Tuguldur helped guarantee that students were not merely consulted but genuinely influential in shaping the policies and directions that affect them most.



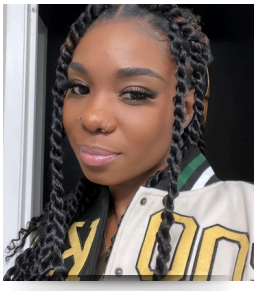


Rosa Perez, *Flying Pig Award*

Congratulations to Rosa Perez for receiving the flying pig award for keeping the student voice central to decisions related to Peralta's Transformation.

Ahlayah Thompson, *PAAAA Scholarship*

Congratulations to Ahlayah Thompson on being awarded the Peralta Association of African American Affairs (PAAAA) scholarship! This scholarship recognizes students attending a Peralta Community College District (PCCD) college, who demonstrate academic achievements, leadership skills, and community service in the African American community.



Faculty



Jennifer Fowler, *Flying Pig Award*

Congratulations to Jennifer Fowler, recipient of the Flying Pig Award, in recognition of her outstanding leadership as Academic Senate President and her unwavering commitment to shared governance while consistently ensuring that academic values remain central to District decisions.

Tenured Faculty



George Cruz, *Aviation Maintenance Technology Instructor*

George Cruz brings a lifetime of technical expertise and service to College of Alameda, from his early career as a U.S. Air Force jet engine mechanic to 36 years in aviation maintenance with the Department of Defense. A full-time instructor since 2018 and an FAA Designated Mechanic Examiner, he is driven by a deep commitment to mentoring the next generation of aviation professionals and passing forward the discipline and opportunity that shaped his own career.

KL Nadeesha Dias, *Student Accessibility Services Counselor*

KL Nadeesha Dias's journey is a true full-circle story, from arriving in the U.S. from Sri Lanka and beginning her education at Laney College, to returning to the Peralta District in 2015 as a counselor supporting students with disabilities. Now serving in Student Accessibility Services, she brings firsthand knowledge of the community college experience and an unwavering commitment to equitable access, mentoring students through the same system that once shaped her own path.

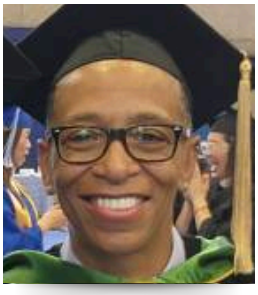




Dr. Edwin Ochong, *Biology Instructor*

Dr. Edwin Ochong brings world-class scientific credentials to College of Alameda, including a Ph.D. from the University of Liverpool's School of Tropical Medicine and a postdoctoral fellowship at UCSF, along with a longstanding connection to the Peralta District dating back to 2013. Since joining full-time in 2022, he has expanded the college's STEM offerings by establishing the Microbiology laboratory course and remains an active voice in campus governance, all while inspiring students to approach science with precision, curiosity, and critical thinking.

Retirees

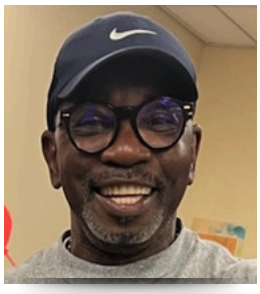


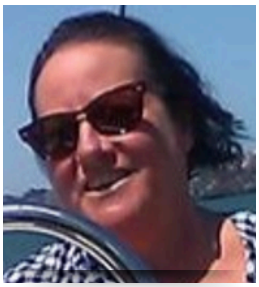
Dr. Jacinda Marshall, *Student Accessibilty Services Counselor*

Dr. Jacinda Marshall retired at the end of Fall 2025 after a dedicated career as a Student Accessibility Services Counselor at CoA. Throughout their tenure, Dr. Marshall provided essential counseling and support services to students with disabilities, ensuring they had equal access to educational opportunities and the resources needed to succeed. A tireless advocate, she worked closely with students, faculty, and staff to develop accommodations, navigate challenges, and remove barriers to academic achievement.

Selwyn Montgomery, *Sr. Warehouse Supervisor*

Selwyn Montgomery retired in Fall 2025 after a career marked by hard work, kindness, and genuine dedication to the College of Alameda community. Known and loved across campus, Selwyn had a reputation for always showing up with a helpful hand and a warm demeanor, no matter the task or the ask. Their work ethic was second to none, but it was their caring presence and the way they made people feel seen and valued that truly set them apart. We wish them all the best.





Trish (Patricia) Nelson, *English Instructor*

Trish Nelson has retired after a remarkable career that left a lasting impression on everyone she encountered. Trish had a rare ability to connect with students in a way that made them not only better writers, but more thoughtful and confident individuals. Colleagues admired her dedication, and students carried her lessons with them long after the semester ended. Trish's contributions to CoA have been immeasurable, and they will be truly missed by all who had the privilege of learning and working alongside them.

Orgetrorix (O.J.) Roundtree, *Apparel Design & Merchandising Instructor*

After 26 years of dedicated service, Nimfa Jianoran has retired from her role as Senior Duplicating Services Technician at CoA. Known for her precision, reliability, and warm presence, Nimfa has been a vital part of campus operations, supporting faculty and staff with unwavering professionalism. Her commitment and hard work have left a lasting impact on the CoA community. We thank Nimfa for her many years of service and wish her all the best in this new chapter of life.

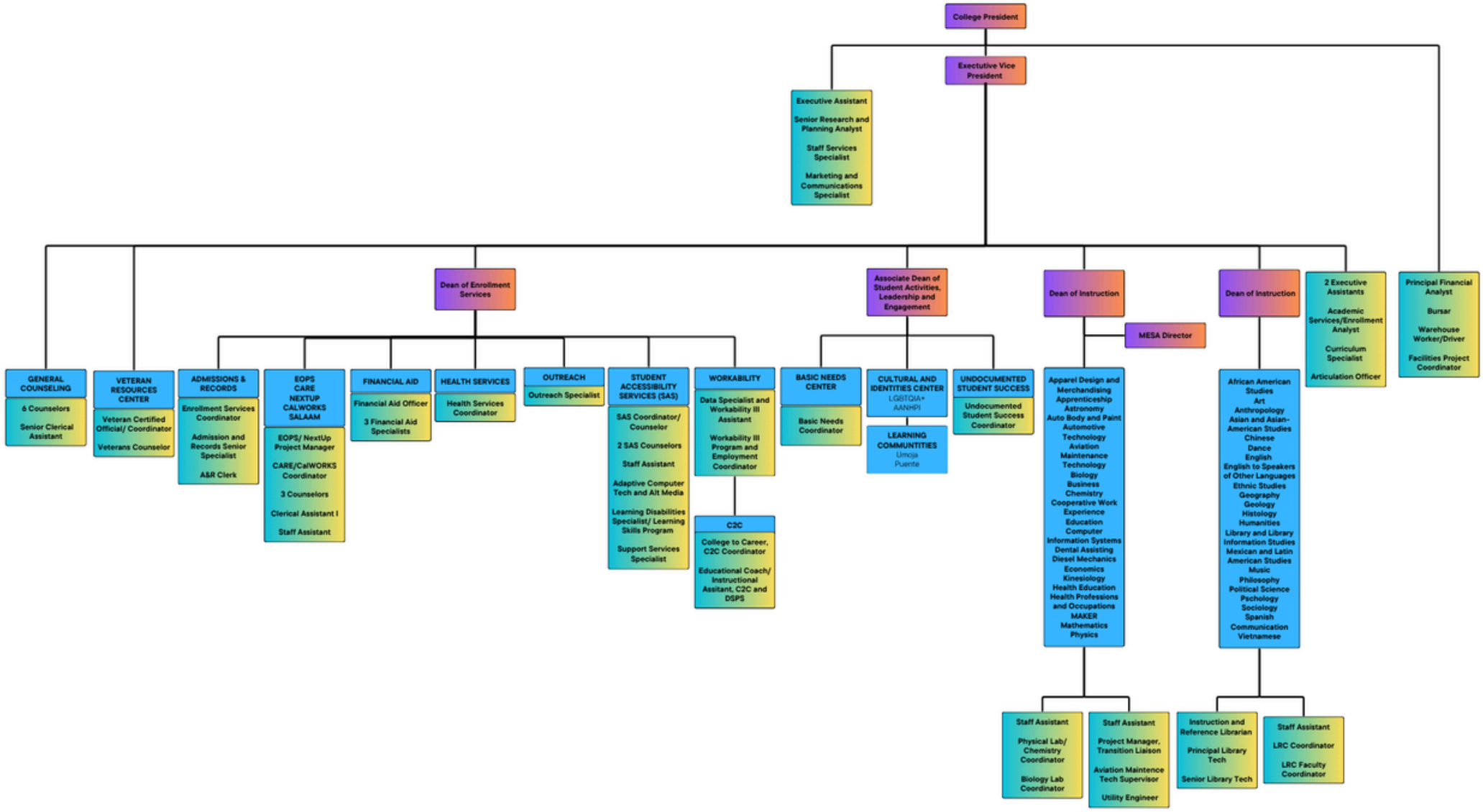




Jayne Smithson, *Anthropology Instructor*

After more than two decades inspiring students and colleagues alike, Jayne Smithson has retired from their role as Anthropology instructor at CoA. A beloved presence in the classroom and across campus, Jayne had a rare gift for making the world feel both vast and intimate, sparking curiosity, opening minds, and leaving students with a deeper understanding of what it means to be human. They will be deeply missed. We congratulate them on retirement.

College of Alameda Organization Chart



College of Alameda
College Council

Melanie Dixon
College *President*
Tri-Chair

Jennifer Fowler
AS President
Tri-Chair

Angela Kimble
CS President
Tri-Chair

Dr. Nicole Porter
Vice President
Instruction

Dr. Mildred Lewis
Vice President
Student Services

Marissa Nakano
Faculty

Cady Carmicheal
Faculty

Leslie Reiman
Faculty

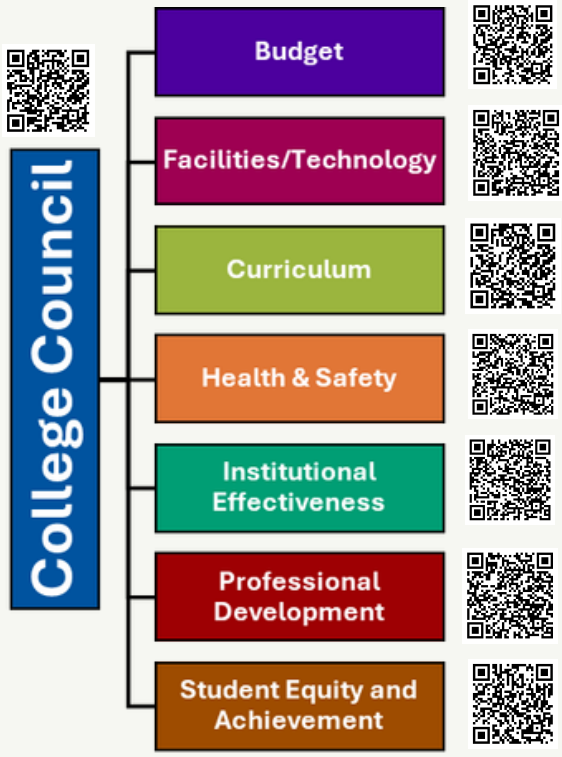
Vanson Nguyen
Faculty

Anna O'Neal
Classified

Samuel Reyngoudt
Student

Rhiannon Follenfant
Classified

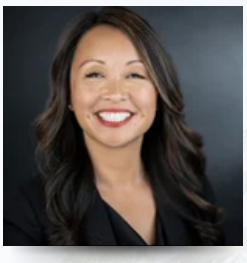
Governance Committees



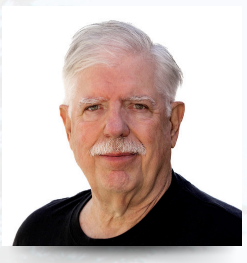
Mission

The Mission of College of Alameda 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.

Peralta Community College District
Chancellor & Board of Trustees



Dr. Tammeil Gilkerson
Chancellor



Louis Quindlen
Board President



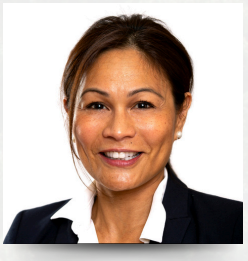
Paulina Gonzalez-Brito
Board Vice President



Bill Withrow
Trustee, Area 1



Nicky Gonzalez Yuen
Trustee, Area 4



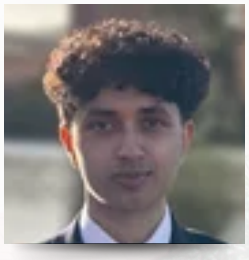
Cindi Napoli-Abella Reiss
Trustee, Area 5



Dyana Delfin Polk
Trustee, Area 5



Sheweet Yohannes
Trustee, Area 6



Malik Ahyan
Student Trustee



Leo Migliaccio
Student Trustee









COLLEGE OF ALAMEDA

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