Strategic Goals & Institutional Outcomes
College of Alameda
Student Services
2011-2012

Students

A. *Advance Student Access, Equity, and Success*

Welcome Center

- The Building A committee (Dean of Enrollment Services, Financial Aid supervisor, EOPS director, Transfer Program Director, Counseling Department chairs, Admissions and Records Specialist, and the Student Services Administration Staff Assistant) meet monthly to resolve issues related to services for students in the Welcome Center.
- Welcome Center staff has been trained each semester, including cross training of student assistants to improve one-stop welcome center service delivery concept
- The Student Services management team follows up immediately on student problems and works to solve these problems by overcoming artificial barriers between programs. The team also ensures that at least one manager is present in the Welcome Center at all times to solve student issues.
- Ongoing training for all staff, students and faculty remains a high priority, including the development of a resource binder so referral to services is smooth and meets the needs of the students.
- Triage system implemented to deal with reduced staff while providing the same level of service for students.
- Improved signage, including a large screen TV, to announce deadlines and other important issues to students waiting for services.
- Developed bi-lingual resource list so students may be assisted with the help of an interpreter if needed.
- Students were provided with student ids in the Welcome Center.

Bookstore

- Students saved about $54,000 by renting 1099 books between the Fall and Spring semester.

EOPS/CARE Program

- COA EOPS program served 492 unduplicated students Fall 2011. 469 students received EOPS services; and 23 received the support of the CARE program.
- Even though the program exceeded the state cap of 371 students, the impact of declining resources over the past two years was most evident as the EOPS program served fewer students when compared to 2009-2010 and 2008-2009.
- 229 (39%) of the EOPS/CARE students were identified as having a cumulative GPA in excess of 3.00.   Of the 54 EOPS/CARE students that graduate Spring 2012, 28 (44%) transferred to a college/university; 23 received an AA degree; 2 an AS degree; and 11 received Certificates of Achievement. 11 of the Spring 2012 graduates will do so with "honors" and 4 with "high honors. The retention rate for EOPS/CARE student remains at 81%.

CalWORKs –

- Although there was a modest increase in the number of students enrolled in the CalWORKs program, academic performance at the 2.0 or better level and retention and persistence remains a major challenge. 9 (12%) of the students who enrolled Fall 2011 failed to enroll Fall 2011.
- 79 COA students received CalWORKs services Fall 2011. This represents a modest increase of 29 students when compared to the 50 students receiving CalWORKs services Fall 2010.

Cougar Scholars Program (formerly YESS-ILP)

- Provided services to 30 unduplicated foster youth. 27 (80%) of the students who entered the YESS-ILP program Fall 2011 enrolled Spring 2012.
- 80% of the students in the Cougars Scholar Program earned a GPA in excess of 2.0.

Learning Communities (Amandla, Adelante, APASS, Create the Class)

- Early Spring submission of new curriculum: Mary Shaughnessy and Patricia Posada developed two new courses as a critical link to the existing English 269A and 201A courses. The courses will offer students an added Service Learning component to current infrastructure of coursework throughout the academic year. Course emphasis will be placed on student engagement, community experience, ambassador, mentorship and leadership engagement.
- Umoja Conference, November 2011: Learning Community Staff and students attended a two-day long retreat in Sacramento.
- The Learning Communities faculty continue to work on SLOs/PLOs on Task Stream based on the required yearly revisions – persistence rates have shown success and retention.

- Learning Communities' English Showcase: November 2011: Learning Community English Instructors and students held a showcase of student poems, films, and speeches for the COA campus.
- March in March, March 2012: Learning Community staff recruited over 50 students to attend the statewide protest against education cuts in Sacramento.
- "My Experience", March 2012: the Adelante's English Instructor Adan Olmedo held an open reading of Adelante student Braulio Aramburo's reflection on the March in March
- Scholarship Workshop, March 2012: Create the Class Coordinator Mary Shaughnessy hosted two workshops demonstrating how to effectively apply for scholarships
- Flea Market Fundraiser for Learning Community Scholarships: the Learning Community staff collected donations from family, friends, and colleagues to sell at the Laney Flea Market. We effectively raised $556 towards Learning Community student scholarships!
- Mr. John Steele's Presentation, April 2012: Amandla Coordinator Ellen Davis brought Mr. John Steele to COA to tell his firsthand account interacting with the Freedom Riders. This presentation had the underlying message of the importance and historical struggle behind voting in the United States
- April 2012, Adelante Counselor/Coordinator, Patricia Posada and Trish Nelson, English Instructor attended the Basic Skills Coordinator Workshop in Sacramento and learned that technology will offer a more comprehensive and easy access to submit learning outcomes of all coursework required.

Integration of Student Services and CTE Programs

- The ATLAS Program, the Career Advancement Academy, and the Counseling department collaborated to develop a job description and employ a fulltime, non-tenure track counselor to work with students in the ATLAS program and the Career Advancement Academy.

- Instructional and counseling faculty collaborated to participate in the Bay Area Workforce Collaborative Peer Learning Session on Strengthening Student Support Services for Bridge and Career Pathway programs at the end of February.

Students with Mental Health Needs

- District Health Services provided a mental health counselor once a week at COA.
- On behalf of Student Services in the Peralta colleges, the VPSS participated with the Alameda County Behavioral Task Force to develop an MOU to Implement Supported Education for Students with Mental Health Needs and Disabilities.
- COA collaborated with professionals from other Peralta colleges to put on a training program to enhance case managers' skills in working with Transition Age Youth with Mental Health issues who were attending or planning to attend the community colleges.

- The Student Services VPSS represented Chief Student Services Officers on a statewide task force on Students with Mental Health needs.
- She collaborated with other Student Services administrators to respond to an RFP to implement peer support program to work with students with mental health issues in the Peralta colleges. The grant will begin in 2012/2013.

Childcare Services for Students

- Due to budget cuts the Children's Center at College of Alameda was closed August 2011. VPSS collaborated with Alameda Family Services, the office of the President, the Business Office, and the General Services Department to remodel and re-furbish the Children's Center building to rent to AFS for the Head Start program, which gives priority to COA students.

Programs and Services for Students with Disabilities (DSPS)

- Despite continuing cuts of 50% in state funding, COA DSPS provided counseling, instruction, and support services to over 600 students with disabilities in 2011-12. This is possible because DSPS staff have all taken on additional responsibilities.
- In addition, the College to Career and WorkAbility III grants have brought significant resources to serve students.
- But the current pattern is not sustainable; restoration of state funding is essential for students to receive necessary services which support success and to which they are legally entitled.
- Success rates for DSPS students are higher than the college as a whole; withdraw rates are lower than college

	Success Rate	Withdraw Rate
DSPS Fall '10	68%	15%
College Fall '10	66%	16.8%

- DSPS students received testing accommodations for 442 tests in 2011-12.
- Fifty-four books were scanned and made accessible to students who are blind or have a learning disability.
- Because of state funding cuts, DSPS did not offer math support classes in Fall '11. It is critical to find a way to provide math support, since requirements for an AA degree have increased.

Student Leadership and Development

- Development of ASCOA
  - Officers participated in 3 day COA Student Leadership Retreat

4

- o Officers participated in PCCD Student Leadership Retreat
  - o Two officers participated in the Student State Senate
  - o All Officers completed all their classes
  - o One officer is graduating; Two officers are transferring
- Simplified Club Chartering
  - o Reviewed current club chartering process and procedures
  - o Simplified process and procedures
  - o Presented draft at Town hall Meeting
  - o Finalized document with consideration of input
- Development of Student Leadership through Student Clubs: Latinos Unidos, Muslim Students Association, African-American Students Association, Save Our Schools (SOS)
- Student Center Fee
  - o Students examined Student Center Fee Budget
  - o Considered items to maintain and improve Student Center
  - o Researched items and costs
  - o Developed expenditure budget
  - o ASCOA approved expenditures
  - o COA Administration approved expenditure proposal.

Alameda One Stop Career Center

- The mission of the Alameda One Stop Career Center is to provide free employment services to COA students, community job seekers, and local businesses. We offer a variety of services to individuals of all ages and abilities and to businesses of all sizes and types. We collaborate with more than twenty local community-based and governmental organizations to ensure that employment, training, and other workforce related services are provided in an efficient and seamless manner.
- Presentations in numerous classes informing students of services / employment opportunities
- Offered comprehensive set of workshops with employment focus

Transfer Program

- Transfer Workshops/Events
  - o Transfer Day
  - o College Panel – Question and Answer session with CSU, UC and local private institutions about programs and transfer related information
  - o Personal Statement workshop
  - o UC Application workshop
  - o UC Davis Question and Answer session
  - o Transfer Admission Guarantee (TAG) workshop

- Updates to Transfer Program website were made to provide access to important transfer information and resources
  - Personal statement information
  - Application Tutorials
  - College Search
  - Career advising
  - Western Undergraduate Exchange (WUE)
  - Historically Black Colleges and Universities

- Ongoing services include:
  - Transfer Admission Guarantees
  - Concurrent Enrollment with CSUEB, UC Berkeley, Mills
  - On-the-Spot Admissions with CSUEB
  - Transfer Alliance Project (TAP) – UC Berkeley
  - 4 yr representative visits

- CCC-UC Data Sharing Project –UC provided access to roster of fall 2012 transfer applicants allowing Transfer Program to connect with students and provide reminders for important application update as well as additional resources
- Attended Ensuring Transfer Success (ETS) Conference – obtained current UC transfer related information

Articulation Program

- Provide counselors and students with updated AA/AS G.E. Requirements, CSU-GE Breadth & IGETC Advising Forms
- Submitting COA's courses for UC-TCA, CSU-GE Breadth, and IGETC approval
- Attended CIAC regional and state wide conferences – received latest articulation update regarding:
  - Transfer Degrees
  - Best practices on writing the Course Outline of Record

Veterans

- COA led the efforts for district-wide Veterans Educational Resource Fair held at the District Office.

Financial Aid

- The Financial aid office at College of Alameda has strived to remove financial barriers to help students finance their education and provide access to higher education. We have

processed nearly 3,000 PELL applicants and have awarded some form of financial aid to roughly about 5,000 students.

- The financial aid office has advanced student access by providing information on the FAFSA, grants, and loans through orientations, fliers and workshops, in order to help all students understand financial aid. We have conducted workshops about FAFSA and the application process as well as educating students about the new financial aid disbursement system, Higher One. We have updated and enhanced our website to give students the ability to read, download, and complete financial aid forms.

- We have outlined and provided information about the student's rights and responsibilities once they accept an award and receive their financial aid. These responsibilities help students understand the level of academic achievement required to maintain financial aid and succeed in their academic endeavors.

- The Financial aid Office and the Counseling Department collaborated on a streamlined, customer service oriented process for students on financial aid dismissal to submit on-time and complete petitions for reinstatement of financial aid.

- These rights and responsibilities are posted on our website as well as in our financial aid handbook. This helps students understand the requirements of Satisfactory Academic Progress (the lack of knowledge of this policy will disqualified students from receiving financial aid). The financial aid office will also begin having mandatory workshops and an online quiz for those who do not meet these academic requirements in the hopes of aiding the student to return to the right path and lead them towards succeeding in their academic goals.

- We will promote equity by helping every student's needs in a timely and efficient manner. Due to hard-working staff, the FAO has been up-to-date with review of student files since December 2011. All students who have applied and submitted forms have been served and helped in a timely, efficient, and equitable manner.

- Financial aid is one of the key components in student success. By administering financial aid to all needy students in a timely manner, we are impacting student success in the classrooms.

Financial Aid Advisory committee

- Advisory Committee reviewed and provided feedback on new policies and procedures related to Satisfactory Academic Progress (SAP), implementation of Higher One, and improving the communication to students originating from the Financial Aid Office

Counseling Department

- Counselors provide students with academic, career and personal counseling along with appropriate referrals necesary to attain each students' academic goals. In 2011-2012, the Counseling Department provided 9,514 appointments and drop-ins. (since August 1,

7

2011 till May 15, 2012). Of this count, 4899 students visited the department (unduplicated number, same dates)

- Counselors assist students with academic, and personal counseling. and render referral sourceses. Counselors also assist in the identification and reevaluation of students educational plans and career goals; counselors alsoserve as an advocate to mediate concerns with their instructor's; counselors assist students in transfer to four year college/universities and H.B.C.U."s.
- 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 counslor before registering for class.
- Students Educational Plans are developed, up-dated and revised according to students' matriculation needs.
- The Counseling Department has participated in strategic planning and budget process at COA by completing Annual Planning Updates and designated Student Learning Outcomes. In addition, it's already completed one cycle of evaluation of our SLOs and will implement the findings in the 2012-2013 APUs.
- From the SLO evaluations, student surveys indicate that students are pleased overall with the services provided by the Counseling Department, however, many voiced the strong need for more counselors.
- The Counseling Department offers several Counseling classes to assist students with recognizing their full potential through developing self-awareness, educational management and lifelong independent career planning skills. Counseling courses are designed to provide an in-depth exploration into the process of self-knowledge. These courses taught by the Counseling Faculty, will enable students to identify educational and career goals, assist students with student success strategies, learning, and study skills, and Associate Degree and Transfer planning.
- Beginning Spring 2012, Passport began enforcing Academic Progress (academic and progress probation as well as dismissal). Counselors began creating an online process to address Academic Success for students. The procedure is in the final stage of development and should be implemented soon.
- While the Counseling Department has offered over the past 8 years, both an online orientation and a campus-wide orientation (Fab Friday), the department chairs are involved in district-wide discussions to make orientation "mandatory" and to implement new orientation models which should increase new student success and retention.

Matriculation

- Matriculation established a specific set of services in a process linked by components reflecting the legislative and regulatory mandates students require to be assured access and success. These components are all designated services that compel the interaction

8

between students, faculty, and staff. This interaction is central to student success because is diminishes the isolation that students often experience in the higher education environment.

- Improvement in orientation and counseling services (including probation, prerequisite clearance, and e-counseling) helped promote student success
- Evaluation of matriculation services (orientation and counseling) show that students find these services beneficial and productive and would recommend them to other students.
- 87% of the students enrolled in each EOPS, CRE, CalWORKs, and the Cougar Scholars Program enrolled in at least 12 units Fall 2011.

Communities

B. Engage Our Communities and Partners

Matriculation

- Matriculation allows for engaging the community to partner in the success of our students.

Counseling Department

- The Counseling Department encourages each student to utilize the most appropriate physical and human resources, available within the college, district and larger community.
- Increased interaction with campus student services departments including Financial Aid, EOPS, DSPS, as well as instructional programs like Learning Resources Lab and Library services.
- Many of the Counseling Faculty who teach counseling courses are active in the community and partner with local highschools to do outreac h. In addition, the counselors who teach in the Learning Communities often interact with various local businesses and groups to support student activities and learning.

EOPS/CARE

- Has an active Advisory Board which is comprised of community/governmental and private sector leaders as well as EOPS and CARE students. The program invited the new Director of the Alameda Social Services Agency to meet with college, district, and community agencies serving CalWORKs students.

CalWORKs –

- The College's **CalWORKs** program is designed to support the Alameda County Department of Social Services Welfare to Work employment target of 30 percent of all CalWORKs students working at least 20 hours a week while attending school. As such, the college program has a strong work-study component that assists students with gaining hands-on experience during their education at the college.

Cougar Scholars Program –

- College of Alameda continues to demonstrate interest in serving foster youth as the program has staff and fiscal resources dedicated to the implementation of the District's Foster Care Initiative. The approach is comprehensive, and integrated as the program provides youth with on-campus instructional, student support and community-based services/resources that focus on life skills training, employment development and academic performance, as the objective is clear – empowering emancipated foster with the personal, and academic tools needed to achieve and succeed.

Financial aid

- Continue to provide FAFSA workshops for students and members of the community
- The financial aid office has done outreach events over the past year within the community. Some of the organizations that we have worked with over the past year: The city of Alameda, East Bay Refugee Form, and Alameda boys and girls club. The financial aid office wants to continue to increase financial aid outreach activities outside in the community to promote awareness of financial aid programs to not just high school students but all members of the community. Working together with outside organizations to promote school awareness is part of College of Alameda strategy.

Alameda One Stop Career Center

- The Alameda One Stop career center is contracted by the Alameda County Workforce Investment Board (ACWIB) to provide services to Alameda job seekers and businesses. Through March 2012, 846 community individuals have accessed services at the One Stop. A total of 3,829 visits have been recorded at the Center.

- The Center has registered 23 new companies into the ACWIB database in the first six months of the year. Seven companies have hired ten individuals using on the job training monies (OJT).

- The 14th annual job fair attracted 30 employers and more than 400 jobseekers to the campus on May 2. Employers are actively hiring after many years of lackluster activity

and the job fair offered a great opportunity for jobseekers to speak directly to recruiters.

- The following MANDATED PARTNERS meet on a quarterly basis and partner in providing services to the community: City of Alameda Economic Development Department, Alameda Adult School, Alameda Housing Authority, City of Oakland Assets Senior Employment Opportunities Program, Employment Development Department, Alameda County Social Services Agency, Job Corps., College of Alameda

Student Leadership and Development

- The Associated Student of College of alameda collaborated with the Alameda Multicultural Center to present three films Not in our Town on diversity.
- The Veterans program and the Associated Students of College of Alameda presented Service: When Women Come Marching Home, a documentary film about the struggles of female veterans in the transition from service to civilian life. Community members were invited and in attendance.
- Black History Month, February 2012: Spearheaded by Amandla English Instructor Vanessa Lewis, the Learning Communities coordinated a student presentation focusing on Black Women in Hip Hop Culture. This event featured student readings, dance, and music presentations
- Lunar New Year Event, April 2012: APASS Learning Community students and APASS Coordinator Marissa Nakano hosted a carnival and performances for the COA campus in the F-building. They provided free snacks, games, and cultural dance performances presented by Danny Nguyen and the COA Dance Troupe
- End of the Year Ceremony, May 2012: An open ceremony inviting students, family and friends to celebrate the accomplishments of Learning Community students. Each learning community featured the talent of students through short speeches, essay/poetry readings, and music/songs. Nine $150- scholarships were awarded and given to eligible Learning Community students.
- Learning Community Newsletter, '11-'12: APASS English 269AB instructor Lily Chien-Davis collected student essays, poems, and Learning Community events and photos and created our 2011-2012 newsletter. This was distributed to COA.

Transfer Program

- **Transfer Day** –Representatives from over 40 UC, CSU, private and out of state colleges and universities attend College of Alameda's Transfer Day to provide students access to transfer information
- **Spring College Transfer Panel** - Representatives from UC, CSU and private institutions were invited to participate in a panel discussion to answer transfer questions
- **Transfer Advisory Panel** – Transfer Advisory Committee members, comprised of UC, CSU and College of Alameda faculty and staff work collaboratively to identify areas needing improvement, to develop and implement various solutions to create a seamless and successful transfer program for students at COA.

One goal developed by the committee this year: College counselors to receive training from UC representative on UC personal statements.

Programs

C. Build Programs of Distinction

Cougar Scholars Program –

- With the continued presence of a part-time Project Coordinator to the college's Student Services staff, a complete assessment of each student's current situation, including their educational level, living arrangements, and personal wellbeing, will be completed. Based on the individualized assessment, the Project Coordinator and the student will work together to design both a short and long term plan to address each of the areas and any challenges to achieving their educational and emancipation goals.

Financial Aid

The financial aid office is and plans to further facilitate students learning and goal attainment by utilizing premier student support services developmental education and foundation skills to:

- Continue to deliver financial aid services
- Develop a uniform communication mode to disseminate information to all students at College of Alameda. (E-mail, website, & social media). Over the past year, we have implemented a new FA disbursement system (HigherOne) to give better, quicker, and more effective access to student's money.
- Ensure that the Office of Financial Aid has the adequate staff to continue its effectiveness and efficiency.

Veterans

- Proceeding with plans for the future opening of a Veterans Center on campus

Learning Communities

- Learning Community Movie Team, Spring 2012: Resulting from a grant given by the Acceleration in Context team, (Chabot College, Tom DeWitt and Sean McFarland, English Instructors) students were given cameras, editing software, and an Apple computer to create their own movie/short films about COA student life. There are current 8 students and two staff coordinators (Rex Ganding from APASS and Adan Olmedo from Adelante) managing the team!

Counseling Department

- College of Alameda Counseling Department was the first in the District to pilot an online counseling service for distance education students in Fall 2010. Since then, the remaining campuses in the District have introduced similar services, utilizing the program that COA created.
- Implementation of common student assistant staff training at the start of each semester
- The Counseling Department is always exploring opportunities to increase services to students and one example is the Prerequisite Clearance procedure that students can now utilize online. In addition, online workshops including Choosing a Major and Academic Success are currently being developed.
- COA counselors serve on many critical committees which help shape educational policy and academic procedures. The District-wide Student Success Task Force is an example of how counseling faculty provide important guidance and experience in the development of student success at COA and across our sister campuses. With the possible implementation of SB 1456, counselors will need to continue to be involved in this important endeavor.
- The Learning Communities at COA are an exemplary model of how Counseling courses help improve student success and retention. By partnering a counseling course with academic ones like English (and in the near future Math and other social science disciplines) enables the student to have a support network and relationships that greatly improve their academic and personal success. Data shows that Learning Communities cohorts do better and withdraw less than those who are not participating in a counseling course with their English class. With SB 1456 Student Success Act, possible orientation plans may include requiring all new students to be in a Learning Community and participate in a first-year experience program.

Collaboration

D. Create a Culture of Innovation and Collaboration

Matriculation

- COA has the highest percentage of matriculating students in the District. Student services and instruction often collaborate on providing excellent services and events like Fabulous Friday and exemplary Learning Communities
- In the past year there have been a number of Title 5 changes that impact matriculation (repeatability, prerequisites, and enrollment priorities) not to mention SB1456. Many efforts have been made to raise awareness of these changes through email communication, presentation at Academic Senate meetings, and matriculation meetings.

Counseling Department

- The collaboration between student services and instruction is an important relationship, one that the Counseling Department contributes to develop in positive ways. New Student Orientations are a key component of student success and the Counseling Department partners with instructional faculty and staff to develop successful models of orientation which included Super Saturday New Student Conference and the most recent innovation, Fabulous Friday New Student Orientation.
- Fab Friday is a campus-wide event and in Fall 2011 Fab Friday saw a record-breaking 275 students participate, with 35 instructional faculty assisting counselors in providing essential orientation services. Spring 2012 continued that success with the Fall 2012 Fab Friday planned for August 17th from 11am to 3pm.
- Counseling faculty are participating in discussions to create learning communities with discipline faculty in promoting a first year learning experience for new students, with pilots to begin Spring 2013.
- Counseling Faculty helps support institutional goals by participating fully in a variety of college standing committees, assisting in the establishment and deliberation of college-wide policy recommendations. The committees include:
  - Academic Senate
  - College Council
  - Curriculum
  - CLASS
  - Financial Aid
  - Matriculation
  - Technology
- General Counselors work within the Student Services Division. As such, we assist other units in the provision of program quality and services. As Student Services Council members, counselors and other unit departments are encouraged to share information, discuss, review, and plan future student services, identify budgetary priorities, develop strategies and techniques to increase student persistence, retention, and success, and complete program goals including counseling course instruction.

The EOPS/CARE/CalWORKs/Cougar Scholar Programs

- Continue to enjoy an excellent relationship with the other student services units/programs/activities that comprise the Student Services Division; and actively collaborates with the 4 Learning Communities, library, as well as the faculty and staff that comprise the Instructional Division, and is an active participant on the District-wide Student Success Initiative Task Force.
- Because eligibility determination and delivery of student aid involve complex requirements for coordinating, monitoring, and verifying students' awards, the Financial Aid Office works closely with many on-campus offices and off-campus agencies to

ensure both strict compliance with regulatory requirements and efficient service for students. We must team together with counseling, EOPS, DSPS, Admissions and records, the campus business office, and IT to ensure a seamless and integrated process with the ultimate goal of serving, retaining, and ensuring success for every student.

Learning Communities

- The Learning Communities program will begin to develop a Mentor/menteeship program for the new academic year 2012-13. This will allow students to establish a relationship with a faculty/administrator at College of Alameda so that it helps them to promote: self esteem, personal growth and development, student access and success and develop a relationship for peer and mentoring.
- The Learning Communities will continue to work with the V.P. of Student Services, the President, Academic Senate, General Counseling and other colleges for collaboration of efforts**.**

Articulation program

- Consult with CCC, CSU and UC Articulation Officers regarding articulation related issues

Transfer Program

- Collaborate with faculty to promote transfer on campus
    - Presentations to classes about transfer programs and opportunities
- Member of GE Subcommittee and Curriculum Committee
- Consult with faculty to facilitate curriculum approval process
- Participated in planning meetings for new LGBTQ courses and program
- Collaborated with faculty to complete AA-T/AS-T transfer degrees

Veterans

- Worked with One-Stop Career Center to provide employment services specifically for Veterans.
- Had a representative from EDD on site one day a week to work specifically with Veterans student population. (until Alan's departure in January of 2012)

E. Develop Resources to Advance and Sustain our Mission

Matriculation

- Matriculation addresses both student success and institutional effectiveness.
- Recent studies show that the components of Matriculation which directly affect students: Admission, Orientation, Assessment, Counseling and Student Follow-up are crucial factors impacting student retention, persistence, and completion.
- With SB1456, mandatory core services should increase student success and promote the mission of COA.

Counseling

- In Fall 2011, counselors participated in a District-wide training that included new technology available through PeopleSoft. Degree Audit reports and transcript queries were some of the new resources available to counselors in their work with students. This new technology, which can improve the delivery of services provided to students, is still being improved to better facilitate their usefulness. Counselors will be important in providing feedback on their continuous improvement.
- With severe budget cuts to the matriculation budget, key resources for student success including the Student Handbook/Academic Planner could no longer be funded. The Counseling Department presented grant requests to the CLASS committee in Fall 2010 and Fall 2011, which were approved, to fund the Student Handbook, the only campus in the District to still provide this critical resource.
- Many of the services provided like Online Orientation and the Counseling Department website were initially offered using open-source material. The Department will continue to explore innovative and cost-effective resources that will increase the services provided to our students.

Cougar Scholars Program –

- The Student Services Division continues to receive a $22,000 grant by the California Community Colleges Foundation to advance the mission of the Cougar Scholars Program. The grant specifically focuses on the personal and academic empowerment challenges of emancipated foster youth.

Learning Communities

- The Learning Communities team continues to meet on a regular basis to discuss goals and objectives that will help sustain our mission (through retreats and regular meetings). The team also continues to look for ways to raise funds: for example, flea

market, grant writing, exposure of the success of learning communities at College of Alameda to statewide conferences.

Financial Aid

- The Financial Aid office at College of Alameda must develop additional technological and staffing resources to sustain our mission of ensuring all students the opportunity to obtain a college education. We must be equipped with up-to-date technology to better serve all students in an efficent and effective manner. With increased staffing and technology, we will impact the success of our students even greater than we do now.
- Utilizing technology to better serve Financial Aid students (e.g. scanning of appeals documents and making available to counselors and financial aid staff through a shared drive)

Programs and Services for Students with Disabilities (DSPS)

- COA DSPS actively engages business and community agencies in implementing program goals. Partners include Regional Center of the East Bay, the Department of Rehabilitation, East Bay Innovations (EBI), the College of Alameda One Stop Career Center, faculty, and employers.
- COA DSPS was selected as one of only five California Community Colleges for the College to Career (C2C) grant, $250,000 per year for 4 years, to improve employment outcomes for students with intellectual disabilities (ID) or autism and to expand the range of jobs available, beyond those typically accessed by persons with ID or autism. 2011-12 was the first year of implementation.
  Twenty students were accepted into C2C; seven students are now in one-year internships at Kaiser Human Resources in Alameda, in collaboration with East Bay Innovations Project Search.
- WorkAbility III received a significant augmentation in 2011-12 of $145,000, a 65% increase over the previous contract, because the program has met job placement goals, in spite of the recessionary job market; the WA III Contract has been renewed for 2012-15 for $366,527/year.
- COA DSPS is working with the Academic Senate and COA administration to plan the COA Veterans Resource Center. Approximately 40% of returning Vets have disabilities, including Traumatic Brain Injury (TBI), Post Traumatic Stress Disorder (PTSD) and physical disabilities. DSPS will play a vital role in providing services.

Articulation Program

- A.O. serves as a primary resource to Counseling Faculty and students in:
  - Understanding Articulation Agreements
  - Maintaining current transfer requirements
  - Providing information resource related to transfer requirements

- Updating of COA's AA/AS G.E. Requirements, CSU-GE Breadth & IGETC Advising Forms
- Submitting COA's courses for UC-TCA, CSU-GE Breadth, and IGETC approval
- Maintaining COA's ASSIST database

Direct Support Professionals Program (JDIF Grant)

- In March 2011 College of Alameda received a 15 month, $300,000 grant to develop and implement the first and second (through Las Positas College) steps of a career program training direct support professionals to work with individuals with disabilities. CalWORKs recipients and other low income individuals were targeted as the trainees for the grant.
- Progress toward Goals

- On campus classes for the second cohort of students in the Direct Support Professionals Program ended on March 21st and a third cohort began classes on March 26th.
- Data for cohort one remains incomplete as several students were delayed in starting their internship. Most cohort 2 students are now in internships and cohort 3 students have received a fingerprint live scan and DOJ and FBI background checks are being conducted.

Cohort Data

Description	Cohort 1	Cohort 2	Cohort 3	Totals
Applicants	40	100	58	198
Enrolled	24	23	19	66
Finished Program	20	20		
Received Certificate	11			
Certificate Pending	5	19		
Completed Classes except Internship	4	3		
Received Job Offer	11			
Employed	7			
Continuing College Education	8			
Starting Average Wage	$12			
Male	3	4	4	11
Female	21	19	15	55
Ethnicity: African American	22	15	17	54
Ethnicity: Caucasian	2	0	1	3
Ethnicity: Hispanic	1	3	1	5
Ethnicity: Asian	0	2	1	3
Ethnicity: Other	1	3	2	6
HS Diploma or GED	15	18	16	49
AA Degree or Higher	1	2	3	6
No HS Diploma or GED	5	4	0	9

- The first cohort of students in the *Supervisory Management for Direct Support Services* course at Las Positas College (LPC) completed their coursework the week of March 19th. A second Supervisory and Management cohort at LPC begin March 26th.
- Work toward the development of a career pathway model for the developmental disabilities health and human service sector that is aligned with industry core competencies and linked to continuing certificate, degree and career advancement options is near completion.
- As indicated above, cohorts 2 and 3 were offered back to back. Internships for cohort 3 students will run well into July and possibly early August. Outcome data will need to be reported following completion of internships. It is anticipated that there will be enough unspent money in object 5105 to pay for contract costs of the Direct Support Professionals program director and program assistant through July and maybe part of August, especially if we work less than full time. I will write the CCCCO soon to request a grant extension.

National Endowment for the Humanities Grant

- In collaboration with City College of San Francisco and Mission College, College of Alameda was selected to participate in a three year project to develop curriculum that would integrate Southeast Asian cultural and history into the humanities curriculum. The project is organized around a progressive series of activities that integrates faculty, curriculum and institutional development.
- Three representatives of college faculty were selected to attend an 8-day summer symposium hosted at the East-West Center in Honolulu from July 13-20.
- Future project activities include
* A 2-day distinguished lecturer visit in Fall 2012;
* mentoring by Asian studies scholars in Spring or Fall 2013;
* A series of 3-day faculty and curriculum development sessions in 2013;
  * An online conference featuring project-related research and resulting in a peer-reviewed book publication;
* A final, lessons-learned conference in late summer or fall 2014.

Veterans
- Establishment of Veterans Book Fund through support from the Vietnam Veterans of America, Chapter 400 ($2500).

Other
- The Student Services Department and Programs completed nearly 100% of their Student Learning Outcomes and assessment of SLOs and Annual Program Updates (APUs)