



Educational Master Plan

Spring 2023-Fall 2028

College of Alameda





Contents

Acknowledgments	1
Executive Summary	3
President’s Message	4
Introduction	6
Chapter 1: A Community College on an Island with an Early High School on Campus	8
Mission, Vision, and Values	10
EMP Development Process: A Collective Exploration and Dialogue	13
Chapter 2: A College Rooted in the Community	15
College of Alameda by the Numbers	15
College of Alameda and Alameda County	16
Labor Market Data	18
SWOT Analysis	20
Chapter 3: College Strategic Goals 2023–28	21
Strategic Actions to Achieve Goal 1	21
Enrollment at a Glance	28
College-Going Patterns Among Local K–12 Students	35
Student Retention	39
Strategic Actions to Achieve Goal 2	42
Strategic Actions to Achieve Goal 3	43
Strategic Actions to Achieve Goal 4	47
Strategic Actions to Achieve Goal 5	48



Input from Institutional and Community Partners	49
Strategic Actions to Achieve Goal 6	53
Chapter 4: Next Steps in Implementation, Planning and Evaluation	55
Chapter 5: District Support for College of Alameda	63
Peralta Community College District Support for College of Alameda	64
References	67

Acknowledgments

This Educational Master Plan (EMP) is a product of collegewide participation and engagement, and it is a community product (

Table 1). We would like to thank the College of Alameda family for coming together during several town halls and community forums to discuss the future of our institution and how best to serve our communities.

In addition, we want to acknowledge the work of all the groups that made this work possible, as well as all community members who met weekly to follow up on all the work and the findings.

Table 1. EMP Contributors

Steering Committee Members	
Dr. Diana Bajrami	Acting President
Dr. Matthew Goldstein	Academic Senate President
Louis Martirez y McFarland	Classified Professionals Senate President
Professor Jody Campbell	Faculty Contributing Author, and College Council Member
Dominique Benavides	Director of College Research & Planning
Mission, Vision, and Values Team	
Dr. Shalamon Duke	Dean of Counseling and Special Projects
Natalie Rodriguez	Director of Student Activities and Campus Life
Kawanna Rollins	Project Manager, Transitions Liaison/Adult Education Professor
Linda Dewrance	Kinesiology Faculty
Mitch Wu	Asian American Studies Faculty
Enrollment and Retention Team	
Dr. Amy Lee	Dean of Enrollment
Stefanie Bradshaw	Director of Workforce
Marcean Bryant	Senior Specialist, Admissions & Records Professor
Olga Fish	Business faculty Professor

Jacob Schlegel	Chemistry faculty
Student Equity and Campus Culture Team	
Eva Jennings	Dean of Career Education
Horacio Corona Lira	Director of HSI (Hispanic Serving Institutions)
Kawanna Rollins	Project Manager, Transitions Liaison/Adult Education
Professor Didem Ekici	ESOL (English for Speakers of Other Languages)
Faculty Professor Jody Campbell	African American Studies Faculty
Chevonn Herbert	Classified Professional
Teaching and Learning Team	
Lilia Celhay	Dean of Liberal Studies, and Language Arts
Dr. Reza Majlesi	Acting Dean of STEM (Science, Technology, Engineering, Math)
Professor Andrew Park	Physics faculty
Professor Susanne Altenbach	Kinesiology faculty
Anna O'Neal	Learning Resource Center Coordinator
Malik Shabazz	Staff Assistant to the Dean of Liberal Studies and Language Arts
Louie Martirez y McFarland	Project Manager, EOPS (Extended Opportunity Program and Services), CARE, CalWORKs & Next Up Programs, and SALAAM Learning Community
Dave Nguyen	Interim Financial Aid Director

Executive Summary

College of Alameda's Educational Master Plan 2023–28 identifies strategic goals that address the needs of our diverse community for the next 5 years. These strategic goals are grounded in an in-depth and ongoing assessment of the external and internal institutional data. The college engaged the entire college community to explore the data, reflect on the mission and values, and align these values with the goals and strategic actions.

This document contains a summary of the EMP process, all internal and external environmental scan data, the planning assumptions, and the list of goals and strategic actions. Input was obtained during several collegewide Professional Development Days starting in spring 2022, and the EMP team also engaged in weekly exploration and discussions based on quantitative and qualitative data. This has indeed been a community product.



President's Message



As the world begins to move on from the pandemic, and educators globally face the challenge of preparing students for the new post-pandemic normal, College of Alameda has developed a 5-year Educational Master Plan (2023–28) designed to prepare students, faculty, staff, and the community for the future of teaching, learning, and working. This plan embraces new and innovative ways to meet the changing educational needs of our students and to close an academic achievement gap exacerbated by several factors, including economic, social, political, and other forces.

The pandemic's aftermath has placed a tremendous strain on our community as a whole and even more so on our more vulnerable populations. The academic disruption that our students recently experienced is unprecedented and has worsened long-standing inequities in health care, housing, food insecurity, and education. In order to help address these issues, College of Alameda's Educational Master Plan focuses on inclusiveness, flexibility, resilience, and innovation.

As a gateway to educational equality, College of Alameda will concentrate on reversing enrollment declines, improving equitable access to higher education, and providing lifelong learning opportunities for students interested in achieving college degrees or certificates of achievement, upgrading job skills, training for new careers, learning new languages, or pursuing individual academic interests.

College of Alameda's EMP activities were facilitated by WestEd staff members and developed through a collegewide planning process that included a thorough examination of institutional and -regional data; multiple town hall meetings; and shared-governance professional development activities that included faculty members, classified professionals, administrators, and students.

This Educational Master Plan emphasizes institutional priorities focusing on equitable student access and success and improving outreach to all members of our diverse community. It builds upon the accomplishments of the college's Student Equity Plan, Guided Pathways project, and Institutional Effectiveness Plan. It also aligns with the systemwide California Community Colleges' Vision for Success, which is designed to ensure that students from all backgrounds



succeed in reaching their goals, eliminating achievement gaps, and creating greater opportunities for their families and communities.

College of Alameda is steadfast in its devotion to diversity, inclusion, and equity. As a proud federally designated Hispanic-Serving Institution, College of Alameda is committed to supporting our Latinx/Hispanic students and working toward transformation from a Hispanic-serving to a Hispanic-thriving institution. Moreover, our extensive array of specialized learning communities including the Umoja Community, the Puente Program, the MESA (Mathematics Engineering Science Achievement) Connect Program, and the SAALAM Learning Community all provide culturally relevant curriculum and tailored student support services for these underserved populations.

College of Alameda is the only California community college located on an island that also has an early college high school located on its campus. Through our close partnerships with the award-winning Alameda Science and Technology Institute (ASTI) and other P-16 partners and community organizations, College of Alameda strives to be an effective community partner devoted to improving the quality of life in our extended community through education.

Ultimately this Educational Master Plan is a living document that will be used to guide the development of instructional programs, student services, and teaching and learning environments that are inclusive, nurturing, and welcoming to all students, regardless of ethnicity, culture, nationality, language, gender, sexual orientation, disability, political affiliation, or religion. Most importantly, the goals and outcomes outlined in this plan are designed to prepare our students and prospective students for a successful and satisfying future.

I want to thank our faculty, staff, and students for their dedication and many hours of work in creating a comprehensive Educational Master Plan that will help us navigate the road ahead. I look forward to the next phase of our journey and to working together with you on the implementation of this important plan.

Sincerely,

A handwritten signature in black ink, appearing to read 'Diana Bajrami', written over a light blue horizontal line.

Dr. Diana Bajrami
Acting President, College of Alameda

Introduction

The 2023–28 College of Alameda Educational Master Plan (EMP) reflects the collective work of the college community and a commitment to continuing to serve the educational needs of our students. This plan also provides a framework for ensuring the implementation of our mission and for achieving our vision, values, and goals through shared strategies. The EMP provides an overarching strategy to prioritize the human and financial resources required to meet these goals and priorities.

The College of Alameda EMP serves as the umbrella for developing goals and initiatives for the college's other collegewide plans. The EMP builds on the analysis of internal and external data, as well as input from students, employees, industry partners, educational partners, and members of the surrounding community. It aligns with and supports the achievement of the Peralta Community Colleges strategic plan and PCCD Board goals, as well as the college's efforts to achieve the California Community College Chancellor's Vision for Success. The values and goals reflect College of Alameda's commitment to being a thriving member of the California Community College system and to being responsive to Alameda County's unique educational needs and the goals of our students.

Equity, diversity, and inclusion constitute one of the six focus areas in the Educational Master Plan. However, equity, diversity, and inclusion are intertwined and included in all of the college's goals, as College of Alameda is deeply committed to equity across our institution. The entire EMP is equity-focused while addressing equitable access, success, and community engagement. College of Alameda is devoted to addressing and eliminating inequitable outcomes for underserved student populations.

Furthermore, diversity, equity and inclusion are part of our identity at College of Alameda. Despite a multitude of global challenges severely impacting our community—ranging from an unprecedented pandemic that impacted millions around the world, devastating economic recession, hyperinflation, and civil strife—we look to the future with hope, optimism, and determination. We have established within our campus culture a renewed dedication to achieving even greater layers of diversity and inclusion throughout our campus ranks. From the Office of the President to our multicultural and multiethnic student body, we demonstrate a sincere commitment to social, political, economic, and ethnic diversity. College of Alameda is proud to be a clear reflection of the highly diverse community that we serve and understand that celebrating diversity and inclusion are critical components in the overall safety, health, well-being, and success of our faculty, facilities, and students.

The College of Alameda EMP has been divided into five chapters. Chapter 1 provides an overview of the college, including its history, service area, mission, vision, and values. Chapter 2 describes College of Alameda as one of four colleges in the Peralta Community College District (PCCD), including student and community demographic and labor market changes. Chapter 2 also provides an overview of the strengths, weakness, opportunities, and threats (SWOT) analysis conducted as part of the EMP development process. Rich data resulting from the internal and external scans are presented, as well as a gap analysis report and a summary of areas for growth.

Chapter 3 presents the results of the ongoing and exploratory process of designing goals and strategic actions supported by the data and aligned with the mission, vision, and values of the college. Strategic planning priorities, targets, measurable outcomes, and assigned management leaders for each goal are depicted in a goal matrix at the end of Chapter 3. The six identified goals are presented in a framework supported by the college's mission, vision, and values.

Chapter 4 describes the next steps for implementation of the goals and strategies included in the EMP. Chapter 5 concludes the EMP with a summary of how the district will support the college to meet its six goals. It also includes a description of how resources will be leveraged across the four colleges to best meet the educational needs of the PCCD community.

Chapter 1: A Community College on an Island with an Early High School on Campus

College of Alameda holds the unique distinction of being the only California Community College located on an island. The college is situated in a beautiful park-like setting and offers the quietness of a suburban locale in a bustling urban environment. Founded in 1970, College of Alameda has served more than 200,000 students and enjoys a well-deserved reputation for excellence in its academic, vocational, and student support programs.



College of Alameda is one of the four accredited Peralta Community Colleges. The Peralta Community College District, primarily serving the residents of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont, was established in 1964 by a vote of the residents to establish a single community college district to serve the East Bay region. The new community college district, named after Sgt. Luis Maria Peralta, who was granted 44,800 acres in August 1820, now encompasses those six cities. From the outset, it was determined that the existing campuses, as well as future campuses, would become comprehensive colleges, offering occupational and liberal arts courses.

College of Alameda opened in 1970 after offering classes for 2 years in the historic Alameda High School on Central Avenue in downtown Alameda. Currently, College of Alameda has three locations in the City of Alameda. The main campus is located on a 62-acre property at the corner of Webster Street and Ralph Appezato Memorial Parkway in the City of Alameda. The college's aviation maintenance program is located on a 2.5-acre site on Harbor Bay Parkway, next to Oakland International Airport's North Field. The college also has a building at 860 Atlantic Avenue that houses science classes and laboratories, which it shares with Merritt College. The college, including its two off-site facilities, is conveniently located on bus routes and is accessible by car from Oakland through the Posey Tube or via Park Street and High Street Bridges.

In addition to a range of liberal arts and science courses, the college offers a range of unique programs, including aviation maintenance technology, a dental assisting program, apparel design and merchandise, and automotive technology. We also offer courses such as Ethnic Studies, English as a Second Language (ESL), and a multitude of other classes. Furthermore, the college's unique career technical education programs make it a magnet for students from the greater Bay Area and other Peralta colleges. Students can earn an associate in arts (AA) or



an associate in science (AS) degree in many areas of liberal arts and occupational studies, with most credits earned transferable to the University of California, California State Colleges, and Universities, and to other public and private 4-year colleges and universities. Small classes allow students to benefit from closer contact with instructors and fellow students and to become more involved in campus life and student activities.

College of Alameda is nationally recognized for the innovative ways through which it meets the educational needs of a complex, diverse, and dynamic community. Our college is home to an incredibly diverse, talented, and hardworking student body and has a well-established reputation for excellence in our academic, vocational, and student support programs and services. Our mission is to meet and exceed the educational needs of our beautifully diverse community. As a publicly supported 2-year community college—one of the 116 California Community Colleges—College of Alameda makes available lower-division college-level work at a moderate or no cost to students.

College of Alameda is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), one of three commissions under the Western Association of Schools and Colleges (WASC). Several individual occupational programs at College of Alameda are accredited or certified, including courses certified by the American Dental Association (ADA) and the Council on Dental Education for Dental Assistants and courses accredited by the Federal Aviation Administration (FAA) and the National Institute for Automotive Service Excellence (ASE).

College of Alameda is also the only one of the four Peralta community colleges that has an early college high school embedded on the main college campus, the Alameda Science and Technology Institute (ASTI). ASTI was founded in 2004 through a grant from the Bill & Melinda Gates foundation as a partnership between the Alameda Unified School District (AUSD), the Peralta Community College District, and College of Alameda (CoA). As an early college high school, ASTI provides its students the opportunity to enroll as full-time community college students during their 11th and 12th grades. Students enrolled in the program are able to complete a substantial number of college credits while they are completing their high school degree, accelerating their path to a postsecondary degree.





Mission, Vision, and Values

College of Alameda's mission, vision, and values are the grounding statements that support CoA's vision for the future and provide guidance on how to make decisions that align with our deepest beliefs.

Our Mission

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

Our Vision

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

Our Values (ABCs)

We use this vision to choreograph three central values that guide us to serve the educational needs of our community:

A. Academic Excellence

Academic excellence is the demonstrated ability of CoA students to successfully excel in course, certificate, and degree completions. We seek to embrace this value with a commitment to innovative and integrated curriculum built upon collaborative partnerships within our organization between student and academic services. We seek to create opportunities for applied learning, in a psychologically and intellectually safe environment that encourages risk-taking, deeper learning, and celebrating successes.

- **Goal 1:** Develop and offer curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands.
- **Goal 2:** Provide quality educational and student support services that result in equitable student access to educational opportunities and success in earning a degree or certificate.

B. Budgetary Competence

Budgetary competence is defined by CoA's ability to offer all of our services within the real-world constraints of our budget. The entire CoA community is a part of this commitment to being responsible stewards of public resources. We strive to avoid bringing ideas to the table without first asking how the idea fits within our resource limits and seek creative ways to supplement our budget. We also seek to identify opportunities to innovate within the context of our vision of success.

We also seek to serve our students with convenient and dynamic scheduling that allows us to offer courses that are productive, innovative, and experimental. We look for holistic course offerings that complement our existing programs and leverage the unique strengths of College of Alameda, as well as leveraging the strengths and programs offered by our sister colleges within the Peralta Community College District. Our investment in physical and technological infrastructure is critical to delivering on our mission, which requires that we reduce barriers to equitable access and success and support all learners and community members to realize their educational and employment goals.

The college has identified two college goals to support this value:

- **Goal 3:** Leverage existing resources to maximize academic opportunities for all students and provide accessible and inclusive physical and virtual learning environments that promote equitable academic excellence.
- **Goal 4:** Engage in transparent and data-driven decision-making processes to best leverage resources to meet students' needs and future workforce and community demands.

C. Community Engagement and Partnerships

The value of community engagement and partnerships is defined by CoA's embodiment of a spirit of collegiality and active work toward a student-centered philosophy. This value is exemplified by a community of scholar-practitioners who are committed to serving our students with professionalism and collegiality. We aspire to hold one another accountable to the highest standards of excellence—as defined by our Institutional Learning Outcomes—utilizing a process of ongoing evaluation, which leads to continuous improvement of college programs and services.

College of Alameda seeks to engage and partner with businesses, community-based organizations, and local K–12 and 4-year partners to support equitable educational access and services and to establish pathways for our students that will lead to high-wage, high-demand occupations and economic mobility. We recognize that we share the same mission and goals with community partners such as the Oakland Unified School District (OUSD), the Alameda Unified School District (AUSD), and the charter and independent schools within our geographic

area. College of Alameda seeks to leverage economic resources, human capital, facilities, paid internships, and job placement for our students through community engagement and partnerships. As a college "rooted in the community," we actively collaborate with local nonprofits and faith-based organizations, businesses, and other community organizations to augment support for and from the community. This ongoing relationship with our community helps us integrate economic development goals into educational program planning and strengthen our outreach. Increasing the presence of CoA in the community strengthens local awareness of its course/degree/certificate offerings. We also utilize students in this ongoing partnership as ambassadors to the community. The expected outcome of our internal and external partnerships is the economic mobility of our students and our community.



College of Alameda is equally focused on developing partnerships internally in order to promote engagement and academic excellence based on the needs of students. The internal partnerships are designed to break institutional silos to best support students' academic and social needs. CoA's plethora of learning communities and collegewide Guided Pathways include successful programs and approaches that reflect our commitment to student success. We focus on a holistic and collaborative approach to

learning, one in which learning happens both in and out of the classroom. We actively promote and support students as equal partners in shared governance through the Associated Students of College of Alameda (ASCOA). The "one-team" approach of ASCOA, comprising students, classified professionals and faculty, and community partners, seeks to deemphasize distinctions between education partners to reflect the reality that we are all learners, each working toward a common goal: student success.

College of Alameda hopes to continue to build on existing collaborations and develop new opportunities for collaboration with industry partners, as well as local, state, and community organizations who share our commitment to the betterment of society through education and civic engagement. The college has identified two specific goals to support commitment to the community:

- **Goal 5:** Foster an inclusive and caring culture that thrives on diversity and promotes social justice and equity.
- **Goal 6:** Be rooted in the community and engage in ongoing partnerships with our sister colleges, P-16 educational partners, community organizations, and local and regional industry partners.

Figure 1. Aligning College Goals with CoA Mission, Vision, and Values and PCCD Goals

Academic Excellence 	Budgetary Competence 	Community Engagement 
<p>College Goal 1 Develop and provide curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands.</p> <p>College Goal 2 Provide quality educational and student support services that result in equitable student educational access and success in earning a degree or certificate.</p>	<p>Goal 3 Leverage existing resources to maximize academic opportunities for all students and provide accessible and inclusive physical and virtual learning environments that promote equitable academic excellence.</p> <p>College Goal 4 Engage in transparent and data-driven decision-making processes to best leverage resources to meet students' needs and future workforce and community demands.</p>	<p>College Goal 5 Foster an inclusive and caring culture that thrives on diversity and promotes social justice and equity.</p> <p>College Goal 6 Be rooted in the community and engage in ongoing partnership with our sister colleges, P-16 educational partners, community organizations, and local and regional industry partners.</p>

Source: College of Alameda, 2023

EMP Development Process: A Collective Exploration and Dialogue

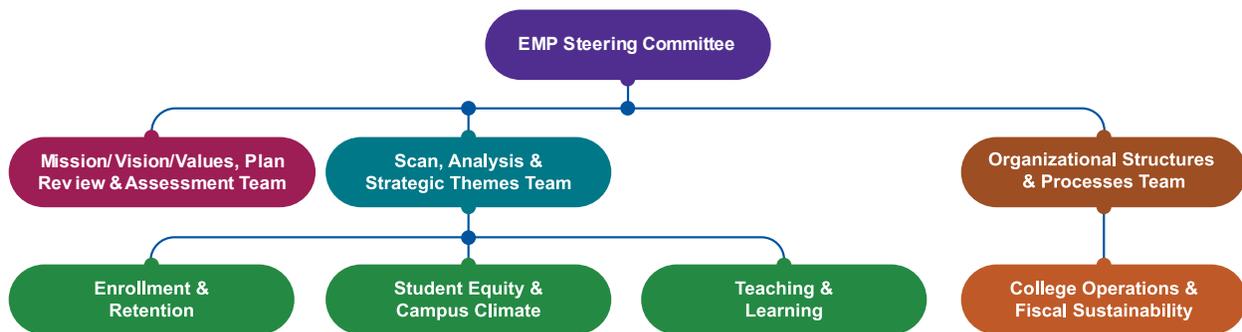
The Educational Master Plan was developed through a collegewide planning process that included a thorough examination of college and regional data. The process included multiple town halls and collegewide professional development day activities, along with extensive participation and input from all institutional partners—including faculty members, classified professional staff, administrators, students, and the WestEd professionals who guided us in this process. See Figures 2 and 3.

The college had an opportunity to participate in a districtwide charrette and engage with educational and community partners to explore the data and the need for further collaborations and partnerships. (More information on the discussions that took place during the charrette is included in Chapter 3.)

Several themes were identified through the collection and analysis of internal and external data. A robust group of faculty, classified professionals, administrators, and students worked within those themes to reexamine the mission, vision, and goals of the college. Each team provided a presentation of the work in two different collegewide Flex Days and further refined their work to identify goals that are aligned with the shared and established ABCs—our common values.

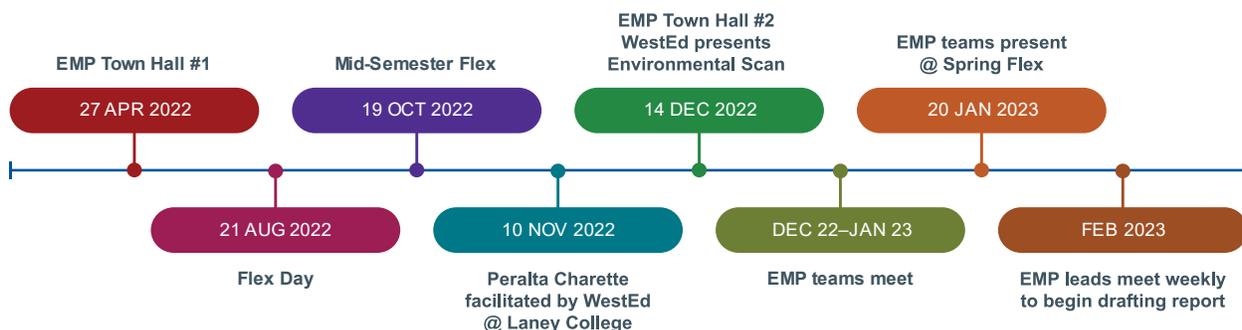
Accordingly, the EMP focuses on three shared values and six institutional priorities that aim to increase equitable access to educational opportunities and success for students and to increase outreach to the underserved members of our community. The plan builds on our collegewide work on our Student Equity and Achievement (SEA) plan, our Guided Pathways work, and our Institutional Effectiveness Plan and aligns with the California Community College Chancellor’s Vision for Success by providing an opportunity for our college to envision and plan for a better future for our students and our communities.

Figure 2. College of Alameda Educational Master Plan Development Teams



Source: College of Alameda, 2023

Figure 3. College of Alameda Educational Master Plan Timeline



Source: College of Alameda, 2023

Chapter 2: A College Rooted in the Community

In order to better understand the community served by College of Alameda, this section outlines data collected and analyzed as part of an environmental scan of Alameda County. These analyses reveal important opportunities for College of Alameda to strengthen and expand support for our community, as well as opportunities for expanding enrollment at the college. The county-level data presented through the environmental scan can be paired with enrollment data (Table 5), and completion data (Table 10) to paint a picture of the COA community.



College of Alameda by the Numbers

Enrollment

- Over 6,000 students are enrolled at College of Alameda
- 85% of students receive financial aid
- 28% of CoA students are Latinx
- 25% of CoA students are Asian
- 16% of CoA students are Black/African American
- 18% of CoA students are White (non-Hispanic/Latinx)

Course Offerings

- Over 60 degrees and certifications are offered
- 40% of all students are enrolled in Social Sciences, Interdisciplinary Studies, or Humanities courses

Student Success

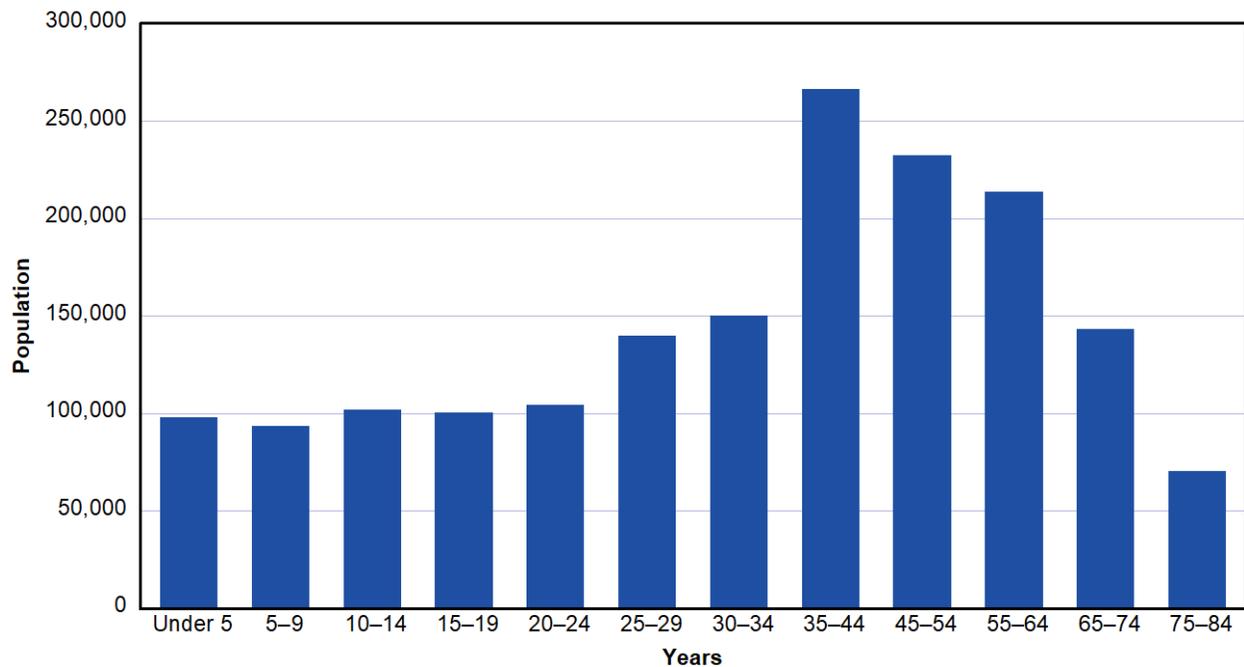
- Over 100 students receive CTE degrees or certificates each year
- 81% of students were retained in their courses
- 25% of College of Alameda graduates transferred to a UC or CSU within one year

Sources: Alameda.edu, California Community Colleges Management Information System Data Mart, and California Community Colleges LaunchBoard CC Pipeline

College of Alameda and Alameda County

As of 2020, a plurality of Alameda County residents were between 35 and 44 years old, with the next-highest age band being 45- to 54-year-olds. These age bands made up roughly 500,000 residents in the county. With that said, the younger age bands (the age bands most often served by community colleges) also represent a large share of the county population. In 2020, there were roughly 200,000 residents ages 15 to 24, many of whom will enroll at CoA and other local colleges. Figure 4 provides an overview of the population of Alameda County by age.

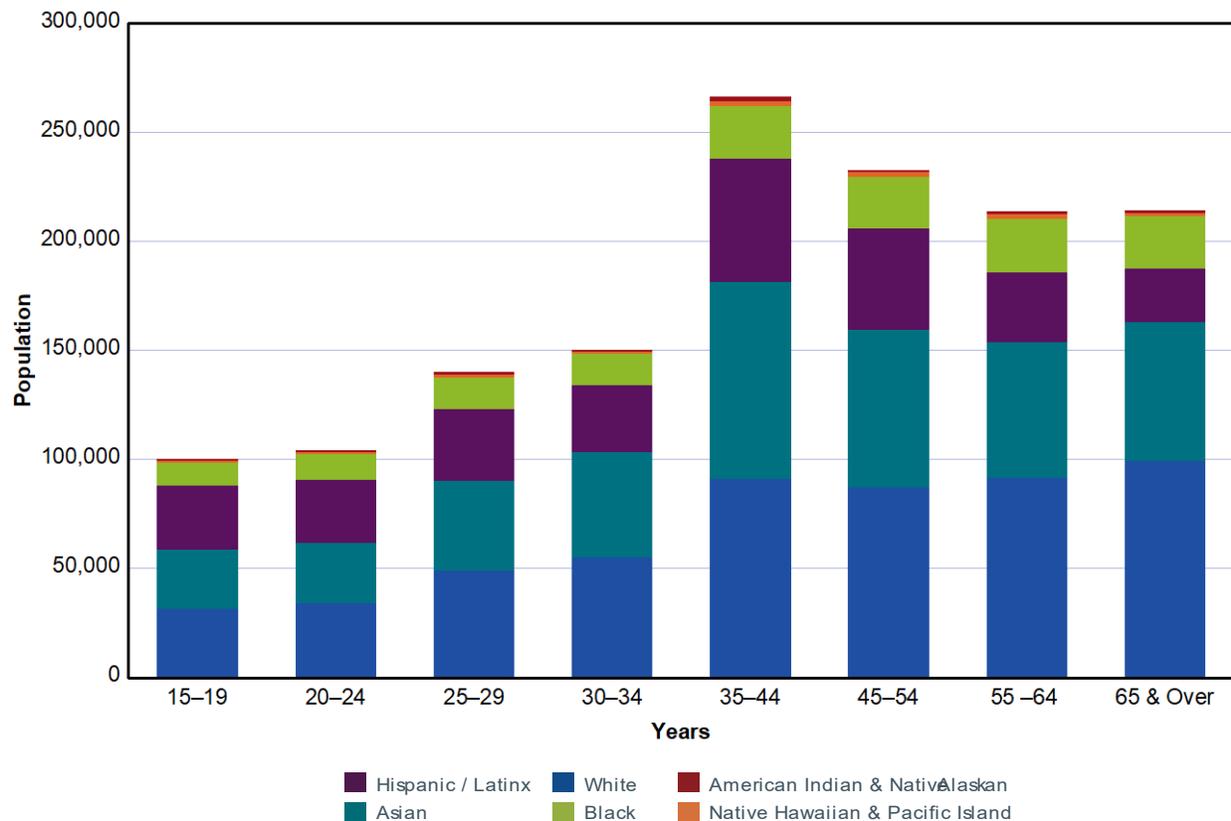
Figure 4. Alameda County Population by Age, 2020



Source: US Census American Community Survey, 2020 5-Year Estimates

Two of the largest demographic groups in the county are Hispanic / Latinx residents and Asian residents. Collectively, these groups make up the majority of residents within all age bands in the county (see Figure 5).

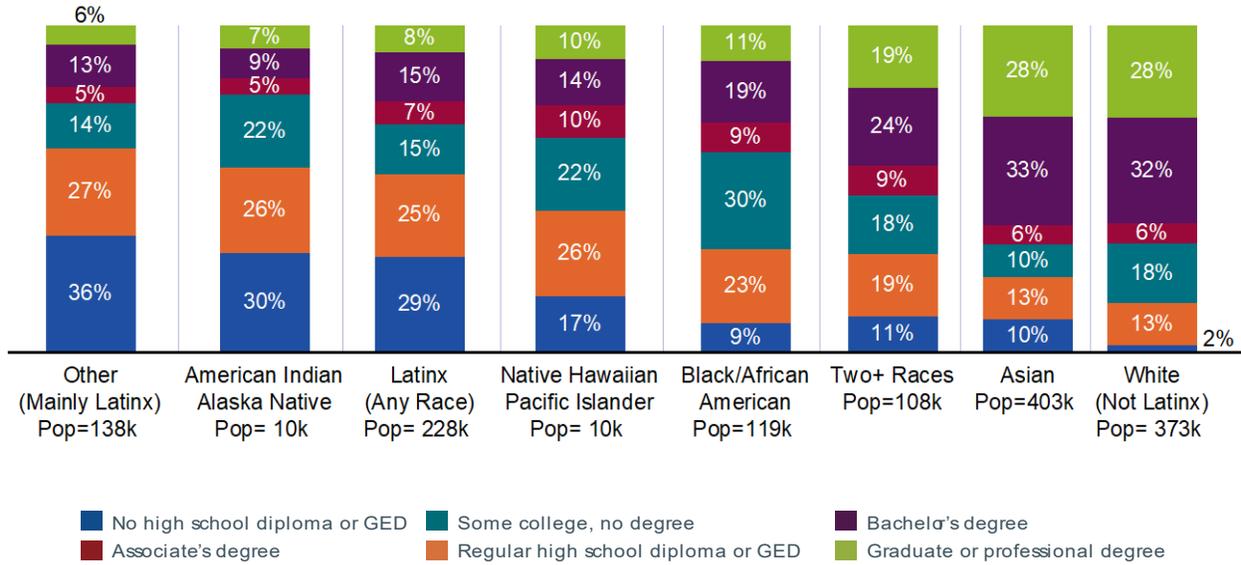
Figure 5. Working-Age Population by Race in Alameda County, 2020



Source: US Census American Community Survey, 2020 5-Year Estimates

Educational attainment in the county varies significantly across racial and ethnic demographic groups (see Figure 6). The majority (61 percent) of Asian and White adults in the county have earned a bachelor’s degree or a higher degree, compared with 23 percent of Latinx adults and 30 percent of Black / African American adults. This represents an opportunity for providing better access to educational opportunity at CoA for Latinx and Black / African American residents in Alameda County. Residents of the county who have only a high school degree or who have completed some college are the residents most likely to enroll at CoA and other local colleges.

Figure 6. Educational Attainment by Race and Ethnicity in Alameda County, 2020

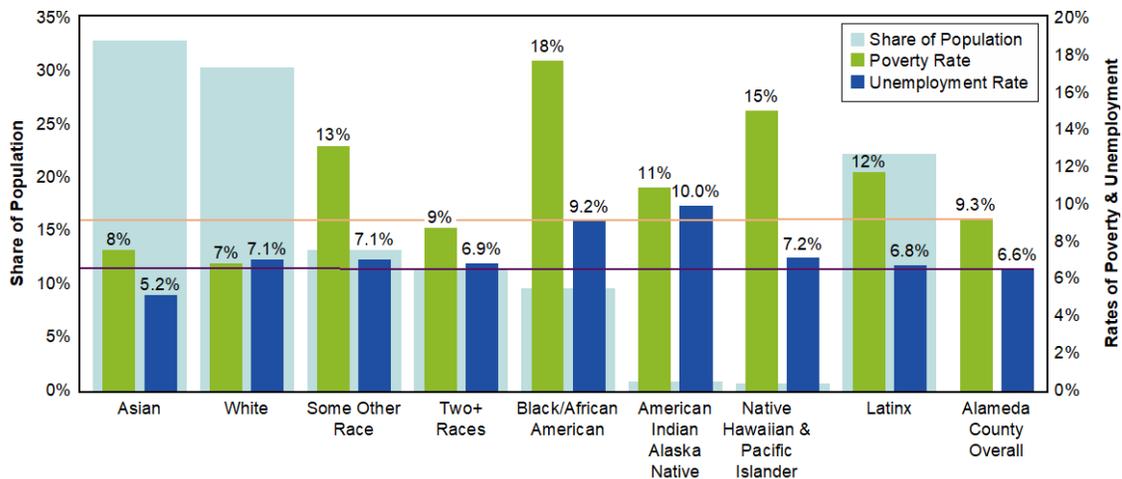


Source: US Census American Community Survey, 2020 5-Year Estimates

Labor Market Data

Like educational attainment, unemployment and poverty also vary quite a bit by race and ethnicity. While roughly 1 in 10 residents in the county is classified as living in poverty, this figure is closer to 1 in 5 for Black / African American residents (see Figure 7).

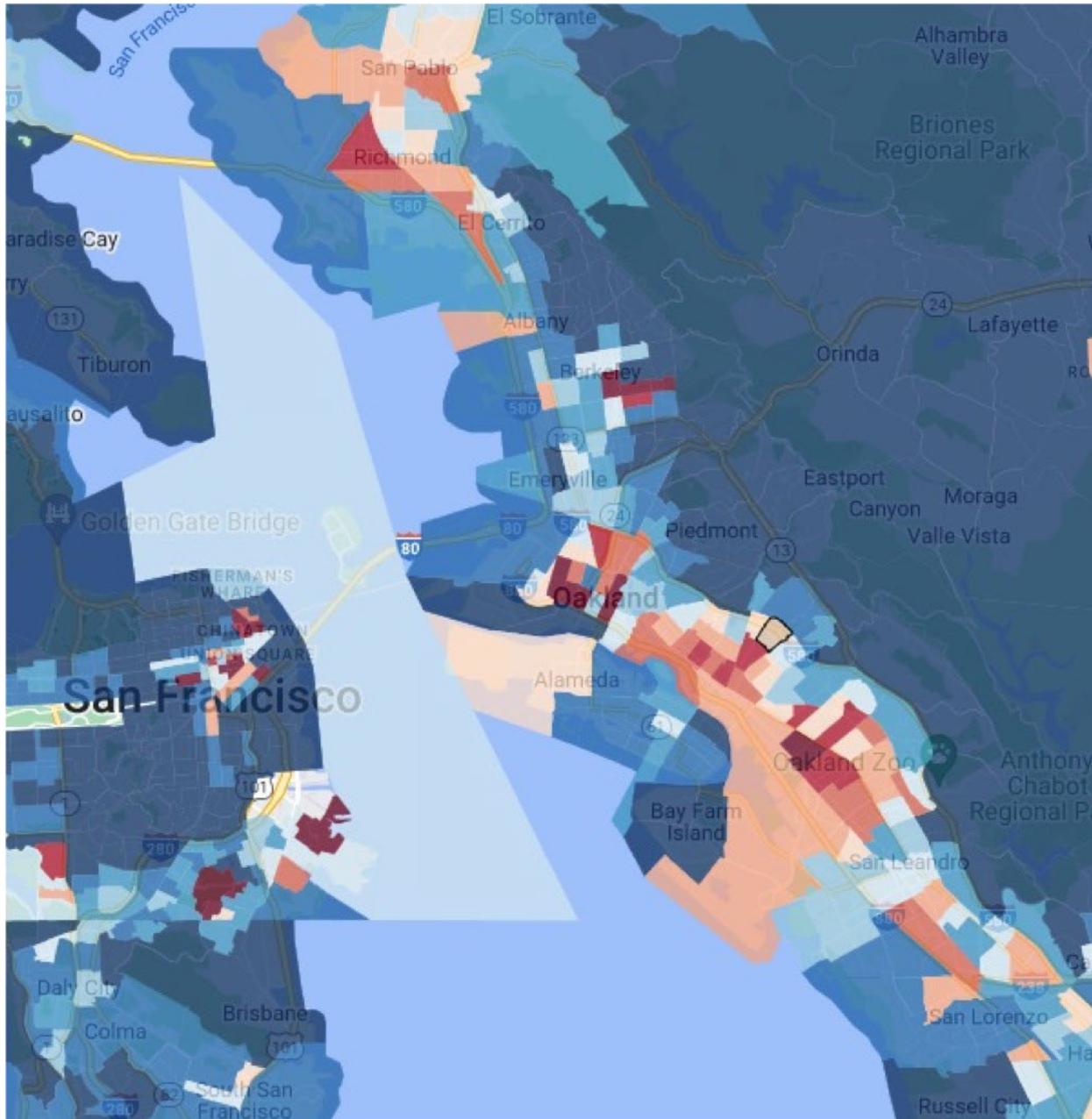
Figure 7. Unemployment and Poverty by Race and Ethnicity, 2021



Source: US Census American Community Survey, 2021

As discussed in the previous section, income is variable across the county. On average, incomes are higher in the city of Alameda compared with the rest of the county, though there is some variation even within the city of Alameda (see Figure 8).

Figure 8. Alameda County Median Income Heat Map, 2020



Source: JusticeMap.org, 2020 Census Data

SWOT Analysis

CoA's SWOT survey was administered in spring 2021 and again in spring 2022. The surveys were sent to students, alumni, community leaders from the City of Alameda and the City of Oakland, and employees (faculty and staff). Analyses of the responses to both surveys show that College of Alameda's strengths include our academic programs, faculty, and student support services. The survey also highlighted areas of improvement. These findings suggest the need to improve our student management system, PeopleSoft Campus Solutions; the need to improve community engagement; and the need to expand course offerings. Growth opportunities identified aligned with our commitment to expand and strengthen our community partnerships and to work toward opportunities for student employment and internships.

Chapter 3: College Strategic Goals 2023–28

College Goal 1: Develop and provide curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands.

The race between technology and education (Goldin & Katz, 2010) has never been as competitive as today, and this race is expected to be even more challenging in the future. To that end, College of Alameda is devoted to engaging in intentional efforts to provide innovative curriculum that is aligned with the labor market demands and that enables our students to demand a living wage in competitive, new-millennium job markets.



Strategic Actions to Achieve Goal 1

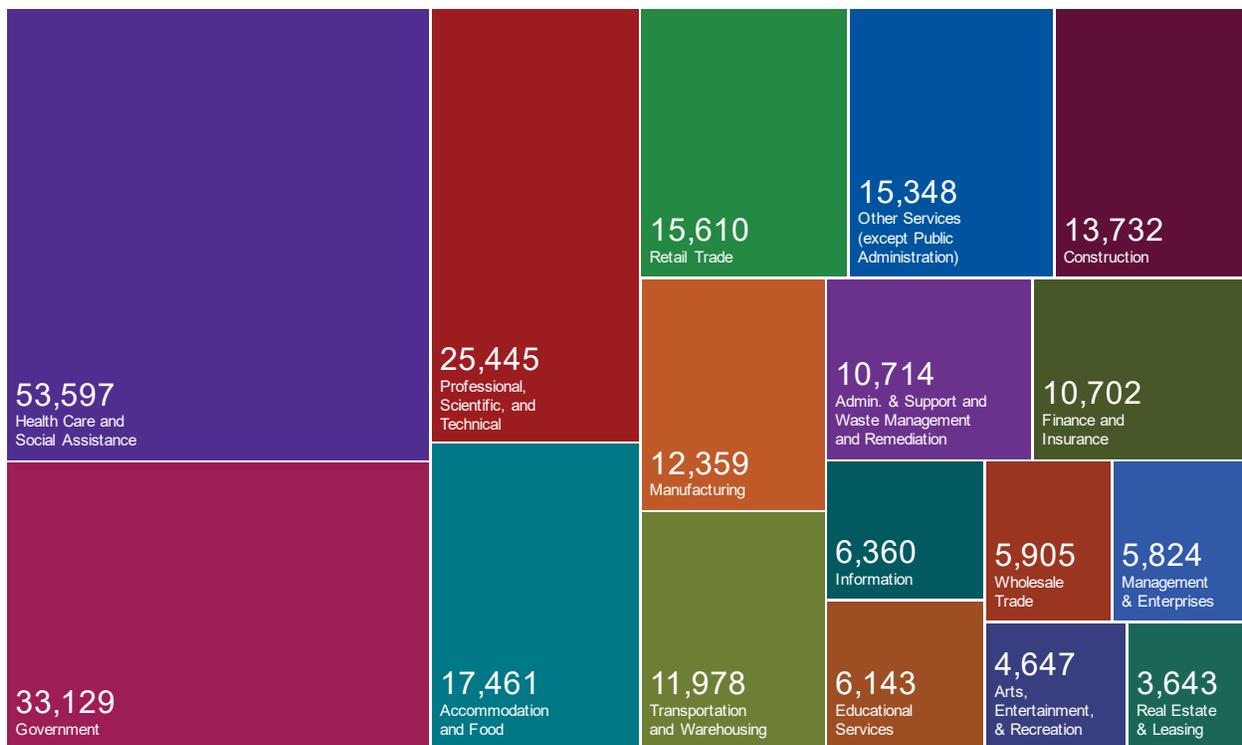
To meet CoA's goal of developing and providing curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands, the college has identified several strategic actions:

1. Design and innovate the curriculum to align with workforce demands and students' interests and evaluate and modify existing programs accordingly.
2. Establish and foster clear pathways (or Complete Guided Pathways) for students to complete their programs of study in a timely and efficient manner; create curricula that emphasize critical thinking skills and interdisciplinary approaches that support the dynamic and transferable skills needed to access a living-wage job.
3. Conduct regular labor market studies to identify emerging needs and adjust class offerings; accordingly, establish active program advisory committees composed of industry leaders.
4. Strengthen pedagogy and engage in innovative teaching and learning practices that are culturally responsive by participating in ongoing dialogue and professional development activities.
5. Expand Distance Education Program offerings.
6. Collaborate with industry talent to provide cutting-edge programs at CoA.
7. Coordinate career and technical education (CTE) standards with public high schools.
8. Recruit highly skilled and diverse faculty.
9. Engage in ongoing evaluation of program effectiveness and relevance.

These goals and strategic actions are based on the local market data in Figure 9.

The largest industry sectors for CoA’s service area—the cities of Oakland and Alameda—help to identify high-demand products and services in the region and, thus, the demand for contextualized skills across fields of study. In Oakland and Alameda, the largest sectors are health care; government; and professional, scientific, and technical services (see Figure 9).

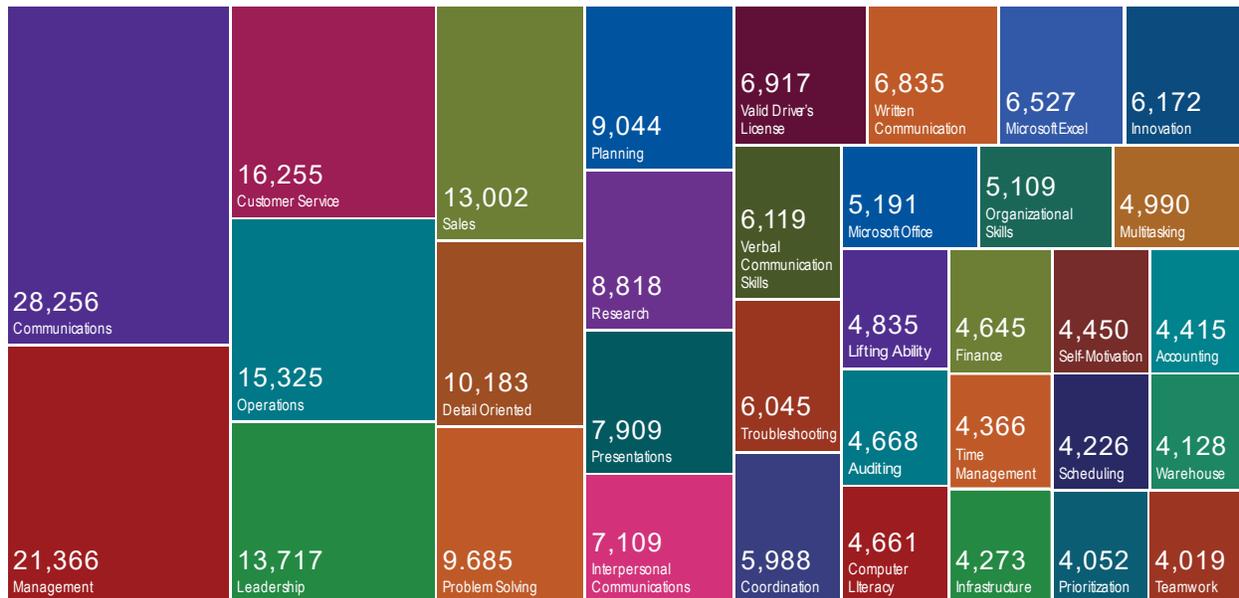
Figure 9. Largest Industry Sectors, 2021



Source: Lightcast Regional Economy Report 2021, QCEW, US BLS

Figure 10 identifies the most common skills mentioned in job postings in the county (city-level data are not available within this dataset). Essentially, these are the most common demands for talent in the area. Communication, management, leadership, and digital literacy remain in high demand and often are crucial skills for the highest-paying occupations. The MIT Living Wage Calculator is a tool that can provide additional context when targeting the content of academic programs to labor market realities. The most appealing courses and credential programs are, of course, those that will lead to high-paying jobs. Per MIT’s calculations for Alameda County, these are jobs that pay at least \$24.26 per hour.

Figure 10. Most Common Skills Mentioned in Job Postings, 2021



Source: Lightcast Job Postings Analytics, 2021

Table 2 displays the occupations CoA students most often pursue upon graduation: those requiring some college, a credential, or an associate degree. Among these, the category of heavy and tractor-trailer truck drivers is projected to be the largest, and these jobs also pay a living wage. The occupations of nurse and nursing assistant and similar health care occupations also pay relatively high wages, and notably, will be some of the fastest-growing occupations in the next 5 years. Between 2018 and 2028, the San Francisco Bay Center of Excellence projects 500 job openings annually, and 5,500 job openings total for Automotive Service Technicians and Mechanics (San Francisco Bay Center of Excellence, n.d.).

Table 2. High-Demand Occupations That Do Not Require a Bachelor's Degree, 2022

Largest Occupations	2021 Median Hourly Earnings	2022 Jobs	2027 Jobs	Job Growth
Heavy and Tractor-Trailer Truck Drivers	\$27.21	2,534	5,540	0%
Medical Assistants	\$25.31	2,115	2,540	11%
Bookkeeping, Accounting, and Auditing Clerks	\$25.01	2,071	2,039	-2%
Nursing Assistants	\$20.67	1,642	1,744	6%
Teaching Assistants, Except Postsecondary	\$20.87	1,621	1,649	2%
Licensed Practical and Licensed Vocational Nurses	\$34.06	1,138	1,230	8%
Preschool Teachers, Except Special Education	\$19.2	1,122	1,149	2%
Paralegals and Legal Assistants	\$31.54	913	950	4%
Hairdressers, Hairstylists, and Cosmetologists	\$15.52	893	904	1%
Automotive Service Technicians and Mechanics	\$28.59	873	859	-2%
Health Technologists and Technicians, All Other	\$27.76	678	750	11%
Computer User Support Specialists	\$32.17	660	690	5%
Emergency Medical Technicians	\$18.58	553	575	4%
Dental Assistants	\$25.86	511	535	5%
Manicurists and Pedicurists	\$15.38	501	496	-1%

Source: Lightcast Q3 2022 Data Set

Like the previous table, Table 3 displays jobs that do not require a bachelor's or higher degree and focuses in particular on the highest-paying subset of these jobs. The jobs of air traffic controllers, radiation therapists, and nuclear medicine technologists pay extremely well and do not require advanced degrees. Dental hygienists are also paid very well and are projected to be in higher demand by 2027.

Table 3. High-Wage Occupations That Do Not Require a Bachelor's Degree, 2022

Highest Paying Occupations	2021 Median Hourly Earnings	2022 Jobs	2027 Jobs	Job Growth
Air Traffic Controllers	\$77.62	45	46	2%
Radiation Therapists	\$72.18	27	28	4%
Nuclear Medicine Technologists	\$65.57	29	29	0%
First-Line Supervisors of Firefighting and Prevention Workers	\$61.06	98	100	2%
Dental Hygienists	\$57.80	270	281	4%
Electrical & Electronics Repairers, Powerhouse, Substation, & Relay	\$57.23	12	13	8%
Court Reporters and Simultaneous Captioners	\$56.72	65	66	2%
Diagnostic Medical Sonographers	\$56.10	152	161	6%
Magnetic Resonance Imaging Technologists	\$56.05	48	50	4%
Respiratory Therapists	\$53.78	324	329	2%
Radiologic Technologists and Technicians	\$52.90	439	459	5%
Captains, Mates, and Pilots of Water Vessels	\$51.87	283	323	14%
Avionics Technicians	\$51.27	42	45	7%
Commercial Divers	\$51.23	11	11	0%
Web and Digital Interface Designers	\$50.62	217	225	4%

Source: Lightcast Q3 2022 Data Set

Table 4 tells a similar story to Tables 1 and 2 and underscores the importance of building strong pathways that support transitions across educational systems. Again, the highest-paying and fastest-growing occupations in the service area are often those in health care. Registered nurses earn more than \$70 per hour, and this occupation is projected to be the highest-demand occupation in the service area by 2027. Technology occupations also pay well and are projected to grow, software developers earn nearly \$70 per hour, and the number of these employees is projected to grow by 8 percent in the next 5 years.

Table 4. High-Demand Occupations That Require Only a Bachelor's Degree, 2022

Largest Occupations	2021 Median Hourly Earnings	2022 Jobs	2027 Jobs	Job Growth
Registered Nurses	\$72.86	7,498	7,619	2%
General and Operations Managers	\$55.32	4,169	4,269	2%
Software Developers	\$69.75	3,133	3,382	8%
Business Operations Specialists, All Other	\$37.69	2,838	2,908	2%
Managers, All Other	\$61.48	2,549	2,622	3%
Management Analysts	\$49.00	2,498	2,633	5%
Accountants and Auditors	\$42.47	2,133	2,173	2%
Market Research Analysts and Marketing Specialists	\$41.33	1,844	1,964	7%
Elementary School Teachers, Except Special Education	\$43.04	1,784	1,803	1%
Financial Managers	\$72.18	1,656	1,708	4%
Computer and Information Systems Managers	\$88.79	1,611	1,621	1%
Secondary School Teachers, Except Special and Career/Technical Education	\$46.61	1,509	1,526	1%
Project Management Specialists	\$52.49	1,411	1,461	4%
Computer Occupations, All Other	\$54.50	1,401	1,410	1%
Human Resources Specialists	\$39.11	1,379	1,427	3%

Source: Lightcast Q3 2022 Data Set

College Goal 2: Provide quality educational and student support services that result in equitable student educational access and success in earning a degree or certificate.

College of Alameda embraces its role as the college rooted in the community to provide life-changing opportunities to every community member. College of Alameda is also committed to closing the opportunity gap for underrepresented communities in higher education. However, the COVID-19 pandemic has created additional challenges to increasing enrollment and outreach to our communities. The pandemic also provided an opportunity to redefine what the “new normal” will be and how we perform community college enrollment and outreach.



As CoA faces the new post-pandemic opportunities, we are working on utilizing a hybrid approach, combining a traditional strategic enrollment strategy and an innovative enrollment strategy that aligns with the Harvard Business Review article “Creating a Post-Covid Business Plan” (Patnaik, Loret de Mola, & Bates, 2021). This new, innovative approach strives to predict current and prospective student behaviors that subsequently lead to increased enrollment and student completion (Patnaik, Loret de Mola, & Bates, 2021).

Predicting student behavior requires CoA to consider in what instances students will demonstrate sustained behavior because it is a part of their daily habits, routines, and rituals. Making predictions also requires identifying possible transformed student behavior because of local or global social and economic norms being altered or terminated. And, finally, predicting student behavior requires categorizing collapsed student behavior because normal routines become too complicated or difficult to sustain (Patnaik, Loret de Mola, & Bates, 2021).

A paramount driver for CoA is being innovative in our enrollment and outreach practices by predicting student behavior and driving alternative student behavior; students’ needs are met and made easier through the quality of programming we offer and access to equitable services, as well as the way we leverage technology to make the services available to our students in multiple modalities. CoA will achieve growth by adapting to a mindset of ongoing learning and discovery through well-researched theories that have mapped behavior change over longer periods of time and that account for disruptions to traditional behavior and patterns due to unforeseen circumstances (Patnaik, Loret de Mola, & Bates, 2021).

Enrollment at a Glance

In the past 5 years, as is the case across all of the other colleges in the district, enrollment has declined significantly at College of Alameda. Enrollment declines have also brought changes in the composition of the student body: compared with 2017–18, a higher share of CoA students, on average, are White and are slightly older. Given that declining enrollment has been concentrated among younger students, recruitment efforts targeted to traditional feeder high schools may be particularly effective. In any event, it seems that students at CoA are approaching their education differently—for example, by taking fewer units on average—and the college has an opportunity to tailor its services accordingly. Table 5 provides key findings related to the retention and success of CoA students in credit courses.

Table 5. Student Enrollment Demographics and Characteristics

Head Count	Age
18% decrease in enrollment from 2017–18 (10,875) to 2021–22 (8,922)	Most (59%) of CoA's students are under 25 Only age band with growth: 35–39 (11%) Greatest declines: 20–24 (–27%) and 25–29 (–31%)
Ethnicity	Gender
Significant increase: White population has grown by 4% Largest declines: Asian (–37%), American Indian / Alaskan Native (–36%), and Filipino (–32%) students	56% of the student body at CoA identify as female, which hasn't changed much since 2017–18
Special Populations	Unit Load
Between fall 2017 and fall 2022, Puente enrollment increased by over 400%	Average FTE per enrollment fell from 0.35 to 0.29

Overall Enrollment and Current Trends

Like many colleges nationwide, College of Alameda (CoA) has experienced a decline in enrollment by both full-time equivalent student (FTES) and head count from 2017 and into the pandemic years. Head count enrollment has declined only 18 percent since 2017–18, but full-time equivalent (FTE) enrollment has fallen by 32 percent. Students overall are taking fewer units as well; the average FTE per student has fallen by six percentage points, from 35 percent to 29 percent. Overall enrollment data are listed in Table 6.

Table 6. Head Count and FTE Enrollment, 2017-18 to 2021-22

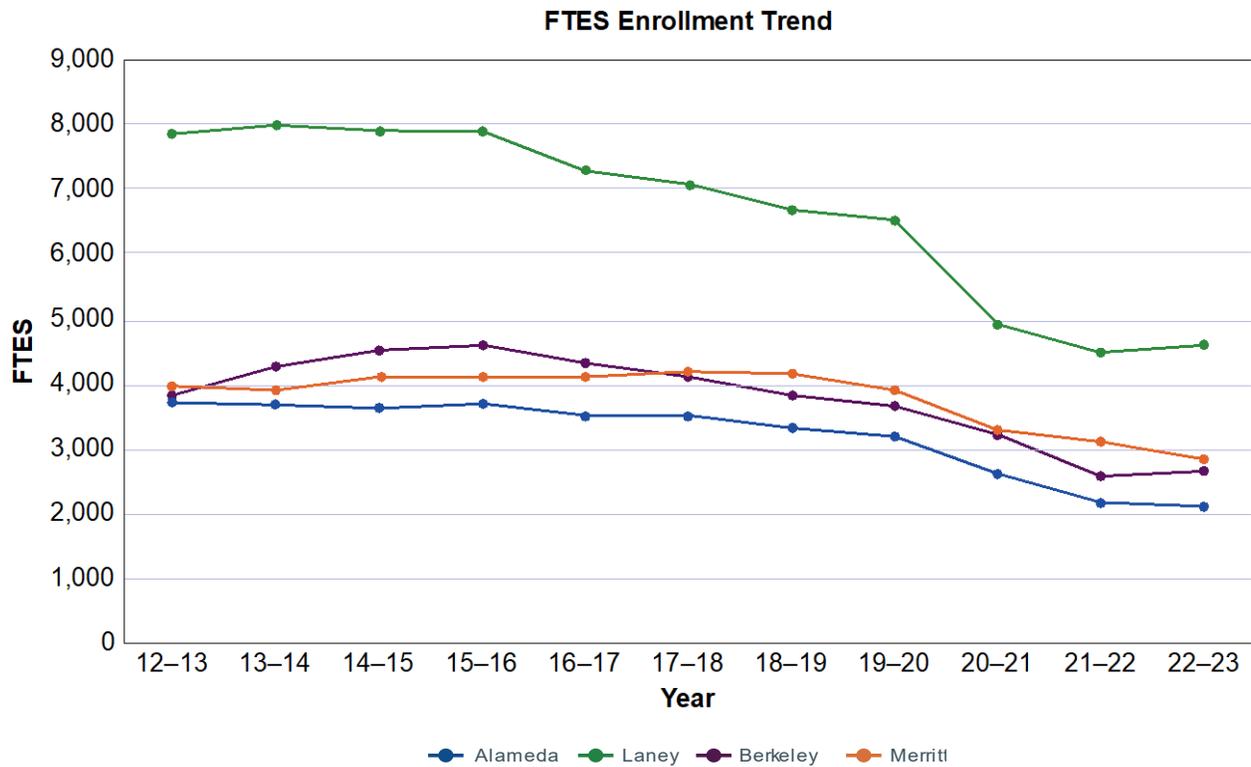
Category	2017–18	2018–19	2019–20	2020–21	2021–22
Head Count Enrollment	10,875	10,982	10,574	10,152	8,922
FTE Enrollment	3,806	3,627	3,407	3,027	2,577
FTE per Head Count	0.35	0.33	0.32	0.30	0.29

Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart

The COVID-19 pandemic has exacerbated the decline in enrollment in all four colleges of the Peralta Community College District. Pre-COVID, CoA, like our sister colleges, was experiencing, on average, a 2-percentage-point FTES decline compared with the prior year (see Figure 11). However, during the academic year 2020–21, the district experienced an 18 percent decline compared with the prior year. During fall 2022 and currently in spring 2023, the college engaged in intentional and purposeful discussions on how best to reach out to CoA communities and provide incentives for student access to educational opportunities offered at the college as well as incentives to course, certificate, and degree completion. Consequently, CoA is experiencing a 16 percent enrollment growth from the spring 2022 semester to the spring 2023 semester.

These incentives provided free access to education and also cash incentives for students who enroll in three to six units of coursework.

Figure 11. FTES Enrollment Trend, PCCD 2012–13 to 2022–23

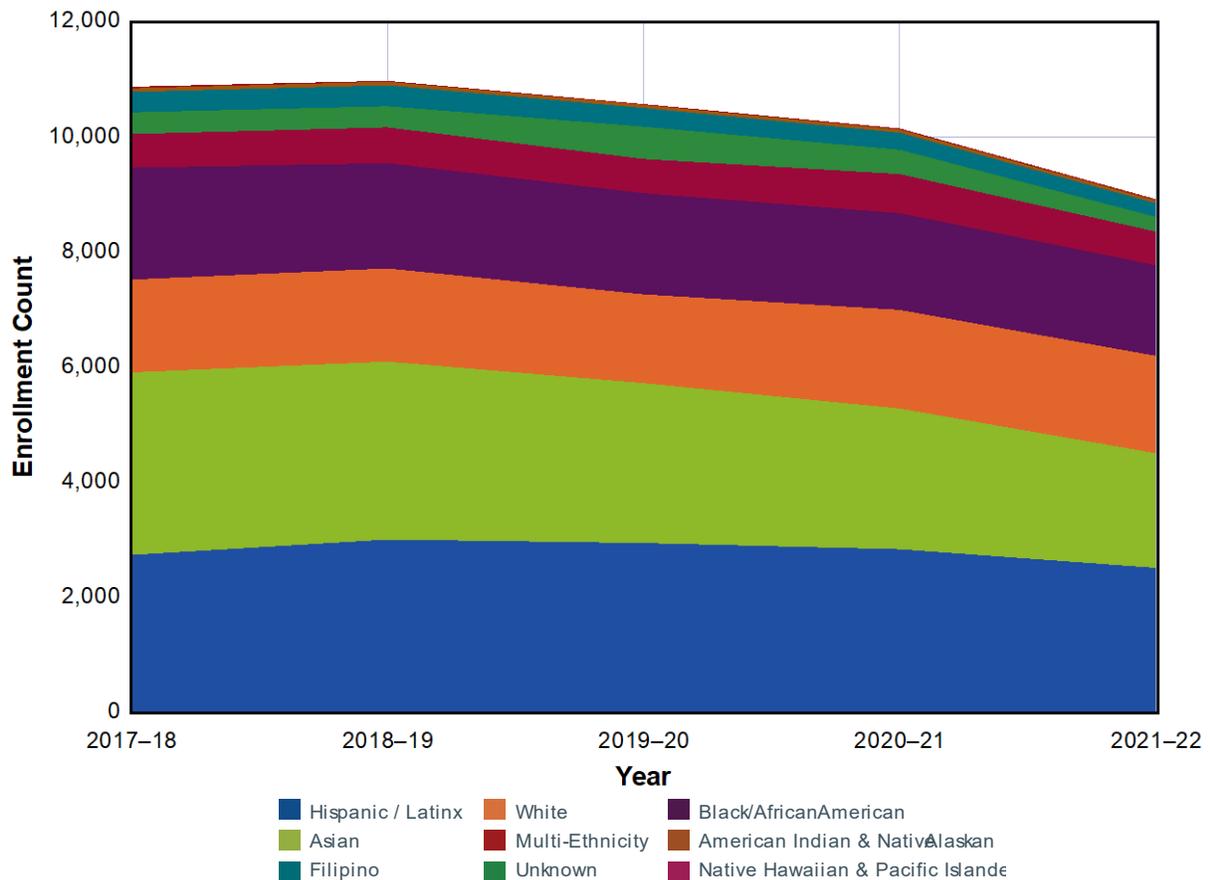


Source: College of Alameda Institutional Research

Enrollment Demographics

College of Alameda is as robust and diverse as the community we serve. Demographic changes in the community we serve are reflected in changes in enrollment. As of 2021–22, the largest groups of students attending College of Alameda were Latinx and Asian, Pacific Islander, and Desi American (APID) students, who made up 27 percent and 28 percent of the population, respectively, in 2021–22. The next largest groups were White and Black / African American students, each group comprising roughly 18 percent of the population. See Figure 12.

Figure 12. Head Count Enrollment by Race and Ethnicity, 2017–18 to 2021–22



Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart

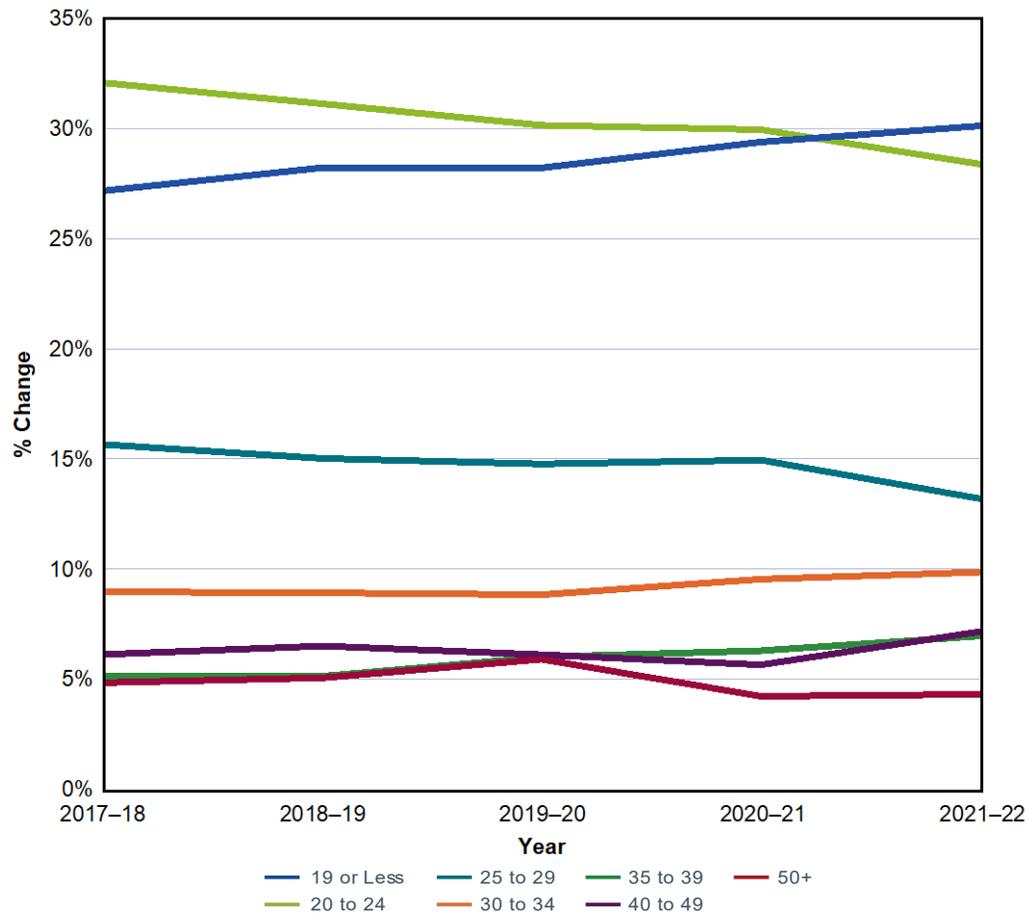
This demographic composition of CoA has shifted over the years as enrollment has declined and the entire Bay Area has experienced demographic changes. The largest enrollment declines have been among APID (–37%), American Indian / Alaskan Native (–36%), and Filipino (–32%) students. Enrollment among White and multiethnic students has increased in the past few years by 4.4 percent and 0.7 percent, respectively. While the overall enrollment has fallen only 18 percent, this is driven by highly disproportional declines among students of color.

CoA has experienced an increase in enrollment of Southeast Asian and North African students from the regions of Yemen, Syria, and Afghanistan as result of socioeconomic and political changes in those regions. The growth results from staff and families moving to the City of Oakland and Alameda as part of “group” family migration and re-creating community enclaves similar to the early immigration patterns found in East Asian, Filipino, and Black communities.

As a response, the SALAAM Learning Community was established in spring 2022. The SALAAM Learning Community provides integrated academic, financial, and student support services to Southwest Asian and North African (SWANA) and Arab American students’ journeys toward attainment of a certificate, degree, or transfer to a university within 2–3 years. The learning community has increased by 24 percent, with 68 students participating in spring 2023, compared with 55 students in spring 2022.

CoA students (59% of the entire student body) are younger than 25. Over the past few years, some age bands of students have declined more rapidly than others. Students 19 or younger and 35–39 have seen the smallest declines, of –9 percent and –6 percent, respectively. All other groups have above-average rates of decline. The sharpest decline has been among 25- to 29-year-olds, at –30 percent, followed by those 50 and over, at –27 percent. These changes have affected the age composition of the student body so that the youngest students (19 or younger) make up a larger share of the student population than 5 years ago, increasing from 27 percent to 30 percent of the population. See Figure 13.

Figure 13. Enrollment by Age Group, 2017–18 to 2021–22



Source: California Community Colleges Chancellor’s Office Management Information Systems Data Mart

Enrollment and Equity: Credit Type Across Race and Ethnicity

Table 7 shows the racial and ethnic composition of each enrollment type (credit, noncredit, adult education, and CTE) compared to the racial and ethnic composition of the overall student body. In terms of credit enrollment and CTE enrollment, no race or ethnicity is significantly over- or underrepresented. Latinx and Black/African American students are overrepresented in noncredit enrollment, collectively accounting for more than half of all noncredit enrollment at the college. Latinx students were significantly overrepresented in adult education courses, as 47 percent of all adult education students in 2021–22 were Latinx. White and APID students were both underrepresented in adult education.

The in-depth enrollment analysis indicates that there is more work to be done to best serve the adult learners who are looking to earn a degree or certificate or to update and upgrade their skills.

Table 7. Enrollment by Race and Ethnicity Across Credit Types, 2021-22

Race/Ethnicity	Overall Enrollment (Head Count)	Credit Enrollment	Noncredit Enrollment	Adult Education Enrollment	CTE Enrollment
Latinx	28%	28%	31%	47%	26%
Asian	22%	22%	18%	12%	22%
White	19%	19%	19%	10%	17%
Black / African American	18%	18%	24%	15%	19%
Multiracial	7%	7%	6%	5%	6%
Unknown	3%	3%	1%	11%	6%
Filipino	3%	3%	2%	-	3%
Pacific Islander / Hawaiian Native	0.6%	1.0%	-	-	-
American Indian / Alaskan Native	0.2%	0%	-	-	-
Total	8,922	8,838	85	237	1,837

Source: College of Alameda Institutional Research

Enrollment: Feeder High Schools

Alameda High School is the largest feeder high school to CoA, followed by Encinal High School, both of which are in Alameda (see Table 8). Overall enrollment from these feeder high schools has fallen by 24 percent since 2018–19. Of these top six feeder high schools, only one high school has increased the number of students that enroll at CoA; enrollment of students from Berkeley High School has grown by 13 percent, but because of the small enrollment, which equates to only two students.

Table 8. Top Feeder High Schools for College of Alameda for Incoming First-Year Students, 2018–19 to 2022–23

High School	2018–19	2019–20	2020–21	2021–22	2022–23
Alameda High	116	95	70	67	88
Encinal High	87	53	53	45	67
San Leandro High	33	33	30	17	23
Oakland Technical High	28	26	18	20	18
Berkeley High	16	19	32	25	18
Oakland High	32	13	20	18	20

Source: College of Alameda Institutional Research

College-Going Patterns Among Local K–12 Students

Among local high school districts in the East Bay, the Oakland Unified School District (OUSD) and West Contra Costa Unified School District (WCCUSD) are some of the largest feeder districts into California Community Colleges (CCC), due mainly to their size and large number of high school completers. However, only 21 percent of OUSD graduates and 32 percent of WCCUSD graduates attend a CCC (see Table 9).

Table 9. College Completion and College-Going Rates by College Type, 2019-20

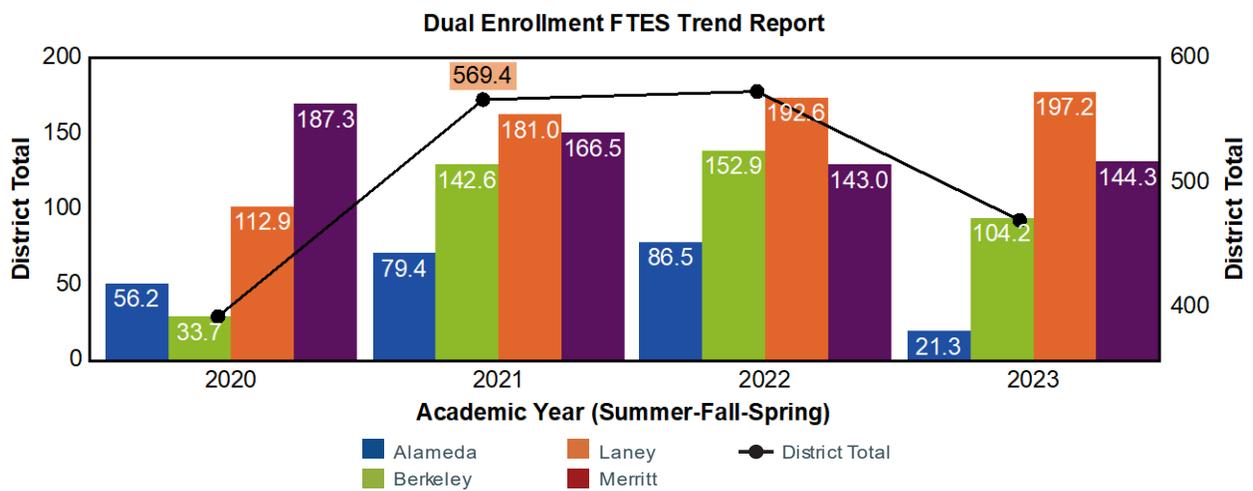
School District	Total HS Completers	Overall	CCC	CSU	UC	Private	Out of State
Oakland Unified	2114	50%	21%	13%	9%	2%	5%
Alameda Unified	729	75%	32%	9%	22%	4%	8%
Piedmont City Unified	202	80%	10%	9%	16%	7%	38%
Berkeley Unified	758	70%	24%	8%	19%	4%	16%
Albany Unified	246	83%	30%	10%	25%	4%	14%
Castro Valley Unified	739	74%	32%	16%	16%	4%	8%
San Leandro Unified	642	61%	39%	10%	7%	3%	3%
San Lorenzo Unified	764	56%	30%	15%	9%	1%	1%
West Contra Costa	1844	59%	32%	10%	11%	2%	3%
Emery Unified	58	69%	36%	10%	14%	5%	3%

Source: California Department of Education; DataQuest

Dual Enrollment

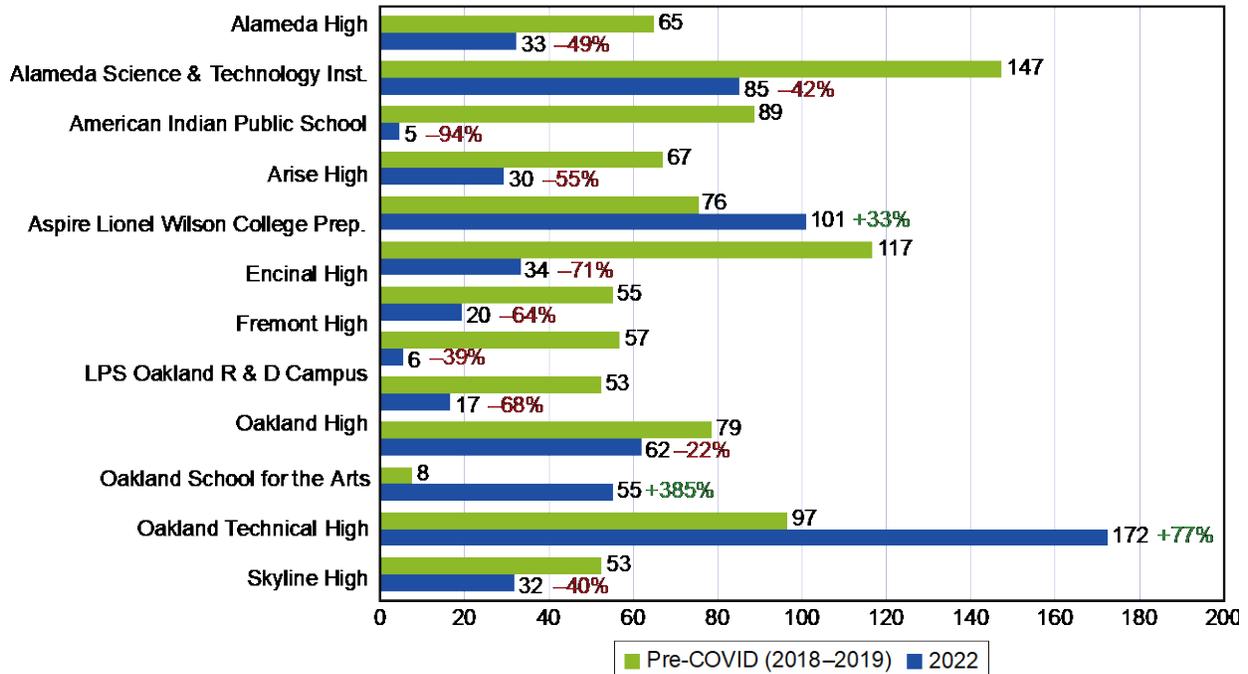
Along with the overall decline in enrollment, College of Alameda has experienced a bigger decline in dual enrollment in comparison with the other three Peralta community colleges. See Figures 14 and 15.

Figure 14. Dual Enrollment Summary Report, 2019-20 to 2022-23



Source: College of Alameda Institutional Research

Figure 15. Concurrent Head Count by High School, 2018–19 to 2021–22



Source: College of Alameda Institutional Research

This decline is prevalent for all high schools in College of Alameda’s service area. The college is working closely with both AUSD and OUSD to strengthen the dual enrollment partnership, create a pipeline of trained faculty who are teaching in high schools, and explore strategies for increasing CoA’s presence at the high schools. In addition, the college is exploring building institutional capacity to increase dual enrollment and adult learning by examining the current organizational structure and redesigning more efficient structures.

College of Alameda is also working on strengthening the onboarding of dual enrollment students and supporting streamlined processes to increase access for high school students to CoA courses. In addition, the college is working on streamlining and improving the digital landing page for all students, current, future, and concurrently enrolled students.

Student Retention

CoA's retention rate is more or less in line with the districtwide average retention rate. However, course completion rates are typically around 10 percentage points lower than retention rates, and the gaps are even larger for older students, Latinx students, and Black / African American students. In 2020–21, a plurality of completers were Asian students, and most completers were younger than 25. Table 10 presents key findings on retention and success rates for college courses at CoA.

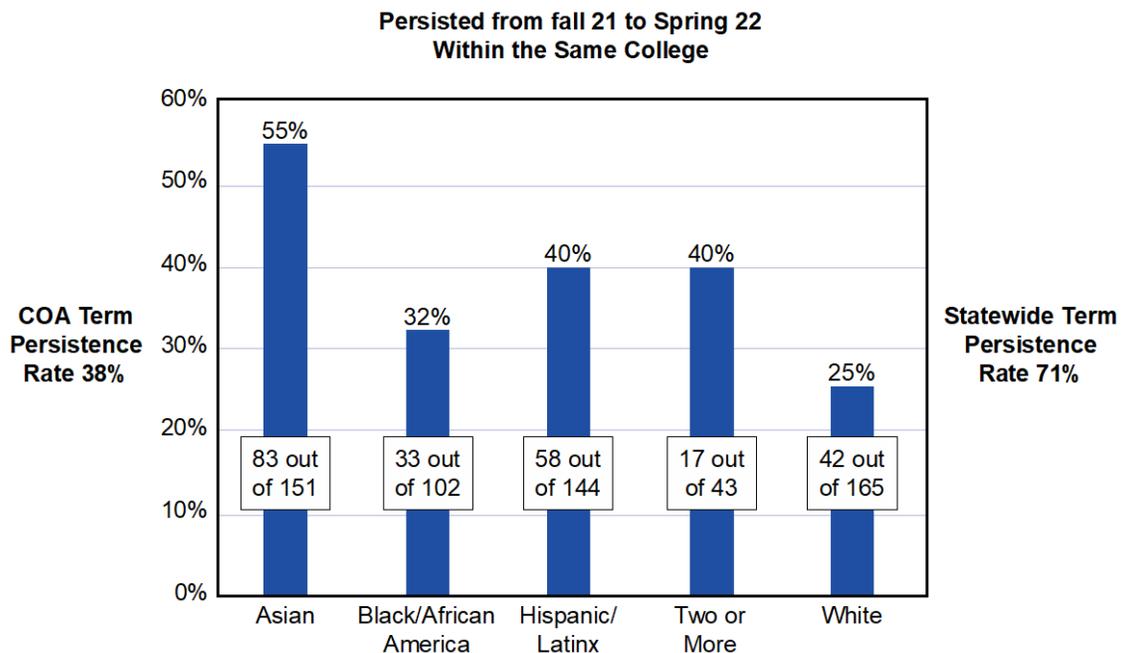
Table 10. Retention and Success in Credit Courses at a Glance

Category	Retention	Completion/Success
Credit Courses	81% of students were retained in their courses	68% of students completed their courses
Age	Over 83% of students younger than 18 were retained in their courses	The youngest students (18 and younger) had the highest completion rates: roughly 75% completed their courses
Ethnicity	<p>Highest retention rates: Asian students (88%)</p> <p>Lowest retention rates: American Indian / Alaskan Native (63%) and Pacific Islander (61%) students</p>	<p>Highest completion rates: Asian students (80%)</p> <p>Lowest completion rates: American Indian / Alaskan Native (44%) and Pacific Islander (42%) students</p>
Overall		By Award
The number of students earning any degree or certificate declined by 24% between 2017–18 and 2020–21		Most awards are interdisciplinary Studies (324), followed by Engineering and Industrial Technologies (107) and Social Sciences (50)
By Gender		By Age
Over half (57%) of completers are male		53% of completers are younger than 25
By Ethnicity		Transfer Trends
34% of all completers are Asian, and 24% are Hispanic / Latinx		A.S. for Transfer degrees have declined by 37% since 2017–18, while A.A. for Transfer degrees have declined by 6% since 2017–18

In terms of retention, overall persistence was identified as a point of concern. The persistence rate includes *first-time, matriculating* (degree/certificate-seeking) students who enrolled in the fall and spring. The calculation excludes high school students and those who received a degree or certificate. In assessing the persistence for spring 2022, we found that only 38 percent, or 233 students, reenrolled at CoA in the spring compared with the 605 who had enrolled in fall 2021 (see Figure 16). This was most notable in our Black and White non-Hispanic student populations. In prior years, the persistence rate averaged close to 51 percent at CoA during the 2018–19 academic year.

The college will improve the collaboration with other sister colleges to engage in collaborative student-centered course scheduling to increase enrollment opportunities for students and to facilitate more efficient academic and career goal attainment.

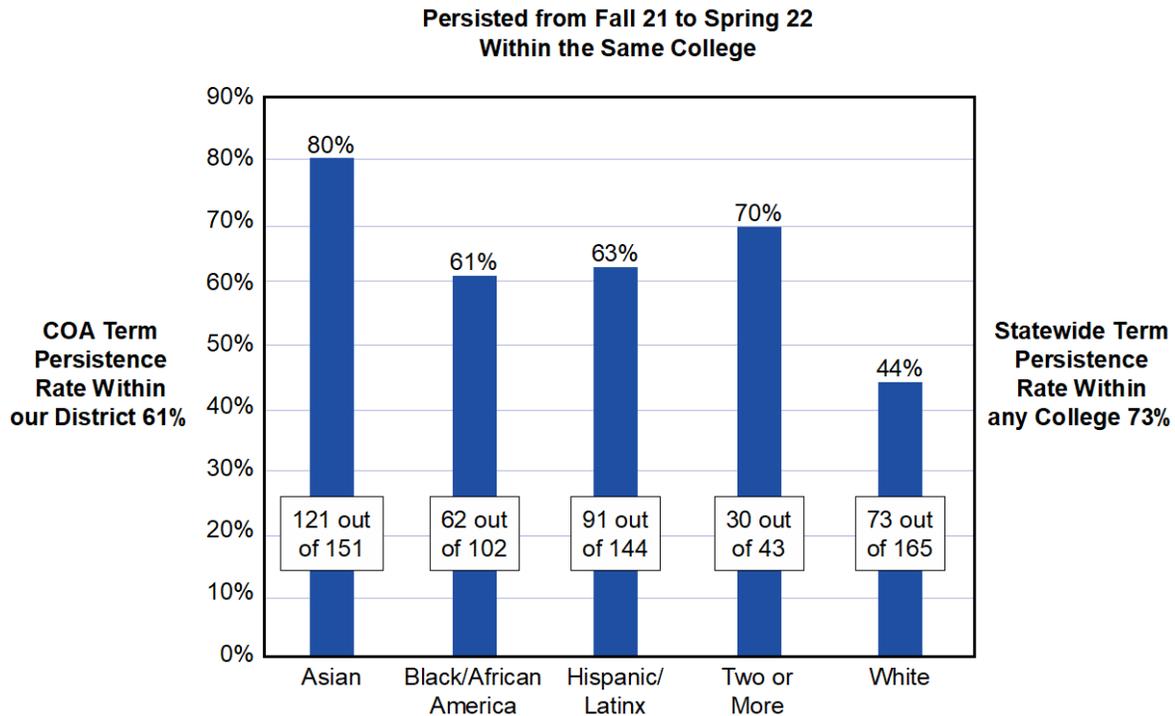
Figure 16. Persistence Rates Within the Same College, Fall 2021 to Spring 2022



Source: College of Alameda Institutional Research

Further analysis shows that despite the low persistence rate for students being retained at CoA, 140 students were retained in our district, resulting in a 61 percent persistence rate (see Figure 17). However, the low persistence rate remains an issue for College of Alameda. Consequently, the college is engaged in intentional discussions and reflection on how best to serve students and our communities and increase student persistence at CoA.

Figure 17. Persistence Rates Within Any College, Fall 2021 to Spring 2022



Source: College of Alameda Institutional Research

Currently PCCD is engaging with High Point Consulting to address critical pain points in Admissions and Records. At the college level, we are exploring strategies such as marketing and onboarding to ensure students are well informed and supported through the admissions and enrollment processes when they visit the college both virtually and in person. These efforts aim at eradicating all barriers for enrollment and access to educational opportunities.

Strategic Actions to Achieve Goal 2

To meet CoA's goal of providing quality educational and student support services that result in equitable student access and success and degree or certificate completion, the college has identified several strategic actions:

1. Increase equitable student access to educational opportunities and enrollment by focusing CoA's outreach and recruitment activities on matriculating, concurrent/dual enrollment, and adult learners.
2. Provide early outreach to middle school students and their parents promoting concurrent/dual enrollment as well as early access to CTE programs and other Guided Pathways, with a focused approach targeting African American and Latinx students and families.
3. Strengthen the onboarding platform to centralize enrollment steps (multilingual), including CCCApply, Campus Solutions, college welcome address, virtual campus tour, enrollment videos, and so on, for matriculating, concurrent, and noncredit students.
4. Strategically schedule courses to meet student demand, aligned with Guided Pathways, to support persistence, retention, and completion.
5. Improve the use of student-facing technology systems to increase student enrollment, retention, and completion, and improve web design to be culturally inclusive and promote the college's multicultural learning communities.
6. Increase the college's multimedia enrollment campaigns, digital interest forms, and reenrollment call campaigns.
7. Enhance and improve comprehensive student support services, including counseling, financial aid, learning communities, career services, tutoring, and more to support and increase student success and completion.
8. Engage in collaborative student-centered course scheduling to increase enrollment opportunities for students and to facilitate more efficient academic and career goal attainment.
9. Increase college retention by 5 percent annually.

College Goal 3: Leverage existing resources to maximize academic opportunities for all students and provide accessible and inclusive physical and virtual learning environments that promote equitable academic excellence.

Accessible and inclusive physical and virtual learning environments are key to student access and success. College of Alameda will prioritize financial resources to support the college ABCs (see pages 12–14 for more information) and to ensure that the college is accessible to all students. CoA investments in physical, technological, and transportation infrastructure will help create sustainable, equitable access and outcomes across the diverse members of the community we serve. In addition, this goal will guide the facilities strategic planning efforts to ensure that students are provided with the state-of-the-art facilities for learning and exploration.

Strategic Actions to Achieve Goal 3

To meet CoA's goal of leveraging current resources to provide accessible and inclusive physical and virtual learning environments that promote equitable academic excellence, the college has identified several strategic actions:

1. Create visually welcoming, inviting, and inclusive spaces (physical and virtual) for all students through art, murals, activities, pictures, and stories that reflect the diversity of our community.
2. Strengthen participation in the California Virtual Campus to help College of Alameda students access courses not offered in the district.
3. Utilize the California Virtual Campus to assist students in finding courses not offered in the Peralta Community College District to get to graduation faster and achieve their educational goals more efficiently.
4. Renovate and construct new and sustainable facilities. As part of the districtwide Facilities Master Plan, aging classrooms will be replaced or renovated. CoA is committed to replacing our aging auto and diesel mechanic buildings by constructing a new building, the Transportation Technology Center. The construction for this new



building kicked off in January 2023. The new center will house modern classrooms and the latest technological tools, allowing students to work with hydrogen-powered vehicles, both in the fuel cell electric propulsion and the hydrogen combustion engine sectors for newer heavy-duty trucks and buses. Students will also be able to work on electric vehicles and higher-capacity fast-charging systems for trucks and buses. The new facility will be bright, well-lit, and climate-controlled and is intended to accelerate student learning.

5. Enhance student learning and information dissemination through provision of digital technology across campuses.
6. Increase access to courses and programs by reducing technology barriers for all students.
7. Incorporate the use of digital signs throughout the college alerting students to regularly updated information regarding student services and deadlines.

College Goal 4: Engage in transparent and data-driven decision-making processes to best leverage resources to meet students' needs and future workforce and community demands.

College of Alameda is committed to engaging in data-driven decision-making processes and an integrated budget planning model that is aligned with other planning processes to ensure funding and resource allocations match planning priorities. The Integrated Planning and Budgeting (IPB) Model and a description of its operation are illustrated in Figure 18.

Figure 18. Integrated Planning and Budgeting Model

Source: College of Alameda



The IPB Model is intended to support the college with resource allocation and budget and plan implementation, assessment, and revision. Integrated college planning is regarded as a cohesive, continuous process that requires careful planning and a period of testing new ideas, assessing outcomes and processes, and evaluating the appropriateness of the plan. The IPB Model is designed to continuously address college needs in a systematic and integrated manner while ensuring the college mission is met.

There is an ongoing need to integrate the work that we do in Guided Pathways, student equity, and institutional effectiveness, and to this end, the college is committed to further evaluate the services and engage in a robust integration of the work to provide holistic and efficient services to all students.

Step 1: Identify Needs or Opportunities

- All instructional, student service and administrative units prepare or update program reviews and/or unit plans annually.
- Based on an analysis of data, units are asked to identify needs or opportunities for improving student success and institutional effectiveness.
- Annual program updates (APUs) and/or unit plans address the achievement of the college mission, goals, and values.
- APUs and/or unit plans include requests for resources needed to meet the college mission and to address needs that support student success.

Step 2: Review by Constituencies

- Program reviews are validated by the Institutional Effectiveness Committee to ensure they have addressed student success data.
- Resource requests for new funding are compiled from program reviews and/or unit plans and submitted for review to the budget committee and the executive management team.
- Faculty resource requests are prioritized by the Academic Senate, in consultation with department chairs, and submitted to the college president for review and approval, who then forwards recommendations to district governance committees.

Step 3: Establish Priorities

- College governance committees and management review resource requests to ensure alignment with college goals and strategic priorities.
- Resource requests are ranked, and as new funds come in, allocations are made based on the ranked requests.

Step 4: Implementation

- Resources outlined in APUs and/or unit plans are funded based on budget availability.
- APUs and/or unit plan action priorities are implemented.
- Actions are continuously analyzed and refined to meet student success goals and institutional effectiveness.

Step 5: Evaluation

- Data are collected to analyze plan effectiveness.
- Benchmarks are assessed for areas needing continuous improvement.
- Revisions are included in the following year's program reviews and/or unit plan.

Strategic Actions to Achieve Goal 4

To meet CoA's goal of engaging in transparent, systematic, and data-driven decision-making processes to best leverage resources to meet students' needs, the college has identified several strategic actions:

- Analyze program reviews and APUs to identify improvements, departmental achievements, curricular updates, and resource requests.
- Prioritize resources requests for faculty positions; funding for instructional equipment, materials, and supplies; and other requests based on program reviews and APUs.
- Review prioritized resource requests by the Budget Committee, College Council, Academic Senate, Classified Senate, and other shared-governance bodies as appropriate.
- Present and communicate resource allocation priorities and decisions in various shared-governance committees, as well as in division and collegewide meetings.
- Build institutional capacity that will facilitate an integration of Guided Pathways implementation and student equity work and strengthen program review to reflect this integration.



College Goal 5: Foster an inclusive and caring culture that thrives on diversity and promotes social justice and equity.

Diversity and equity are inextricable components of CoA's identity and DNA. We are committed to ensuring that people from all walks of life have a nurturing haven for their dreams and aspirations to manifest and thrive! We are well positioned to strive for this goal as we are a caring and diverse community who work together to serve the educational needs of our students and communities.



Strategic Actions to Achieve Goal 5

To meet CoA's goal of fostering an inclusive and caring culture that thrives on diversity and promotes social justice and equity, the college has identified several strategic actions:

1. Create and support multicultural exchanges for the campus community to expand and strengthen cultural awareness and sensitivity toward the college's student body and local community.
2. Design and implement culturally responsive pedagogy and student services delivery.
3. Recruit, hire, professionally develop, and retain equity-minded employees reflective of student and community demographics.
4. Develop and/or adopt an equity-minded approach to student success outcomes, ensuring equitable student success and degree or certificate completion.
5. Support institutional research to provide disaggregated data by student group, including African American (African), Asian American, Pacific Islander, Caucasian (European), and Latinx students to more effectively identify which student groups require additional support to improve access, persistence, retention, and completion.
6. Apply for state and federal grants that fund and support collegewide equity efforts such as the Asian American and Native American Pacific Islander–Serving Institutions (AANAPISI) Program, the Hispanic-Serving Institutions (HSI) programs, TRIO programs, Umoja, and SALAAM, in partnership with our sister colleges.
7. Increase institutional capacity to ensure that equity is part of all institutional planning, policies, and processes.

College Goal 6: Be rooted in the community and engage in ongoing partnership with our sister colleges, P–16 educational partners, community organizations, and local and regional industry partners.

CoA’s overarching mission is to educate a culturally and academically diverse student population drawn from the “wellspring” of our local communities and beyond. We desire to help our students achieve their educational, professional, and personal goals that will allow them to be informed, healthy, inspired, and highly motivated members of their community.

Input from Institutional and Community Partners



To help guide our efforts over the next 5 years to strengthen the district’s work—including our support for the Peralta colleges—on November 10, 2022, the district hosted a community-wide charette, a campus forum held at Laney College that drew a diverse group of institutional and community partners. More than 250 people registered to attend the charette, representing the colleges; the District Office; public, charter, and private K–12 education agencies; workforce development and community agencies; and

faculty, staff, students, and administrators. After an overview of data on student enrollment and success, as well as labor market information, input was collected during two rounds of discussion sessions focused on the district’s four priority areas:

1. Strengthening K–16 pathways
2. Sustainability and healthy college communities
3. Strategic workforce partnerships and expanding career education pathways
4. Improving community and college safety

The breakout discussions were facilitated by the Peralta college presidents, who engaged partners in robust discussions on what the district is doing well and what could be improved, as well as providing opportunities for additional written input on each of the four topic areas. The charette provided an important opportunity to host internal and external partners on campus, to engage in discussions about planning for the next 5 years, and to discuss opportunities for improving student access, opportunity, and outcomes over the next 5 years—grounded in the needs of the community.

Across all four discussion sessions, three overarching themes emerged. First, community members desired more student engagement in decision-making processes. Second, participants urged the Peralta colleges to build more community and institutional partnerships to create more opportunities and better support students. Finally, community members sought holistic and “whole-student” approaches that were responsive to the diverse needs of the communities served by Peralta colleges.

Strengthening K–16 Partnerships in Alignment with Guided Pathways

Session attendance at the charette and post-event survey responses indicate that strengthening K–16 partnerships is a top priority for internal and external partners. When asked what the district and colleges are currently doing well when it comes to K–16 partnerships, participants described efforts by the colleges to actively expand and develop partnerships with K–12 institutions, resulting in strengthened dual enrollment, outreach, and programming. Participants noted that this partnership development work has also led to the development of a summer career exploration academy, on-campus tours, and experiential activities to build relationships with prospective K–12 students. Additional strengths included that Peralta colleges offer access to high-quality educational programs and instructors, provide supportive counseling, and are more affordable per unit than 4-year universities. As one participant noted, “colleges have clear pathways, quality programming, and once students enter pathways, the supports are there so students are successful, as well as enrolled.” However, participants also noted clear areas of need and suggested the Peralta colleges should engage in the following strategic actions to strengthen K–16 partnerships:



- Strengthen messaging to K–12 stakeholders that conveys the value of community colleges and addresses the misperception that community colleges are inferior to 4-year universities
- Continue to deepen and grow partnerships with 4-year universities, employers, and nonprofit programs to develop aligned goals and effectively leverage all available resources for students
- Increase K–12 matriculation through collaborative student-centered efforts and data sharing
- Engage students to provide input on ongoing K–12 efforts

As one participant noted, the district and colleges should work together to “roll out the red carpet every time a prospective student comes to campus. When high school students come onto

campus at any PCCD campus, it should feel like a big event!” Another participant noted the need to strengthen communication between PCCD, local school district leaders, and 4-year colleges and to develop sustainable structures for collaboration that can withstand staff turnover: “Communication structures are positive, but isolated. How can we get all local organizations together in a way that is not person-dependent? Turnover among staff can prevent sustained growth.”

Developing Sustainable and Healthy College Communities



Participation in charette sessions and survey responses indicated that the next highest priority for institutional and community partners is the development of sustainable and healthy college communities. This focus on the need to support students beyond academics echoes one of the overarching themes from the charette regarding the need for additional comprehensive “whole-student” support. Session participants noted several areas where the Peralta colleges are currently doing an

effective job at developing sustainable and healthy college communities, including efforts such as providing food pantries, meal programs, and food distribution for students; beginning to bridge the digital divide by offering computers, hot spots, and resources for discounted internet; expanding flexible online tutoring, counseling, and course options; and offering mental health services and wellness centers.

When it comes to areas of improvement, participants suggested that the district and colleges should consider the following strategic actions:

- Focus on effectively communicating all the resources and services available to students, including developing a resource hub platform
- Engage students more to provide input on decisions related to housing and basic needs
- Expand wellness centers to be a “one-stop” service center capable of addressing all needs
- Build community partnerships and leverage available funds to support the construction of affordable housing near each campus
- Offer transitional housing opportunities to foster youth, system-impacted, and housing-insecure students
- Continue to strengthen the “whole-student” approach to address students’ basic needs, including transportation and childcare

Growing Strategic Workforce Partnerships That Strengthen and Expand Career Education Pathways

Another priority for PCCD is growing strategic workforce partnerships to strengthen career education pathways. Participants in these discussion sessions noted that the Peralta colleges are currently working to strengthen career education pathways by providing cohort-based curriculum, apprenticeships, and transition liaisons for adult education; summer bridge programs for career exploration (experimental models), focused on finding students early and connecting to pathways in this region; and counselors who are trained to ensure noncredit coursework is nonrepetitive. In addition, participants reported that the Peralta colleges are strategically engaging with employers and building connections with K–12 education systems.

Participants suggested a range of different actions that the district and colleges could take to further grow workforce partnerships, including the following:

- Developing outreach strategies that better appeal to prospective students facing barriers to attend school
- Deepening employer and community engagement to expand job, internship, and apprenticeship opportunities
- Building a centralized workforce development district strategic plan and a system that external partners can use to engage all the colleges
- Contextualizing general education content so that students can articulate core transferable skills in the workforce

As one participant noted, the district needs more “participation and representation in the community. Do people know about our programs?” This comment highlights suggestions from several participants about strengthening communication and enhancing relationships with industry partners.

Improving Community and Campus Public Safety

Participants also engaged in robust discussions at the charette about how to improve community and campus public safety. For example, several participants appreciated that the colleges are working toward a holistic approach to public safety. Others noted that the presence of the current security firm made them feel safer on campus, and leaders noted that colleges are training their security teams to respond to a broad range of safety scenarios on campus and are working to differentiate roles and responsibilities. Participants also felt it was positive that the colleges are reimplementing the Student Safety Aide program and utilizing a Behavioral Health Intervention Team. One participant noted that part of the reason PCCD moved away from a partnership with the county sheriff was “to embrace a more holistic understanding and approach to safety.”

Participants suggested a range of actions that the district and the colleges could take to continue to improve public safety, including the following:

- Collaboratively engaging students through focus groups and other approaches to develop public safety strategies and to understand students' sense of safety
- Building stronger relationships with the community, between teachers and students, and with municipal or other governmental entities to address basic needs and root causes of safety issues
- Improving immediate responses to nearby violence and better communicating the safety measures being taken after incidents occur
- Tailoring public safety strategies to meet the needs of the different colleges
- Increasing conversations about how the colleges can continue long-term policy shifts toward holistic safety, while ensuring daily safety on campuses for all

Participants urged the district to focus on the preconditions for community safety and address systemic and pervasive issues such as mental health issues, poverty, and other factors that can underlie crime: "PCCD has a role in addressing the systemic problems, and should focus on this, as opposed to hyper-policing or excessive criminalization."

Strategic Actions to Achieve Goal 6

To meet CoA's goal of being "rooted in the community" and engaging in ongoing partnership with our sister colleges and with our P-16 educational, community organization, and local and regional industry partners, the college has identified several strategic actions:

1. Establish districtwide practices that strengthen the collaboration between programs and disciplines across the four colleges and that allow collaborative communication and messaging to students.
2. Engage in ongoing collaboration with OUSD and AUSD as well as the 4-year colleges to create smooth pathways for students from kindergarten to higher education.
3. Embrace the "swirl"—the ability of students to take classes from all four colleges at Peralta Community Colleges—by treating it as a partnership strategy that will involve more direct effort and support from our sister campuses to create a more streamlined approach to the "swirl" concept.
4. Strengthen existing workforce programs, including but not limited to all career, technical, business, dental, and early childhood development programs, by strengthening their advisory boards and direct connections with local industries.



5. Leverage the existing long-standing partnership with the Alameda Chamber of Commerce, the Alameda County Workforce Development Board, and other Alameda community partners to provide students with access to resources and opportunities to develop their skills and access learning-aligned employment.
6. Work with service-area high schools to coordinate CTE standard programs to provide clear pathways for student advancement and achievement in high-demand occupations.
7. Develop, modify, and regularly evaluate curriculum and programs to ensure they promote livable wages and entrepreneurial graduates.
8. Integrate contextualized innovative developmental education and soft skills into CTE curriculum and programs to provide clear pathways for advancement and connect with OUSD and AUSD to promote these programs among students at an early age.
9. Promote CoA programs and partnerships with businesses, industries, and other local agencies and partners.
10. Provide continuing education and skill-building opportunities to support the advancement of individuals' careers that are aligned with regional and local workforce demands.

Chapter 4: Next Steps in Implementation, Planning and Evaluation

The EMP team will continue to meet weekly to develop an implementation and evaluation plan for each of the six college goals. The goals will be reflected in the Annual Program Update and program review and will also guide the work of the shared-governance committees. During the spring 2023 semester we will develop a timeline for assessing each of the goals and the strategic actions within each goal and will delegate manager teams to report on ongoing evaluation and implementation.



Ongoing monitoring and communication of EMP progress will follow the college's participatory governance structure(s) and processes and will be incorporated into the cyclical program review, institutional assessment, and student learning outcomes evaluation and improvement processes. In addition, the CoA's EMP will be the central reference point for the college's future strategic planning, Facilities Master Plan, program review, and resource prioritization and allocation.

The first step in the implementation will be to continue the weekly meetings to create a clear timeline and alignment between the goals and strategic actions listed below, as well as to assign clear short-term and long-term outcomes for each of the goals and actions.

Table 11. COA Goals and Strategic Actions Aligned with PCCD Goals



Academic Excellence

Goal 1: Develop and offer curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands.

Strategic Actions	PCCD Goal Alignment
<ol style="list-style-type: none"> 1. Design and innovate the curriculum to align with workforce demands and students' interests and evaluate and modify existing programs accordingly. 2. Establish and foster clear pathways (or Complete Guided Pathways) for students to complete their programs of study in a timely and efficient manner; create curricula that emphasizes critical thinking skills and interdisciplinary approaches that support the dynamic and transferable skills needed to access a living-wage job. 3. Conduct regular labor market studies to identify emerging needs and adjust class offerings; accordingly, establish active program advisory committees composed of industry leaders. 4. Strengthen pedagogy and engage in innovative teaching and learning practices that are culturally responsive by participating in ongoing dialogue and professional development activities. 5. Expand Distance Education Program offerings. 6. Collaborate with industry talent to provide cutting-edge programs at CoA. 7. Coordinate CTE standards with public high schools. 8. Recruit highly skilled and diverse faculty. 9. Engage in ongoing evaluation of program effectiveness and relevance. 	<p>Build Programs of Distinction</p>



Academic Excellence

Goal 2: Provide quality educational and student support services that result in equitable student access to educational opportunities and success in earning a degree or certificate.

Strategic Actions	PCCD Goal Alignment
<ol style="list-style-type: none"> 1. Increase equitable student access to educational opportunities and enrollment by focusing CoA's outreach and recruitment activities on matriculating, concurrent/dual enrollment, and adult learners. 2. Provide early outreach to middle school students and their parents promoting concurrent/dual enrollment as well as early access to CTE programs and other Guided Pathways, with a focused approach targeting African American and Latinx students and families. 3. Strengthen the onboarding platform to centralize enrollment steps (multilingual) including CCCApply, Campus Solutions, college welcome address, virtual campus tour, enrollment videos, and so on, for matriculating, concurrent, and noncredit students. 4. Strategically schedule courses to meet student demand, aligned with Guided Pathways, to support persistence, retention, and completion. 5. Improve the use of student-facing technology systems to increase student enrollment, retention, and completion, and improve web design to be culturally inclusive and promote the college's multicultural learning communities. 6. Increase the college's multimedia enrollment campaigns, digital interest forms, and reenrollment call campaigns. 7. Enhance and improve comprehensive student support services, including counseling, financial aid, learning communities, career services, tutoring, and more to support and increase student success and completion. 8. Engage in a collaborative student-centered course scheduling to increase enrollment opportunities for students and to facilitate more efficient academic and career goal attainment. 9. Increase college retention by 5 percent annually. 	<p>Advance Student Access, Equity, and Success</p> <p>Develop and Manage Resources to Advance Our Mission</p>



Budgetary Competence

Goal 3: Leverage existing resources to maximize academic opportunities for all students and provide accessible and inclusive physical and virtual learning environments that promote equitable academic excellence.

Strategic Actions	PCCD Goal Alignment
<ol style="list-style-type: none"> 1. Create visually welcoming, inviting, and inclusive spaces (physical and virtual) for all students through art, murals, activities, pictures, and stories that reflect the diversity of our community. 2. Strengthen participation in the California Virtual Campus to help College of Alameda students access courses not offered in the district. 3. Utilize the California Virtual Campus to assist students in finding courses not offered in the Peralta Community College district to get to graduation faster and achieve their educational goals more efficiently. 4. Renovate and construct new and sustainable facilities. As part of the districtwide Facilities Master Plan, aging classrooms will be replaced or renovated. CoA is committed to replacing our aging auto and diesel mechanic buildings by constructing a new building, the Transportation Technology Center. The construction for this new building kicked off in January 2023. The new center will house modern classrooms and the latest technological tools, allowing students to work with hydrogen powered vehicles, both in the fuel cell electric propulsion and the hydrogen combustion engine sectors for newer heavy-duty trucks and buses. Students will also be able to work on electric vehicles and higher-capacity fast-charging systems for trucks and buses. The new facility will be bright, well-lit, and climate-controlled and is intended to accelerate student learning. 5. Enhance student learning and information dissemination through provision of digital technology across campuses. 6. Increase access to courses and programs by reducing technology barriers for all students. 7. Incorporate the use of digital signs throughout the college alerting students to regularly updated information regarding student services and deadlines. 	<p>Strengthen Accountability, Innovation, and Collaboration</p> <p>Develop and Manage Resources to Advance Our Mission</p>



Budgetary Competence

Goal 4: Engage in transparent and data-driven decision-making processes to best leverage resources to meet students' needs and future workforce and community demands.

Strategic Actions	PCCD Goal Alignment
<ol style="list-style-type: none"> 1. Analyze program reviews and annual program updates (APUs) to identify improvements, departmental achievements, curricular updates, and resource requests. 2. Prioritize resources requests for faculty positions; funding for instructional equipment, materials, and supplies; and other requests based on program reviews and APUs. 3. Review prioritized resource requests by the Budget Committee, College Council, Academic Senate, Classified Senate, and other shared-governance bodies as appropriate. 4. Present and communicate resource allocation priorities and decisions in various shared-governance committees, as well as in division and collegewide meetings. 5. Build institutional capacity that will facilitate an integration of Guided Pathways implementation and student equity work and strengthen program review to be reflective of this integration. 	<p>Advance Student Access, Equity, and Success</p> <p>Strengthen Accountability, Innovation, and Collaboration</p>



Community Engagement

Goal 5: Foster an inclusive and caring culture that thrives on diversity and promotes social justice and equity.

Strategic Actions	PCCD Goal Alignment
<ol style="list-style-type: none"> 1. Create and support multicultural exchanges for the campus community to expand and strengthen cultural awareness and sensitivity toward the college's student body and local community. 2. Design and implement culturally responsive pedagogy and student services delivery. 3. Recruit, hire, professionally develop, and retain equity-minded employees reflective of student and community demographics. 4. Develop and/or adopt an equity-minded approach to student success outcomes, ensuring equitable student success and degree or certificate completion. 5. Support institutional research to provide disaggregated data by student group including African American (African), Asian American, Pacific Islander, Caucasian (European), and Latinx students to more effectively identify which student groups require additional support to improve access, persistence, retention, and completion. 6. Apply for state and federal grants that fund and support collegewide equity efforts such as the AANAPISI Program, the HSI programs, TRIO programs, Umoja, and SALAAM, in partnership with our sister colleges. 7. Increase institutional capacity to ensure that equity is part of all institutional planning, policies, and processes. 	<p>Advance Student Access, Equity, and Success</p> <p>Engage and Leverage Partners</p>



Community Engagement

Goal 6: Be rooted in the community and engage in ongoing partnerships with our sister colleges, P–16 educational partners, community organizations, and local and regional industry partners.

Strategic Actions	PCCD Goal Alignment
<ol style="list-style-type: none"> 1. Establish districtwide practices that strengthen the collaboration between programs and disciplines across the four colleges and that allow collaborative communication and messaging to students. 2. Engage in ongoing collaboration with OUSD and AUSD as well as the 4-year colleges to create smooth pathways for students from kindergarten to higher education. 3. Embrace the “swirl”—the ability of students to take classes from all four colleges at Peralta Community Colleges—by treating it as a partnership strategy that will involve more direct effort and support from our sister campuses to create a more streamlined approach to the “swirl” concept. 4. Strengthen existing workforce programs, including but not limited to all career, technical, business, dental, and early childhood development programs, by strengthening their advisory boards and direct connections with local industries. 5. Leverage the existing long-standing partnership with the Alameda Chamber of Commerce, the Alameda County Workforce Development Board, and other Alameda community partners to provide students with access to resources and opportunities to develop their skills and access learning-aligned employment. 6. Work with service-area high schools to coordinate CTE standard programs to provide clear pathways for student advancement and achievement in high-demand occupations. 7. Develop, modify, and regularly evaluate curriculum and programs to ensure they promote livable wages and entrepreneurial graduates. 8. Integrate contextualized innovative developmental education and soft skills into CTE curriculum and programs to provide clear pathways for advancement and connect with OUSD and AUSD to promote these programs among students at an early age. 9. Promote CoA programs and partnerships with businesses, industries, and other local agencies and partners. 	<p>Engage and Leverage Partners</p> <p>Strengthen Accountability, Innovation, and Collaboration</p> <p>Develop and Manage Resources to Advance Our Mission</p>



Community Engagement

Goal 6: Be rooted in the community and engage in ongoing partnerships with our sister colleges, P-16 educational partners, community organizations, and local and regional industry partners.

Strategic Actions	PCCD Goal Alignment
10. Provide continuing education and skill-building opportunities to support the advancement of individuals' careers that are aligned with regional and local workforce demands.	

Chapter 5: District Support for College of Alameda

As part of the EMP development process, each of the four Peralta colleges aligned its goals to the PCCD [Board Goals](#) and the goals outlined in the Chancellor’s Office [Vision for Success](#) goals. Table 12 outlines the alignment between College of Alameda’s (CoA) goals and the district’s goals. These goals form the foundation for the district’s support to colleges.



Table 12. Alignment Between the District’s Goals and CoA’s Goals

PCCD Board Goals	CoA’s Goals
<p>Board Goal I: Educational Quality and Student Success</p> <p>The Board is committed to fulfilling the mission of the district and will ensure that students have a quality learning experience that maximizes their opportunities for success.</p>	<p>Goal 1: Develop and provide curriculum and learning that is innovative, rigorous, and aligned with industry standards and labor market demands.</p> <p>Goal 2: Provide quality educational and student support services that result in equitable student access and success in earning a degree or certificate.</p> <p>Goal 3: Leverage existing resources to maximize academic opportunities for all students and provide accessible and inclusive physical and virtual learning environments that promote equitable academic excellence.</p> <p>Goal 6: Be rooted in the community and engage in ongoing partnership with our sister colleges, P–16 educational partners, community organizations, and local and regional industry partners.</p>
<p>Board Goal II: Diversity, Equity, Inclusion, and Social Justice (DEISJ)</p> <p>The Board is aware of the importance of a safe and welcoming teaching, learning, and working environment for students and employees and will promote equal access to educational achievement through collaborations that value diversity, equity, and inclusion.</p>	<p>Goal 5: Foster an inclusive and caring culture that thrives on diversity and promotes social justice and equity.</p>

PCCD Board Goals	CoA's Goals
<p>Board Goal III: Fiscal Affairs</p> <p>It is imperative that the district has a secure and sustainable economic future; therefore, the Board will ensure financial accountability, responsibility, and stability that aligns with the Student-Centered Funding Formula (SCFF).</p>	<p>Goal 4: Engage in transparent and data-driven decision-making processes to best leverage resources to meet students' needs and future workforce and community demands.</p>

Peralta Community College District Support for College of Alameda

The PCCD District Office is a service center providing centralized support for the four Peralta colleges. In addition, the district acts as a convenor, facilitator, and collaborator, in partnership with the colleges, to build and enhance systems in support of student learning and achievement. The Peralta Community College District is committed to supporting College of Alameda in achieving its Educational Master Plan Goals and its mission.

District support over the next 5 years will be aligned with the college's goals and will focus on the following:

- Enrollment and retention
- Student equity and success
- Campus culture and climate
- Teaching and learning
- Infrastructure and fiscal sustainability

The ways that the district will support College of Alameda in each of these areas is outlined in more detail in the sections that follow.

In order to support the colleges in expanding their enrollment, the district will lead and facilitate the colleges in holistic strategic enrollment management. The PCCD Marketing, Communication and Public Relations (MCPR) department, in collaboration with college personnel, will develop and implement a districtwide strategic marketing plan to enhance branding and brand recognition and to facilitate strategic marketing and advertising leveraging districtwide advertising contracts. The marketing plan will include comprehensive district and college-specific marketing and advertising activities with timelines and anticipated outcomes to impact student enrollment and retention. In addition, in collaboration with the colleges, MCPR will lead the development of marketing collateral in alignment with branding and the marketing plan. Given that one of College of Alameda's goals is to increase enrollment by expanding CoA outreach and in-reach specifically focused on matriculating, concurrent or dual enrollment, and

adult learners, MCPR will collaborate on developing marketing materials and early and consistent outreach support specific to these student groups.

PCCD efforts to support increased enrollment and retention will be closely linked to actions to support student equity and success. The Peralta Community College District is committed to streamlining and enhancing systems to ease the student journey in support of increased enrollment and goal attainment. The PCCD Educational Services and MCPR departments will convene and collaborate with the colleges to enhance student communication, community outreach, and districtwide enrollment campaigns. The PCCD Educational Services, Institutional Research, and Information Technology departments will provide leadership and collaboration to evaluate and improve the student journey, focused on loss points, to facilitate changes needed to improve student access and retention. In support of College of Alameda's goals, PCCD Information Technology Department will improve the use of student-facing technology systems to increase student enrollment, retention, and completion and will improve the website design to be culturally inclusive and to promote the college's multicultural learning communities to increase student retention rate by improving student-facing tech systems.



PCCD Educational Services will convene districtwide discipline meetings for faculty collaboration on student-centered course scheduling to increase enrollment opportunities for students and to ease academic and career goal attainment. To support College of Alameda's efforts to increase the number of dual enrollment courses as well as to increase the number of students who enroll in CoA classes after they graduate from high school, Educational Services will facilitate enhanced onboarding for dual enrollment students and support streamlined

processes to increase access to PCCD college courses for high school students and to create a greater sense of belonging between dual enrollment students and the PCCD colleges. Further support from the District Office will include facilitation and collaboration for expanded pathway-focused dual enrollment partnerships. Educational Services, in collaboration with College of Alameda, will expand partnerships and develop early outreach to middle school students and their parents, promoting concurrent and dual enrollment opportunities as well as early access to CTE Pathways and other Guided Pathways, with a focused approach targeting African American and Latinx students.

The district is committed to equitable student outcomes and will support the colleges by providing data for informed decision-making; diversity, equity, inclusion, accessibility, and anti-racism (DEIAA)-focused professional development; and DEIAA-driven collaboration with

external partners. To support improved teaching and learning across the district and to enhance campus climate and culture, the PCCD Professional Development Learning Center (PDLC) will convene faculty, classified professionals, and administrators for workshops and training dedicated to diversity, equity, inclusion, and social justice, with the goal of advancing anti-racist curriculum and programs and services. Topics may include the following:

- Strategies for creating and incentivizing curriculum to achieve Black student success
- Personal and professional knowledge development regarding systemic racism and intersectionality
- Engaged pedagogy for dual enrollment instructors at high schools
- Ongoing DEIAA training for online instructors

The PDLC offerings and future professional development rooted in DEI and social justice will help support College of Alameda's strategy to design and implement culturally responsive pedagogy in instruction and student services. Also supported is CoA's commitment to providing teaching and learning environments that are diverse, inclusive, and welcoming to all students, regardless of ethnicity, culture, nationality, language, gender, sexual orientation, ability, or religion.

To improve and enhance learning and work environments, District General Services (DGS) will focus on attending to current facility issues in a timely manner. In addition, DGS will support College of Alameda in all phases of new building construction and with all Measure G projects. DGS's dedicated focus will support the college's goal to improve safety in buildings and to develop sufficient space for all employees. Further collaboration and coordination will include continuous safety training and emergency preparedness for faculty, staff, administrators, and students.

To create strong infrastructure and fiscal practices that support improved outcomes and long-term sustainability, PCCD's Financial Services department will implement the participatory governance-approved Resource Allocation Model (RAM) for 2024–25. RAM will provide the colleges with greater autonomy in aligning planning efforts and resource allocation strategies to achieve their goals. To ensure the RAM is comprehensive and effective, the district will lead a review of the PCCD Functional Map. As part of this process, centralized and decentralized functions will be delineated, and resources aligned accordingly. Additional support for colleges from the District Office will include the development and launch of a Student-Centered Funding Formula (SCFF) calculator for the colleges to use in integrated planning and budgeting. District Institutional Research will partner with College of Alameda on its goal of engaging in transparent and data-driven decision-making processes to best leverage resources to meet students' needs.

References

Agrawal, N. (2019, September 10). California expands ban on “willful defiance” suspensions in schools. *Los Angeles Times*. <https://www.latimes.com/california/story/2019-09-10/school-suspension-willful-defiance-california>

American Psychological Association Zero Tolerance Task Force [APA ZTTF]. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *The American Psychologist*, 63(9), 852–862. <http://www.ncbi.nlm.nih.gov/pubmed/19086747>

Goldin, C., & Katz, L. (2008). *The race between education and technology*. Harvard University Press.

Patnaik, D., Loret de Mola, M., & Bates, B. (2021, January 8). Creating a post-COVID business plan. *Harvard Business Review*. <https://hbr.org/2021/01/creating-a-post-covid-business-plan>

Educational Master Plan

Spring 2023–Fall 2028

College of Alameda

