



# College of Alameda

Office of the President

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FROM: Tim Karas, CoA President  
TO: Matthew Lee  
College of the Canyons  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355  
DATE: March 5, 2019  
SUBJECT: PRT Focus Area Treatment

Dear Mr. Lee:

This treatment document focus on specific questions we request the PRT's assistance in answering, a more precise definition of the institution's needs, the status of any recent efforts to address the Area of Focus. Overall, College of Alameda and the Peralta Community College District (PCCD) has experience several years of enrollment decline resulting in fiscal challenges. PCCD has partners with FCMAT to provide fiscal recommendations. The FCMAT report will be release in September 2019. Additional a consulting firm, CBT, has been hired by the district to review the PCCD organizational structure and enrollment data. The final CBT report will be released in December 2019.

In light of the work being provided by CBT and FCMAT, College of Alameda in focusing on specific areas to improve scheduling, communication and program alignment within a framework of Statewide initiatives, such as, Guided Pathways, AB705, and Vision 2022. The work of the IEPI PRT will directly inform the next generation of our Educational Master Plan.

### Area of Focus: Enrollment Management

Revise the college enrollment management plan to include Vision for Success indicators, guided pathway outcomes, and equity metrics. Some of the specific threads of this area are clarify program paths, areas of interest/meta-majors, interdisciplinary connection hubs, infuse equity framework, and CoA Online.

### Sample Prompts:

- Strategies to maximize enrollment.
- Best practices or examples related to guided pathways
- Research or data elements to collect/analyze.
- Balance between online sections and face-to-face to meet student demand and program outcomes.
- How to infuse equity work into enrolment management
- Samples of robust dual enrollment pathways



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## Area of Focus: Program Planning and Scheduling

Develop responses to fiscal structural deficit that focus on enrollment and program planning. Some of the specific threads of this area are Institutional Learning Outcomes evaluation, program viability, and enterprise-level scheduling solution.

### Sample Prompts:

- Best practice or strategies to leverage ILO evaluation for institutional improvement
- Program improvement/viability implementation process and examples
- Leveraging software to assist with program planning/scheduling in a multi-college district with shared curriculum.

## Area of Focus: Communication and Participatory Governance

Strengthen communication strategies to ensure all college constituency groups are engaged in the integrated planning process. Specific threads of this area are college-wide communication, participatory governance process, and integrated planning improvement.

### Sample Prompts:

- Mechanism to increase organizational communication/sharing outside of email.
- Recommendation to pivot participatory governance structure to re-align with State initiatives and non-duplicative work.
- Strategies and ideas to strengthen professional development to improve communication, collective responsibility, and State priorities (guided pathways, AB 705, and student centered fund formula)

An institutional strength is dual/concurrent enrollment. The college offers courses at multiple unified school districts and charter schools. College of Alameda also hosts an early college high school, Alameda Science and Technology Institute (ASTI). The college is working with Alameda Unified School District to double enrollments in ASTI.

These focus areas were chosen because of the intersection they have on foundational college integrated planning, long-term budget stability, and pivoting the student experience to enhance completion. The work of the PRT would dovetail with our process of completing the institutional ISER for accreditation. Our next comprehensive visit is spring 2021.

Best Regards,

A handwritten signature in black ink, appearing to be 'W. J. ...'.