

Q21. Welcome to COA's new, online portal for completing your Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu. You may also contact Dean Cook or Dean Lee for additional support. Thank you!

Q1. Please select the discipline, department or program:

Q2. Please provide the name of the persons on the program review team participating in the Program Review process:

Nicole Kelly

Q3. College of Alameda Mission Statement:

*The College of Alameda serves the educational needs of our diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.*

College of Alameda Student Services Mission Statement:

College of Alameda Student Services is committed to guiding, empowering, and inspiring students to achieve their academic, career and personal goals through a student centered and caring approach.

Please provide your department or unit purpose statement in the box below. Also please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission statement.

The mission of the Adult Transitions Department at the College of Alameda is to collaborate with Adult Schools and Community Based Organizations to enable adults (18+) to advance education, obtain employment, and improve wages.

Q100. **Organizational Chart:** Please insert an organizational chart showing where the department, program or administrative unit is located within the college organizational structure.

[AEBG Org Chart.pdf](#)

24.3KB

application/pdf

Q101.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

Works with the following offices to get students enrolled or serviced when applicable: Welcome Center, EOPS, NextUp, Financial Aid, DSPS, New Dream, Counseling, One Stop. Works with Outreach Office to coordinate tours and to assist with group enrollment. Works with Assessment Office or web portal for individual scheduling and works with office to coordinate off-site evening assessment for partners. Attends ESL faculty meetings to share/exchange information on course offerings and student needs. Works with PM counterparts on simplifying enrollment processes for students, such as asylum pending students, concurrently enrolled students, etc.

Q102.

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

- 1) AB 540 - exempts students from out-of-state tuition fees. This allows us to recruit students who meet the eligibility requirements.
- 2) AB 2000 - expands AB 540 to include students who graduate early w/ three years of HS credit. This allows us to recruit students who meet the eligibility requirements who didn't qualify under AB 540.
- 3) SB 68 - expansion on eligibility requirements of AB 540. This allows us to recruit an additional population of students who meet the eligibility requirements who didn't qualify under AB 540 or AB 2000 bc they did not have three years of HS credit, but a total of three years of CA schooling.
- 4) AB 130 and AB 131 - opens certain scholarships administered by public institutions to AB 540 students. Opens state-funded grants as well. Allows us to offer incentives for undocumented students to attend and complete college programs. Will help them to be able to complete ESL and transfer into academic or CTE programs.
- 5) Proposition 57 - allows parole consideration for nonviolent felons. Authorizes sentence credits for rehabilitation, good behavior, and education. This will greatly expand the systems work and outreach efforts for Adult Education Offices. Creating programming for non-violent offenders.
- 6) AB 109 - transfers responsibility for supervising certain kinds of felony offenders and state prison parolees from state prisons and state parole agents to county jails and probation offices. Also, makes judges rather than prosecutors decide whether to try juveniles as adults or not. This creates an opportunity for CoA/PCCD to develop a relationship with county jails, juvenile justice centers, and probation offices to provide education to reentry students.
- 7) AB 1008 - requires public and private sector employers to delay background checks and inquiries about job applicants conviction records until they have made a conditional job offer to the applicant.

Q104. Please attach student demographic data (number served by gender, age, ethnicity, foster youth status (current or former), veterans status (current or former) and students with disabilities. The data should be for the last three years and reflect an analysis of the percentage change from Year 1 to Year 3. Much of this data can be found in the [Data Dashboards](#) on the Program Review home page. Please contact Interim [Dean Engel](#) for supplemental data.

[Student Referrals - APU.xlsx](#)

56.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q106. Using the data attached or entered above, please briefly explain the changes in students served by your department or unit over the past three years.

Not applicable as this is the first year of implementation.  
Student groups for AEBG have been created and we are placing matriculated students into the groups but we are still in the process of ensuring the research office can see the new groups in the BI Tool. Data needs to be scrubbed in order to provide analysis. We also need to assess what data is not being captured in the enrollment process so that the information can be captured somewhere else.

Q24. ASSESSMENT

Q20. Please attach the [TaskStream](#) "At a Glance" report, if applicable, for your department, program or administrative unit. Please review the "At a Glance" reports and answer the following questions:

[Taskstream AEBG.pdf](#)

159.2KB

application/pdf

Q14. How does your department, program, or unit ensure that students are aware of the learning or service area outcomes?

- Post on the program website
- Post on department bulletin board
- Other (please describe)

Q19. Where are the program level outcomes and/or service area outcomes published?

- Program or Service Area Website (please provide link)
- Bulletin boards near Program or Service Area
- Course Catalog
- Other (please specify)

Q22. Briefly describe at least three of the **most significant changes/improvements** your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcomes and/or service area outcome and assessment cycle (year) for each example.

Significant change or improvement #1:

Not applicable as this is the first year of implementation.

Significant change or improvement #2:

Not applicable as this is the first year of implementation.

(Optional) additional significant changes or improvements:

Not applicable as this is our first year of implementation.

Q93. Please attach the data from the "Status Report" section of [TaskStream](#) for the findings discussed above, if applicable.

[Survey Results - APU.pdf](#)

373.5KB

application/pdf

Q26. Briefly describe three of the **most significant examples** of plans for program level and/or service area improvements for the next three years as a result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome for each example.

Plan 1:

Not applicable as this is our first year of implementation.

Plan 2:

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of [Taskstream](#) for each example discussed above, if applicable.

[Taskstream AEBG.pdf](#)

159.2KB

application/pdf

Q29. Describe your department, program or service area's participation in assessment of COA's institutional level outcomes (ILOs).

Not applicable as this is our first year of implementation.

Q30. How are your program or service area outcomes aligned with COA's institutional level outcomes (ILOs)? Please describe the "Goal Alignment Summary" from [TaskStream](#), if applicable.

Goal 1 = The adult Transitions Department will create a seamless process for students from Adult Schools and Community Based Organizations to matriculate at CoA. Students will become knowledgeable about the enrollment process.  
 Aligned ILO - Problem Solving - Project Managers have been working together to research issues with enrollment and working on updating forms and analyzing Administrative Procedures to provide clarity to partners and to make enrollment easier for students (e.g. special admit students and AP 5011).  
 Aligned ILO - Communication and Technology - the Consortium has been discussing technology and trying to decide on the most efficient application/program for the colleges, adult schools and CBOs (e.g. PeopleSoft, Tops Pro, Salesforce, Community Pro, etc.)

Goal 2 = Students at Adult Schools and Community Based Organizations will be able to identify one to two Peralta programs they are interested in learning more about.  
 Aligned ILO - Civic Responsibility - Developing presentations tailored to the audience, Project Managers are able to reach non-traditional students (e.g. ESL students, juvenile justice students, GED/HS Diploma, older adults). Furthermore, able to make the connection of "Why College." Please see the brief survey results from Juvenile Justice Center. (attached to "Status Report" section since there is no Status Report in Taskstream).

Q95. Please attach the "Goal Alignment Summary" from [TaskStream](#), if applicable.

[Adult transitions goal set alignment.pdf](#)  
 99.7KB  
 application/pdf

Q107. What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

In order to ensure meaningful dialogue takes place when developing program and service area outcomes we:

1. Ensure that we retrieve any data that will assist us in making projections or decisions.
2. Weekly department meetings.
3. Meet with our Adult Education Consortium partners bi monthly (adult schools, CBO's, peralta)
4. Student surveys (attached to "Status Report" section since there is no Status Report in Taskstream). Will utilize the Research Office to create surveys in the Spring.
5. Meet regularly with counterparts at sister campuses.

Q108. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

CoA ESL student surveys = the survey was administered to students in three ESL classes. Please see the attached survey analytics for more information. What stood out the most when discussing the survey is that staff had to explain the different programs to students. Students didn't seem to be aware of the majors available at CoA. The Project Manager is planning to do a presentation in the fall 2017 semester to discuss next steps to students who are in Advanced ESL courses who will be transferring out.

Juvenile Justice Center surveys = Project Managers from CoA, Laney and Merri tt participated in a "Why College" presentation for a transitions class at Camp Sweeney. The brief survey results are also attached.

Q109. How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

Program effectiveness:  
 -number of students served  
 -number of students enrolled  
 -number of students retained from semester to semester

Effectiveness indicators:  
 -surveys from students and partners  
 -student ed plans

Q112. Does your department, program or service area provide Student Success & Support Program (SSSP) services?

- Yes
- No

Q111. Please provide the following information about these specific SSSP services, as applicable, for students in your program over the past three years:

	Year 1	Year 2	Year 3
# of student that completed orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
#of students that completed assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
# of completed Student Educational Plans (SEPs)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
# of Abbreviated versus Comprehensive SEPs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total # of follow-up services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
# of Early Alert referrals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q113. What has your department, program or service area done over the last 2-3 years to improve SSSP services?

N/A (first year of implementation Jan. 2017).

Q114. What is your department, program or service area planning to do over then next 3 years improve SSSP services?

Orientation: inform newly enrolled ESL students about ESL orientation given by Department Chair.  
 Assessments: Participate in planning for multiple measures for special populations, such as ESL and reentry.  
 SEP: Make sure that 75% of newly enrolled full-time students signed up for a CoA program/major has a SEP in the first semester.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	<input type="text"/>
Part-time faculty headcount	<input type="text"/>
Total FTEF faculty for the discipline, department or program	<input type="text"/>
Full-time/part-time faculty ratio	<input type="text"/>
Classified staff headcount	1
Administrative staff	1

Other (please specify)

Student Workers /  
Interns

3

Q72. What are your key **staffing** needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Full-time clerical staff to assist with administrative tasks not appropriate for student workers, such as requisitions and entering student data. Bilingual outreach staff to assist with translation services to Spanish speaking students (as we move towards a Hispanic Serving Institution (HSI)).

The attached Excel document is incomplete because there is a need for clerical staff to assist project manager with data entry. This would also create space for follow up with students to assist in the college's retention goals and time for data analysis.

Q115. Attach any materials related to support your staffing requests described above here.

[Student Referrals - APU.xlsx](#)

56.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q71. Describe your current utilization of facilities and equipment.

Two lap tops for Associate Dean and Project Manager. One Ipad for Project Manager. Full service copier - shared between six employees (AEBG, Next Up, Research, IT).

Q73. What are your key **technological** needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Training in Salesforce. Project Managers at CoA and BCC are using Salesforce to retain student information and track student progress. The software has been purchased (\$13 per month), but there is a need for training so that it can be utilized effectively.

Note: the Consortium and Consultants are working on crosswalks and trying to decide what to use (PeopleSoft, TopsPro, Community Pro), but that will take time understandably. In the mean time, we are using Salesforce and training is needed.

The attached includes data from students that the Project Manager has recruited through partnerships developed, but substantive follow-up is needed to enroll AND retain students.

Q116. Attach any supporting documents for your request for additional technological support **here**.

[Student Referrals - APU.xlsx](#)

56.9KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q74. What are your key **facilities** needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

None at this time.

Q117. Attach any supporting documentation for your facilities requests here.

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's [Program Review webpage](#) - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request template available on your program's [Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

Has attended College Council, ESL Faculty meetings and CTE meetings.

Q78. Please list the committees that full-time employees participate in.

Committee 1	College Council (AD/PM)
Committee 2	ESL Faculty Meetings (PM)
Committee 3	CTE Meetings (AD/PM)
Committee 4	NAC Consortium Meetings (AD/PM)
Committee 5	Transitions Liaison Meetings (PM)
Committee 6	Direct Connect Meetings (AD/PM)
Committee 7	Management Team Meetings (AD)
Committee 8	Chancellor's Leadership Academy (PM)

Q79. Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.



Through Transitions Team meetings, AEBG staff meet regularly with the consortium and adult school partners. Through Direct Connect meetings, AEBG staff meet regularly with CBOs. Staff also attend District Outreach meetings once a month to learn about community activities.

Q80. Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental training, discussions, and decision-making.

AEBG staff convened a meeting with the ESL Department Chair, the Adult School Principal, and CoA members of the ESL design team (adjunct faculty) to discuss courses and collaboration between the college and the adult school.

Q81. PROFESSIONAL DEVELOPMENT

Q83. Please describe the professional development needs of your department, program or administrative unit.

Continued training on support for undocumented populations (DACA, AB540, etc.).

Q82. Please rank order the types of professional development (PD) needs of your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Use of technology

Use of online resources

Cultural sensitivity

Mentoring

Activities that help individuals stay current with their job responsibilities

Other (please specify)

Q86. DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the department, program, or unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs). As applicable, your goals should include a minimum of one each for: Support Services, Assessment (of SAOs or AUOs), Student Success and Student Equity, Student Success, Professional Development, Community, Institutional and Professional Engagement and Partnerships.

**Support Services**  
Goal = ensuring that students are aware of every support program that they qualify for and enroll them within the first semester.  
Activities = creating intake packets for students who fit in certain groups (e.g. one intake packet for traditional students, one intake packet for students who enroll concurrently (special admit), and one packet for students who enroll as undocumented).

**Assessment**  
Goal = Provide information about assessment to Adult School and CBO partners.  
Activities = Seek training in regards to recent assessment changes (AB 19)

Q89. On your [Program Review](#) webpage (click on your program's name), find and complete the "Comprehensive Instructional Program

Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here. **PLEASE NOTE: Once you go to the next section, you are done and your form will be locked. Only proceed when you have reviewed everything and you are ready to submit!**

[Integrated-Goal-Setting-AEBG.xlsx](#)

31.6KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q90. Congratulations! You have completed your Program Review for 2017-18!

The information you have submitted will be reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps.

**Location Data**

**Location:** [\(33.787796020508, -117.8531036377\)](#)

**Source:** GeoIP Estimation

