

College of Alameda
Annual Program Update
Supplemental/Revised Template 2015-2016

Female	200	522	539	192	617	639	112	561	577
Male	153	437	440	142	486	504	141	486	459
Unknown	7	21	21	11	22	16	4	13	13
Grand Total	360	980	1,000	345	1,125	1,159	257	1,060	1,049

III. Student Success–

Course Success: College of Alameda

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Course Success: Subject - English

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	70.25%	61.38%	57.01%	75.30%	63.20%	62.75%	80.00%	60.40%	57.66%

Course Success: Ethnicity

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	76.92%	55.88%	64.44%	72.73%	54.55%	56.25%	66.67%	64.71%	52.00%
Asian	81.99%	76.31%	75.41%	85.59%	76.07%	77.49%	88.08%	77.88%	77.84%
Black/African American	59.31%	56.34%	56.65%	61.76%	56.63%	56.32%	62.81%	54.23%	55.39%
Filipino	72.09%	68.42%	67.36%	71.92%	75.99%	66.60%	79.17%	72.62%	69.36%
Hispanic	70.11%	68.15%	64.75%	70.97%	65.24%	64.57%	69.62%	61.88%	61.86%
Multiple	66.07%	61.52%	62.35%	69.88%	65.47%	63.21%	70.20%	60.43%	60.19%
Other Non white	50.00%	70.97%	73.13%	90.00%	75.76%	79.49%	85.71%	91.67%	85.19%
Pacific Islander	30.00%	70.00%	61.86%	76.92%	50.00%	70.97%	76.47%	66.67%	53.85%
Unknown/Non Respondent	70.13%	69.85%	69.68%	72.31%	68.04%	69.02%	76.24%	66.67%	72.22%
White Non Hispanic	75.54%	74.45%	71.47%	78.61%	70.55%	74.41%	81.60%	73.04%	73.25%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Course Success Rate by Course and Ethnicity

Course	American Indian/Alas kan Native	Asian	Black/Afri can	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Multiple
ENGL 10A - CREATIVE WRITING	NA	100.00%	66.67%	NA	0.00%	NA	NA	75.00%	80.00%
ENGL 10B - CREATIVE WRITING	NA	NA	100.00%	NA	NA	NA	NA	0.00%	100.00%
ENGL 1A - COMP AND READING	NA	68.37%	48.44%	70.59%	50.00%	100.00%	80.00%	52.17%	44.44%
ENGL 1B - COMP AND READING	NA	52.38%	36.36%	100.00%	28.57%	100.00%	NA	44.44%	33.33%
ENGL 201A - PREP FOR COMP/READNG	NA	62.50%	41.07%	60.00%	61.11%	NA	50.00%	41.67%	35.00%
ENGL 201B - PREP FOR COMP/READNG	0.00%	85.00%	59.09%	75.00%	80.00%	NA	0.00%	75.00%	50.00%
ENGL 210A - CREATIVE WRITING	NA	0.00%	NA	NA	NA	NA	NA	50.00%	100.00%
ENGL 210B - CREATIVE WRITING	NA	NA	0.00%	NA	NA	NA	NA	NA	100.00%
ENGL 269A - FOUN/READNG & WRITNG	NA	38.89%	34.38%	NA	50.00%	NA	NA	75.00%	50.00%
ENGL 269B - FOUN/READNG & WRITNG	NA	72.73%	37.50%	66.67%	62.50%	NA	NA	25.00%	50.00%

ENGL 5 - CRITICAL THINKING	NA	79.41%	48.72%	58.82%	68.97%	100.00%	NA	85.71%	72.00%	60.00%
Grand Total	0.00%	68.52%	45.15%	67.24%	56.57%	100.00%	62.50%	60.17%	50.98%	65.71%

Headcount by Course and Ethnicity

Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Multiple	Unknown on Respond
ENGL 10A - CREATIVE WRITING		1	3		1			4	5	
ENGL 10B - CREATIVE WRITING			1					1	1	
ENGL 1A - COMP AND READING		98	64	17	60	1	5	46	63	14
ENGL 1B - COMP AND READING		21	11	3	14	1		9	6	1
ENGL 201A - PREP FOR COMP/READNG		32	56	10	36		2	12	20	5
ENGL 201B - PREP FOR COMP/READNG	1	20	22	8	15		1	8	18	4
ENGL 210A - CREATIVE WRITING		1						2	2	
ENGL 210B - CREATIVE WRITING			1						1	
ENGL 269A - FOUN/READNG & WRITNG		18	32		12			4	10	1
ENGL 269B - FOUN/READNG & WRITNG		11	8	3	8			4	2	
ENGL 5 - CRITICAL THINKING		69	39	17	29	1		28	25	10
Grand Total	1	271	237	58	175	3	8	118	153	35

Course Success: Age

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	94.83%	90.00%	90.91%	91.89%	88.00%	78.38%	90.54%	90.70%	93.62%
16-18	85.48%	74.29%	77.32%	79.33%	77.23%	74.14%	89.37%	73.46%	72.38%
19-24	72.38%	64.78%	62.49%	76.00%	63.32%	64.81%	75.97%	63.30%	64.79%
25-29	68.13%	69.06%	67.81%	69.77%	67.27%	68.92%	76.70%	65.33%	67.30%
30-34	63.85%	71.17%	70.32%	74.85%	68.29%	69.23%	68.20%	70.93%	67.07%
35-54	67.14%	72.85%	72.30%	70.33%	72.81%	72.41%	73.86%	73.22%	73.78%
55-64	68.24%	75.19%	77.29%	73.97%	74.65%	76.36%	66.00%	71.58%	75.19%
65 & Above	75.00%	75.68%	69.35%	81.82%	75.47%	72.88%	66.67%	76.32%	73.75%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Course Success Rate by Course and Age

Course	Under 16	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above
ENGL 10A - CREATIVE WRITING	NA	50.00%	71.43%	0.00%	NA	100.00%	100.00%	100.00%
ENGL 10B - CREATIVE WRITING	NA	NA	66.67%	NA	NA	NA	NA	NA
ENGL 1A - COMP AND READING	100.00%	64.00%	54.91%	57.14%	58.33%	56.25%	50.00%	NA

ENGL 1B - COMP AND READING	NA	NA	43.59%	30.77%	57.14%	40.00%	NA	100.00%
ENGL 201A - PREP FOR COMP/READNG	NA	58.33%	46.73%	50.00%	50.00%	66.67%	100.00%	NA
ENGL 201B - PREP FOR COMP/READNG	NA	100.00 %	63.64%	87.50%	33.33%	100.00%	50.00%	NA
ENGL 210A - CREATIVE WRITING	NA	100.00 %	NA	33.33%	NA	NA	NA	NA
ENGL 210B - CREATIVE WRITING	NA	NA	100.00%	0.00%	NA	NA	NA	NA
ENGL 269A - FOUN/READNG & WRITNG	NA	55.56%	46.67%	22.22%	50.00%	14.29%	50.00%	100.00%
ENGL 269B - FOUN/READNG & WRITNG	NA	33.33%	50.00%	100.00%	100.00%	100.00%	NA	NA
ENGL 5 - CRITICAL THINKING	NA	86.21%	65.25%	65.63%	82.35%	75.00%	0.00%	NA
Grand Total	100.00%	70.93%	55.17%	54.61%	61.54%	63.16%	52.94%	100.00%

Headcount by Course and Age

Course	Under 16	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above
ENGL 10A - CREATIVE WRITING		2	7	1		2	1	1
ENGL 10B - CREATIVE WRITING			3					
ENGL 1A - COMP AND READING	1	25	224	56	24	32	6	
ENGL 1B - COMP AND READING			39	13	7	5		2
ENGL 201A - PREP FOR COMP/READNG		12	107	26	6	21	1	
ENGL 201B - PREP FOR COMP/READNG		4	66	8	6	7	6	
ENGL 210A - CREATIVE WRITING		2		3				
ENGL 210B - CREATIVE WRITING			1	1				
ENGL 269A - FOUN/READNG & WRITNG		9	45	9	4	7	2	1
ENGL 269B - FOUN/READNG & WRITNG		3	28	3	1	1		
ENGL 5 - CRITICAL THINKING		29	119	32	17	20	1	
Grand Total	1	86	639	152	65	95	17	4

Course Success: Gender

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	70.86%	68.46%	67.71%	72.81%	69.03%	68.00%	76.02%	67.27%	68.39%
Male	73.85%	67.60%	65.34%	77.18%	65.20%	67.07%	77.81%	65.90%	66.29%
Unknown	61.02%	68.46%	67.87%	75.47%	66.44%	73.76%	60.61%	75.93%	71.15%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Course Success Rate by Course and Gender

Course	Female	Male	Unknown
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ENGL 10A - CREATIVE WRITING	63.64%	100.00 %	100.00%
ENGL 10B - CREATIVE WRITING	NA	66.67%	NA
ENGL 1A - COMP AND READING	61.69%	50.00%	40.00%
ENGL 1B - COMP AND READING	41.67%	46.67%	NA
ENGL 201A - PREP FOR COMP/READNG	63.33%	36.59%	100.00%
ENGL 201B - PREP FOR COMP/READNG	66.07%	67.50%	100.00%
ENGL 210A - CREATIVE WRITING	33.33%	100.00 %	100.00%
ENGL 210B - CREATIVE WRITING	NA	50.00%	NA
ENGL 269A - FOUN/READNG & WRITNG	42.11%	43.59%	NA
ENGL 269B - FOUN/READNG & WRITNG	76.47%	36.84%	NA
ENGL 5 - CRITICAL THINKING	67.46%	73.56%	75.00%
Grand Total	61.42%	52.68%	69.23%

Headcount by Course and Gender

Course	Female	Male	Unknown
ENGL 10A - CREATIVE WRITING	11	2	1
ENGL 10B - CREATIVE WRITING		3	
ENGL 1A - COMP AND READING	201	162	5
ENGL 1B - COMP AND READING	36	30	
ENGL 201A - PREP FOR COMP/READNG	90	82	1
ENGL 201B - PREP FOR COMP/READNG	56	40	1
ENGL 210A - CREATIVE WRITING	3	1	1
ENGL 210B - CREATIVE WRITING		2	
ENGL 269A - FOUN/READNG & WRITNG	38	39	
ENGL 269B - FOUN/READNG & WRITNG	17	19	
ENGL 5 - CRITICAL THINKING	127	87	4
Grand Total	579	467	13

Course Success: Subject

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ENGL 10A - CREATIVE WRITING	NA	NA	NA	NA	NA	NA	NA	NA	71.43%
ENGL 10B - CREATIVE WRITING	NA	NA	NA	NA	NA	NA	NA	NA	66.67%
ENGL 1A - COMP AND READING	60.38%	57.87%	42.35%	68.63%	53.37%	58.28%	75.45%	58.10%	56.25%
ENGL 1B - COMP AND READING	84.85%	27.08%	51.26%	90.32%	47.13%	56.18%	85.19%	44.12%	43.94%
ENGL 201A - PREP FOR COMP/READNG	87.18%	50.00%	61.69%	84.00%	62.14%	65.33%	85.71%	57.46%	50.87%

ENGL 201B - PREP FOR COMP/READNG	88.24%	74.07%	67.83%	80.56%	73.64%	77.10%	73.08%	60.24%	67.01%
ENGL 210A - CREATIVE WRITING	NA	60.00%							
ENGL 210B - CREATIVE WRITING	NA	50.00%							
ENGL 211 - INTRO/CRITICAL THINK	50.00%	NA							
ENGL 269A - FOUN/READNG & WRITNG	90.00%	65.79%	48.53%	80.00%	61.70%	51.40%	75.00%	63.24%	42.86%
ENGL 269B - FOUN/READNG & WRITNG	80.00%	66.67%	73.53%	71.43%	75.00%	68.75%	80.00%	76.67%	55.56%
ENGL 5 - CRITICAL THINKING	60.66%	79.29%	71.94%	77.42%	81.05%	69.52%	92.11%	72.06%	70.05%
Grand Total	70.25%	61.38%	57.01%	75.30%	63.20%	62.75%	80.00%	60.40%	57.66%

Course Success: Hybrid Distance Education

	2012 Summer	2013 Spring	2013 Summer	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Hybrid ENGL 1A - COMP AND READING	39.39%	50.00%	72.41%	12.50%	74.29%	50.00%	NA
ENGL 1B - COMP AND READING	NA	NA	NA	NA	NA	28.57%	NA
ENGL 5 - CRITICAL THINKING	NA	NA	NA	NA	NA	NA	40.00%
Grand Total	39.39%	50.00%	72.41%	12.50%	74.29%	43.18%	40.00%

Course Success: 100% Distance Education

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
100% DE ENGL 1A - COMP AND READING	69.70%	NA	NA	53.85%	NA	16.67%	60.00%	38.71%	36.00%
ENGL 1B - COMP AND READING	NA	38.10%	40.63%	NA	32.14%	44.44%	NA	37.04%	16.67%
ENGL 5 - CRITICAL THINKING	27.59%	87.10%	50.00%	65.63%	66.67%	44.44%	NA	59.26%	54.55%
Grand Total	50.00%	67.31%	45.31%	60.34%	50.00%	34.52%	60.00%	44.71%	36.36%

IV. Faculty – Full-time/Part-time

		Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Alameda Total		158	16.63%	177	17.05%	185	17.26%
	Tenured/Tenure Track	50	31.65%	56	31.64%	61	32.97%
	Temporary	108	68.35%	121	68.36%	124	67.03%
Age		Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Alameda Total		158	16.63%	177	17.05%	185	17.26%
	18 to 34	26	16.46%	21	11.86%	31	16.76%
	35 to 39	9	5.70%	15	8.47%	10	5.41%
	40 to 44	15	9.49%	18	10.17%	19	10.27%
	45 to 49	16	10.13%	21	11.86%	24	12.97%
	50 to 54	15	9.49%	15	8.47%	15	8.11%
	55 to 59	23	14.56%	26	14.69%	27	14.59%
	60 to 64	33	20.89%	30	16.95%	23	12.43%
	65 to 69	13	8.23%	17	9.60%	21	11.35%
	70+	8	5.06%	14	7.91%	15	8.11%
Ethnicity		Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Alameda Total		158	16.63%	177	17.05%	185	17.26%
	African-American	34	21.52%	35	19.77%	36	19.46%
	Asian	25	15.82%	32	18.08%	35	18.92%
	Hispanic	21	13.29%	19	10.73%	20	10.81%
	Multi-Ethnicity		0.00%		0.00%	1	0.54%
	Pacific Islander		0.00%		0.00%	1	0.54%
	Unknown	11	6.96%	12	6.78%	11	5.95%
	White Non-Hispanic	67	42.41%	79	44.63%	81	43.78%
Gender		Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014
		Count	(%)	Count	(%)	Count	(%)
Alameda Total		158	16.63%	177	17.05%	185	17.26%
	Male	76	48.10%	88	49.72%	92	49.73%
	Female	82	51.90%	89	50.28%	93	50.27%

V. Qualitative Assessments

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

There are no specific CTE-centered English courses offered at this time. English is offered in this capacity only as part of local AS degrees.

placement rates, etc.	
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	Our courses are specific to basic, developmental and transfer levels of reading and writing. We continue to offer an increased number of sections of our core courses, specifically focusing on those needed for student completion/transfer. Our AA-T in English has been approved, and we have begun to offer literature and creative writing courses. As a result, we hope to see an increase in the quantity of students requesting a degree in English from COA beginning in Spring 2017.

VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	15 (10 currently offered) (CurricUNET has not been updated to reflect deactivations)
Number with SLOs	15
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	7 (of the 10 currently offered) Two will have their first assessments in Fall 2015 and Spring 2016
% Assessed/SLOs	70%

Describe types of assessment methods you are using

All courses in the sequence (269AB, 201AB, 1A, 1B, 5) are assessed using the same metacognitive essay prompt at the end of each spring semester. Essays are graded according to a common rubric that is mapped to SLOs (Reading, Writing, Critical Thinking, Diversity). Scores are weighted according to course level. For example, 269A (basic skills) students are expected to score a 2 or above in reading, while 1A (transfer) students should score 4 or above.

Literature courses are assessed by matching the rubrics from midterm and final exam scores to rubrics mapped to course SLOs.

Describe results of your SLO assessment progress

We are in the middle of the third full cycle of SLO testing and assessment using this instrument. During the data analysis phase of the first two cycles, we determined that further refinement of the prompt and rubric were necessary, although the reading and writing data gave everyone enough information to make changes to course materials and pedagogy.

Describe how assessment results and reflection on those results have led to improvements.

We are still refining our rubric to assess the Diversity area of our SLOs.

Despite the need for further improvement of the rubric, many of us made adjustments to our explicit teaching of skills in response to reading and writing scores, as well as more mindful discussion and inclusion of diverse ideas and experiences.

VII. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	2
Number with Program Learning Outcomes	2
Number assessed	As we will not be able to assess our programs until the quantity of courses we offer develops their viability, there is nothing yet to

assess. However, the course SLO assessment method we employ allows assessment of the sequence of our courses.

% Assessed

N/A

Describe assessment methods you are using
See Course SLO Assessment for methodology.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.
Assessment by this method allows us to identify major gaps in scores between leveled courses in reading and writing.

VIII. Prioritized Resource Requests Summary

College: Alameda

Discipline, Department or Program: English

Contact Person: Stefanie Ulrey

Date: 10/20/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	Additional full-time faculty to increase individual class offerings related to the AA-T, develop non-credit curriculum, liaison with Assessment and other departments, carry out the mission of the college, and bring the voice of the department to all areas of oversight and governance.	3	Variable	3, 7, 10	A.1, A.2, A.4, C.2
Human Resources: Classified					
Human Resources: Student Workers	One dedicated tutor for each section of ENGL 269AB and ENGL 201AB	2	\$10,000.00	pp 7-8	A.1, A.2, A.4, C.2
Technology	Writing skills development software in the Writing Center	5	\$2,000.00	p 7	A.1, A.2, A.4, C.2
Equipment					
Supplies					
Facilities					
Professional Development	Face-to-face training using Moodle and Turn It In	4	Faculty Release Time	p 10	D.1
Other (specify)	Support for under-enrolled Literature courses in order	1	FTES	p 5	A.1

	to develop a viable program for at least 6 academic years.				
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IX. Alignment of Goals Template

College: _____ Alameda _____

Discipline, Department or Program: _____ English _____

Contact Person: _____ Patricia Nelson _____

Date: _____ 10/20/2015 _____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Enable students to earn an AA or AA-T in English from COA	Mission and ILOs1, 3, 5	A.1
2. Increase student success and retention for students in levels below transfer	1, 4, 5	A.1, A.4
3. Assist faculty in increased access to technology tools	1, 2	D.1
4.		
5.		
6.		
7.		
8.		

College of Alameda

MISSION

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

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

- * Academic Excellence
- * Budgetary Competence

* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative</p>

	student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.