**Peralta Community College District**

**STUDENT SERVICES**

## Revised Annual Program Update Template 2011-2012

(without data)

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|  Overview |
| Date Submitted: | 11/30/2011 |
| Data Download Date: | 11/30/2011 |
| Program/Department: | Admission and Records |
| Campus: | College of Alameda |
| Administrator: | Deborah Budd |
| Department Chair; Coordinator: | Marcean Bryant |
| Mission Statement: | The mission of the Office of Admissions and Records is to provide accurate, timely, and exceptional customer service that will contribute to the attraction, retention, and graduation of Peralta students, and enable faclty and college administrators to accomplish their instructional and management goals. |

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| Student Data (Include service area data such as the number of students served by the program or service. Include data and recommendations from program review). |
| 1. Enrollment
 | Fall 2009 | Fall 2010 | Fall 2011 |
| A&R Alameda | 6544 | 5976 | 5882 |
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|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| 1. **Retention**
 |  |  |  |
|  |  |  | N/A |
|  |  |  | N/A |
|  |  |  | N/A |
| 1. **Success**
 |  |  |  |
|  |  |  | N/A |
|  |  |  | N/A |
|  |  |  | N/A |
|  |  |  | N/A |
|  |  |  | N/A |

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| 1. **Faculty Data**
 |
|  | **Fall 2011** |
| Contract FTEF | data |
| Hourly FTEF | data |
| Extra Service FTEF | data |
| Total FTEF | data |
| % Contract/Total | data |

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| Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | data | data | data | data |
| Hourly FTEF | data | data | data | data |
| Extra Service FTEF | data | data | data | data |
| Total FTEF | data | data | data | data |
| % Contract/Total | data | data | data | data |

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| 1. **Staff Data**
 |
|  | **Fall 2011** |
| Contract FTEF | data |
| Hourly FTEF | data |
| Extra Service FTEF | data |
| Total FTEF | data |
| % Contract/Total | data |

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| 1. **Accomplishments and Goals - Course SLOs and Assessment**
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| Number of active courses in your discipline |  |
| Number with SLOs |  |
| % SLOs/Active Courses |  |
| Number with SLOs that have been assessed |  |
| % Assessed/SLOs |  |
| Describe assessment methods you are using | Use student peers/ambassadors with the completion of the application |
| Describe results of your SLO assessment progress | Numbers support increased student independence in navigating passport |

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| 1. **Accomplishments and Goals - Program Outcomes and Assessment**
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| Number of degrees and certificates in your discipline | Alameda Fall 2011AA degrees – 71 degreesAS degrees – 5 degreesCertificate of Achievement – 60 certificatesCertificate of Proficiency – 36 certificates |
| Number with Program Learning Outcomes |  |
| Number assessed |  |
| % Assessed |  |
| % Assessed/SLOs |  |
| Describe assessment methods you are using | Numbers of petitions submitted for degrees and certificates |
| Describe results of assessment progress | Number of students that are awarded the degrees, certificates and transfer to university |

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| 1. **Accomplishments and Goals – Strategic Planning**
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| Describe how goal applies to your program | Students become independent, more proactively involved and accountable for education |
| Advance Student Access, Success, & Equity | Applicable |
| Engage our Communities & Partners |  |
| Build Programs of Distinction |  |
| Create a Culture of Innovation & Collaboration | Applicable |
| Develop Resources to Advance & Sustain Mission | Applicable |

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| 1. **Accomplishments and Goals – Strategic Plan Relevance**
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| New Programs Under Development |  |
| Programs Integral to Overall College Strategy | Alameda– Automotive Technology, Apparel Design & Merchandising, Dental Assisting Program & Aviation Maintenence |
| Programs Essential for Transfer | Alameda– General education pattern |
| Programs that Serve a Community Niche | Alameda – ESL, GE, Vocational certificates |
| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. | All college population |

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| 1. **Accomplishments and Goals - CTE, Transfer, Basic Skills**
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| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | First point of access to students and general public for educational opportunities such as distance learning, day and evening instruction and full-term and short-term Saturday classes.Acts as feeder institution for the CSU and UC system as well as for private institutions. |
| Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion | Students are able to complete their general education courses and first two-year courses of studies applicable to the university systems Baccalaureate degree.The courses are applicable for Associate degree and certificate programs offered by each campus  |

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| 1. **Action Plans and data sources (indicate which data sources used)**
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| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  | A&R plays a pivotal role in student’s academic career by providing assistance with in-person and online services to all students seeking transcripts, enrollment verifications, degrees and certificates  |
| Data Source – Assessment Findings |  |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |

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| 1. **Needs and data sources (indicate which data sources used)**

**Please prioritize in each category, with highest priority first.** |
| Please describe any **equipment, material and supply** needs. | SARs scanner – for tracking students seen; glare screens for computer screens |
| Please describe any **faculty/classified/student assistant** needs. | Dedicated IT personnel for A&R issues; funding for Ambassador program |
| Please describe any **facilities** needs. | Partitions; separate building/room for students [welcome center] |
| Please describe any **technology** needs. | Faster and consistent connection to server; computers for student use in ‘welcome center’ |
| Data Source – Assessment Findings |  |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |