

Chapter 4 – District Wide Educational Master Plan Priorities

This chapter presents the action-oriented elements of the plan:

EMP Priorities

Action Initiatives

Master Planning Assumptions

Peralta's Vision

We are a collaborative community of colleges....
Building communities
Transforming lives
Creating leaders

EMP Priorities

Student Tailored Educational Approaches

Culture of Collaboration

Shared Governance and Decision Making

Targeted and Integrated Educational Planning

The Colleges will deliver educational programs and services to meet the needs of distinct student cohorts:

- Beginning the Journey - 12 to 24 year olds
- Adjusting the Path - 25 to 54 year olds
- Enriching Life - 55 years old and older

This planning approach will integrate planning for outreach, student services/matriculation, instruction, student success programs, and curriculum and schedule planning.

Coordinated Resource Planning by Disciplines and Student Services

There will be an ongoing process of planning conducted to promote innovation, coordination and the effective use of resources. Instructional disciplines will meet twice per year to identify shared solutions to common issues and to coordinate resource planning. There will be a supportive budget allocation model that promotes cross-college planning and coordination, for example, focusing on college productivity targets as opposed to FTES goals.

Student service units will engage in a similar process of coordinated planning and for similar goals of sharing innovations and collaborative resource planning.

Administrative services will also engage in collaborative planning.

Annual Planning and Budgeting Integration

There will be an annual process to integrate educational, facilities, technology, and staffing resource planning and allocation. This will build on program review updates and institutional and learning outcomes processes. Key elements include.

- Annual scan of accomplishments and community trends
- District wide educational priorities based on agreements between colleges
- Integration of college planning and service center planning and budget development

Priority 1: Targeted and Integrated Educational Planning for Access, Equity and Success

The cohort planning model recognizes that “one size does not fit all” given the colleges’ diverse students. The unique needs of each cohort need to drive all aspects of planning and service delivery:

- Outreach and recruiting
- Early preparation
- Student success programs and services
- Curriculum and schedule
- Campus life

Key Concepts

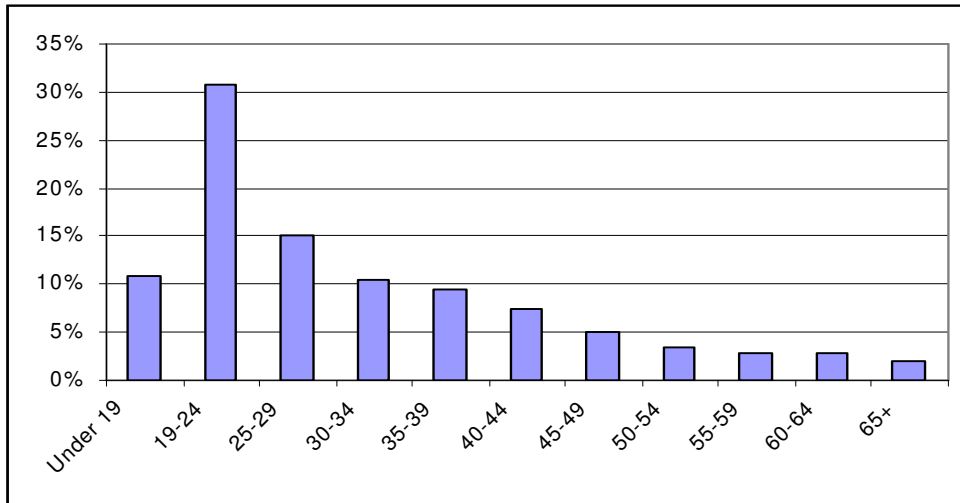
The cohorts have clearly different profiles based on their stated goals and course taking behavior. This suggests methods for more appropriately meeting their needs. The core principles guiding the implementation of the cohort approach include the following concepts:

- Each cohort is an important student population and will receive services designed to meet their needs.
- There are sub-cohorts for each cohort, especially the 25-54 age group. Specialized approaches can be developed for these groups.
- Once outreach, student success and curriculum/scheduling approaches are determined for each cohort, an integrated approach will be developed that meets as many of the needs as possible. For example cohort one will need a schedule of non-overlapping courses that would facilitate graduation within two years, while cohort 2 will benefit from evening and weekend classes (and on-site contract education). Where appropriate, strategies will be devised that meet the needs of several cohorts.
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Cohort (Fall 2006 Data)	Age	Proportion	Percent Full Time	BA Degree of Higher	Undecided	Transfer	Career	Cultural Enrichment
1 Beginning the Journey	12-24	41%	44%	6%	33%	23%	22%	5%
2 Adjusting the Path	25-54	51%	23%	27%	27%	18%	31%	10%
3 Enriching Life	55+	8%	11%	47%	36%	5%	24%	25%
Total / Average		100%		20%				

Current Student Distribution

Although cohort 2 is the largest overall, examining the disaggregated data shows that when a consistent time increment is applied, the 19-24 year old group is the largest five-year age category.



Note: The 35-54 age cohort was disaggregated to fit a linear function.

Access Goals

	Section of Service Area					
	South		Central		North	
	2008	2012	2008	2012	2008	2012
Cohort 1						
Cohort 2						
Cohort 3						
Out of State Students						
International Students						
Total						

Equity Goals

Equity. There are differential rates of access and success across the district. Key issues include access of historically disadvantaged groups, and sub-groups within these groups. In some cases, there are disparities of both access and success, in other cases there is parity of access but disparity of success. Key groups of concern include:

- People of all race/ethnic groups with high levels of educational need
- Latino/Hispanic access and success
- African American access and success, especially African American males
- Native American access and success
- Asian and Pacific Islander, especially some countries of origin.

Success Goals

A important benefit of the cohort model is that student outcome data can be more accurately interpreted in the context of student goals and behaviors. For example, the Beginning the journey cohort is much more likely to seek transfer to a four-year institution, making the transfer goal more meaningful for the Adjusting the Course student cohort, for which taking one or two courses is more relevant.

Cohort	Persistence	Retention	Degrees	Transfer	Student Progress	Basic Skills Progress	Vocational Progress	30 degrees +
1 Beginning the Journey								
2010								
2012								
2 Adjusting the Path								
2010								
2012								
3 Enriching Life								

Beginning the Journey – 12 to 24 years

Policy Context and Evidence

The “beginning the journey” cohort represents younger students seeking intensive education and quick goal achievement. They take more courses per term and are more likely to have a goal of transferring to a four-year university. They are also more likely to be undecided about their educational goals. Cohort 1 fits most closely the “traditional” college student profile: 44% are full time, 82% are day students, and 85% are matriculated.

Key Findings:

- The State community college System Strategic Plan emphasizes efforts to create early awareness of college as a viable option (Goal A).
- The number of high school students will decline due to demographic patterns. However, this group will comprise the largest student group for some time.
- Service area school students have a varied pattern of academic preparation and drop out, ranging from 4% at Alameda High to 27% in OUSD.
- There is significant policy interest in college-high school articulation
- Cal-PASS
- Tech Prep
- California Community College System Strategic Plan

District Wide Strategies

1. College for All Campaign – The district will lead an initiative to create an ongoing and sustainable partnership with elected officials, schools, and community leaders. There are multiple goals:
 - Encourage junior and high school students to prepare academically for college level work.
 - Increase the number of students assessing early and strengthening basic skills.

Key topics include:

- Curriculum alignment
 - Early assessment and counseling
 - Concurrent enrollment
 - Information and outreach
 - Summer Bridge
 - Develop action and resource plans
2. Freshman experience program
 3. Basic Skills targeted to cohort 1 (see Student Success Action Initiative)
 4. Encourage early basic skill building
 5. Experiment with learning cohorts
 6. Scheduling for Cohort 1
 7. Support services to remove barriers and Campus Life programs to create a welcoming campus environment.
 8. Transfer/career planning support

Adjusting the Path – 25-54 years

Policy Context and Evidence

The adjusting the path cohort is a diverse group. It includes students at different stages of life and educational need:

- **Incumbent Workers** seeking career education on their own or participating in business sponsored education.
- **Re-Entry Students** who have not been engaged in education for some time, and who may need support to become ready for college level work. Some re-entry students are attending college for the first time, while others are returning to complete their initial college education, while others are doing pre-requisite work for a second bachelor's degree or a master's degree. This group has a diverse range of academic skills.
- **Life Long Learners** who are taking arts, language, physical education or other personal enrichment courses.

According to the Environmental Scan: "PCCD's community service and contract education also are minimal, far smaller than typical community colleges in California." Peralta is below the state average. Revenues from contract education are:

Chabot Las Positas: \$1,661,224

Peralta \$ 131,814

Peralta is also below the state average for community service education.

District Wide Strategies

1. Contract Education. Enhance Peralta's contract education offerings. Consider district-wide staff to identify clients and perform outreach and subsequent contracting. Develop budget model so that colleges have incentive to conduct contract programs.

District Wide Role and Policies Needed:

College Role:

2. Expand services for re-entry students, especially those needing academic support services.

District Wide Role and Policies Needed:

College Role:

3. Examine curriculum appropriate for re-entry students and scheduling options that address their work-life responsibilities.

District Wide Role and Policies Needed:

College Role:

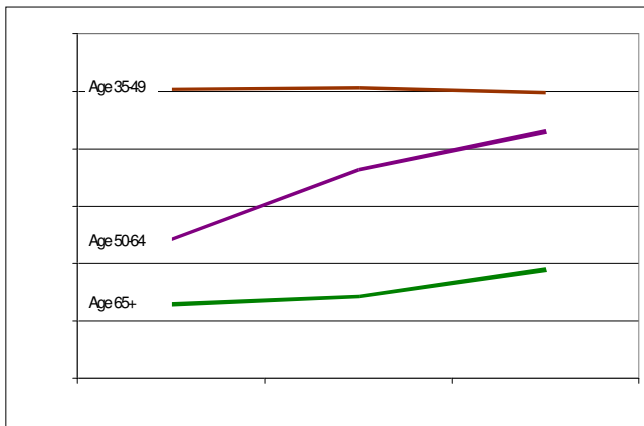
Policy Context and Evidence

The enriching life includes two main groups:

- **Career Skills Builders** seeking career education to build their skills and qualifications. Many people 55+ need to upgrade skills and may remain in the labor market longer given the instability of pensions and other retirement plans.
- **Life Long Learners** who are taking arts, language, physical education or other personal enrichment courses.

The 55+ cohort will grow dramatically in the coming years. They current comprise only 8% of the student population, and only 11% are full time.

The baby boomers are staying active longer and worker longer. Their characteristics will be different from other generations of retired persons.



District Wide Strategies

1. Emeritus College. Develop programming to meet the needs of the 55+ population.

District Wide Role and Policies Needed:

College Role:

Priority 2: Coordinated Resource Planning by Disciplines and Student Services

Initiative 1: District Wide Instructional Discipline Collaboration

The colleges encourage a regular process of voluntary cross-district collaboration within each instructional discipline and instructional support area to increase student access and success. The collaborative effort is intended promote dialog and innovation, agree on standards, and reduce overlap as appropriate. A key outcome is to develop a shared framework for collaboration that looks at the discipline from a district wide perspective. Disciplines are encouraged to develop a district-wide plan that documents agreements on scheduling and collaborative initiatives, and develops a shared resource strategy for facilities, hiring, professional development, etc.

District Wide Role and Policies Needed:

College Role:

Initiative 2: District Wide Student Service Collaboration

The colleges encourage a regular process of voluntary cross-district collaboration within each student service area to increase student access and success. The collaborative effort is intended promote dialog and innovation, agree on standards, and reduce overlap as appropriate (see overarching goals above). A key outcome is to develop a shared framework for collaboration that looks at the student service area from a district wide perspective. Disciplines are encouraged to develop a district-wide plan that documents agreements on scheduling and collaborative initiatives, and develops a shared resource strategy for facilities, hiring, professional development, etc.

District Wide Role and Policies Needed:

College Role:

Priority 3: Annual Planning and Budgeting Integration

The following planning and budgeting integration calendar was developed based on work of the District Wide Educational Planning Committee and the District Budget Advisory Committee. This integrates district wide educational and budget planning and encompasses education, facilities, staffing, IT, marketing, and is inclusive of the four colleges and the communities served by the district.

RESEARCH PHASE

May/June

- Vice Chancellor, Educational Services oversees development of the *Annual Planning Budgeting Framework*, which has the following purposes: highlight emerging educational trends; assess effectiveness of prior strategic, educational and service center unit planning initiatives; document trends and issues regarding retention, persistence, basic skills improvement, degrees/certificates, transfer and productivity; review demographic and labor market trends; and preliminary budget forecast.

August

- Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall convocation.

DISTRICT WIDE AND COLLEGE PLANNING

September

- District Wide Education Master Plan Committee (DWEMPC) meets to review *Annual Planning Budgeting Framework* and develop planning and budgeting guidelines and methodologies. The Committee will develop agreements between the colleges in areas requiring coordination.
- College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning.
- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.

October

- College Councils (or educational committees) and District service centers review district wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and District Vice Chancellors prepare templates to update existing accelerated program review/unit planning and distribute to instructional, student service and administrative programs.
- Units update their accelerated program reviews/unit plans and including updates to grow/maintain/watch action plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)

November

- College budget committees and review recommendations from the college community, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.
- DWEMPC reviews compiled college and service center requests to identify any areas of potential collaboration or overlap between colleges, or between colleges and service centers. DWEMPC recommends solutions.
- SMT reviews DWEMPC recommendation

BUDGET DEVELOPMENT PHASE

January

- Governor's proposed budget published
- Informational memorandums on the governor's budget proposal to all constituent groups (board of trustees, academic senate, budget advisory committee, faculty union, classified unions); SMT meet to review proposed budget.
- Chancellor's budget advisory committee meets to review the governor's proposed budget and begins to develop budget assumptions.

February

- Review colleges' actual FTES, review college/district expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose board of trustees' budget workshop (February or March).
- Colleges' budget priorities submitted to district office.
- District office begins preparation of preliminary budget allocation.

March

- Initial proposals submitted to chancellor for the district budget.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

April

- Budget proposals reviewed by budget advisory committee.

May

- Discuss carry-over fund priorities and colleges submission of justification
- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to chancellor

June

- Tentative budget submitted to board of trustees at last June meeting (California Code of Regulations, section 589305[a]).

July

- Legislature approves and governor signs state budget by Jul 1.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent groups (board of trustees, academic senates, faculty union, and classified unions).
- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.
- Colleges' revised budget priorities submitted to chancellor.
- Approved tentative budget input into financial accounting system

August

- Preliminary adopted budget available August 15 for chancellor's review.
- Comply with Title 5, section 58301 by publishing dates, time and locations where the public can review proposed adopted budget (budget must be available at least three days prior to public hearing).
- Adopted budget available for public review at the district office, each college library, and the offices of each college president.

September

- Board of trustees holds public hearing and final budget is presented for approval (on or before September 15) [California Code of Regulations, section 58305 (c)].
- Completed annual financial report and adopted budget to be submitted by September 30th to the State Chancellor's Office, with a copy filed with the County of Alameda Office of Education [California Code of Regulations, section 58035 (d)].

In following this budget development calendar, it is further proposed first to provide each college with a base budget which would include funding for fixed costs and funding determined necessary to meet FTES goals for the academic year. This funding would be available by July 1st. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this could affect the base budget. Second, beyond providing a base budget for each college, the proposal is to determine annually the availability of discretionary monies that could be divided among the colleges. The distribution of these discretionary funds would be based on priorities set in the educational master plans (i.e., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the district-wide educational master planning committee and the district budget advisory committee would make recommendations to the Strategic Management Team with a final decision by the chancellor on the allocation of the discretionary funds.

ACTION INITIATIVES

This section describes the action initiatives that will integrate the implications and approaches from the cohort and other approaches above.

Student Success

1. Student Success
2. Partnerships (HS, businesses, community groups)
3. Matriculation Services
4. Student Services
5. Student Life and campus climate
6. Facilities and Equipment

Instructional Programs

7. District Programs of Distinction
8. Student and Institutional Learning Outcomes
9. Curriculum
10. Classroom Technology
11. Professional Development
12. Instructional Services

Delivery Systems

13. Distance Education
14. Community and Neighborhood Centers
15. Contract, non-credit, and community education
16. Partnership strategies
17. Marketing and Niche development
18. Calendar and Scheduling

STUDENT SUCCESS

Action Initiative 1: Student Success/Basic Skills

The term *Basic Skills* refers to those foundation skills in reading, writing, mathematics, learning skills, study skills, and English as Second Language (ESL) which are necessary for students to succeed in college-level work. This definition was established by Center for Student Success which is affiliated with the Research and Planning Group for the California Community Colleges in their recent publication *Basic Skills as a Foundation for Student Success*.

The following is a conceptual framework to guide district-wide action:

- “Basic Skills” are Essential Academic Skills: an ongoing process that is at the heart of the college and district mission.
- Institutional Integration: essential academic, career & life skills must be taught & reinforced in every class, by every faculty member and through every student support service.
- Structured Pathways: offer a menu of structured options that provide a pathway to goals.
- Contextualization: practical, experiential contexts applied to real-world problems and themes
- Self-Direction: students must take responsibility
- Urgency: moving rapidly through the preparatory sequence
- Inter-Segmental Collaboration: preparing students before admission

Evaluation of Data

Purpose and Need

In spite of efforts to improve student preparation in the K-12 system, many students need pre-collegiate math and/or English skills development to successfully participate in college-level courses. The need for basic skills education is increasing. More than one in every three students enrolls in a basic skills class (English reading and composition, Math and ESL classes). They also register in many types of discipline-based classes (vocational and/or transfer-level).

Additionally, the historical “one instructor, one classroom” model of developmental and/or basic skills education is not particularly effective, despite being the prevalent model in place. Although some college-based efforts to address the needs of basic skills students are in place, they are limited in scope and not sufficiently evaluated as to improving student outcomes or potential efficiency.

Current District Wide Efforts

- Although PCCD has uniform course numbering (UCN) and serves students that often enroll in more than one college, ***district-wide efforts to address the needs of basic skills students are limited.***
- The **Peralta ESL Advisory Committee (PEAC)** meets monthly to discuss curriculum, pedagogy and other instructionally related topics, focusing upon the needs of their basic students.
- ***No comparable advisory committees exist for English or Math***, although district-wide discipline meetings do occur on an ad hoc basis.

Current College Efforts

- Laney College SPPECC grant to improve instruction in basic skills education. The focus area are tutor training, curriculum development in English, ESL, Math and Project Bridge, promotion of collaboration among faculty in key basic skills courses, and the development of a culture of reflection upon teaching and learning.
- Laney Project Bridge, a learning community for high-risk adult reentry basic skill students has successfully served students at Laney College for thirty years.
- Laney College recently developed curriculum for a tutor training program and is in the process of hiring a tutoring coordinator to work in their newly opened Writing Center.
- Merritt: Equity Score Card
- COA SSPIRE
- College of Alameda formed the Digital Bridge Academy for young under-prepared students who are at high risk for college attrition.
- Berkeley City College provides variable ESL instructional support classes.
- All the colleges have instructional support labs that support developmental English (composition courses) and Math.
- All the colleges utilize instructional aides and/or tutors and provide study groups
- Integrated reading and writing courses are offered at several colleges.
- However, no coordinated efforts currently exist that extend beyond each individual college.

Institutional and External Data:

The 2007 ARCC report shows that Successful Course Completion rates in basic skills courses vary from college to college throughout the District. Success is defined as having been retained to the end of the term with a final grade of A, B,C or Cr. In 2005/2006, the rates were: College of Alameda 61%, Laney 63%, Merritt 57%, Berkeley 51%.

Students who initially completed an initial basic skills course in English or Math were also followed across three academic years to determine the Basic Skills Improvement rate. Improvement is defined as having successfully completed a higher-level course in the same discipline within three years of completing the first basic skills course. The basic skills improvement rates also vary from college to college throughout the District. They are: College of Alameda 37%, Laney 33%, Merritt 51%, Berkeley 41%.

Additionally, ESL students were followed over three years. Improvement is defined as having successfully completed a higher level ESL class or college-level English course within three years. The ESL Improvement Rates show less variability. They are: College of Alameda 50%, Laney 56%, and Merritt 51%. We do not have enough ESL classes at Berkeley City College to compile this statistic.

Best Practices/Models:

An extensive body of literature spanning more than 30 years of research has documented a surprisingly unified view of effective practices in basic skills education. They can be organized into four broad categories: Organizational and Administrative Practices, Program Components, Staff Development and Instructional Practices.

Organizational and Administrative Practices:

- Basic skills education is a clearly stated institutional priority.
- There are clearly specified goals and objectives for courses and programs.

- Institutional policies facilitate completion of basic skills courses as early as possible in the educational sequence.
- A high degree of student support services exist with a high degree of integration between instructional and student support services.
- Faculty that are knowledgeable and enthusiastic in basic skills education are hired to teach in the programs.
- There is communication of explicit expectations for both students and providers of basic skills programs.

Program Components:

- Orientation, assessment, and placement are mandatory for all new students.
- Assessment and placement instruments are accurately reflecting the needs of the student population.
- Regular program evaluations are conducted, results disseminated, and data is for improvement.
- Counseling is provided and integrated with academic programs.
- Financial aid is available and disseminated in a systematic manner.

Staff Development:

- Administrators support staff development in basic skills and improvement of teaching and learning.
- The faculty plays a primary role in assessment, planning, and implementation of staff development programs related to basic skills activities.
- Staff development programs are structured and adequately supported to ensure sustainability in improvement of teaching and learning.
- Staff development opportunities are varied, flexible and responsive to the needs of individuals and programs and/or services.
- Faculty development in basic skills is connected to intrinsic and extrinsic faculty reward structures.

Instructional Practices:

- Principles of learning theory are applied in the design and delivery of curriculum.
- Curricula and practices that have proven effectiveness are employed.
- The holistic development the student is addressed, including social and emotional development as well as cognitive growth.
- Culturally responsive theory and practices are employed.
- There is a high degree of structure in basic skills courses and programs.
- A variety of teaching methods are employed to accommodate student diversity.
- Programs align entry and exit skills among level and link basic skills content to college-level performance requirements.
- Basic skills faculty routinely share instructional strategies.
- Faculty and advisors closely monitor student performance.
- Programs provide comprehensive academic support, including the use of trained tutors.

Strategy and Goals

Educational Principles:

1. The improvement of basic skills education is an institutional priority and is both a College and a District-wide responsibility.
2. While specialization is a factor in the success of many basic skills education activities, basic skills students are the concern of all administrators, faculty and staff.
3. Since research demonstrates that coordinated and focused faculty and staff development is a component of any endeavor to improve instruction, professional development is a key component to improving basic skills students' success.

Qualitative and Quantitative Goals:

Quantitative Measures:

Quantitative measures typically include course success (completion and/or grades), course retention, program persistence, progression through sequential levels of basic skills courses, and progression to college-level courses. Improvement rates typically quantify progression through basic skills courses and/or progression to college-level courses. The goal is demonstrate an increase in all areas of quantitative measurement.

Qualitative Measures:

Qualitative Measures include surveys of student perceptions and satisfaction with basic skills classes and surveys of student engagement in basic skills instructional support programs and services. Since no baseline data currently exists, the goal is to begin measurement of student perception and satisfaction of basic skills classes and instructional support services.

Professional Development:

The initial goal is to facilitate wide participation amongst administrators and faculty the in the use of resources developed through the ***Statewide Basic Skills Initiative***. This training will assist the colleges in a self-assessment process, evaluation, selection of implementation strategies for program improvement, and identification of areas that require additional support. Teams of 15 individuals, including the CIO, other administrators and faculty from each college will participate in the first phase of training in September 2007. Funded by the California Community Colleges Chancellor's Office, the initiative addresses the unmet needs of the California Community College System in the area of basic skills education as noted in the 2006 System Office Strategic Plan.

Self Assessment:

Each college will rigorously review its programs and services and identify strengths and weaknesses in basic skills instruction after completing the first phase of training.

Action Plans:

Using the results of their self-assessment, each college will develop action plans designed to improve outcomes within the college's instructional programs, support services, and organizational structures.

Implementation:

Appropriate, realistic expectations for change will be established and communicated was the results of the self assessment are analyzed. Benchmarks for improvement will be set depending upon each college's need.

Coordination and District-wide Consultation:

A PCCD Basic Skills Advisory Committee will be formed in order to facilitate district-wide coordination and consultation. It will meet monthly to discuss curriculum, pedagogy and other instructionally related topics, focusing upon the needs of their basic students and include both administrators and faculty from each of the four colleges.

Performance Standards and Evaluation Approach:

Improvement in basic skills education is likely to be incremental. Studies commonly report increases of 5 to 15 percent as an indication of success in most areas currently measured. Experts generally advocate building on incremental change over a long period of time to improve the long-range success measures. Therefore, it is not reasonable to expect large changes in success or improvement rates in a short period of time.

All quantitative measures mentioned above will continue to be monitored with baseline measures for specific basic skills components to be determined as part of the implementation of action plans. Components for evaluation include percentage of students in basic skills courses,

number of basic skill sections, unduplicated head count, completion rates, success rates, retention rates, persistence, and repetition rates. Additionally, the number of sections taught by full-time instructors, improvement rates, success rates of basic skills students that enroll in transfer level classes, number of basic skills students earning degrees and certificates, and number of basic skills students who subsequently transfer.

Timeline for Implementation:

Fall 2007:

- Administrative and faculty participation in the initial phase of training provided as part of the *Statewide Basic Skills Initiative*.
- Formation of the PCCD Basic Skills Advisory Committee.

Spring 2008:

- College based self-assessments of current basic skills programs and services.
- Dissemination of results
- Development of action plans
- Set benchmarks for improvement
- Develop timelines for implementation.

2008/2009 Academic Year

- Implementation of action plans
- Ongoing measurement of improvement
- Evaluation and revision of action plans

Key Implementation Strategies

- Assess all Entering Students
- Direct All First-Time Students into “First-Year Academies”
- Require Basic Skills Coursework Up Front
- Strengthen the Individual Ed Plan Process
- Initiate and Enforce Pre/Co-requisites
- Offer “Fast Start” or “Bridge-to-College” Courses
- Professional Development: Focus on Student Success
- Align Standards & Expectations
- Assess, Orient, and Prepare before HS Graduation
- Provide Orientation for All New Students
- Design and Institute an Intro to College Course Requirement
- Deploy a Web Portal to Engage & Inform Student
- Spread Essential Skills Across the Curriculum
- Offer Alternative, Accelerated Pathways to Basic Skills Competency
- Establish Dedicated Teaching/Learning Centers

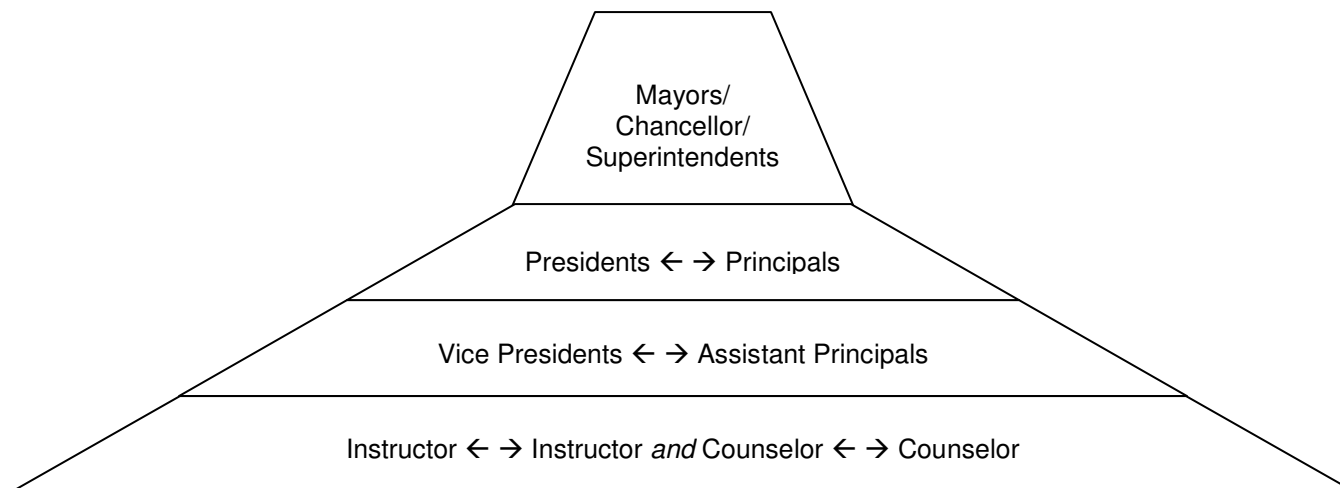
- Create a District-wide Student Success Network

Partnerships (HS, businesses, community groups)

Cohort 1: Key partnership strategy is to develop a multi-agency alliance to support robust and ongoing alignment of the area schools and the Peralta colleges.

District Wide Role and Policies Needed: Provide leadership and build alliances with Mayors and principals. The colleges will also coordinate on a partnership strategy – part based on geography but other factors – to send multi-college teams to major colleges.

College Role: Participate in effort. Support faculty partnerships with school faculty.



Cohort 2: Need to devise roles and responsibilities for Contract Education:

District Wide Role and Policies Needed:

College Role:

Cohort 3: Need to devise roles and responsibilities for Emeritus college.

Matriculation Services (show linkages to Student Success Action Initiative)

Evidence

Goals

District Wide Role and Policies Needed:

College Role

Student Services (show linkages to Student Success Action Initiative)

Evidence

Goals

District Wide Role and Policies Needed:

College Role

Student Life and campus climate

Evidence

Goals

District Wide Role and Policies Needed:

College Role

Facilities and Equipment

Evidence

Goals

District Wide Role and Policies Needed:

College Role

INSTRUCTIONAL PROGRAMS

19. District Programs of Distinction
20. Student and Institutional Learning Outcomes
21. Curriculum
22. Classroom Technology
23. Professional Development
24. Instructional Services

DELIVERY SYSTEMS

25. Distance Education
26. Community and Neighborhood Centers
27. Contract, non-credit, and community education
28. Partnership strategies
29. Marketing and Niche development
30. Calendar and Scheduling

MASTER PLANNING ASSUMPTIONS

The following are the quantitative projections that reflect the educational principles and strategies described above.

1.	Enrollment Projections	WSCH by discipline, head count overall, day graded enrollment	By District, College and Site
2.	Enrollment Projections	FTES by Credit, Non-Credit, Contract, Distance Learning	By District, College and Site
3.	Enrollment Projections	FTES by sites (colleges, centers, distance)	By District, College and Site
4.	Staffing Projections	Faculty (pt, ft) Staff, Administrators by district and site	By District, College and Site