



COLLEGE OF ALAMEDA

EDUCATIONAL MASTER PLAN

2016 - 2021

MAY 28, 2016

PRESIDENT'S MESSAGE

College of Alameda 2016 – 2021 Educational Master Plan: Blueprint for Academic Excellence and Student Success



Throughout the history of College of Alameda, we have reflected on our practices and educational programs to ensure they remain relevant, grounded in social justice and equity, and continue to meet the academic and workforce needs of our community. Recently, after the ACCJC accreditation external evaluation, we developed the *Blueprint for Excellence* which has served as a guidepost as we move toward a culture of institutional effectiveness. Additionally, to support this effort, we participated in the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI), which resulted in an Institutional Effectiveness Model Plan that will be threaded throughout the Educational Master Plan as we establish and integrate all college initiatives. As a culmination of all of these efforts, a comprehensive review was conducted of our current and prospective student population, educational programs, services, staffing, and our service region and its workforce needs. What emerged from this review, and is presented in this five-year Educational Master Plan, is a set of ten realistic goals, with strategic planning priorities to ensure we meet the current and future needs of our students and community. This document represents the findings of that thorough analysis and identifies opportunities for the future, a future of continued enhancement of institutional effectiveness.

At College of Alameda, we have done tremendous work to shape course, program and institutional-level student learning outcomes. We maintain our commitment to a student-first philosophy, and continue to offer stellar support systems for students to achieve their goals.

This Educational Master Plan highlights several challenges, especially in the areas of research, full-time student attendance and student swirl. These are areas for growth that we have recognized for some time. A renewed focus and effort to increase our internal efficiency and consistency in these areas will further advance our efforts. This Educational Master Plan is not an end, however, but rather, a beginning. It serves as a way to celebrate our successes and embrace ideas for continuous improvement. Indeed, this Educational Master Plan serves as a blueprint for academic excellence and student success. Our success will be determined through our participatory, collaborative planning processes during plan implementation, with the interests of our students at the center of our conversations.

Thank you for your ongoing support of College of Alameda, a community of caring and excellence!

Dr. Joi Lin Blake, President

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http://alameda.peralta.edu/about-us/files/2012/04/Map_4-6-10.pdf

Student Demographics -

<http://web.peralta.edu/indev/program-review/>

Institutional Learning Outcomes -

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2015/11/COA-ILO.pdf>

Student Learning Outcomes –

<http://alameda.peralta.edu/institutional-effectiveness-committee/student-learning-outcomes/>

<http://alameda.peralta.edu/office-of-instruction/>

Completion By Design: Loss and Momentum Framework

<http://alameda.peralta.edu/planning-documents/>

http://alameda.peralta.edu/planning-documents/files/2016/05/loss_and_momentum_framework_rev_2013-04_0.pdf

List of Current Programs; program data –

<http://alameda.peralta.edu/department-and-programs/departments-a-z/>

Program Review Cycle –

<http://alameda.peralta.edu/office-of-instruction/>

<http://alameda.peralta.edu/planning-documents/files/2015/09/Program-Review-Cycle.pdf>

Program Review Report – 2015-16 Reviews –

<http://alameda.peralta.edu/planning-documents/sample-page/instructional/>

<http://alameda.peralta.edu/planning-documents/sample-page/student-services/>

Governance Structure: Compendium of Committees –

<http://alameda.peralta.edu/about-us/leadership-governance/>

<http://alameda.peralta.edu/planning-documents/files/2016/01/Committee-Compendium-9-28-15.pdf>

Blueprint for Excellence –

<http://alameda.peralta.edu/accreditation/>

<http://alameda.peralta.edu/accreditation/files/2015/08/Blueprint-for-Excellence-Sorted-By-Completion-Status.pdf>

Student Success and Support Plan (SSSP) -

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2016/05/1516-COA-SSSPReportFinal-11.13.pdf>

Student Equity Plan (SEP) –

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/college-council/files/2014/10/Item-14-SUMMARY-EQUITY-PLAN.pdf>

Peralta Accountability for Student Success (PASS) – Measure B

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2016/05/PASS-Summaries-rev1-8-162.pdf>

Institutional Effectiveness Partnership Initiative (IEPI) –

<http://alameda.peralta.edu/educational-master-plan/>

Technology Plan –

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2012/02/Technology-Plan-College-of-Alameda-1-15-09v4.doc>

Enrollment Management Plan -

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/office-of-instruction/>

<http://alameda.peralta.edu/planning-documents/files/2016/05/EMP-Final.pdf>

Institutional Planning 2016 -

<http://alameda.peralta.edu/planning-documents/>

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Facilities Master Plan (*future addition*)

INTRODUCTION

The *College of Alameda 2016-2021 Educational Master Plan* (EMP) is part of a Peralta Community College District (PCCD) effort to strengthen educational planning concurrently at all four colleges, with the perspective of advancing integrated planning across the District as a whole. Within this context, the College's EMP provides both District-wide and College-specific information, data and recommendations. The data are presented, analyzed, and used for developing the five-year plan, with a focus on the vision of College of Alameda in providing educational programs and services to its service region within the Peralta District. Goals and Strategic Planning Priorities are presented for the College. Challenges and opportunities are presented for both the College and the District as a whole in enhancing Integrated Planning to better serve all the students of PCCD. The electronic version of the EMP and its Appendices can be found at <http://alameda.peralta.edu/educational-master-plan/>.

The EMP has been divided into five chapters. Chapter One provides an overview of College of Alameda; its history and service area; and its mission, vision, values, and institutional learning outcomes. The College's new Integrated Planning Model is presented, and the educational master planning process is described. Chapter Two delves into the specifics of College of Alameda, as one of four colleges in the Peralta District. A rich data portfolio, developed from both internal and external scans, is presented, as well as a gap analysis report and an executive summary of a brand discovery study conducted by the College. Planning assumptions that were derived from an analysis of the internal and external scanning are also included.

Chapter Three examines the results of the entire discovery process, and presents the ten five-year goals that emerged from the data. Strategic planning priorities, targets, measurable outcomes, and assigned management leaders for each goal are depicted in a goal matrix framework. Eight ongoing major planning efforts at the College are integrated into the framework, as well as the plan's relationship to phases of the student engagement continuum from point of contact through program completion.

Chapter Four describes the next steps for implementation of the EMP, and the process by which the plan will be evaluated each year, with adjustments made as needed. Chapter Five concludes the EMP with a summary of challenges and opportunities that were revealed during its development not only for the College, but also for the District as a whole, to generate a more comprehensive, integrated educational planning process for the service region. "Hot links" to College resource documents are provided in the Appendix.

CHAPTER ONE

College of Alameda and Integrated Planning

Overview and History of College of Alameda

College of Alameda (CoA) 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 join together in establishing a single community college district to serve the East Bay region. The new 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 two years of offering classes in the historic Alameda high school on Central Avenue in downtown Alameda. CoA is located on a 62 acre campus at the corner of Webster St. 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, adjacent to Oakland International Airport's North Field. The college also has a building at 860 Atlantic Ave., which it shares with Merritt College and which houses science classes and laboratories. 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 the Park St. and High St. bridges.

As a publicly supported two-year community college - one of the 112 California community colleges - College of Alameda makes available lower division college level work at a moderate cost to students. Its unique career technical education programs make it a magnet for students from the greater Bay Area as well as the other Peralta colleges. Associate in Arts (AA) or Associate in Science (AS) degrees may be earned 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 four-year colleges and universities. Small classes allow students to benefit from closer contact with instructors and fellow students, and to become more individually involved in campus life and student activities.

The college 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). The ACCJC accredits associate degree granting institutions. Several individual college occupational programs are accredited or certified by the American Dental Association (ADA) Council on Dental Education for Dental Assistants, the Federal Aviation Administration (FAA), and the National Institute for Automotive Service Excellence (ASE).

CoA shares with the other three Peralta colleges a commitment to its community, which has shown its support by the approval, since 1970, of construction bonds that have contributed to improvements in the buildings and land and the creation of a baseball field, track, and tennis courts. Measure A, the most recent bond passed in 2006, has funded and will soon be the means to replace the C and D buildings. The voters also passed Measure B, a parcel tax, in June 2012 to expand educational offerings by the colleges.

Since 1996, when the Naval base was closed, the college has worked with the city of Alameda to develop this part of the island. The city of Alameda leases the baseball field, and various community groups and secondary institutions lease the track and tennis courts. The Alameda Science and Technology Institute, an early college high school, operates on the campus, as does the One Stop Career Center, an Alameda Workforce Investment Board facility.

Information on student demographics, enrollment data, community demographics, and service region workforce trends can be found in Chapter Two.

Educational Master Plan Process Overview

In the 2015-16 Academic year, the services of Collaborative Brain Trust were secured to provide technical support for the educational master planning process for all four colleges of the District. College of Alameda began with the identification of a representative group to serve as the Educational Master Plan Steering Committee/Work Group. In the context of keeping an efficient, integrated process for EMP development, tied to other research and planning efforts, the existing Planning, Research, and Institutional Effectiveness Committee (PRIEC) was assigned to serve in this role. The PRIEC has representatives from administration, faculty, classified staff, and students and had already been working with college data for planning and evaluation. Additionally, PRIEC had been working on the College's *Blueprint for Excellence* initiative, designed to address ACCJC accreditation recommendations, and the goal was to tie these all together with environmental scanning and the EMP development process, thereby creating a strong, integrated approach to planning.

The PRIEC had a series of meetings Spring 2016 to review environmental scanning data completed for the EMP, as well as planning assumptions that emerged from the data. Additionally, a campus forum was held for all constituents to review the College's Data Portfolio and engage in dialogue about the results. Emerging from data review were ten overarching goals to guide the College's educational planning over the next five years. These goals are:

- Increase access to college programs / coursework through collaboration with other PCCD colleges in redesigning college schedules and offerings
- Reduce loss of students prior to the start of classes

- Increase retention and persistence rates
- Increase community and educational partnerships
- Strengthen business and industry partnerships
- Advance CoA teaching and learning
- Strengthen data-driven / informed decision making
- Establish integrated planning and evaluation system
- Design organizational, committee, and governance structures to support student success
- Engage in redesign of PCCD policies and procedures, including the Budget Allocation Model (BAM)

College of Alameda Mission, Vision and Values

As a component of the Blueprint for Excellence, and Educational Master Planning processes, the college's mission, vision, and values were reviewed by governance groups and reaffirmed. Additionally, the values' themes were further defined and clarified. The review process was integrated into the three-year planning and program review cycle. The College Mission Statement was adopted by the Peralta Board of Trustees April 14, 2015. Each of these elements is delineated below.

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

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

Values Statement. In our quest for "learning excellence" and service to students, our values are choreographed in three central themes. These themes also serve as overarching success indicators to ensure we integrate the mission, vision and values into every aspect of the campus culture. These three themes are:

Academic Excellence

- Success in Scholarship
- Critical Thinking

- Innovation
- Integrity and Ethics

Budgetary Competence

- Responsible Stewardship
- Resource Development
- Entrepreneurship

Community Engagement

- Collegiality
- Holistic Collaboration
- Civic Responsibility
- Social Justice and Equity
- Globalization

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

Institutional Learning Outcomes

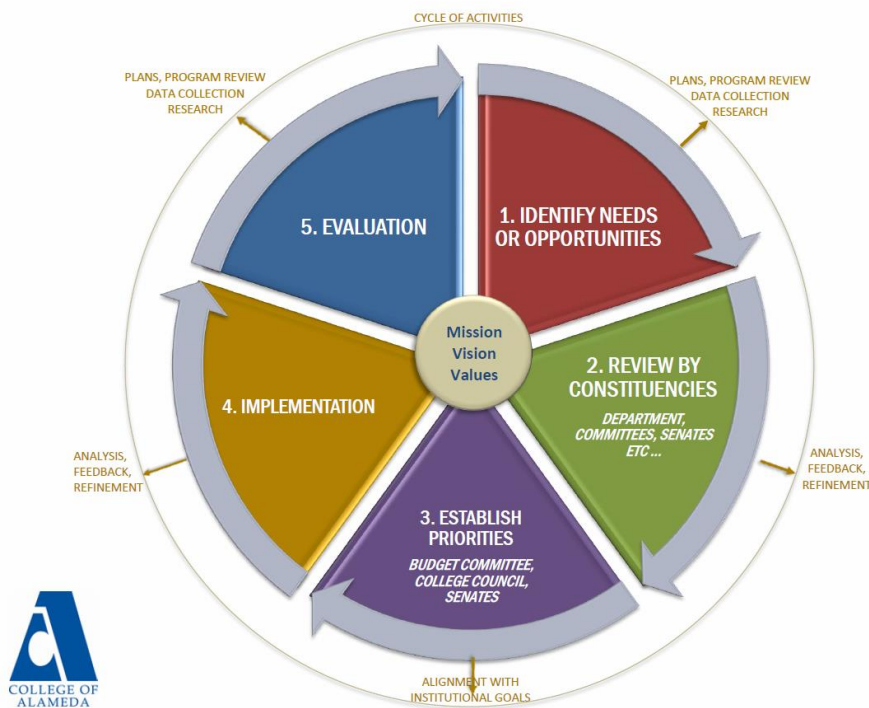
The College has also adopted five Institutional Learning Outcomes to guide educational programs and services within the framework of the aforementioned mission, vision, and value statements. These institution-level student learning outcomes are:

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

Integrated Planning at College of Alameda

An important advancement for College of Alameda in this cycle of its educational master planning process is the enhancement of integrated planning. A new *Integrated Planning and Budgeting Model* has been adopted which improves the integration of multiple College planning efforts, such as accreditation review processes, student success initiatives, program reviews, etc. into a more holistic process. Additionally, the budgeting process has been aligned with planning to ensure funding priorities and resource allocations match planning priorities. The new *Integrated Planning and Budgeting Model* and a description of its operation follow.

Integrated Planning and Budgeting



The Integrated Planning and Budgeting (IPB) model is intended to support the IPB process by emphasizing the cyclical and systematic nature of planning, resource allocation, implementation, assessment and revision. Integrated college planning is regarded as a process; one that requires careful planning, a period of testing for implementation of new ideas, an assessment of both outcomes and processes, and an evaluation as to the appropriateness of the plan and its ability to continuously address college needs in a systematic and integrated manner while ensuring the college mission is met.

Step 1: Identifying Needs or Opportunities

- All instructional, student service and administrative units prepare and/or update program reviews and/or unit plans annually
- Using data collection and analysis, units are asked to identify needs or opportunities for improving student success and institutional effectiveness
- Annual program reviews (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 Planning, Research and 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 upon 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 is collected to analyze plan effectiveness
- Analysis of benchmarks are assessed for areas needing continuous improvement
- Revisions are included in the following year's program reviews and/or unit plans

CHAPTER TWO

College of Alameda Data Reports

This Chapter is divided into three sections and provides several key data reports that have informed the College’s Educational Master Planning process. These reports were central to the development of the College’s five-year goals. The three sections are:

- ❖ Data Portfolio – comprises the data gathered during environmental scanning of the District (external and internal), including a survey conducted of faculty, staff, students, and administrators. Planning assumptions and their relationship to the Peralta Community College District Strategic Goals are also included in this section.

- ❖ Gap Analysis – examines the workforce needs of the region, the Career Technical Education (CTE) programs offered at College of Alameda, and an analysis of the gap between these two. The gap analysis provides rich information for further study and a more in-depth review and analysis for future program planning.

- ❖ Brand Discovery Study Executive Summary – an initial study conducted Fall 2015 to gain a beginning understanding of how the College is currently perceived by its key audiences (students, faculty, classified staff, administration, community), and to begin to define its brand identity (current and aspirational). The summary provides initial insight into the marketing context for educational master planning.

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Data Portfolio

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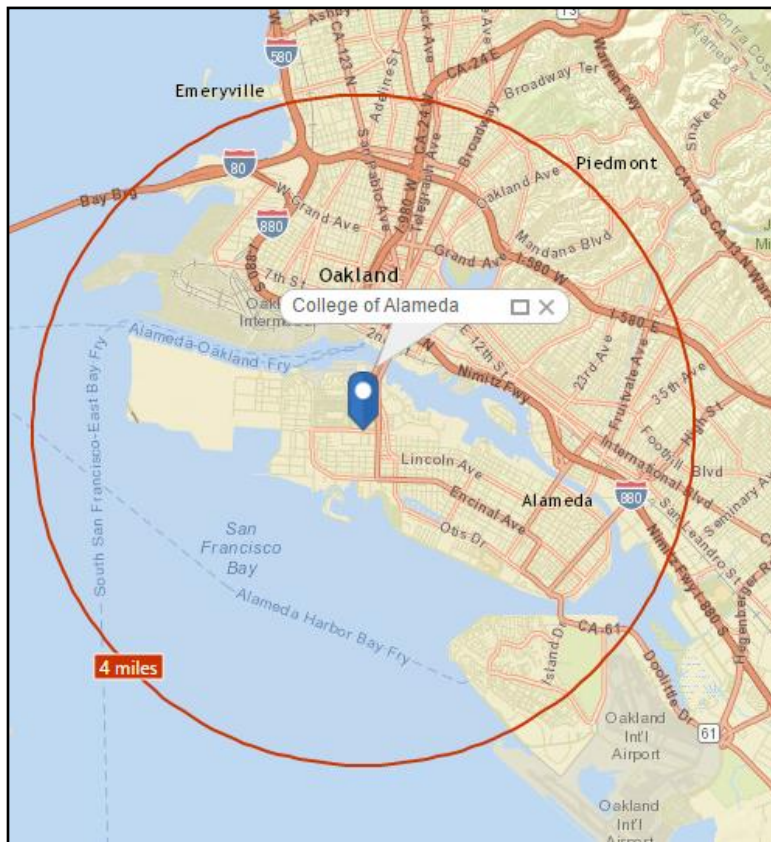
External Environmental Scan

Overview

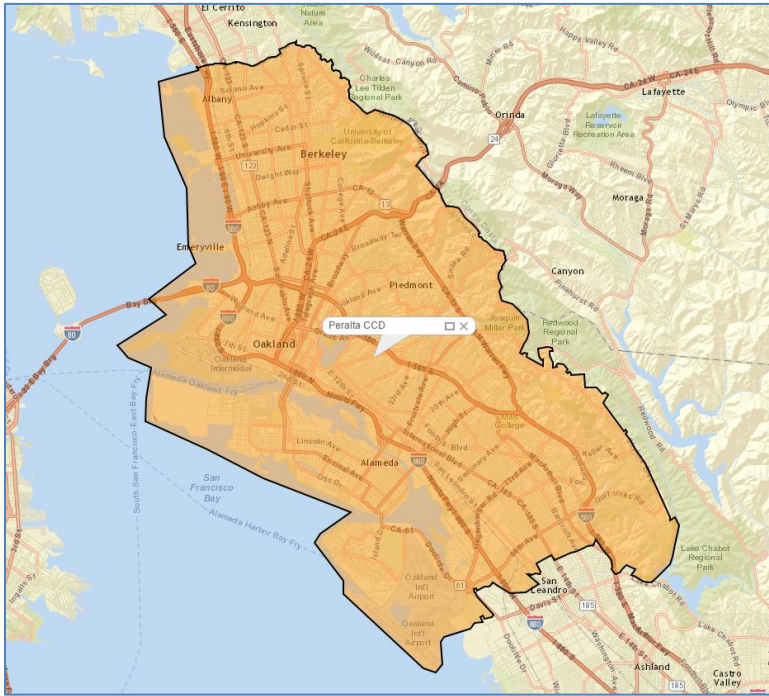
The External Scan is an analysis of the population of the college’s service area. The data examines many metrics in an attempt to better understand who lives in the service area of the college. The college service area has been defined as a circular geographic area with a 4-mile radius, with the college at its epicenter. For comparison purposes, data is also provided for the Peralta Community College District, the County of Alameda and the State of California.

Students in California will attend a college for a variety of reasons. They do not always select the college that is closest to where they live. For the purposes of this plan, the region demarcated by the 4-mile ring is used to answer the questions, “who lives in the area around the college?” and, “In which ways is that population changing?”

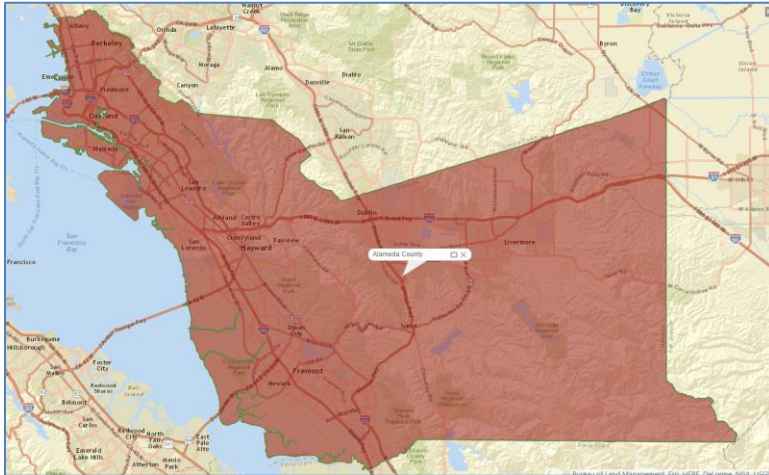
Following is a map showing the College’s effective service area.



The following map shows the boundaries of the Peralta Community College District.



The following map shows Alameda County.

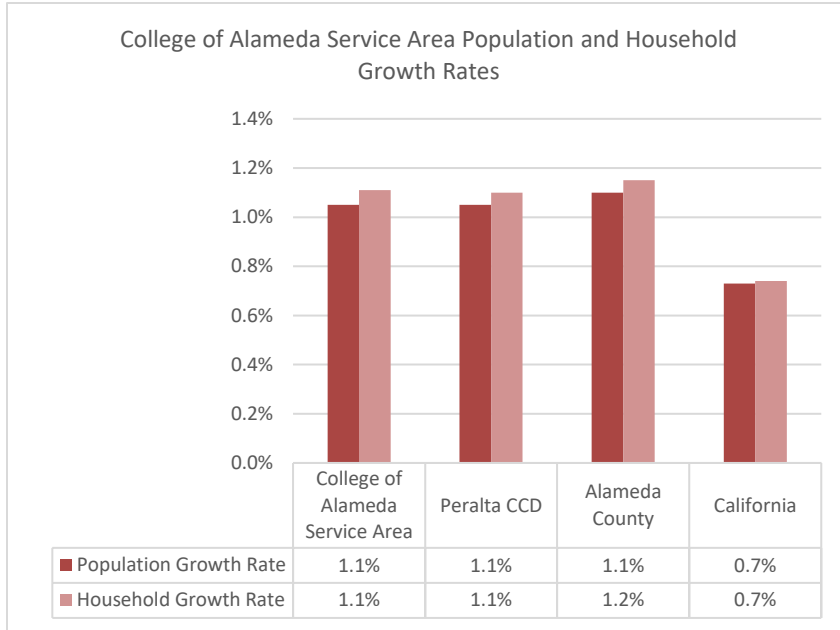


Demographic Trends of the population

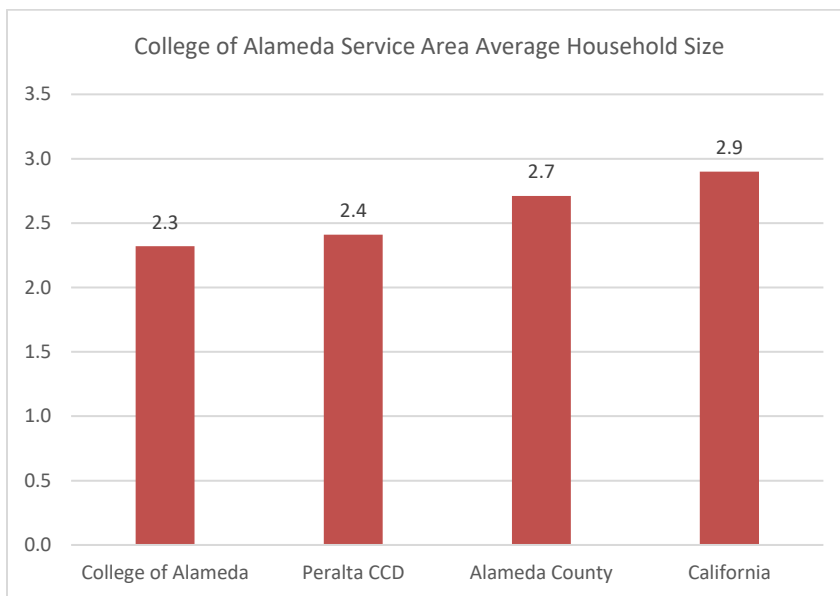
This section of the plan examines the demographic trends of the college service area population. Whenever helpful, the service area data includes comparison data for the population living in the entire District, the County and in the State.

Population Growth

The rates of growth in the population and the number of households in the College service area are each 1.1% per year. These rates are approximately the same as those for the District and County populations. The service area population is growing faster than that of the State of California.



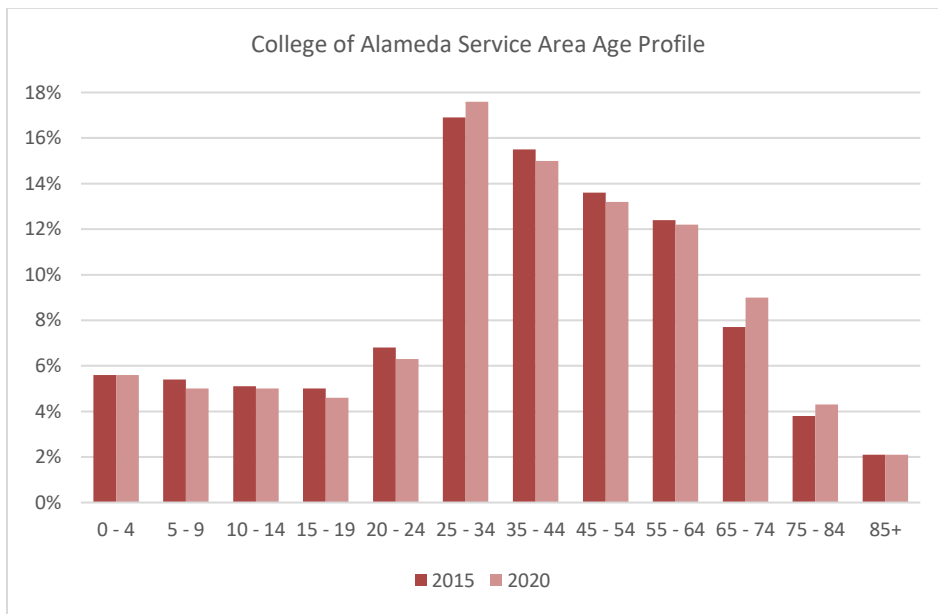
The College’s service area has an average household size of 2.3 persons. This is a smaller average household size than for the District, the County and the State.



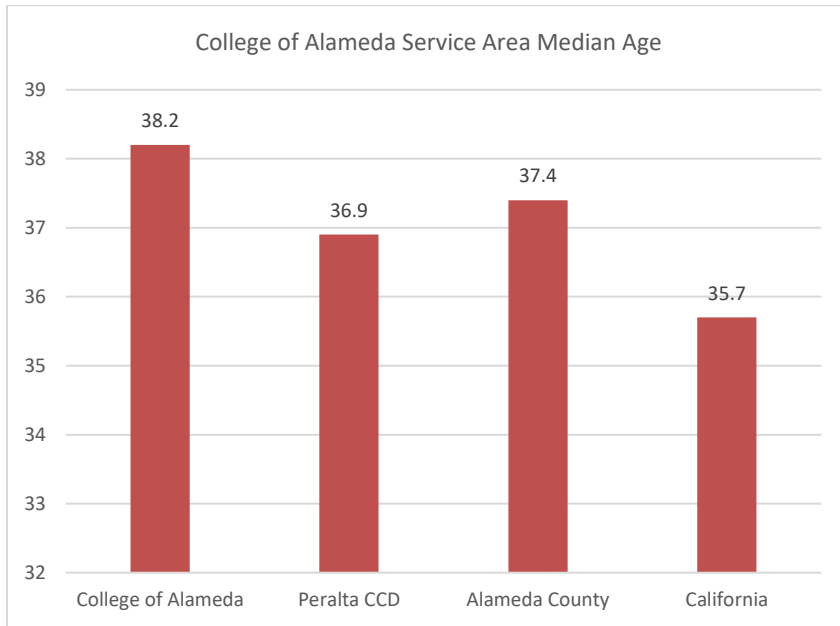
Age Profile

The age profile of the population is important for predicting future enrollment growth and for measuring the community college participation rate in the community.

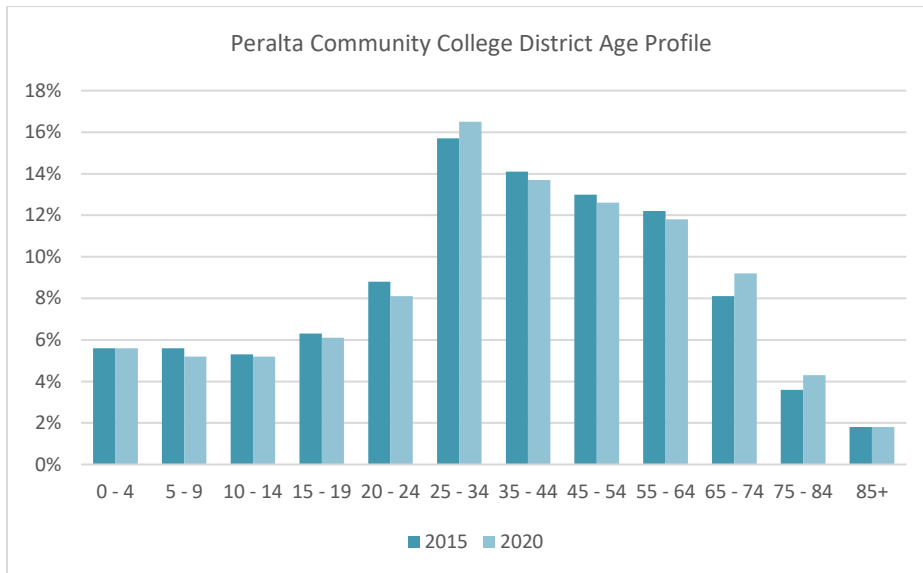
The College of Alameda service area shows that all the age groups younger than 25, are projected to decline as a percentage of the population. There are only three age segments projected to grow as a percentage of the population. Those are the 25-34, 65-74 and 75-84 segments. Twenty-five to 34 year olds might present the best opportunity for enrollment growth over the next five years.



The service area has a median age of 38.2 years. This is a bit older than the populations of the District (36.9 years) and the County (37.4 years). California’s population is still younger, with a median age of 35.7.



The District service area reflects the same age segmentation trend as the College with growth projected in the 25 to 34-year-old segment as well as 65-74 and 75-84 year old segments.

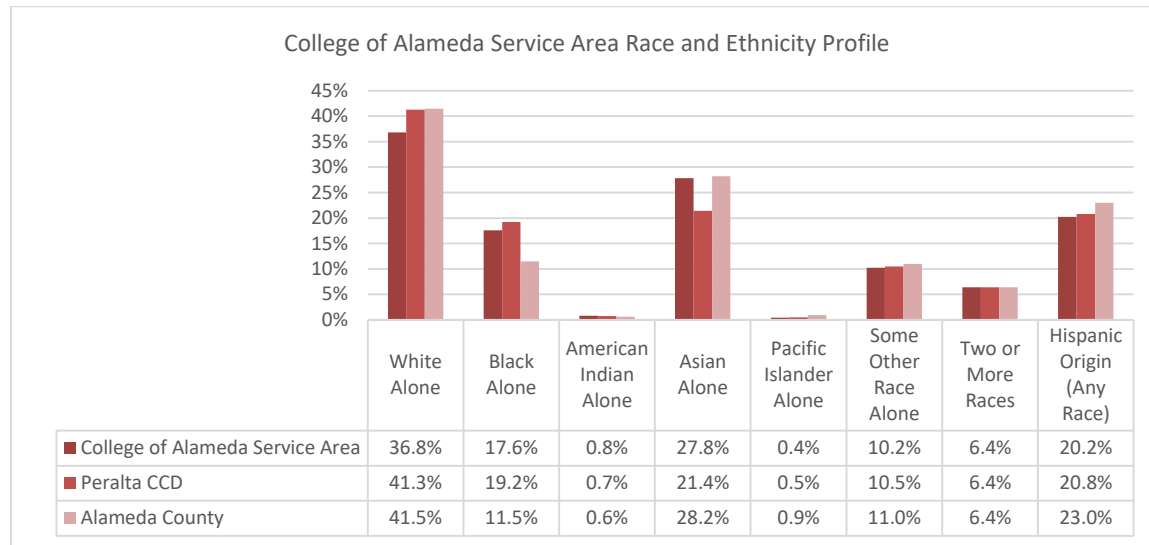


Race/Ethnicity

This section of the External Scan examines the race/ethnicity profile of the service area population.

Note: people of Hispanic origin may be of any race.

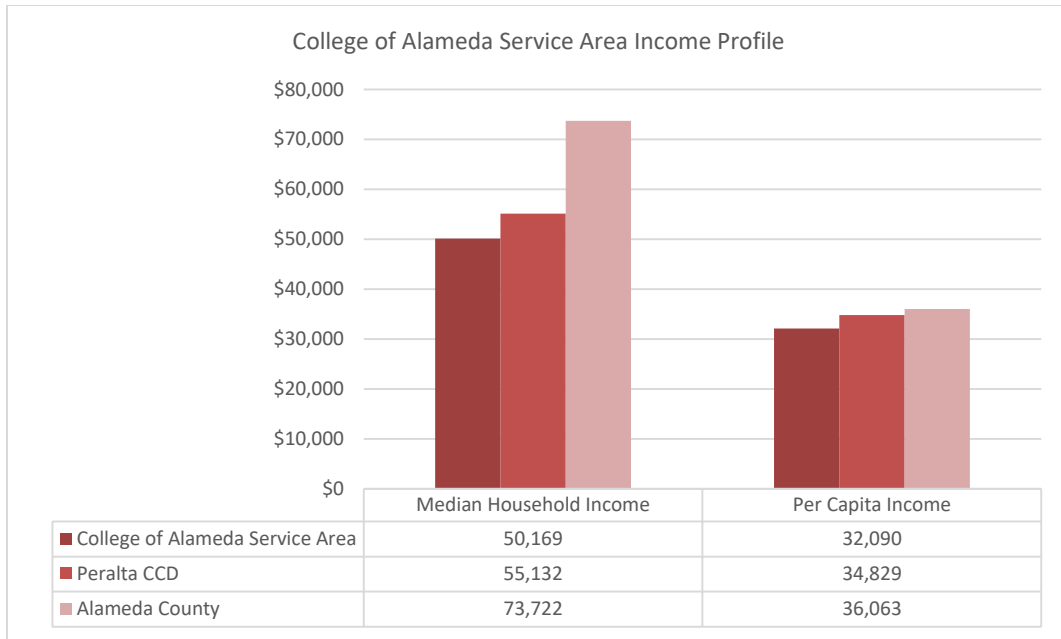
In the College of Alameda service area, the majority of the population (36.8%) identify themselves as “White Alone”. The next largest population segments are Asian Alone (27.8%), Hispanic (20.2%) and Black Alone (17.6%). The graph shows the race and ethnicity profile for the District and the County for comparison.



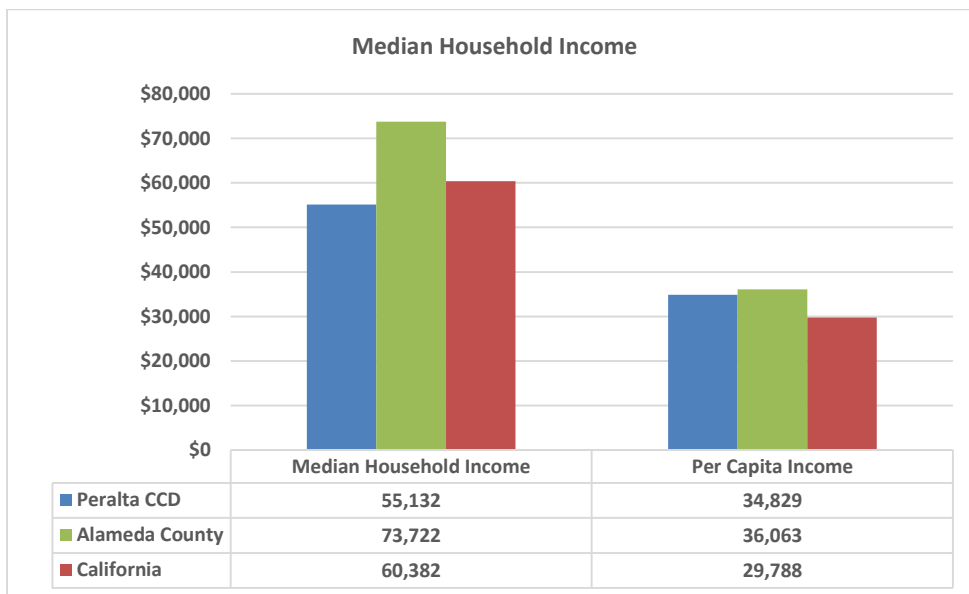
Income Profile

The income profile shows the relative income levels in the college service area compared with the population of the District and the County.

In the College of Alameda service area, the median household income is \$50,169. This is lower than the median income of the District population (\$55,132) and far lower than the level for the County (\$73,722). The graph also shows the relative levels of per capita income in the service area, the District and the County.



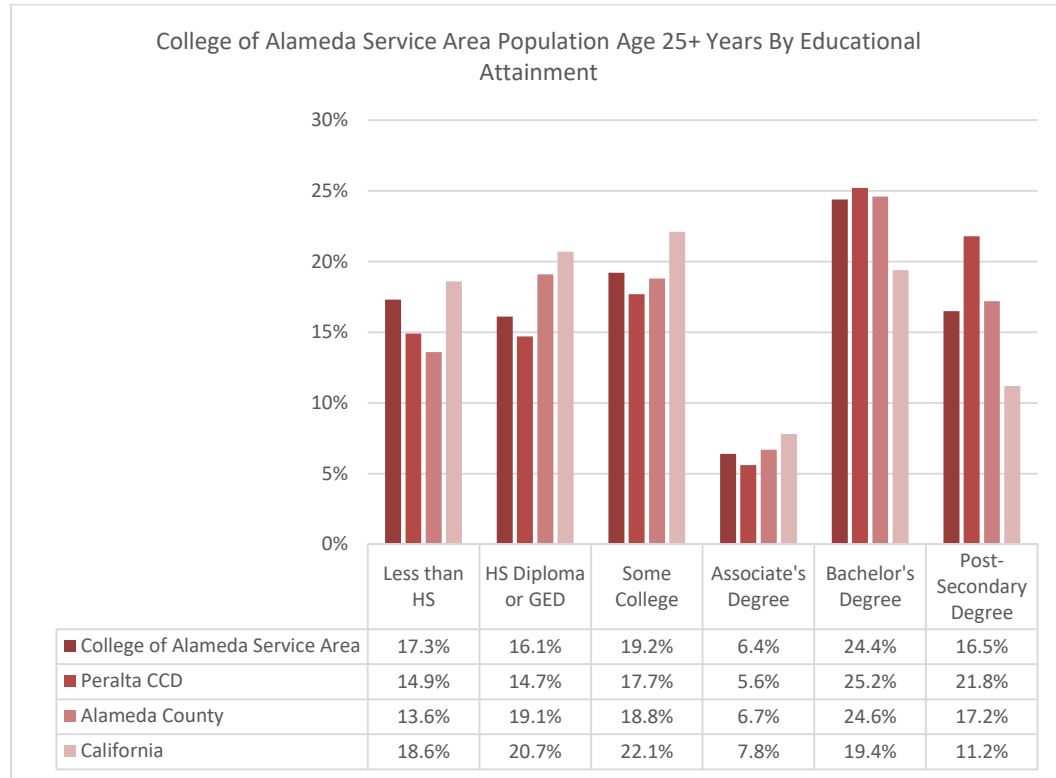
Looking at the District as a whole, median household income is lower than that of the county and the state. However, per capita income in the District is only slightly lower than the level for the County and higher than the state. This indicates a smaller average household size in the District which was previously shown to be true.



Educational Attainment

Educational attainment shows the highest level of education for the population 25 years of age and older.

In the College of Alameda service area, the population is slightly less educated than the District population. The graph shows that the percentages of the population 25 years and older holding Bachelor’s and other post-secondary degrees are lower than for the District and the County. The graph also shows large percentages of the population whose highest educational attainment are “Some College”, a High School diploma and lower.



Language Spoken at Home

The following data shows the English proficiency for the population 5 years and older who live in a household that speaks another language at home. More specifically, the table values indicate the percentage of the population who do not speak English well for each of the languages spoken at home. For example, in the Peralta CCD service area, among the 18-64 age group who live in a household where Spanish is spoken at home, 4.2% of those individuals do not speak English well.

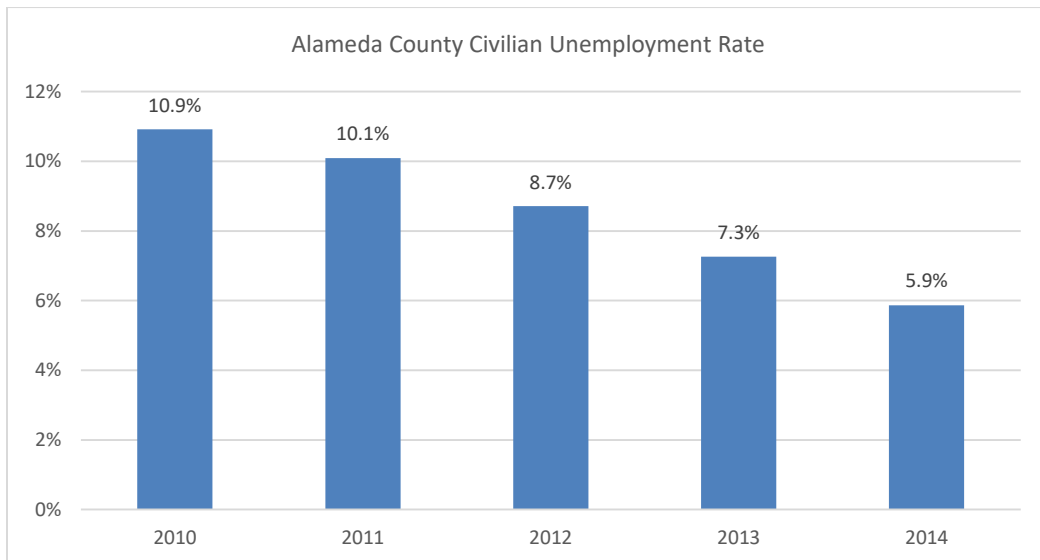
In the College of Alameda service area 13.6% of the population does not speak English well. The largest concentration of these individuals is between 18 and 64 years of age and lives in households where Spanish or Asian and Pacific Island languages are spoken.

College of Alameda Service Area - Percentage of Population Who Speak the Indicated Language at Home and do not Speak English Well				
	College of Alameda Service Area	Peralta CCD	Alameda County	California
5 to 17 years				
Speak Spanish	0.2%	0.2%	0.2%	0.4%
Speak other Indo-European languages	0.0%	0.0%	0.0%	0.0%
Speak Asian and Pacific Island languages	0.2%	0.1%	0.1%	0.1%
Speak other languages	0.0%	0.0%	0.0%	0.0%
18 to 64 years				
Speak Spanish	4.1%	4.2%	3.8%	6.4%
Speak other Indo-European languages	0.2%	0.2%	0.4%	0.4%
Speak Asian and Pacific Island languages	5.1%	2.9%	2.5%	1.5%
Speak other languages	0.3%	0.1%	0.1%	0.1%
65 years and over				
Speak Spanish	0.4%	0.4%	0.4%	1.0%
Speak other Indo-European languages	0.1%	0.1%	0.3%	0.3%
Speak Asian and Pacific Island languages	3.0%	1.6%	1.3%	0.8%
Speak other languages	0.0%	0.0%	0.0%	0.0%
Total	13.6%	9.8%	9.1%	11.0%

Economic Data

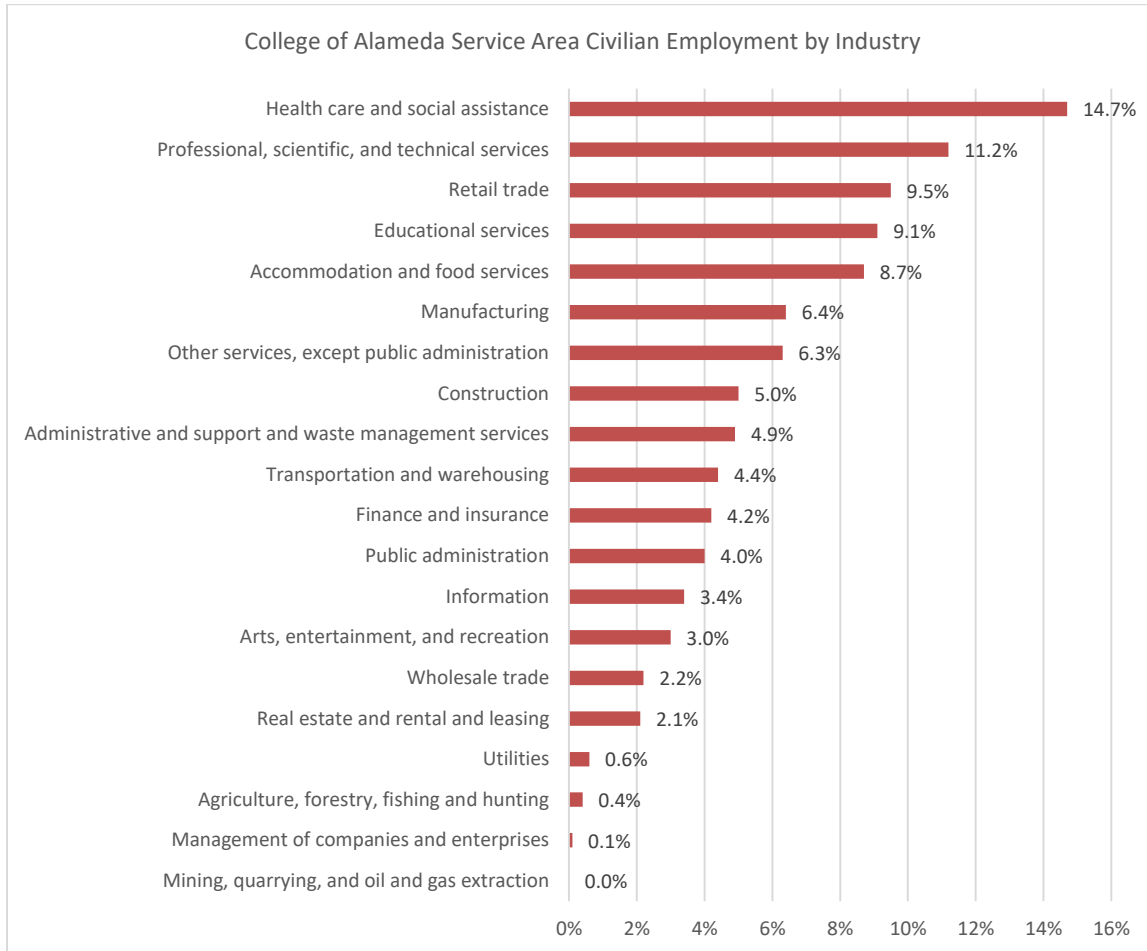
Unemployment Rate

The unemployment rate in Alameda County has fallen consistently over the past six years.



Employment by Industry

The following graph shows the percentages of the civilian workforce by Industry for the College of Alameda service area. The top four industries employ 44.5% of the civilian workforce. These industries are health care and social assistance, professional, scientific and technical services, retail trade and educational services.



Occupation Trends

The following data is for the Oakland-Hayward-Berkeley Metropolitan Division (Alameda and Contra Costa Counties). The first table shows the occupations with the most job openings from 2012 to 2022.

Occupational Title	Total Job Openings 2012-2022	2014 First Quarter Wages	
		Median Hourly	Median Annual
Cashiers	14,010	\$10.86	\$22,596
Personal Care Aides	12,580	\$9.95	\$20,687
Combined Food Preparation and Serving Workers, Including Fast Food	10,910	\$9.19	\$19,105
Retail Salespersons	10,630	\$11.21	\$23,312
Waiters and Waitresses	9,070	\$9.09	\$18,904
Registered Nurses	8,510	\$62.23	\$129,429
Laborers and Freight, Stock, and Material Movers, Hand	7,060	\$13.50	\$28,079
General and Operations Managers	5,800	\$54.93	\$114,245
Customer Service Representatives	5,620	\$19.51	\$40,584
Office Clerks, General	5,610	\$18.04	\$37,526
Stock Clerks and Order Fillers	5,260	\$12.30	\$25,588
First-Line Supervisors of Office and Administrative Support Workers	4,550	\$29.09	\$60,522
Construction Laborers	4,240	\$22.12	\$46,013
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,040	\$20.44	\$42,518
Accountants and Auditors	3,990	\$35.88	\$74,629
Carpenters	3,950	\$31.13	\$64,754
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,700	\$14.45	\$30,048
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,700	\$9.63	\$20,042
Nursing Assistants	3,510	\$16.56	\$34,442
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,330	\$28.89	\$60,088
Cooks, Restaurant	3,250	\$10.53	\$21,896
Elementary School Teachers, Except Special Education	3,230	-	\$71,194
Software Developers, Applications	3,190	\$51.65	\$107,424
Landscaping and Groundskeeping Workers	3,040	\$13.57	\$28,224
Market Research Analysts and Marketing Specialists	2,960	\$37.50	\$77,994
Computer Systems Analysts	2,870	\$43.24	\$89,942
Maids and Housekeeping Cleaners	2,730	\$12.98	\$26,995
First-Line Supervisors of Retail Sales Workers	2,730	\$20.73	\$43,116

The next table shows the fastest growing occupations in Alameda and Contra Costa Counties.

Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	2014 First Quarter Wages [1]	
					Median Hourly	Median Annual
Pipelayers	500	870	74.0%	7.4%	\$29.54	\$61,435
Brickmasons and Blockmasons	560	830	48.2%	4.8%	\$28.45	\$59,178
Personal Care Aides	23,590	34,480	46.2%	4.6%	\$9.95	\$20,687
Dental Laboratory Technicians	510	730	43.1%	4.3%	\$20.12	\$41,837
Market Research Analysts and Marketing Specialists	5,240	7,480	42.7%	4.3%	\$37.50	\$77,994
Meeting, Convention, and Event Planners	610	870	42.6%	4.3%	\$23.05	\$47,949
Biomedical Engineers	660	940	42.4%	4.2%	\$50.01	\$104,014
Personal Financial Advisors	1,860	2,640	41.9%	4.2%	\$36.69	\$76,332
Information Security Analysts	750	1,060	41.3%	4.1%	\$51.80	\$107,738
Skincare Specialists	540	760	40.7%	4.1%	\$17.35	\$36,094
Web Developers	1,320	1,850	40.2%	4.0%	\$37.00	\$76,951
Painters, Construction and Maintenance	3,560	4,920	38.2%	3.8%	\$21.48	\$44,687
Computer-Controlled Machine Tool Operators, Metal and Plastic	420	580	38.1%	3.8%	\$19.51	\$40,577
Multimedia Artists and Animators	2,020	2,750	36.1%	3.6%	\$39.08	\$81,301
Tapers	600	810	35.0%	3.5%	\$31.53	\$65,584
Geological and Petroleum Technicians	660	890	34.8%	3.5%	\$24.40	\$50,768
Logisticians	890	1,200	34.8%	3.5%	\$35.74	\$74,327
Dietetic Technicians	410	550	34.1%	3.4%	\$16.17	\$33,619
Drywall and Ceiling Tile Installers	1,570	2,100	33.8%	3.4%	\$37.03	\$77,008
Cement Masons and Concrete Finishers	730	970	32.9%	3.3%	\$25.16	\$52,317
Grinding and Polishing Workers, Hand	400	530	32.5%	3.3%	\$15.57	\$32,394
Cost Estimators	2,100	2,770	31.9%	3.2%	\$33.44	\$69,551
Electrical Power-Line Installers and Repairers	410	540	31.7%	3.2%	\$51.28	\$106,655
Software Developers, Applications	7,170	9,440	31.7%	3.2%	\$51.65	\$107,424
Environmental Scientists and Specialists, Including Health	1,580	2,080	31.6%	3.2%	\$43.85	\$91,206
Occupational Health and Safety Specialists	770	1,010	31.2%	3.1%	\$45.43	\$94,494

The largest employers in Alameda County are listed in the table below.

Alameda County Largest Employers		
Employer Name	Location	Industry
Alameda County Law Enforcement	Oakland	Government Offices-County
Alameda County Sheriff's Ofc	Oakland	Government Offices-County
Alta Bates Summit Medical Ctr	Oakland	Hospitals
Alta Bates Summit Medical Ctr	Berkeley	Hospitals
Bayer Health Care	Berkeley	Laboratories-Pharmaceutical (mfrs)
Berkeley Coin & Stamp Foster's	Berkeley	Coin Dealers Supplies & Etc
California State-East Bay	Hayward	Schools-Universities & Colleges Academic
Coopervision Inc Advanced	Pleasanton	Optical Goods-Wholesale
East Bay Water	Oakland	Transit Lines
Highland Hospital	Oakland	Hospitals
Kaiser Permanente Medical Ctr	Oakland	Hospitals
Lawrence Livermore Natl Lab	Livermore	Laboratories
Life Scan Inc	Fremont	Physicians & Surgeons Equip & Supls-Mfrs
Oakland Police Patrol Div	Oakland	Police Departments
Residential & Student Svc Prog	Berkeley	Schools-Universities & Colleges Academic
Safeway Inc	Pleasanton	Grocers-Retail
Tesla Motors	Fremont	Automobile Dealers-Electric Cars
Transportation Dept-California	Oakland	Government Offices-State
UCSF Benioff Children's Hosp	Oakland	Hospitals
University of Ca-Berkeley	Berkeley	Schools-Universities & Colleges Academic
University of California	Berkeley	Schools-Universities & Colleges Academic
Valley Care Health System	Livermore	Hospitals
Washington Hospital Healthcare	Fremont	Hospitals
Waste Management	Oakland	Garbage Collection
Western Digital Corp	Fremont	Electronic Equipment & Supplies-Mfrs

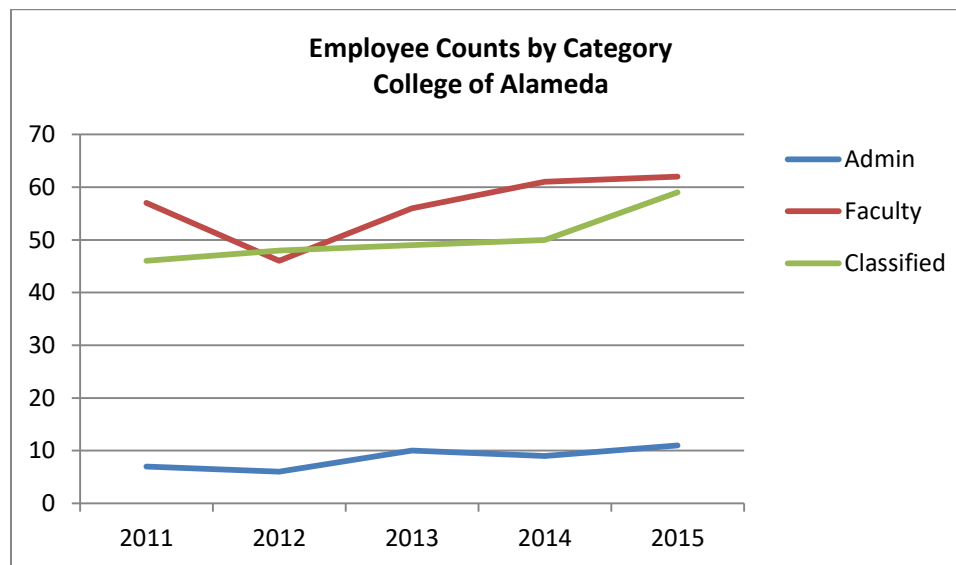
Internal Environmental Scan

Employee Data

Permanent Employee Counts by Category

The College of Alameda employed 132 permanent staff in Fall 2015. Overall, the number of employees has increased by 20% in recent years mostly due to a 28% increase in the permanent Classified ranks from 46 to 59. The number of Faculty increased by 5 from 57 to 62 while the number of Administrators increased by 4, from 7 to 11 over the past five years. The fastest increasing Classified have been among the Professional staff. They have doubled over the past five years from 9 to 18 while the Technical staff increased by 42% from 12 to 17. This has been offset by decreases among the Clerical and Maintenance staff of 7% and 10%, respectively.

Emp Type	EEO6 Occ2	2011	2012	2013	2014	2015
Admin	Admin	7	6	10	9	11
Faculty	Faculty	57	46	56	61	62
Classified	Professional	9	9	10	11	18
	Clerical	15	17	15	12	14
	Technical	12	13	17	19	17
	Skilled	0	0	0	0	1
	Maintenance	10	9	7	8	9
	Subtotal	46	48	49	50	59
Total	Total	110	100	115	120	132



Full-time to Part-time Faculty FTEF Ratio

The table below shows the full-time equivalent (FTEF) count of full-time (permanent) and part-time (temporary) faculty at the College of Alameda. The FTEF of permanent faculty increased by 10% over the past five years while the FTEF of part-time faculty increased by 16%. The table also displays the ratio

between the FTEF of the permanent faculty and that of the part-time (hourly) faculty. The ratio has held fairly constant over the most recent five years near a 50/50 ratio but currently stands at 52% for permanent faculty and 48% for part-time faculty. The District has a similar 50/50 ratio being exactly that currently. Note: The Overload FTEF of permanent faculty is not included in this table. Also note that ratio displayed here is not the official Full- to Part-time ratio it tracks the same trend information.

College of Alameda						
Employee Type	2011	2012	2013	2014	2015	Change '11 to '15
Faculty	57.5	46.2	53.7	61.9	63.2	10%
PT Faculty	51.2	45.7	53.8	58.9	59.5	16%
Total	108.7	91.9	107.5	120.8	122.7	13%
Faculty	53%	50%	50%	51%	52%	
PT Faculty	47%	50%	50%	49%	48%	
District						
Faculty	49%	49%	47%	48%	50%	
PT Faculty	51%	51%	53%	52%	50%	

Permanent Employees by Ethnicity

The table below displays the College’s Fall Permanent Employees by Ethnicity with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College’s 11 administrators were 36% African-American, 27% Asian/Pacific Islander, and 36% White. For Fall 2015, the College’s 62 permanent faculty were 21% African-American, 21% Asian/Pacific Islander, 16% Latino, and 37% White. Over the past five years, there has been an increase in Asian/Pacific Islander faculty and small decreases in Latino and White faculty. For Fall 2015, the College’s 59 classified staff were 29% African-American, 37% Asian/Pacific Islander, 7% Latino, and 17% White. Over the past five years, there has been an increase in Asian/Pacific Islander classified and small decreases in African-American and White classified. In Fall 2015, Mixed/Other were 10% of the classified staff.

College of Alameda								District
Emp Type	Ethnicity	2011	2012	2013	2014	2015	Change '11 to '15	2015
Admin	African-Am	43%	50%	40%	33%	36%	-16%	36%
	Asian/PI	0%	17%	20%	33%	27%	na	19%
	Filipino	14%	0%	0%	0%	0%	-100%	0%
	Latino	0%	0%	10%	11%	0%	na	15%
	Native Am	0%	0%	0%	0%	0%	na	0%
	White	43%	33%	30%	22%	36%	-16%	23%
	Other/Unkwn	0%	0%	0%	0%	0%	na	7%
Faculty	African-Am	21%	24%	18%	18%	21%	0%	21%
	Asian/PI	9%	13%	20%	20%	21%	133%	15%
	Filipino	2%	0%	0%	0%	0%	-100%	0%
	Latino	19%	20%	18%	18%	16%	-16%	14%
	Native Am	0%	0%	0%	0%	0%	na	0%
	White	47%	41%	41%	39%	37%	-21%	45%
	Other/Unkwn	2%	2%	4%	5%	5%	150%	5%
Classified	African-Am	33%	27%	27%	26%	29%	-12%	31%
	Asian/PI	17%	31%	35%	38%	37%	118%	29%
	Filipino	11%	0%	0%	0%	0%	-100%	0%
	Latino	4%	4%	4%	6%	7%	75%	14%
	Native Am	0%	0%	0%	0%	0%	na	1%
	White	22%	23%	22%	20%	17%	-23%	15%
	Other/Unkwn	13%	15%	12%	10%	10%	-23%	11%

Permanent Employees by Age Group

The table below displays the College’s Fall Permanent Employees by Age Group with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College’s 11 administrators were 9% Under 30, 9% 30 to 39, 27% 40 to 49, 27% 50 to 59, 9% 60 to 65, and 18% Over 65. For Fall 2015, the College’s 62 permanent faculty were 0% Under 30, 18% 30 to 39, 31% 40 to 49, 24% 50 to 59, 19% 60 to 65, and 8% Over 65. For Fall 2015, the College’s 59 classified staff were 8% Under 30, 24% 30 to 39, 25% 40 to 49, 31% 50 to 59, 10% 60 to 65, and 2% Over 65.

		College of Alameda					Change '11 to '15	District
Emp Type	Age Group	2011	2012	2013	2014	2015	2015	
Admin	Under 30	0%	0%	0%	0%	9%	na	1%
	30 - 39	14%	17%	30%	33%	9%	-36%	12%
	40 - 49	14%	17%	20%	22%	27%	93%	22%
	50 - 59	43%	50%	20%	22%	27%	-37%	39%
	60 - 65	14%	0%	10%	11%	9%	-36%	16%
	Over 65	14%	17%	20%	11%	18%	29%	9%
Faculty	Under 30	0%	0%	4%	2%	0%	na	1%
	30 - 39	7%	7%	5%	13%	18%	157%	17%
	40 - 49	25%	28%	30%	28%	31%	24%	27%
	50 - 59	37%	33%	29%	30%	24%	-35%	26%
	60 - 65	25%	28%	23%	16%	19%	na	19%
	Over 65	7%	4%	9%	11%	8%	14%	10%
Classified	Under 30	9%	4%	2%	4%	8%	-11%	6%
	30 - 39	20%	23%	22%	24%	24%	20%	18%
	40 - 49	30%	35%	37%	28%	25%	-17%	30%
	50 - 59	28%	27%	27%	28%	31%	11%	30%
	60 - 65	11%	6%	10%	14%	10%	-9%	12%
	Over 65	2%	4%	2%	2%	2%	0%	5%

Student Demographics

Fall Headcount Enrollment by Student Attributes

The table and charts below display the Fall Headcount of the College over the past five years by various student attributes. The headcount enrollment has declined by 4% as has the FTES (full-time equivalent students) over the past five years. The District as a whole has experienced a decline of 3% in headcount while FTES has remained constant.

Some 73% of the College’s students are part-time compared to 65% districtwide. The ratio between full- and part-time students has remained constant over the past five years.

There is no majority ethnicity at the College or districtwide with a large proportion of Other/Unknowns and Multiple ethnicities. The Multiple category at the College has grown in recent years to 12% because students may now indicate more than one ethnicity on their applications and are doing so. The largest proportion of students is Asian/Pacific Islanders at 29%, 9 percentage points higher than in the district as a whole. African Americans make of 20% while Latino and Whites make up 16% and 14%, respectively. The proportion of Latinos has increased over the past five years. There are very few Filipinos though twice the percentage at the College than in the district at 4%.

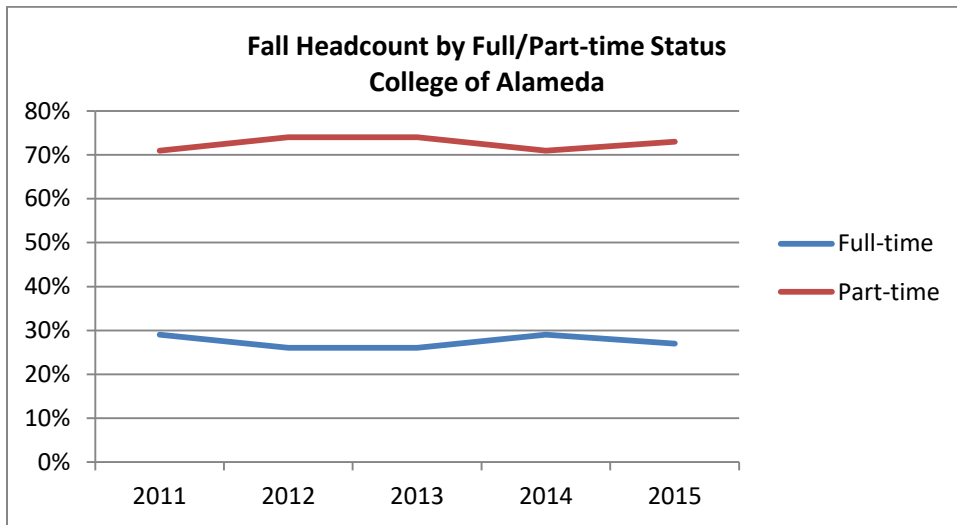
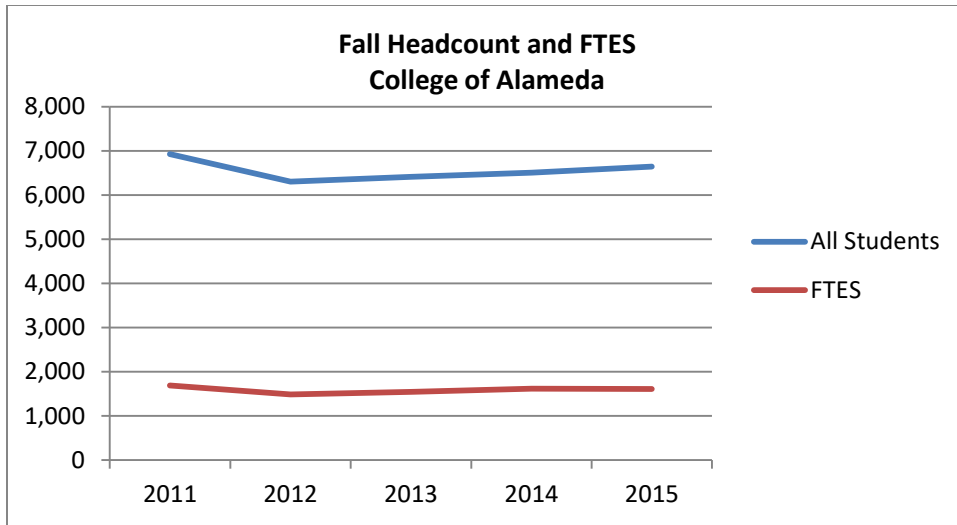
The Female to Male ratio is 55% to 44% and has been constant over the most recent five years.

The majority, 58%, of students are 24 years old or younger. Those ages 35-54 comprise a significant group at 14%.

The majority of the College’s students (51%) have transfer (with or without an AA/AS degree) as their educational goal at the beginning of their academic careers. This is 6 percentage points higher than the district as a whole. The next largest group of students at 12% is undecided about their goal at that

point. Some 7% are pursuing an AA/AS degree without plans to transfer while another 2% are pursuing a CTE certificate. Significantly, 8% say they are taking courses to maintain or improve their job skills while another 2% are hoping to discover their career interests. It is also noteworthy that 12% say they are four-year college students taking some of their required classes at the college. This breakdown of students' educational goals has been very stable over the past five years except for a substantial increase in those aiming to transfer and a corresponding decrease in those in the Undecided / Other category.

College of Alameda							Change '11 to '15	District 2015
Attribute	2011	2012	2013	2014	2015			
All Students	6,926	6,302	6,414	6,502	6,640	-4%	26,209	
FTES	1,687	1,491	1,547	1,617	1,613	-4%	8,959	
Full-time	29%	26%	26%	29%	27%		35%	
Part-time	71%	74%	74%	71%	73%		65%	
African Am	24%	22%	23%	22%	20%		23%	
Asian/Pac Isl	29%	29%	27%	29%	29%		21%	
Filipino	4%	3%	4%	4%	4%		2%	
Latino	12%	13%	15%	15%	16%		17%	
Multiple	7%	10%	11%	12%	12%		13%	
Native Am	0%	0%	0%	0%	0%		0%	
White	15%	15%	14%	14%	14%		18%	
Other/Unkwn	10%	8%	5%	4%	5%		6%	
Female	52%	53%	52%	54%	55%		56%	
Male	44%	44%	44%	44%	44%		42%	
Unkwn	4%	3%	3%	2%	1%		3%	
Under 16	1%	1%	1%	1%	1%		1%	
16 - 18	10%	10%	11%	11%	13%		12%	
19 - 24	46%	46%	46%	46%	44%		38%	
25 - 29	16%	16%	15%	16%	16%		16%	
30 - 34	9%	9%	9%	8%	9%		10%	
35 - 54	15%	15%	15%	14%	14%		17%	
55 - 64	2%	3%	3%	3%	2%		4%	
65 and Over	0%	0%	1%	1%	1%		2%	
Transfer w or wo AA/AS	38%	41%	44%	46%	51%		45%	
Earn AA/AS only	7%	7%	8%	7%	7%		7%	
Earn Certificate Only	2%	2%	2%	2%	2%		3%	
Prepare/Maintain/Adv in Career	10%	9%	9%	9%	8%		10%	
Discover career interests	3%	3%	2%	2%	2%		3%	
Improve basic skills	3%	2%	2%	2%	3%		3%	
Educational Development	3%	2%	2%	2%	3%		4%	
Complete HS credits/GED	2%	1%	1%	1%	2%		3%	
Undecided / Other	14%	14%	12%	10%	11%		12%	
4yr coll stdnt taking courses	19%	18%	17%	18%	12%		10%	



Fall Headcount Enrollment Trends by Residency Status

The table below displays the College’s Headcount enrollment by Residency Status over the past five years. In-state residents account for 93% of headcount enrollment in Fall 2015, while Out of State account for 3% and International students account for 4%. The number of Out of State students has nearly doubled over the last five years from 110 to 202. International student enrollment has been stable.

College of Alameda							District
Residency Status	2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
In-state	6,574	5,953	6,044	6,105	6,178	-6%	-5%
Out of State	110	115	154	173	202	84%	73%
International	242	234	216	224	260	7%	22%
Total	6,926	6,302	6,414	6,502	6,640	-4%	-3%
In-state	95%	94%	94%	94%	93%	-2%	-2%
Out of State	2%	2%	2%	3%	3%	50%	100%
International	3%	4%	3%	3%	4%	33%	0%

New Students at Census by Top 25 Feeder High Schools

The table below displaying the top 25 feeder high schools of new students indicates that Alameda High School is the largest feeder school with 104, an increase of 21% over than past five years. Most new students are coming from high schools in the Alameda Unified School District and the Oakland Unified School District. New schools, including charter schools, which have recently been opening in the service area may begin to feed new students to the College over the next several years.

College of Alameda							
High School	District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
Alameda High	Alameda Unified	86	78	101	120	104	21%
Encinal High	Alameda Unified	67	65	66	81	88	31%
Oakland High	Oakland Unified	31	28	60	36	52	68%
Oakland Technical	Oakland Unified	34	33	31	30	51	50%
San Leandro High	San Leandro Unified	26	42	44	29	28	8%
Skyline High	Oakland Unified	32	44	43	38	23	-28%
Island High	Alameda Unified	12	15	23	26	22	83%
Berkeley High	Berkeley Unified	35	17	27	27	19	-46%
Dewey High	Oakland Unified	14	13	9	13	16	14%
Fremont High	Oakland Unified	3	2	1	0	14	367%
Arroyo High	San Lorenzo Unified	10	8	16	18	13	30%
Castro Valley High	Castro Valley Unified	13	15	12	16	12	-8%
San Lorenzo High	San Lorenzo Unified	11	12	16	6	12	9%
El Cerrito High	West Contra Costa Unified	11	6	6	6	12	9%
Hayward High	Hayward Unified	5	7	10	8	11	120%
Oakland International	Oakland Unified	0	1	1	3	11	na
Castlemont High	Oakland Unified	0	1	3	9	9	na
Albany High	Albany City Unified	7	8	7	8	8	14%
Oakland School For The Arts	Oakland Unified	5	2	6	0	8	60%
Chinese Christian Schools	Private	2	4	3	3	8	300%
Saint Joseph-Notre Dame Hs	Private	11	5	7	10	7	-36%
Bishop Odowd High	Private	7	7	12	3	7	0%
Mcclymonds High	Oakland Unified	5	4	3	5	7	40%
Life Academy High	Oakland Unified	6	2	3	4	7	17%
Envision Acad Arts/Tech	Alameda County Office Of Education	0	1	1	2	7	na

New Students at Census by Top 20 Feeder High School Districts

This table displays the top 20 feeder high schools districts of new, first-time college students at the College. Clearly Oakland Unified and Alameda Unified are providing the greatest numbers of new students but students also come from all the districts in the east bay and even beyond.

College of Alameda						
District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
Oakland Unified	195	182	210	190	225	15%
Alameda Unified	170	161	196	229	220	29%
Private	59	43	46	39	50	-15%
San Leandro Unified	31	44	46	32	30	-3%
San Lorenzo Unified	24	25	37	29	32	33%
Berkeley Unified	40	19	33	30	24	-40%
West Contra Costa Unified	38	22	29	17	26	-32%
Hayward Unified	18	13	17	26	29	61%
San Francisco Unified	15	17	16	12	18	20%
Castro Valley Unified	15	15	13	19	12	-20%
Fremont Unified	6	11	10	14	13	117%
Acalanes Union High	11	11	8	11	5	-55%
Mt. Diablo Unified	8	13	6	7	5	-38%
Albany City Unified	7	8	7	8	8	14%
San Ramon Valley Unified	6	7	8	4	10	67%
New Haven Unified	7	8	9	7	2	-71%
East Side Union High	7	3	7	5	9	29%
Liberty Union High	8	1	7	8	7	-13%
Piedmont City Unified	5	4	8	7	5	0%
Antioch Unified	6	5	6	7	5	-17%

Fall Census Headcount by Top 20 Zip Codes

This table displays the top 20 feeder Zip Code of all fall census students at the College. Clearly Oakland and Alameda Zip Codes are providing the greatest numbers of students but students also come from all across the east bay and beyond. It is noteworthy that the enrollment from most of the top Zip Codes have declined substantially, i.e., by 20% or more, over the past five years while a few others have increased substantially, e.g., 94607 by 34%.

Zip Code	City	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
94501	Alameda	1,338	1,231	1,277	1,400	1,454	9%
94606	Oakland	543	466	431	449	431	-21%
94601	Oakland	447	427	468	500	500	12%
94605	Oakland	278	271	290	261	243	-13%
94607	Oakland	277	242	235	244	275	-1%
94603	Oakland	215	204	219	217	288	34%
94621	Oakland	201	222	221	205	223	11%
94577	San Leandro	211	200	203	201	228	8%
94602	Oakland	212	161	153	165	174	-18%
94502	Alameda	177	156	157	159	147	-17%
94608	Emeryville	188	161	175	144	157	-16%
94619	Oakland	158	121	135	148	163	3%
94610	Oakland	157	132	131	128	136	-13%
94609	Oakland	141	136	120	110	104	-26%
94611	Oakland	132	127	112	102	95	-28%
94612	Oakland	137	110	123	118	104	-24%
94578	San Leandro	110	144	142	131	138	25%
94703	Berkeley	83	75	74	73	65	-22%
94804	Richmond	90	65	76	75	72	-20%
94541	Hayward	86	76	80	65	73	-15%

Student Success, Retention, and Persistence

The student success rate (course success rate) is the percentage of all grades awarded (including W grades) that are successful grades of A, B, C, or Pass. The student retention rate (course retention or completion rate) is the percentage of all grades awarded (including W grades) that are the course completion grades of A, B, C, Pass, D, F, No Pass, or IP. The persistence rate is a measure of students' continued enrollment in the college from a given term to a specified following term. Herein are provided Fall to Fall (of the subsequent year), and Fall to Spring (within the same Academic Year) persistence rates. Each term's Census date is used in calculating all persistence rates delineated below.

Fall Course Success and Retention Rates, All Students

This table displays the course success rates for all students over the past five fall terms by selected attributes. In Fall 2015, the College's success rate was course rate was 64%, down somewhat from its 67% of five years ago. The rate has been quite stable but clearly is not improving.

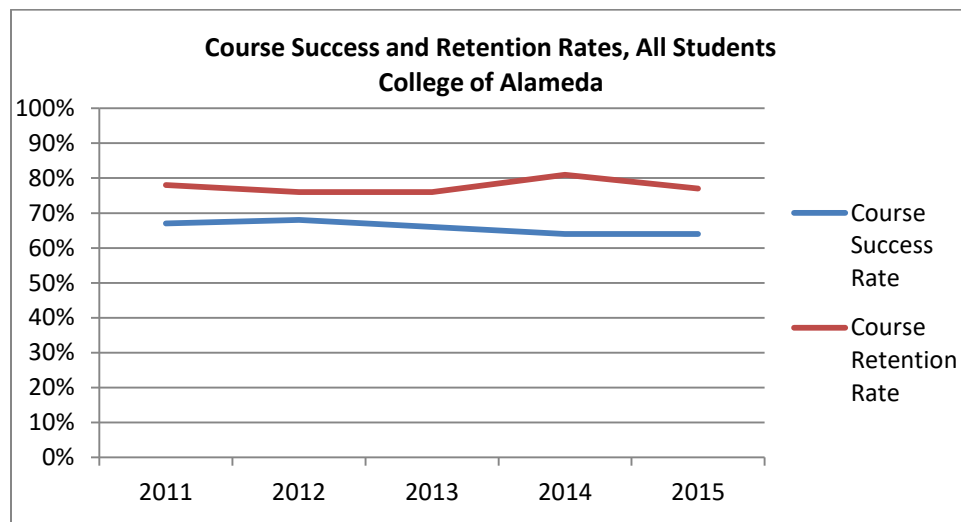
The course success rates vary by ethnicity with Asian/Pacific Islanders having the highest rate at 76% while African-American students have the lowest rate of 51%. Latinos are just under the average at 63% while Whites are just over at 69%.

Students succeed at somewhat higher rate than the overall rate in Basic Skills courses at 66%. They also do better in CTE courses at 71% compared to Non-CTE courses at 63%. The success rate in distance education courses is less than the overall rate at 59%.

For the most part, these rates are consistent with those district-wide, although students do better in basic skills classes at 66% compared to 57% district-wide.

College of Alameda						District 2015
Dimension	2011	2012	2013	2014	2015	
Course Success Rate	67%	68%	66%	64%	64%	65%
Course Retention Rate	78%	76%	76%	81%	77%	80%
Success Rates by Ethnicity						
African-Am	54%	57%	56%	49%	51%	54%
Asian/PI	76%	76%	75%	76%	76%	76%
Filipino	69%	68%	74%	69%	68%	68%
Latino	66%	68%	65%	59%	63%	62%
Native Am	76%	59%	51%	63%	62%	63%
Other/Unkwn	66%	65%	65%	60%	58%	63%
White	73%	74%	70%	71%	69%	71%
Success Rates for Basic Skills Courses*						
BS Crs	66%	70%	70%	69%	66%	57%
Success Rates by CTE/Non-CTE Course						
CTE Course	67%	68%	69%	66%	71%	70%
Non-CTE Course	67%	68%	66%	63%	63%	63%
Success Rates for Distance Ed Courses						
Distance Ed Course	53%	56%	57%	58%	59%	58%

*Note: For courses with a Basic Skills flag only.



Fall to Fall Persistence Rates

Fall to Fall Persistence Rates are displayed in the table below by various dimensions or attributes. For all students, the rate in Fall 2015 is 51%, a significant improvement over the rate of 46% of five years ago. First-time College students return for the following fall at a 52% rate, up significantly from 43% five years ago. Full-time students, be they everyone or new/first-time college students, persist at substantially higher rates than part-time students.

Dimension (Fall to Fall Persistence)	College of Alameda					District
	2010	2011	2012	2013	2014	2014
All Students	46%	47%	49%	51%	51%	48%
First-time Students	43%	45%	48%	50%	52%	44%
Full/Part-time, All Students						
Fulltime, All	59%	59%	63%	63%	65%	62%
Parttime, All	43%	45%	47%	49%	49%	44%
Full/Part-time, First-time College Students						
Fulltime, First-time	64%	61%	64%	72%	77%	64%
Parttime, First-time	38%	41%	46%	45%	45%	36%

Fall to Spring Persistence Rates

Fall to Spring Persistence Rates are displayed in the table below by various dimensions or attributes. For all students, the rate in Fall 2015 is 71%, a significant improvement over the rate of 66% of five years ago and 3 percentage points higher than the district rate. First-time College students return for the following fall at a lower 65% rate, but that is up significantly from 60% five years ago. Full-time students persist at substantially higher rates than part-time students. Part-time students had a rate higher than the corresponding district rate.

Dimension (Fall to Spring Persistence)	College of Alameda					District
	2010	2011	2012	2013	2014	2014
All Students	66%	66%	71%	72%	71%	68%
First-time Students	60%	60%	67%	67%	65%	66%
Full/Part-time, All Students						
Fulltime, All	82%	83%	84%	83%	86%	86%
Parttime, All	63%	63%	70%	70%	68%	63%

Award Data

Annual Degrees and Certificates Awarded

Annual degrees and certificates are up substantially over the past five years. The number of Associate Degrees increased by 10% to 238. The number of certificates awarded almost tripled from 119 five years ago to 340 during 2014-15, the latest full-year available. The total awards of 578 are up 73% from five years ago and represent 20% of all the awards in the district.

The table also displays the unique number of students earning awards as some students earn more than one degree or certificate in the same year. The unique number of students earning Associate Degrees is up by 24%, more than double the increase in the number of degrees awarded. In 2014-15, 185 students earned 238 degrees. The unique number of students earning certificates is up by 173%, about the same increase in the number of certificates awarded. In 2014-15, 289 students earned 340 certificates.

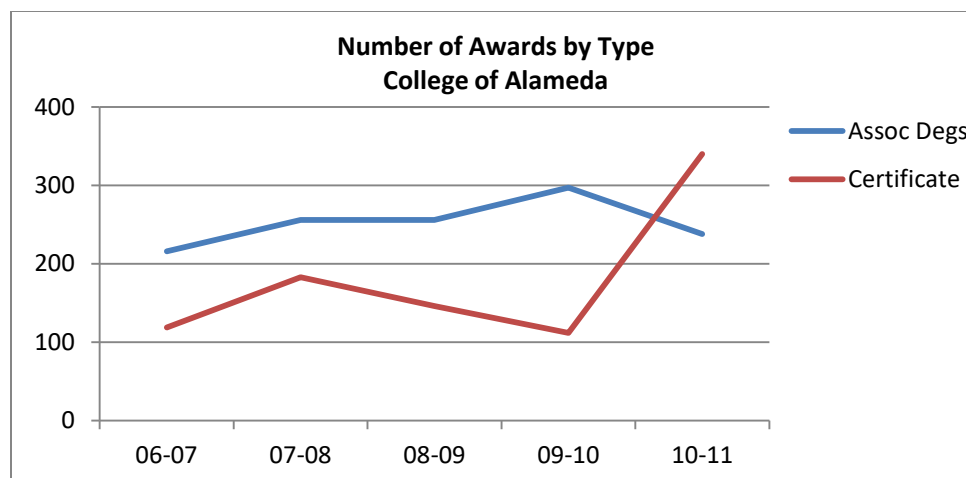
A breakdown of degrees awarded by ethnicity for unduplicated students shows that Asian/Pacific Islanders earned the greatest proportion at 41% of all degrees earned. African-American, Latino, and

Whites each earned about 15% of the degrees earned. The proportions by ethnicity has remained relatively stable over the past five years though there has been some increase in proportion by African-Americans and a doubling by Latinos from 7% to 14%. Correspondingly, there has been a small decrease in the Asian/Pacific Islander proportion.

Certificates earned by ethnicity for unduplicated students show current proportional breakdown similar to that of degrees earned. Asian/Pacific Islanders earned the greatest proportion at 41% while African-American and Whites each earned 12-13% of the certificates. Latinos earned 19%. As with degrees, the proportions of certificates by ethnicity for unduplicated students has remained relatively stable but with some volatility over the past five years, although there may be some decrease in proportion by African-Americans and corresponding increase by Latinos.

The top ten majors for degrees and certificates are also displayed. Liberal Arts, business, and psychology are among the highest number of degrees. Business, Dental Assisting, and Apparel Design are among the highest number of certificates earned.

College of Alameda							District	College as a
Dimension	2010-11	2011-12	2012-13	2013-14	2014-15	Change '11 to '15	2014-15	Percent of District
Assoc Degs	216	256	256	297	238	10%	1,291	18%
Certificate	119	183	146	112	340	186%	1,568	22%
Total	335	439	402	409	578	73%	2,859	20%
Awards by Unique Students								
Assoc Degs	149	190	217	223	185	24%	1,040	19%
Certificate	106	146	124	87	289	173%	1,201	24%
Total Unique (not the sum)	218	303	329	299	369	69%	1,720	21%
Associate Degrees by Ethnicity (Unique Students)								
African-Am	11%	16%	13%	17%	15%		22%	
Asian/PI	52%	44%	45%	39%	41%		32%	
Latino	7%	11%	12%	13%	14%		15%	
Native Am	1%	1%	0%	1%	0%		0%	
Other/Unkwn	20%	16%	21%	17%	15%		15%	
White	9%	13%	8%	13%	15%		17%	
Certificates by Ethnicity (Unique Students)								
African-Am	20%	25%	45%	25%	12%		19%	
Asian/PI	42%	32%	23%	22%	41%		30%	
Latino	11%	21%	12%	21%	19%		20%	
Native Am	1%	1%	0%	0%	1%		0%	
Other/Unkwn	15%	13%	14%	17%	15%		14%	
White	11%	10%	6%	15%	13%		17%	



Associate Degrees by Top 20 Largest Majors

The table below displays the Top 20 Majors for Associate Degrees awarded by the College over the last five years sorted by the total number over those five years. Liberal Arts and Business majors are the largest majors. Psychology, Social Sciences/Sociology, and Computer Information Systems are also degrees among the most majors.

College of Alameda						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
Liberal Arts/Social & Behavior	0	44	62	97	48	251
Business Administration	36	48	41	42	39	206
Liberal Arts/Arts & Humanities	0	28	31	34	27	120
Liberal Arts	87	7	8	1	0	103
Psychology	13	13	21	22	8	77
Social Sciences	49	19	5	2	0	75
Liberal Arts/Natural Sciences	0	9	23	21	19	72
BUS Accounting	8	6	8	11	11	44
Liberal Arts	0	35	4	1	0	40
Dental Assisting	5	4	9	7	9	34
Sociology	4	7	4	9	9	33
CIS Computer Info Systems	3	4	6	5	3	21
MATH Mathematics	1	3	6	3	7	20
ATECH Engine Performance	1	5	2	6	3	17
ADAM Apparel Design & Merchand	1	3	4	3	4	15
POLSC Political Science	4	0	7	2	1	14
Communication Studies-TR	0	0	1	3	9	13
Business Administration-TR	0	0	0	3	8	11
MATH Mathematics-TR	0	0	1	2	7	10
AMT Airframe Technician	1	2	1	2	3	9

Certificates by Top 20 Largest Majors

The table below displays the Top 20 Majors for Certificates awarded by the College over the last five years sorted by the total number over those five years. Business Logistics, Transfer Studies, and Dental Assisting majors are among the largest majors. [Note: there may be a coding error in assigning Transfer Studies to certificates. District IR is checking into this.]

College of Alameda						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
BUS Logistics (Clerical)	18	40	48	18	3	127
Transfer Studies/IGETC	0	0	2	0	117	119
Trans Studies/CSU GE Breadth	0	1	0	0	107	108
Business Administration	30	27	6	6	1	70
DENTAL ASSISTING	9	10	15	11	15	60
ADAM Apparel Design & Merchand	9	5	7	8	13	42
ATECH Toyota Specialist	12	10	3	4	10	39
DMECH Diesel Mechanics	8	10	2	9	8	37
BUS Office Admin for Logistics	0	13	10	9	3	35
AUTOB Auto Paint	2	16	4	5	6	33
ATECH Engine Performance	4	7	5	10	6	32
HUSV Direct Support Worker	0	7	24	0	0	31
AUTOB Auto Body	3	11	3	5	6	28
AMT Airframe Technician	1	2	2	1	19	25
BUS Accounting	10	4	1	0	2	17
CIS Desktop Support Technician	2	0	1	5	4	12
ATECH Auto Electronics Spec	2	1	1	4	4	12
ATECH Chassis Specialist	0	4	3	2	2	11
ATECH Chassis and Drivetrain	2	4	1	3	0	10
AMT Powerplant Technician	0	3	1	3	2	9

Transfer and Other Student Data

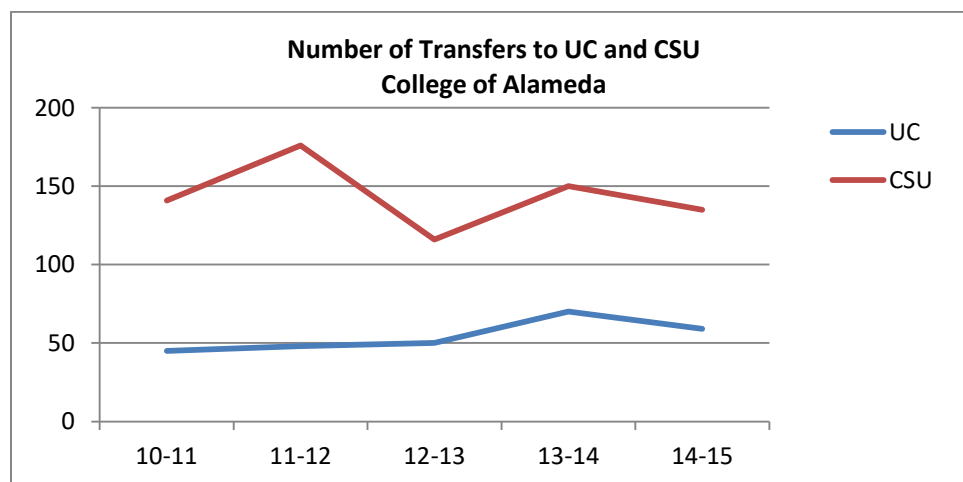
Transfers to CSU and UC

Annual transfers to UC and CSU are up by 4% over the past five years. The number transferring to CSU decreased by 4% from 141 to 135. Transfers to UC, however, increased by nearly a third from 45 five years ago to 59 during 2014-15, the latest full-year available. Total transfers of 194 represent 20% of all the transfers in the district.

A breakdown of transfers by ethnicity shows that Asian/Pacific Islanders transferred the greatest proportion to CSU at 40% of all transfers followed by African-Americans at 19%. White and Latino transfers were about 13% of all transfers to CSU. The proportion by ethnicity has remained fairly steady over the past five years though there has been an increase of 30% in the proportion by Latino from 11% to 14% and an increase of nearly 20% by African-Americans from 16% to 19%. African-Americans and Asian/Pacific Islanders proportions remained steady.

A breakdown of transfers to UC by ethnicity shows that Asian/Pacific Islanders transferred the greatest proportion at 56% of all transfers followed by Latinos at 15%. White and African-American transfers were about 13% of all transfers to UC. The proportion by ethnicity has shifted over the past five years. There has been a doubling of African-American transfers, from 7% to 14% and a two-thirds increase in Latinos transfers from 9% to 15%.

College of Alameda							District	College as a Percent of District
Dimension	2010-11	2011-12	2012-13	2013-14	2014-15	Change '11 to '15	2014-15	
CSU	141	176	116	150	135	-4%	587	23%
UC	45	48	50	70	59	31%	376	16%
Total	186	224	166	220	194	4%	963	20%
Transfers to CSU by Ethnicity								
Asian/PI	38%	43%	45%	46%	40%		30%	
African-Am	16%	16%	13%	17%	19%		25%	
Filipino	7%	0%	0%	0%	0%		0%	
Latino	11%	13%	15%	14%	14%		13%	
Native Am	0%	0%	0%	0%	0%		0%	
White	10%	16%	9%	15%	12%		14%	
Other/Unkwn	18%	12%	18%	9%	16%		17%	
Transfers to UC by Ethnicity								
Asian/PI	49%	50%	60%	53%	56%		37%	
African-Am	7%	21%	6%	13%	14%		11%	
Filipino	0%	0%	0%	0%	0%		0%	
Latino	9%	0%	10%	7%	15%		15%	
Native Am	0%	0%	0%	0%	0%		0%	
White	9%	13%	12%	14%	12%		24%	
Other/Unkwn	27%	8%	10%	0%	0%		9%	



Six-Year Transfer Velocity Rate

The Transfer Velocity Rate is a metric developed and calculated by the state Chancellor’s Office (CCCCO) that tracks “transfer directed” first-time college students over a six year period for transfer to a four-year college including private and out-of-state colleges. Transfer directed students are those first-time students who earn at least 12 units including a transfer level English or mathematics course within six years of first enrollment.

By this measure, the College transferred 35% of the most recently tracked cohort (2008-09 year of first enrollment) and an average of 45% over the last five years. The College’s rates match those of the district as a whole over these five years indicating that the drop for the 2008-09 cohort to 35% affected other in districts as well. The statewide average for these same cohorts is 41%. There was no significant statewide drop in the rate for from the 2007-08 to the 2008-09 cohort, however.

College of Alameda					
College	2004-05	2005-06	2006-07	2007-08	2008-09
Alameda	47%	49%	47%	48%	35%
PCCD	48%	48%	50%	45%	35%

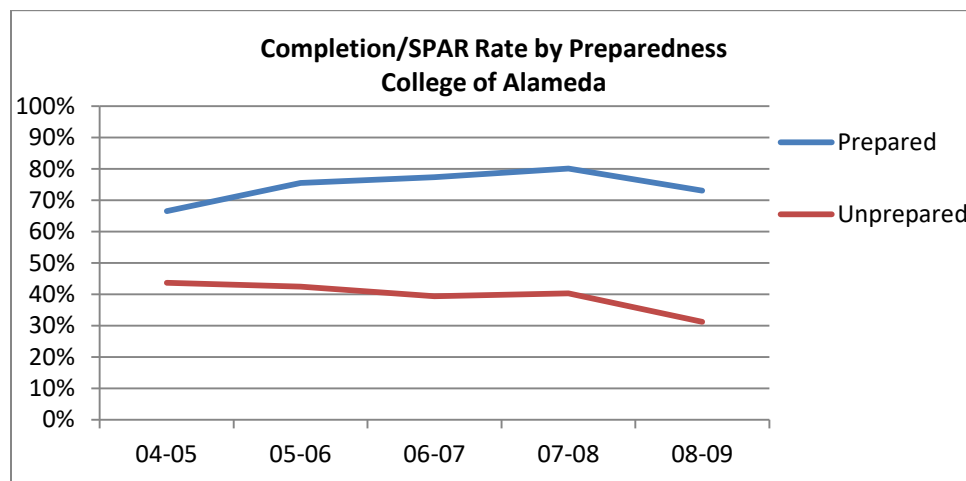
Six-Year Completion (aka Student Progress and Attainment Rate (SPAR))

The Student Success Scorecard produced and published by the California Community Colleges Chancellor's Office (CCCCO) standardized a set of student progression or milestone metrics. Research has shown that each time a student progresses beyond one of these milestones the likelihood of the student completing a degree or certificate increases.

The Six-Year Completion rate tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Prepared status within six year of initial CCC enrollment. A Transfer Prepared student is one who earned 60 UC/CSU transferable units with a GPA \geq 2.0. In addition, two subgroups of the first-time cohort were tracked. The College Prepared group included those whose lowest level of attempted math or English was at the transferable level. The Unprepared for College group were those who first attempted math or English at a below transferable level.

By this measure, the College has achieved an overall five-year average of 50%. This compares to a five-year average of 50% for the district as a whole and a statewide five-year average of 48%. For the College Prepared subgroup, the College's five-year average is 75% compared to a district five-year average of 74% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College's five-year average is 39% compared to a district five-year average of 40% and a statewide five-year average 41%. The College's rates show some variation from year to year with a substantial drop in the Unprepared for College for the 2008-09 cohort to 31% compared to four prior years' average of over 40%. In addition, as displayed in the chart, the Unprepared for College rate shows a downward trend over these five cohorts.

College of Alameda							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Alameda	College Prepared	67%	76%	77%	80%	73%	75%
	Unprepared for College	44%	43%	39%	40%	31%	39%
	Overall	51%	53%	50%	52%	45%	50%
PCCD	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
Statewide	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%

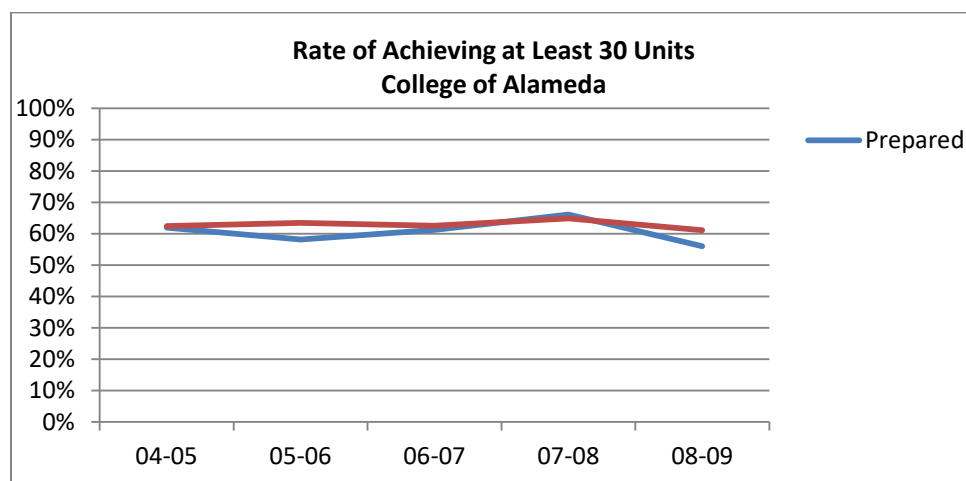


Six-Year Rate of Achieving at Least 30 Units (Scorecard)

The Six-Year Rate of Achieving at Least 30 Units is a CCCCO Scorecard rate that tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units, at any level, within the CCC system.

By this measure, the College has achieved an overall five-year average of 62%. This compares to a five-year average of 62% for the district as a whole and a statewide five-year average of 66%. For the College Prepared subgroup, the College’s five-year average is 61% compared to a district five-year average of 62% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College’s five-year average is 63% compared to a district five-year average of 61% and a statewide five-year average 60%. The College’s rates show some variation from year to year. 2008-09 College Prepared in particular showed a substantial drop to 56% from 66% for the prior cohort. However, as more clearly seen in the Chart, both the College Prepared and the Unprepared for College rates show steady trend over these five cohorts, except for declines for the last cohort of 2008-09.

College of Alameda							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Alameda	College Prepared	62%	58%	61%	66%	56%	61%
	Unprepared for College	63%	64%	63%	65%	61%	63%
	Overall	62%	62%	62%	65%	59%	62%
PCCD	College Prepared	64%	61%	63%	61%	61%	62%
	Unprepared for College	62%	63%	63%	59%	59%	61%
	Overall	63%	62%	63%	60%	60%	62%
Statewide	College Prepared	68%	69%	70%	70%	71%	70%
	Unprepared for College	38%	65%	65%	65%	65%	60%
	Overall	65%	66%	66%	67%	66%	66%

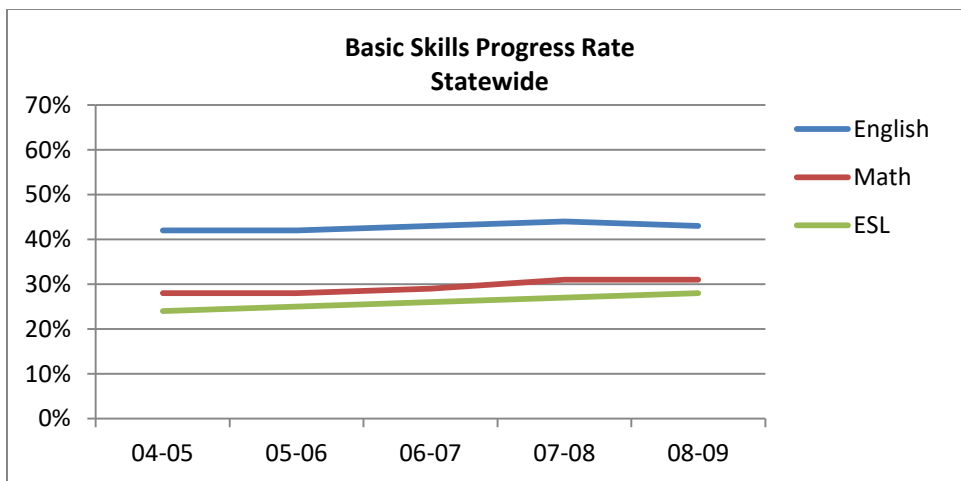
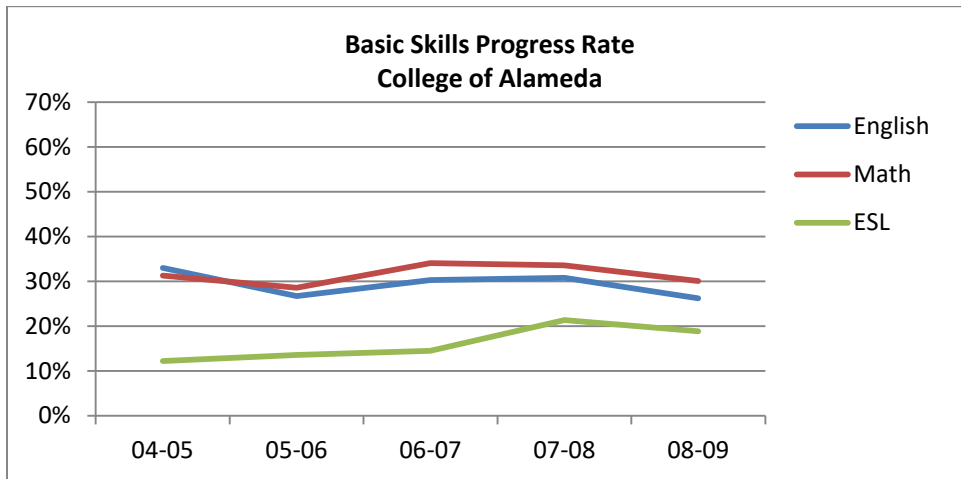


Six-Year Basic Skills Progress Rate (Scorecard)

The Six-Year Basic Skills Progress Rate is a CCCCO Scorecard rate that tracks the percentage of credit students who attempted for the first time a course below transfer level in Math, English and ESL and who successfully completed a college-level course in the corresponding discipline within six years. The cohort is defined as the year the student attempts for the first time a course at below transfer level in Math, English and/or ESL.

For the Remedial English group, the College’s five-year average is 29% compared to a district five-year average of 28% and a statewide five-year average 43%. For the Remedial Math group, the College’s five-year average is 32% compared to a district five-year average of 30% and a statewide five-year average 30%. For the Remedial ESL group, the College’s five-year average is 16% compared to a district five-year average of 17% and a statewide five-year average 26%. The College’s rates show some variation from year to year. As more clearly seen in the chart, the College’s Remedial English and Math rates have been steady but its Remedial ESL rates show a clear upward trend over the five cohorts. The District and the State show slight but clear upward trends for all three remedial progressions.

College of Alameda							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Alameda	Remedial English	33%	27%	30%	31%	26%	29%
	Remedial Math	31%	29%	34%	34%	30%	32%
	Remedial ESL	12%	14%	15%	21%	19%	16%
PCCD	Remedial English	30%	26%	28%	29%	28%	28%
	Remedial Math	28%	29%	31%	30%	30%	30%
	Remedial ESL	14%	15%	16%	19%	23%	17%
Statewide	Remedial English	42%	42%	43%	44%	43%	43%
	Remedial Math	28%	28%	29%	31%	31%	29%
	Remedial ESL	24%	25%	26%	27%	28%	26%



Six-year Career Technical Education (CTE) Completion Rate (Scorecard)

The Six-Year Career Technical Education (CTE) Completion Rate is a CCCCO Scorecard rate that tracks the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who earned a degree or certificate, transferred to a four-year

institution, or achieved Transfer Prepared status within six year of initial CCC enrollment. A Transfer Prepared student is one who earned 60 UC/CSU transferable units with a GPA \geq 2.0.

The College’s average CTE Completion Rate of its last five cohorts is 55% compared to a district five-year average of 47% and a statewide five-year average 50%. The College’s rates show some variation over the five cohorts and perhaps a slight downward trend. The District and the State rates have been steady over these five cohorts.

College of Alameda							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Alameda	CTE Completion Rate	57%	60%	52%	54%	51%	55%
PCCD	CTE Completion Rate	48%	47%	46%	47%	47%	47%
Statewide	CTE Completion Rate	50%	51%	51%	50%	50%	50%

Fall 2015 Multicampus Headcount Enrollment (Intradistrict Swirl)

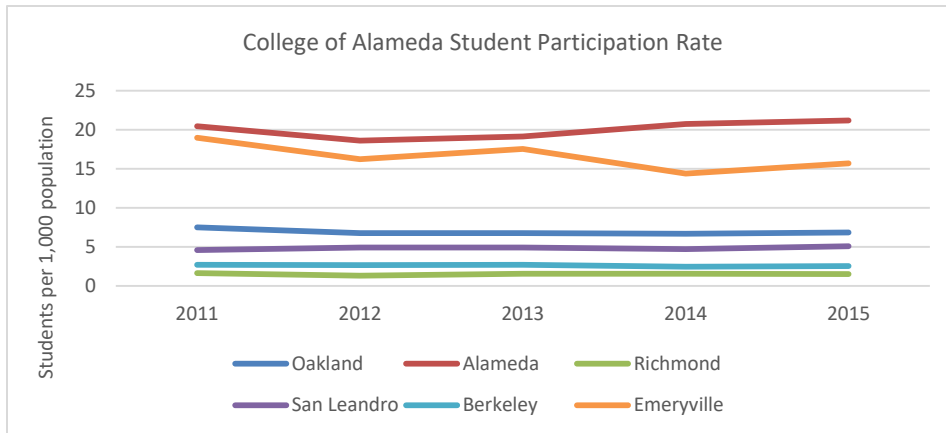
Students within the Peralta Community College District frequently attend more than one college within the district. This Intradistrict swirl is displayed below from the College of Alameda’s perspective for Fall 2015. In Fall 2015, the College had an census headcount enrollment of 6,577 students. Of these, 3,212 or 49% were only attending the College while the other 51% were attending one or more of the other district colleges. For example, row two of the table shows that 1,572 or 24% College of Alameda students were also attending Laney College. Thirty-nine percent of CoA students were enrolled in two other district colleges and another 1% were even enrolled at all three of the other district colleges.

College of Alameda		
Campuses Students Attend	Count	Percent
CoA_ONLY	3,212	49%
CoA_LC	1,572	24%
CoA_MC	517	8%
CoA_BCC	470	7%
CoA_LC_MC	314	5%
CoA_LC_BCC	325	5%
CoA_MC_BCC	92	1%
CoA_LC_MC_BCC	75	1%
CoA_Total	6,577	100%

Student Participation Rate Analysis

The student participation rate (SPR) measures how many students attend the college per 1,000 persons in the population. The following participation rates are disaggregated by city. The cities shown are the ones with the largest number of enrollments. For each city of residence, the table shows the SPR.

At College of Alameda, the highest student participation rate was in the city of Alameda. That rate dipped and rebounded over the past five years. The participation rate for the city of San Leandro rose by 11% over the five-year period while Emeryville’s fell by 17%.



College of Alameda Student Participation Rate						
City	2011	2012	2013	2014	2015	% Change
Oakland	7.5	6.7	6.7	6.7	6.8	-9%
Alameda	20.4	18.6	19.1	20.7	21.2	4%
Richmond	1.6	1.3	1.5	1.5	1.5	-7%
San Leandro	4.6	4.9	4.9	4.7	5.1	11%
Berkeley	2.7	2.6	2.7	2.5	2.5	-7%
Emeryville	19.0	16.2	17.5	14.4	15.7	-17%

Survey Results

Overview

In collaboration with the District, the consulting team developed a survey for faculty, staff, students and administrators. All members of these constituent groups were invited to participate. The survey took approximately 5 minutes to answer and contained a few common questions and several different questions for each group. In total, 595 people responded to the survey district-wide. The survey was not highly scientific, nor were the response numbers statistically significant. The survey provides anecdotal data that should be used appropriately.

All Respondents

The first question asked respondents to identify all of the campuses at which they teach or take classes. There is clearly a lot of “swirl” (students attending classes at more than one college) in the Peralta District. There is also some swirl among faculty.

The following section provides a summary of the results for those respondents (136 in total) who teach or take classes at College of Alameda.

Question 1: At which college(s) do you work or take classes? (Check all that apply.)

The response data shows that a significant number of respondents attend or work at multiple colleges in the district.

Answer Options	Response Percent	Response Count
Berkeley City College	22.8%	31
College of Alameda	100.0%	136
Laney College	40.4%	55
Merritt College	22.1%	30
Peralta District Office	2.2%	3
<i>answered question</i>	136	136

Question 2: What is your primary role at the College(s)?

Students comprised the largest number of respondents (71.3%).

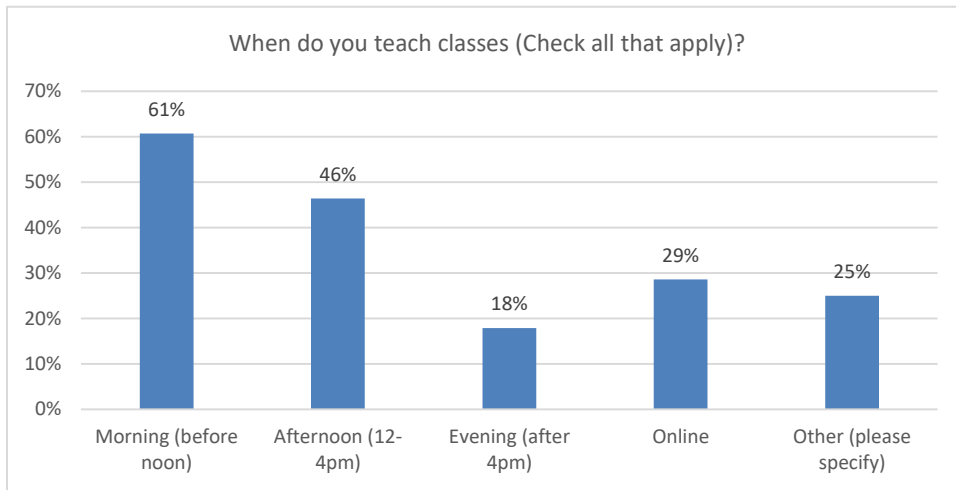
Answer Options	Response Percent	Response Count
Classified Staff	2.9%	4
Full Time Faculty	16.9%	23
Part Time Faculty	5.1%	7
Student	71.3%	97
Administrator	3.7%	5
Other (please specify)	3	3
<i>answered question</i>	136	136

Faculty Questions

The next two questions were only presented to respondents identifying themselves as faculty (part-time or full-time) – 25 respondents.

Question 3: When do you teach classes (Check all that apply)?

The majority of the faculty respondents (61%) teach in the morning while only 18% teach in the evening. The “Other” responses were either N/A, “I am faculty but don’t teach”, or “weekends”.



Question 4: How long have you been with College?

There were 25 responses to this question with an average of 11.7 years.

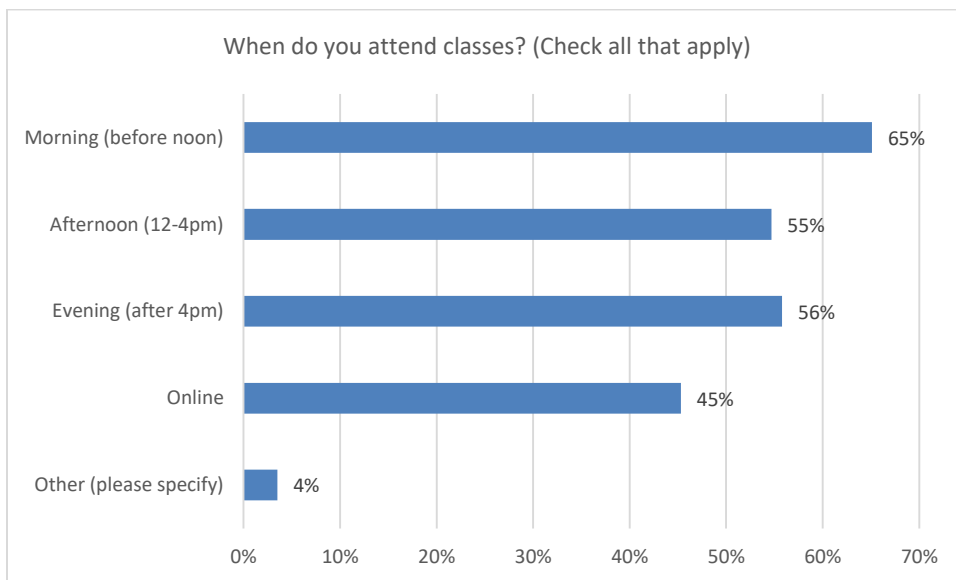
Student Questions

The following five questions were presented only to respondents identifying themselves as students (86 individuals).

Question 5: When do you attend classes? (Check all that apply)

Nearly half (45%) of students responding to the survey are taking at least one online class.

Approximately half of the respondents are taking classes in the afternoon and evening, with 65% taking classes in the morning.



Question 6: Which of the following describes your employment status?(Check all that apply)

Students were allowed to select more than one response to this question. The response data shows that more than half (55%) of the student respondents are working at least part-time. Relatively few student respondents indicated they were recently laid off or unable to find employment. The “Other” responses included international students, and those on disability.

Answer Options	Response Percent	Response Count
Part-time job(s) 1-20 hours/week	28%	24
Part-time job(s) 21-40 hours/week	15%	13
Full-time job. Minimum of 40 hours/week	12%	10
Laid off from job during the past 12 months	4%	3
Homemaker/Caregiver	5%	4
Unable to find employment	12%	10
Not actively searching for employment	22%	19
Retired	5%	4
Other (please specify)	9%	8
answered question	86	86

Question 7: What is the zip code of your primary residence or mailing address?

There were 83 student responses with a total of 29 zip codes identified.

Zip	City	Respondents
94501	Alameda	22
94606	Oakland	5
94502	Alameda	5
94610	Oakland	4
94609	Oakland	4
94804	Richmond	4
94577	San Leandro	4
94602	Oakland	4
94704	Berkeley	3
94607	Oakland	3
94603	Oakland	3
94578	San Leandro	2
94605	Oakland	2
94601	Oakland	2
94619	Oakland	2
94518	Concord	1
93609	Caruthers	1
94705	Berkeley	1
94618	Oakland	1
94611	Oakland	1
94621	Oakland	1
94703	Berkeley	1
94519	Concord	1
94702	Berkeley	1
94541	Hayward	1
94564	Pinole	1
94608	Emeryville	1
94112	San Francisco	1
94545	Hayward	1
Total		83

Question 8: How would you prefer to attend classes? (check all that apply)

The majority of student respondents preferred classroom based learning. Approximately one-third prefer online classes and hybrid classes.

Answer Options	Response Percent	Response Count
In a classroom	82%	70
Online	35%	30
Hybrid (online and classroom)	31%	26
Other (please specify)	5%	4
answered question	85	85

Question 9: Please indicate when you would prefer to take classes? (Check all that apply)

Students were allowed to select multiple responses on this question. The results show that among the respondents, there is significant preference for all times of day, weekends, summer classes and short sessions. Interestingly, the preference for morning and afternoon classes was almost equal.

Answer Options	Response Percent	Response Count
Mornings	57%	49
Afternoons	52%	45
Evenings	44%	38
Weekends	30%	26
Summer	40%	34
Short sessions	44%	38
Other (please specify)	1%	1
answered question	86	86

Question 10: Please indicate the number of units you are taking this semester.

Nearly half (42%) of the student respondents were attending college on a full-time basis.

Answer Options	Response Percent	Response Count
Fewer than 3 units	5%	4
3 to 4.9 units	13%	11
5 to 9.9 units	27%	23
10 to 11.9 units	14%	12
12 to 14.9 units	28%	24
More than 15 units	14%	12
Other (please specify)	0%	0
answered question	86	86

Question 11: Which of the following non-Peralta colleges have you attended for at least one course in the past two years, either online or in person? (Check all that apply)

Answer Options	Took one or more courses online	Took one or more courses in person	Response Count
City College of San Francisco	1	4	5
Contra Costa College	1	2	3
Skyline College	1	2	2
Diablo Valley College	1	1	2
UC Berkeley			2
Chabot College	0	1	1
De Anza	0	1	1
Fresno City College			1
IQRAA			1
SF State University			1
Santa Rosa Junior College			1
Valencia Community College			1
College of Marin			0
College of San Mateo			0
National University			0
University of Phoenix			0
answered question			21

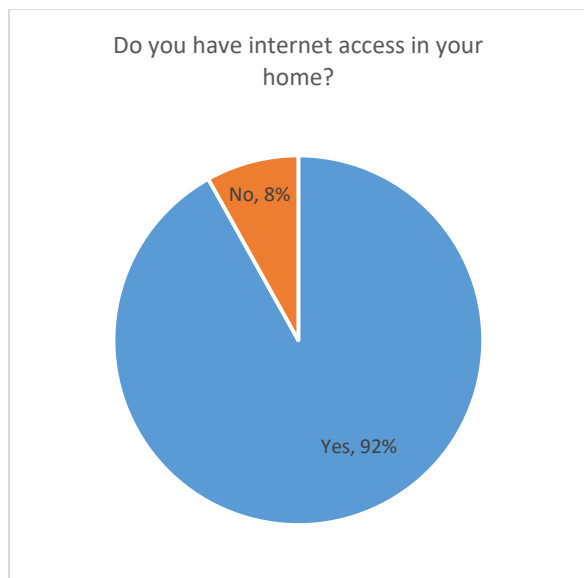
Question 12: Which of the following devices do you have regular access to? (Check all that apply)

This question has a high degree of bias in that it was an online survey. There would naturally be a larger than average number of respondents who own or have regular access to a computer. Given that there were 151 students who responded to this question, and 359 answer options were selected, a high percentage of these students have regular access to more than one device.

Answer Options	Response Percent	Response Count
Desktop computer	36%	31
Laptop computer	80%	69
Tablet	28%	24
Smartphone	86%	74
Other (please specify)	5%	4
answered question		86

Question 13: Do you have Internet access in your home?

The question has inherent bias due to the fact that the survey was delivered online.



Question 14: How would you describe your technology usage? (Check all that apply)

A large number of students use computers and laptops.

Answer Options	Response Percent	Response Count
I use a cell phone	88%	76
I use a tablet	33%	28
I use a computer/laptop for Internet and email	92%	79
I use a computer/laptop for Microsoft Office	73%	63
I use a computer/laptop for college coursework	86%	74
I use mobile devices for apps and games	59%	51
I use technology for college coursework	78%	67
I use social media sites (e.g., Twitter, Facebook, Instagram) once a week or more	66%	57
I use computers and/or mobile devices for photos and videos	67%	58
I feel comfortable using computers and mobile devices	81%	70
Other (please specify)	2%	2
answered question		86

Non-Student Questions

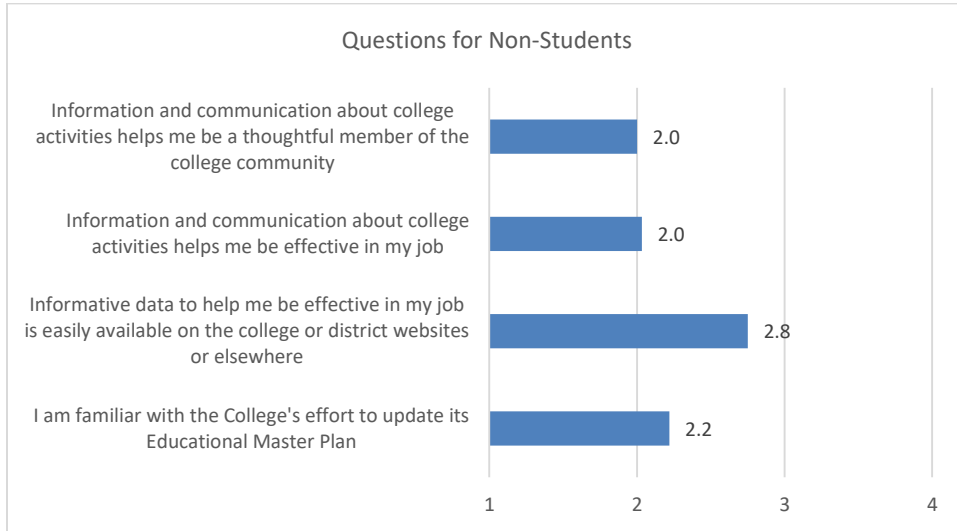
The following question was given only to respondents who identified themselves as administrators, staff or faculty.

Question 15: This question asked respondents if they agreed/disagreed with the following four statements.

The chart below shows the weighted average response for each question. The responses are as follows:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

The first question about the college community received a weighted average score of 2.0. This indicates that the respondents as a whole agreed with the statement. The third statement garnered a weighted average response of 2.8 indicating that the respondents as a whole disagreed rather strongly with the statement.



All Respondents

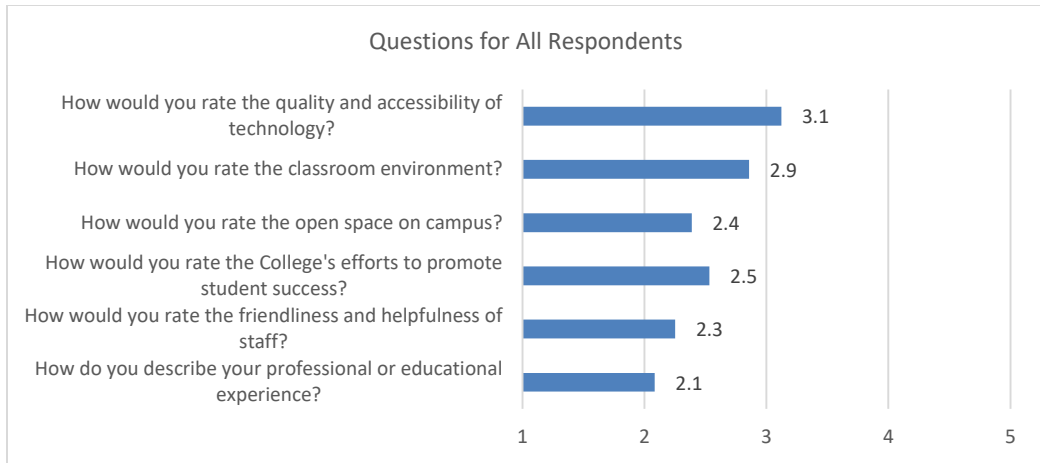
The remaining seven questions were asked of all respondents to the survey.

Question 16: This question asked respondents to rate six aspects of the College.

Responses to each question were as follows:

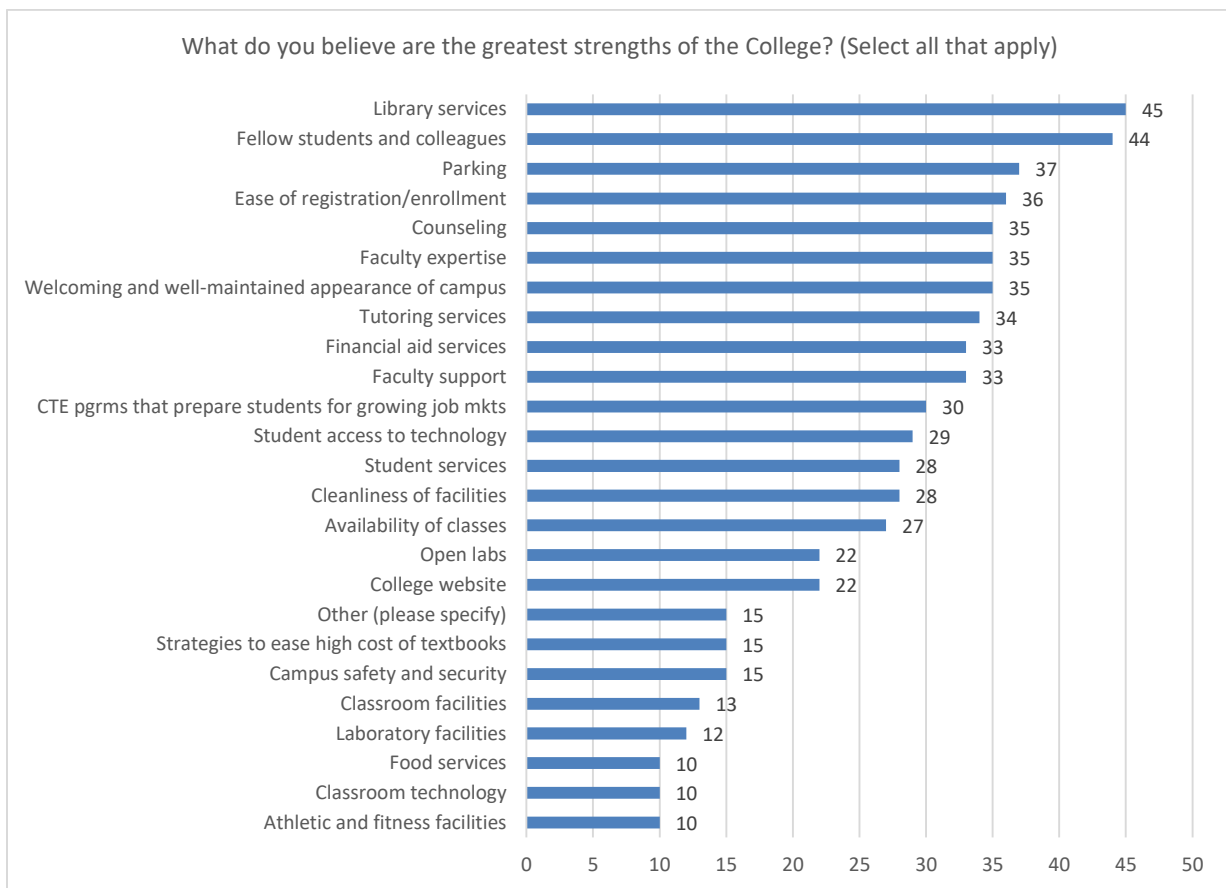
1. Excellent
2. Good
3. Average
4. Fair
5. Poor

The results below include the weighted average response for each question. For example, the last question related to overall experience received a weighted average score of 2.1, or, Good.



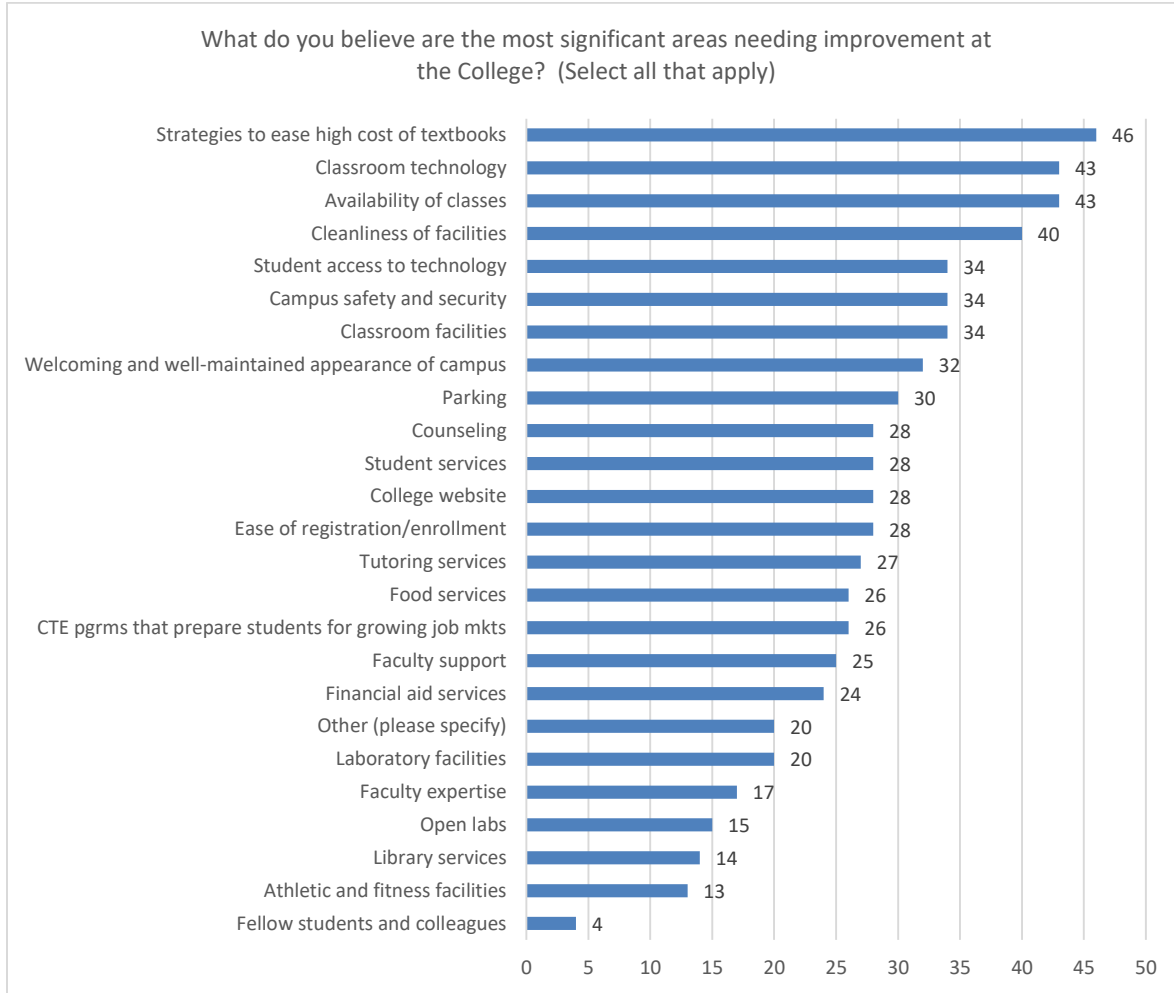
Question 17: What do you believe are the greatest strengths of the College? (Select all that apply)

A total of 108 respondents answered this question. They were allowed to select as many responses as they wished.



Question 18: What do you believe are the most significant areas needing improvement at the College? (Select all that apply)

A total of 107 respondents answered this question. They were allowed to select as many responses as they wished.



Question 19: On average, how long does it take to commute from your home to the campus?

The majority of respondents indicated that their commute to campus is between 15 and 30 minutes.

Answer Options	Response Percent	Response Count
Less than 15 minutes	28%	30
Between 15 and 30 minutes	36%	39
Greater than 30 minutes and less than 45 minutes	14%	15
Between 45 minutes and one hour	7%	7
More than one hour	13%	14
Other (please specify)	3%	3
answered question		108

Question 20: Please list any programs or courses that are not currently offered at your College that you would like to see added.

Respondents listed programs and services they would like added and expanded. For programs that already exist, respondents indicated they wanted more classes offered (e.g., programming, languages, evening classes, etc.).

Program or Courses to be Added or Expanded			
Program or Service	Responses	Program or Service	Responses
Computer Science	5	Expand assistance for low income students	1
Languages (Arabic, French, Italian, German, Persian, Portuguese and Russian)	5	Network Engineering	1
Quantitative Analysis	2	Guitar making	1
Healthcare interpreter	2	Ombudsman	1
Microbiology	1	Health and wellness tutoring	1
Pre-Law	1	Pharmacy Assistant	1
Nursing	1	Programming	1
Computer Desktop Support	1	Climate change	1
STEM	1	Athletics and Fitness	1
Art	1	Sculpture (not ceramics)	1
Music Ensembles	1	Improve scheduling	1
CTEC approved Taxation courses.	1	Social Justice	1
Organic chemistry	1	Trade Show Installer	1
Culinary	1	ASL	1
Soccer	1	Ultra-sound	1
Dental Hygiene	1	Yoga	1
Architecture	1	LGBT Literature	1
Education	1	Literature	1
Mock trial	1		

Question 21: What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next five years?

There were 64 ideas submitted. Following is a summary of the most common comments.

Idea
Counselors - make sure all students see a counselor, develop educational plan, don't rely solely on assessment instruments.
Comprehensive support for transfer students, identifying occupations that have openings and provide a good living wage.
Keeping fees low and affordable for student populations
Increase training for instructors
Keep technology current and in good working order
Better scheduling to improve course availability for students
More and better parking
More stability and longevity of administrators who work collaboratively with faculty and staff
Expand the diversity of students and course offerings
More STEM classes and support for students
More holistic planning relative to the service area, programs offered. Increase operational effectiveness. Reduce ad hoc approach to operations and planning.
Better customer service in student support services
Increase safety on campus
Focus on underrepresented students
Attract and retain older learners
Increase student success in math
More evening and weekend classes
More internships for students
Greater focus on sustainability
Access to college for working students, mature students, veterans, immigrants...

Question 22: Was there a question that was not asked that you would have liked to have seen in this survey? Please elaborate.

Following is a summary of the 27 responses to this question.

- How can professors be held accountable?
- Why can't the district provide clean and welcoming restrooms?
- How do we link our courses and programs to employer needs?
- How supportive is administration of faculty and programs?
- How can the quality of instructors be increased?
- Which facilities need improvement?
- How can hiring procedures be improved?
- Mental health and physical health questions. We don't have good access to sports teams.
- Questions about the Chancellor and District duties relative to the college.
- When will the college have an enrollment management plan?
- There were no questions regarding the student health care services, which in my opinion has improved over the past year.
- What do you think of the communications between faculty, dept. chair, dean, vpi and/or president?
- What is the impact of online learning -- are those strategies being fairly evaluated.
- What obstacles pose the greatest challenge to your success in the Peralta system?
- What suggestions do you for actively engaging students in student life like clubs/government/other extracurricular activities?
- What would enhance faculty experience at college?
- How can administrators, faculty and staff work together in a more effective way?

Planning Assumptions

Preliminary Conclusions from the Data Portfolio

Following is an initial listing of conclusions that emerge from the data portfolio *and* that respond to the PCCD District Strategic Goals, which are intended provide a strategic focus for the colleges' efforts, priorities, plans and resource allocation. This listing assists to connect, or "bridge", the data and the development of goals for the College's educational master planning. Not only can the District Strategic Goals furnish a framework for college planning, additionally, the goals developed by the College can become part of a feedback loop to inform future, subsequent district planning.

Each planning assumption is preceded with the specific data finding(s) that leads to the conclusion. Most in the listing can be applied to multiple District Strategic Goals, and in fact, some "assumptions" are consistent with District 2015-16 Institutional Objectives.

District Strategic Goal A: Advance Student Access, Equity, and Success

1. *Finding – Student Success:* Of sixteen student success measures identified for inclusion in the data portfolio, including measures from the state "Scorecard", *improvement* in student success for CoA over the last five-year timeframes is mixed. Of the 16 measures, eight showed improvement, five were uneven or mixed, and three declined.

Assumption: The District has prioritized student success in core educational areas as a 2015-16 number-one Strategic Focus. There are no "magic bullets" for student success, but with the expertise and dedication of faculty and staff and with enhanced funding from the State, student success assessment and strategies ought to remain the visible cornerstone of educational master planning.

2. *Finding – Student Gender Disparity:* The disparity among genders in student enrollment continues, with 55% female and 44% male enrollment in Fall 2015.

Assumption: This gender disparity is becoming wider and more prevalent across educational levels, student success measures and degrees awarded nationwide. At community colleges, it cannot be completely justified by program mix variables. Efforts to achieve gender equity in educational access and achievement are imperative to ensure against male disenfranchisement and societal/cultural imbalance.

3. *Finding – Ethnic and Cultural Pluralities:* The ethnic and cultural distributions of the college students, the college service area population, and the college faculty and staff are remarkably varied, with no one ethnicity having a majority, and all distributions being representative of each other.

Assumption: This plurality is remarkable in the State, the country and in the world and warrants celebration—and offer opportunities. The college is likely creating models and strategies of how to best take advantage of the synergy that may exist and the educational and community building exemplary possibilities.

District Strategic Goal B: Engage and Leverage Partners

4. *Finding – Partnerships with Employers:* The Alameda County Civilian Unemployment Rate is significantly low, at 5.9% in 2014; multiple large employers exist in Alameda County (Kaiser Permanente, Tesla Motors, Safeway, Inc., and Western Digital, to name a few); and numbers for projected next-generation, skilled, living-wage employments are great (market research analysts, environmental scientists and specialists, multi-media artists and animators, for examples). The robust economic climate in the service area provides significant advantages for the College.

Assumption: Maximizing partnerships and innovative opportunities with large as well as specialized employers in the Bay Area can provide opportunities for existing academic and employment program enhancement and future development of unique, cutting-edge programs.

District Strategic Goal C: Build Programs of Distinction

5. *Finding – Aging of Population:* All age categories of the service area population are projected to decline between the years of 2015 and 2020, with the exception of those between 25 and 34 years of age and those over 65.

Assumption: Identifying and developing programs to address this increasing age segment of 25-34-year-olds would provide a key service to the community. For example, second- and third-career seekers are increasingly common in this age group and in the current environment. This group, versus the first-career and initial four-year-college transfer category of students, would benefit from enhanced and re-designed CTE and complementary CTE programming.

6. *Finding – Less-than-high-school Educational Attainment of Population:* The levels of educational attainment of the CoA service area adult population are quite diverse, with similar percentages of the adult population in categories with less than high school attained, high school diploma, baccalaureate degree, and advanced degrees. The less-than-high school attainment category, almost 17% and more than the PCCD service area and more than the County of Alameda, is significant.

Assumption: With the current available non-credit enhancement funds from the State and this need of the 17% of the adult population for high school subjects and GED programs in order to develop personal economic sustainability, CoA may want to prioritize non-credit programs at this time. Further, non-credit FTES now provides the same income as credit programs.

7. *Finding -- Campus Technology and Comfortable Spaces:* Students (81%) reported in the student and staff college survey that they are “comfortable using computers and mobile devices”. Additionally, 86% report using a computer or laptop for college coursework. Yet, “classroom technology” was reported in the survey as the second highest area *in need of improvement*. Additionally, “the quality and accessibility of technology” was rated slightly *lower* than an “average” rating, and other survey responses indicated similar sentiments. Also often marked as needing improvement was: “Cleanliness of facilities”, and “Campus safety and security”, “Classroom facilities”. The most highly rated in one of the survey listings, however, was,

“Professional or educational experience”.

Assumption: The findings of the survey lead one to speculate that students and staff seek an advanced technology-equipped, comfortable, safe, engaging environment. Many consumers are used to the “coffee house experience”, where customers work together in clustered energetic environments. The College should further evaluate its environment and maximize strategies that attract and keep students and encourage academic exploration and engagement in warm and inviting spaces.

District Strategic Goal D: Strengthen Accountability, Innovation, and Collaboration

8. *Finding – Age Distribution of Faculty/Staff:* Twenty-seven percent of permanent faculty (of 62 total), and another 27% of administrators, were over 60 years of age in Fall 2015.

Assumption: Should the College experience the retirement of faculty and staff and the capacity to hire new faculty and staff, opportunities exist to plan for new programs and organizational structured, varied talents, and professional development. Doing so with intentional design, and re-design, provides the College with new avenues for change.

District Strategic Goal E: Develop and Manage Resources to Advance Our Mission

9. *Finding - Enrollment Development and "Swirl":* Enrollment and FTES has remained “flat”, or has slightly declined, between 2010 and 2015. Typical enrollment assessment measures are included in this data portfolio and provide some insight. For example, the number of new freshmen from high schools has remained constant—a positive indication. Additionally, of 6,577 students enrolled at CoA in Fall 2015, 51% were enrolled simultaneously at another PCCD community college, primarily 24% or 1572, who were enrolled at Laney College. The reported experiences of survey respondents corroborated this “swirl” finding, as 40% of CoA survey respondents worked or took classes also at Laney College in addition to CoA.

Assumption: An in-depth and systematic enrollment management assessment is needed to evaluate reasons for slow enrollment growth and identify solutions for the College to ensure enrollment/FTES, course scheduling, and program viability.

Section B:
Labor Market Gap Analysis

Labor Market Gap Analysis

This section of the Educational Master plan analyzes the regional labor market in relation to the college’s programs. The goal of the gap analysis is to identify the high-wage, high-skill jobs in the region and determine any gaps between these occupations and the college’s educational programs. The gap analysis for College of Alameda reveals some programs that might be considered for expansion, addition or restructuring. The gap analysis is not the final word on the subject. Rather, it provides some data from which more discussion and research should be conducted for a follow-up, more comprehensive analysis for future program planning.

Defining the Parameters

Geography

Students completing their program of study at the College might find a job in another part of the Bay Area. With public transportation and a geographically compact area, they might be willing to commute for a job. Others might be willing to move to a different part of the region for a good job. For these reasons, a larger target region was used in this analysis. The region chosen is a 12-county area including the following counties:

- Alameda
- Contra Costa
- Marin
- Monterey
- Napa
- San Benito
- San Francisco
- San Mateo
- Santa Clara
- Santa Cruz
- Solano
- Sonoma

Industry Employment

The following tables show total industry employment data for the 12 county Bay Area Region. The data is shown by Industry sector.

Data for all businesses in the 12 county Bay Area - 2014	
Total Businesses:	655,669
Total Employees:	3,901,715
Total Residential Population:	8,104,715
Employee/Residential Population Ratio:	0.48:1

By Industry Sector	Businesses		Employees	
	Number	Percent	Number	Percent
Agriculture & Mining	13,024	2.0%	72,377	1.9%
Construction	45,291	6.9%	199,898	5.1%
Manufacturing	22,513	3.4%	387,315	9.9%
Transportation	13,730	2.1%	104,503	2.7%
Communication	5,588	0.9%	65,604	1.7%
Utility	1,367	0.2%	21,291	0.5%
Wholesale Trade	25,449	3.9%	161,574	4.1%
Retail Trade Summary	75,855	11.6%	650,787	16.7%
Home Improvement	2,841	0.4%	25,375	0.7%
General Merchandise Stores	989	0.2%	140,675	3.6%
Food Stores	8,419	1.3%	88,518	2.3%
Auto Dealers, Gas Stations, Auto Aftermarket	5,180	0.8%	39,239	1.0%
Apparel & Accessory Stores	6,242	1.0%	40,231	1.0%
Furniture & Home Furnishings	7,301	1.1%	34,413	0.9%
Eating & Drinking Places	23,106	3.5%	183,022	4.7%
Miscellaneous Retail	21,777	3.3%	99,314	2.5%
Finance, Insurance, Real Estate Summary	53,606	8.2%	277,664	7.1%
Banks, Savings & Lending Institutions	5,654	0.9%	54,868	1.4%
Securities Brokers	3,357	0.5%	26,156	0.7%
Insurance Carriers & Agents	6,426	1.0%	50,256	1.3%
Real Estate, Holding, Other Investment Offices	38,169	5.8%	146,384	3.8%
Services Summary	299,956	45.7%	1,665,775	42.7%
Hotels & Lodging	3,012	0.5%	55,795	1.4%
Automotive Services	9,766	1.5%	43,465	1.1%
Motion Pictures & Amusements	14,155	2.2%	70,467	1.8%
Health Services	34,190	5.2%	260,104	6.7%
Legal Services	10,872	1.7%	51,738	1.3%
Education Institutions & Libraries	11,195	1.7%	233,385	6.0%
Other Services	216,766	33.1%	950,821	24.4%
Government	4,836	0.7%	293,210	7.5%
Unclassified Establishments	94,454	14.4%	1,717	0.0%
Totals	655,669	100.0%	3,901,715	100.0%

Source: Copyright 2014 Dun & Bradstreet, Inc. All rights reserved. Esri Total Residential Population forecasts for 2014.

Target Occupations

In order to evaluate occupations in the Region, it is important to define, “high-wage, high-skill” jobs. These are jobs for which a community college can train prospective employees.

The following occupation data was obtained from the California Community Colleges Economic and Workforce Development, Centers of Excellence website¹. The labor market data included all occupations from the 12 County Bay Area region. The first task was to hone the list down by setting certain filters. These filters include three variables: annual openings, median hourly wage and typically required education level.

For the 12-county region, the “target occupations” are those that meet the following criteria.

- Annual openings >= 75
- Median hourly wage >=\$20.00
- Typically required education level <= Associate’s degree²

Following is the list of target these 106 occupations. They are organized by Education Level.

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly ³	Median Hourly	Education Level
Web Developers	15-1134	8,083	9,384	577	\$20.95	\$35.06	Associate's degree
Computer Network Support Specialists	15-1152	8,028	8,649	347	\$23.08	\$38.36	Associate's degree
Architectural & Civil Drafters	17-3011	3,525	3,566	83	\$18.79	\$29.06	Associate's degree
Electrical & Electronics Engineering Technicians	17-3023	7,124	7,238	216	\$18.50	\$28.64	Associate's degree
Chemical Technicians	19-4031	1,705	1,810	88	\$15.09	\$24.04	Associate's degree
Environmental Science & Protection Technicians, Including Health	19-4091	970	1,071	75	\$16.73	\$25.16	Associate's degree
Life, Physical & Social Science Technicians, All Other	19-4099	2,380	2,518	145	\$15.57	\$22.49	Associate's degree
Paralegals & Legal Assistants	23-2011	8,489	8,688	217	\$18.91	\$30.15	Associate's degree

¹ Downloaded from the California Community Colleges Economic and Workforce Development, Centers of Excellence: <http://www.coecc.net/supply-demand/index.asp> - on April 5, 2016

² Occupations requiring “Less than High School Diploma” and those requiring “High School Diploma or Equivalent” are included in the data. Though these jobs do not typically require college classes, there are likely many individuals who may have a High School Diploma who still lack some necessary skills.

³ This refers to the hourly wage for the lowest one-tenth of the wages paid in each occupation. This is provided as it might be a closer estimate for an entry level wage in the occupation.

Educational Master Plan

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly ³	Median Hourly	Education Level
Respiratory Therapists	29-1126	3,185	3,233	76	\$30.34	\$40.87	Associate's degree
Registered Nurses	29-1141	64,515	67,754	2,442	\$34.40	\$57.04	Associate's degree
Medical & Clinical Laboratory Technicians	29-2012	3,748	4,131	233	\$17.69	\$24.54	Associate's degree
Dental Hygienists	29-2021	5,742	6,110	279	\$35.39	\$50.39	Associate's degree
Radiologic Technologists	29-2034	3,416	3,648	130	\$26.07	\$40.91	Associate's degree
Library Technicians	25-4031	3,732	4,262	402	\$17.29	\$23.16	Postsecondary non-degree award
Audio & Video Equipment Technicians	27-4011	2,572	2,608	93	\$14.75	\$21.77	Postsecondary non-degree award
Surgical Technologists	29-2055	2,526	2,746	102	\$21.13	\$29.60	Postsecondary non-degree award
Licensed Practical & Licensed Vocational Nurses	29-2061	12,509	13,708	730	\$22.41	\$27.82	Postsecondary non-degree award
Medical Records & Health Information Technicians	29-2071	3,701	3,996	202	\$14.42	\$22.18	Postsecondary non-degree award
Dental Assistants	31-9091	10,508	10,946	380	\$12.61	\$20.26	Postsecondary non-degree award
Phlebotomists	31-9097	1,692	1,808	79	\$14.66	\$20.96	Postsecondary non-degree award
Firefighters	33-2011	7,007	7,377	323	\$28.21	\$39.16	Postsecondary non-degree award
Telecommunications Equipment Installers & Repairers, Except Line Installers	49-2022	6,625	6,380	147	\$18.08	\$30.87	Postsecondary non-degree award
Aircraft Mechanics & Service Technicians	49-3011	2,417	2,593	137	\$22.00	\$31.62	Postsecondary non-degree award
Heating, Air Conditioning & Refrigeration Mechanics & Installers	49-9021	5,910	6,656	420	\$15.03	\$25.26	Postsecondary non-degree award
First-Line Supervisors of Production & Operating Workers	51-1011	10,911	11,145	305	\$16.82	\$28.95	Postsecondary non-degree award
Heavy & Tractor-Trailer Truck Drivers	53-3032	23,705	25,313	992	\$13.53	\$20.15	Postsecondary non-degree award
Computer User Support Specialists	15-1151	23,093	25,896	1,333	\$17.00	\$29.76	Some college, no degree
Transportation, Storage & Distribution Managers	11-3071	2,653	2,761	101	\$28.33	\$45.27	HS diploma or equivalent
Farmers, Ranchers & Other Agricultural Managers	11-9013	6,692	6,138	129	\$15.24	\$25.93	HS diploma or equivalent
Food Service Managers	11-9051	11,051	11,374	395	\$15.25	\$20.89	HS diploma or equivalent
Property, Real Estate & Community Association Managers	11-9141	10,460	10,572	342	\$15.25	\$31.53	HS diploma or equivalent
Managers, All Other	11-9199	22,055	22,794	775	\$24.83	\$41.26	HS diploma or equivalent
Wholesale & Retail Buyers, Except Farm Products	13-1022	4,109	4,241	165	\$15.63	\$24.45	HS diploma or equivalent
Purchasing Agents, Except Wholesale, Retail & Farm Products	13-1023	8,846	9,188	285	\$22.22	\$34.59	HS diploma or equivalent
Claims Adjusters, Examiners & Investigators	13-1031	6,201	5,894	147	\$21.26	\$34.46	HS diploma or equivalent
Tax Preparers	13-2082	2,709	2,811	102	\$18.71	\$26.01	HS diploma or equivalent
Community Health Workers	21-1094	1,755	1,922	105	\$13.64	\$21.49	HS diploma or equivalent
Musicians & Singers	27-2042	5,663	5,507	190	\$12.22	\$20.05	HS diploma or equivalent
Pharmacy Technicians	29-2052	6,259	6,508	154	\$15.13	\$21.19	HS diploma or equivalent
Health Technologists & Technicians, All Other	29-2099	3,356	3,837	197	\$19.40	\$26.61	HS diploma or equivalent

Educational Master Plan

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly ³	Median Hourly	Education Level
Healthcare Support Workers, All Other	31-9099	2,937	3,059	105	\$14.39	\$21.38	HS diploma or equivalent
First-Line Supervisors of Protective Service Workers, All Other	33-1099	1,625	1,773	90	\$15.79	\$25.05	HS diploma or equivalent
Correctional Officers & Jailers	33-3012	5,275	5,419	213	\$24.18	\$36.48	HS diploma or equivalent
Police & Sheriff's Patrol Officers	33-3051	16,994	17,666	774	\$35.12	\$44.73	HS diploma or equivalent
Protective Service Workers, All Other	33-9099	3,005	3,151	262	\$11.69	\$20.48	HS diploma or equivalent
Chefs & Head Cooks	35-1011	3,594	3,833	149	\$13.62	\$22.65	HS diploma or equivalent
First-Line Supervisors of Housekeeping & Janitorial Workers	37-1011	5,239	5,615	267	\$14.12	\$20.75	HS diploma or equivalent
First-Line Supervisors of Landscaping, Lawn Service & Groundskeeping Workers	37-1012	4,150	4,337	119	\$14.38	\$21.37	HS diploma or equivalent
Fitness Trainers & Aerobics Instructors	39-9031	8,825	9,719	434	\$11.98	\$26.32	HS diploma or equivalent
First-Line Supervisors of Non-Retail Sales Workers	41-1012	9,368	9,483	258	\$18.77	\$32.56	HS diploma or equivalent
Advertising Sales Agents	41-3011	5,349	6,022	418	\$16.02	\$26.87	HS diploma or equivalent
Insurance Sales Agents	41-3021	14,703	15,387	633	\$16.26	\$29.48	HS diploma or equivalent
Sales Representatives, Services, All Other	41-3099	31,760	34,225	1,761	\$15.92	\$31.75	HS diploma or equivalent
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	41-4012	28,182	29,999	1,287	\$14.73	\$28.78	HS diploma or equivalent
First-Line Supervisors of Office & Administrative Support Workers	43-1011	38,285	40,182	1,593	\$18.74	\$28.98	HS diploma or equivalent
Bill & Account Collectors	43-3011	6,916	7,347	363	\$14.84	\$21.10	HS diploma or equivalent
Billing & Posting Clerks	43-3021	11,614	12,452	507	\$13.96	\$21.16	HS diploma or equivalent
Bookkeeping, Accounting & Auditing Clerks	43-3031	45,958	48,739	1,386	\$14.28	\$21.81	HS diploma or equivalent
Payroll & Timekeeping Clerks	43-3051	5,702	6,048	248	\$15.40	\$23.47	HS diploma or equivalent
Procurement Clerks	43-3061	1,670	1,738	85	\$15.18	\$22.71	HS diploma or equivalent
Eligibility Interviewers, Government Programs	43-4061	3,034	3,141	99	\$21.15	\$26.47	HS diploma or equivalent
Interviewers, Except Eligibility & Loan	43-4111	6,068	6,299	203	\$13.70	\$20.79	HS diploma or equivalent
Loan Interviewers & Clerks	43-4131	4,231	4,314	95	\$12.59	\$21.43	HS diploma or equivalent
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	3,958	4,106	154	\$15.20	\$23.35	HS diploma or equivalent
Information & Record Clerks, All Other	43-4199	4,910	4,980	140	\$13.87	\$21.41	HS diploma or equivalent
Cargo & Freight Agents	43-5011	1,821	1,879	87	\$16.08	\$23.70	HS diploma or equivalent
Police, Fire & Ambulance Dispatchers	43-5031	1,993	2,089	92	\$21.66	\$33.43	HS diploma or equivalent
Dispatchers, Except Police, Fire & Ambulance	43-5032	4,509	4,833	246	\$12.57	\$20.55	HS diploma or equivalent
Postal Service Mail Carriers	43-5052	7,593	7,096	258	\$25.23	\$27.15	HS diploma or equivalent
Production, Planning & Expediting Clerks	43-5061	9,251	9,577	356	\$15.70	\$25.66	HS diploma or equivalent
Executive Secretaries & Executive Administrative Assistants	43-6011	32,848	33,235	572	\$18.45	\$29.05	HS diploma or equivalent

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly ³	Median Hourly	Education Level
Legal Secretaries	43-6012	7,615	7,249	89	\$16.90	\$29.47	HS diploma or equivalent
Insurance Claims & Policy Processing Clerks	43-9041	5,230	5,107	162	\$13.67	\$21.07	HS diploma or equivalent
First-Line Supervisors of Farming, Fishing & Forestry Workers	45-1011	2,820	2,890	94	\$14.73	\$22.43	HS diploma or equivalent
First-Line Supervisors of Construction Trades & Extraction Workers	47-1011	13,365	13,966	415	\$21.53	\$33.00	HS diploma or equivalent
Carpenters	47-2031	28,763	30,463	1,023	\$15.62	\$24.82	HS diploma or equivalent
Operating Engineers & Other Construction Equipment Operators	47-2073	5,175	5,257	215	\$24.98	\$32.38	HS diploma or equivalent
Electricians	47-2111	12,865	13,483	513	\$19.03	\$32.22	HS diploma or equivalent
Glaziers	47-2121	1,519	1,654	90	\$13.61	\$22.53	HS diploma or equivalent
Plumbers, Pipefitters & Steamfitters	47-2152	9,642	10,799	528	\$17.24	\$31.01	HS diploma or equivalent
Sheet Metal Workers	47-2211	3,724	4,032	182	\$15.51	\$29.70	HS diploma or equivalent
Structural Iron & Steel Workers	47-2221	1,165	1,263	78	\$17.66	\$32.65	HS diploma or equivalent
Construction & Building Inspectors	47-4011	2,943	3,093	128	\$22.12	\$35.18	HS diploma or equivalent
First-Line Supervisors of Mechanics, Installers & Repairers	49-1011	8,595	8,956	361	\$21.67	\$36.45	HS diploma or equivalent
Security & Fire Alarm Systems Installers	49-2098	2,175	2,325	106	\$15.99	\$23.37	HS diploma or equivalent
Automotive Body & Related Repairers	49-3021	3,143	3,176	92	\$13.81	\$23.07	HS diploma or equivalent
Automotive Service Technicians & Mechanics	49-3023	15,250	15,538	551	\$12.64	\$21.49	HS diploma or equivalent
Bus & Truck Mechanics & Diesel Engine Specialists	49-3031	3,639	3,820	147	\$16.50	\$25.69	HS diploma or equivalent
Industrial Machinery Mechanics	49-9041	4,274	4,625	254	\$17.72	\$28.12	HS diploma or equivalent
Telecommunications Line Installers & Repairers	49-9052	4,014	3,858	141	\$19.41	\$30.50	HS diploma or equivalent
Maintenance & Repair Workers, General	49-9071	29,454	31,137	1,160	\$12.28	\$21.51	HS diploma or equivalent
Installation, Maintenance & Repair Workers, All Other	49-9099	4,532	4,729	148	\$13.39	\$21.59	HS diploma or equivalent
Machinists	51-4041	6,433	6,708	284	\$14.00	\$23.15	HS diploma or equivalent
Welders, Cutters, Solderers & Brazers	51-4121	4,733	4,890	192	\$13.15	\$20.05	HS diploma or equivalent
Water & Wastewater Treatment Plant & System Operators	51-8031	2,320	2,457	132	\$24.46	\$34.04	HS diploma or equivalent
First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	53-1021	3,920	4,099	174	\$14.17	\$23.00	HS diploma or equivalent
First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	53-1031	3,961	4,215	201	\$17.96	\$29.33	HS diploma or equivalent
Bus Drivers, Transit & Intercity	53-3021	7,148	7,535	269	\$13.79	\$23.84	HS diploma or equivalent
Motor Vehicle Operators, All Other	53-3099	2,726	2,829	116	\$9.93	\$22.06	HS diploma or equivalent
Business Operations Specialists, All Other	13-1199	36,796	38,806	1,196	\$19.72	\$36.85	HS diploma or equivalents

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly ³	Median Hourly	Education Level
Cement Masons & Concrete Finishers	47-2051	3,371	3,858	231	\$16.06	\$25.02	Less than HS
Construction Laborers	47-2061	31,805	33,623	1,437	\$11.97	\$20.34	Less than HS
Drywall & Ceiling Tile Installers	47-2081	4,736	4,866	175	\$15.43	\$24.88	Less than HS
Painters, Construction & Maintenance	47-2141	10,450	11,266	497	\$12.98	\$20.16	Less than HS
Roofers	47-2181	5,250	5,124	188	\$14.05	\$21.96	Less than HS
Refuse & Recyclable Material Collectors	53-7081	3,655	3,873	185	\$11.18	\$23.01	Less than HS

Gap Analysis

This section of the Labor Market Analysis examines the gaps between the programs offered at the College and the target occupations. This includes target occupations for which the College does not currently offer degrees and/or certificates.

Occupation Analysis

The following table shows the occupations from the list above, for which the College currently provides some level of training/qualification. For some occupations, the College offers a relevant degree (AS or AA). For other of the target occupations, the College offers a relevant certificate. And for others, the College offers some relevant courses.

This data can be used by the College to consider evaluating various programs offered to students. All of these occupations have been identified in the target occupation list. This means that they pay a good wage, have a significant number of annual openings, and typically require an Associate's Degree or less. The occupations below for which the College offers courses but not certificates or degrees should be examined for possible expansion. There may be some cases where the College would only need to add a small number of courses to offer a certificate. The occupations highlighted in orange are those typically requiring Associate's Degrees.

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Degrees and Certificate Offered							
Automotive Body & Related Repairers	49-3021	3,143	3,176	92	\$13.81	\$23.07	HS diploma or equivalent
Bus & Truck Mechanics & Diesel Engine Specialists	49-3031	3,639	3,820	147	\$16.50	\$25.69	HS diploma or equivalent
Aircraft Mechanics & Service Technicians	49-3011	2,417	2,593	137	\$22.00	\$31.62	Postsecondary non-degree award
Business Operations Specialists, All Other	13-1199	36,796	38,806	1,196	\$19.72	\$36.85	HS diploma or equivalent
Dental Assistants	31-9091	10,508	10,946	380	\$12.61	\$20.26	Postsecondary non-degree award
Transportation, Storage & Distribution Managers	Nov-71	2,653	2,761	101	\$28.33	\$45.27	HS diploma or equivalent
Automotive Service Technicians & Mechanics	49-3023	15,250	15,538	551	\$12.64	\$21.49	HS diploma or equivalent
Certificate Offered							
Web Developers	15-1134	8,083	9,384	577	\$20.95	\$35.06	Associate's degree
Courses Offered							
Computer Network Support Specialists	15-1152	8,028	8,649	347	\$23.08	\$38.36	Associate's degree
Welders, Cutters, Solderers & Brazers	51-4121	4,733	4,890	192	\$13.15	\$20.05	HS diploma or equivalent
Computer User Support Specialists	15-1151	23,093	25,896	1,333	\$17.00	\$29.76	Some college, no degree

The following table shows the target occupations for which the College does not offer degrees, certificates or directly relevant courses. They are organized by typical education level for the occupation.

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Architectural & Civil Drafters	17-3011	3,525	3,566	83	\$18.79	\$29.06	Associate's degree
Electrical & Electronics Engineering Technicians	17-3023	7,124	7,238	216	\$18.50	\$28.64	Associate's degree
Chemical Technicians	19-4031	1,705	1,810	88	\$15.09	\$24.04	Associate's degree
Environmental Science & Protection Technicians, Including Health	19-4091	970	1,071	75	\$16.73	\$25.16	Associate's degree
Life, Physical & Social Science Technicians, All Other	19-4099	2,380	2,518	145	\$15.57	\$22.49	Associate's degree
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Respiratory Therapists	29-1126	3,185	3,233	76	\$30.34	\$40.87	Associate's degree
Registered Nurses	29-1141	64,515	67,754	2,442	\$34.40	\$57.04	Associate's degree

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Medical & Clinical Laboratory Technicians	29-2012	3,748	4,131	233	\$17.69	\$24.54	Associate's degree
Dental Hygienists	29-2021	5,742	6,110	279	\$35.39	\$50.39	Associate's degree
Radiologic Technologists	29-2034	3,416	3,648	130	\$26.07	\$40.91	Associate's degree
Library Technicians	25-4031	3,732	4,262	402	\$17.29	\$23.16	Postsecondary non-degree award
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Medical Records & Health Information Technicians	29-2071	3,701	3,996	202	\$14.42	\$22.18	Postsecondary non-degree award
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First-Line Supervisors of Production & Operating Workers	51-1011	10,911	11,145	305	\$16.82	\$28.95	Postsecondary non-degree award
Heavy & Tractor-Trailer Truck Drivers	53-3032	23,705	25,313	992	\$13.53	\$20.15	Postsecondary non-degree award
Farmers, Ranchers & Other Agricultural Managers	Nov-13	6,692	6,138	129	\$15.24	\$25.93	HS diploma or equivalent
Food Service Managers	Nov-51	11,051	11,374	395	\$15.25	\$20.89	HS diploma or equivalent
Property, Real Estate & Community Association Managers	Nov-41	10,460	10,572	342	\$15.25	\$31.53	HS diploma or equivalent
Managers, All Other	Nov-99	22,055	22,794	775	\$24.83	\$41.26	HS diploma or equivalent
Wholesale & Retail Buyers, Except Farm Products	13-1022	4,109	4,241	165	\$15.63	\$24.45	HS diploma or equivalent
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Healthcare Support Workers, All Other	31-9099	2,937	3,059	105	\$14.39	\$21.38	HS diploma or equivalent
First-Line Supervisors of Protective Service Workers, All Other	33-1099	1,625	1,773	90	\$15.79	\$25.05	HS diploma or equivalent
Correctional Officers & Jailers	33-3012	5,275	5,419	213	\$24.18	\$36.48	HS diploma or equivalent
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Educational Master Plan

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
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First-Line Supervisors of Housekeeping & Janitorial Workers	37-1011	5,239	5,615	267	\$14.12	\$20.75	HS diploma or equivalent
First-Line Supervisors of Landscaping, Lawn Service & Groundskeeping Workers	37-1012	4,150	4,337	119	\$14.38	\$21.37	HS diploma or equivalent
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Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	41-4012	28,182	29,999	1,287	\$14.73	\$28.78	HS diploma or equivalent
First-Line Supervisors of Office & Administrative Support Workers	43-1011	38,285	40,182	1,593	\$18.74	\$28.98	HS diploma or equivalent
Bill & Account Collectors	43-3011	6,916	7,347	363	\$14.84	\$21.10	HS diploma or equivalent
Billing & Posting Clerks	43-3021	11,614	12,452	507	\$13.96	\$21.16	HS diploma or equivalent
Bookkeeping, Accounting & Auditing Clerks	43-3031	45,958	48,739	1,386	\$14.28	\$21.81	HS diploma or equivalent
Payroll & Timekeeping Clerks	43-3051	5,702	6,048	248	\$15.40	\$23.47	HS diploma or equivalent
Procurement Clerks	43-3061	1,670	1,738	85	\$15.18	\$22.71	HS diploma or equivalent
Eligibility Interviewers, Government Programs	43-4061	3,034	3,141	99	\$21.15	\$26.47	HS diploma or equivalent
Interviewers, Except Eligibility & Loan	43-4111	6,068	6,299	203	\$13.70	\$20.79	HS diploma or equivalent
Loan Interviewers & Clerks	43-4131	4,231	4,314	95	\$12.59	\$21.43	HS diploma or equivalent
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	3,958	4,106	154	\$15.20	\$23.35	HS diploma or equivalent
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Cargo & Freight Agents	43-5011	1,821	1,879	87	\$16.08	\$23.70	HS diploma or equivalent
Police, Fire & Ambulance Dispatchers	43-5031	1,993	2,089	92	\$21.66	\$33.43	HS diploma or equivalent
Dispatchers, Except Police, Fire & Ambulance	43-5032	4,509	4,833	246	\$12.57	\$20.55	HS diploma or equivalent
Postal Service Mail Carriers	43-5052	7,593	7,096	258	\$25.23	\$27.15	HS diploma or equivalent
Production, Planning & Expediting Clerks	43-5061	9,251	9,577	356	\$15.70	\$25.66	HS diploma or equivalent
Executive Secretaries & Executive Administrative Assistants	43-6011	32,848	33,235	572	\$18.45	\$29.05	HS diploma or equivalent
Legal Secretaries	43-6012	7,615	7,249	89	\$16.90	\$29.47	HS diploma or equivalent
Insurance Claims & Policy Processing Clerks	43-9041	5,230	5,107	162	\$13.67	\$21.07	HS diploma or equivalent
First-Line Supervisors of Farming, Fishing & Forestry Workers	45-1011	2,820	2,890	94	\$14.73	\$22.43	HS diploma or equivalent
First-Line Supervisors of Construction Trades & Extraction Workers	47-1011	13,365	13,966	415	\$21.53	\$33.00	HS diploma or equivalent
Carpenters	47-2031	28,763	30,463	1,023	\$15.62	\$24.82	HS diploma or equivalent

Educational Master Plan

Description	SOC	2013 Jobs	2016 Jobs	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Operating Engineers & Other Construction Equipment Operators	47-2073	5,175	5,257	215	\$24.98	\$32.38	HS diploma or equivalent
Electricians	47-2111	12,865	13,483	513	\$19.03	\$32.22	HS diploma or equivalent
Glaziers	47-2121	1,519	1,654	90	\$13.61	\$22.53	HS diploma or equivalent
Plumbers, Pipefitters & Steamfitters	47-2152	9,642	10,799	528	\$17.24	\$31.01	HS diploma or equivalent
Sheet Metal Workers	47-2211	3,724	4,032	182	\$15.51	\$29.70	HS diploma or equivalent
Structural Iron & Steel Workers	47-2221	1,165	1,263	78	\$17.66	\$32.65	HS diploma or equivalent
Construction & Building Inspectors	47-4011	2,943	3,093	128	\$22.12	\$35.18	HS diploma or equivalent
First-Line Supervisors of Mechanics, Installers & Repairers	49-1011	8,595	8,956	361	\$21.67	\$36.45	HS diploma or equivalent
Security & Fire Alarm Systems Installers	49-2098	2,175	2,325	106	\$15.99	\$23.37	HS diploma or equivalent
Industrial Machinery Mechanics	49-9041	4,274	4,625	254	\$17.72	\$28.12	HS diploma or equivalent
Telecommunications Line Installers & Repairers	49-9052	4,014	3,858	141	\$19.41	\$30.50	HS diploma or equivalent
Maintenance & Repair Workers, General	49-9071	29,454	31,137	1,160	\$12.28	\$21.51	HS diploma or equivalent
Installation, Maintenance & Repair Workers, All Other	49-9099	4,532	4,729	148	\$13.39	\$21.59	HS diploma or equivalent
Machinists	51-4041	6,433	6,708	284	\$14.00	\$23.15	HS diploma or equivalent
Water & Wastewater Treatment Plant & System Operators	51-8031	2,320	2,457	132	\$24.46	\$34.04	HS diploma or equivalent
First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	53-1021	3,920	4,099	174	\$14.17	\$23.00	HS diploma or equivalent
First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	53-1031	3,961	4,215	201	\$17.96	\$29.33	HS diploma or equivalent
Bus Drivers, Transit & Intercity	53-3021	7,148	7,535	269	\$13.79	\$23.84	HS diploma or equivalent
Motor Vehicle Operators, All Other	53-3099	2,726	2,829	116	\$9.93	\$22.06	HS diploma or equivalent
Cement Masons & Concrete Finishers	47-2051	3,371	3,858	231	\$16.06	\$25.02	Less than HS
Construction Laborers	47-2061	31,805	33,623	1,437	\$11.97	\$20.34	Less than HS
Drywall & Ceiling Tile Installers	47-2081	4,736	4,866	175	\$15.43	\$24.88	Less than HS
Painters, Construction & Maintenance	47-2141	10,450	11,266	497	\$12.98	\$20.16	Less than HS
Roofers	47-2181	5,250	5,124	188	\$14.05	\$21.96	Less than HS
Refuse & Recyclable Material Collectors	53-7081	3,655	3,873	185	\$11.18	\$23.01	Less than HS

The following occupations are those that meet the “target occupation” criteria, with one difference. These occupations typically require an education level of a Bachelor’s or Master’s Degree. The data is included as a reference for opportunities for transfer students.

Occupation Group	SOC	Description	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Community & Social Services						
	21-1012	Educational, Guidance, School & Vocational Counselors	301	\$16.54	\$28.22	Master's degree
	21-1013	Marriage & Family Therapists	188	\$12.27	\$21.31	Master's degree
	21-1022	Healthcare Social Workers	285	\$19.47	\$32.22	Master's degree
	21-1099	Community & Social Service Specialists, All Other	181	\$13.94	\$24.14	Master's degree
Computer & Mathematical						
	15-2041	Statisticians	119	\$28.65	\$46.97	Master's degree
Education, Training & Library						
	25-4021	Librarians	229	\$23.62	\$33.93	Master's degree
	25-9031	Instructional Coordinators	156	\$20.72	\$31.39	Master's degree
Healthcare Practitioners						
	29-1071	Physician Assistants	125	\$35.79	\$50.13	Master's degree
	29-1122	Occupational Therapists	83	\$27.99	\$43.00	Master's degree
	29-1127	Speech-Language Pathologists	101	\$28.85	\$39.05	Master's degree
	29-1171	Nurse Practitioners	136	\$32.60	\$53.18	Master's degree
Life, Physical & Social Science						
	19-3051	Urban & Regional Planners	171	\$28.28	\$39.85	Master's degree
Management						
	11-9032	Education Administrators, Elementary & Secondary School	198	\$35.20	\$49.64	Master's degree
	11-9033	Education Administrators, Postsecondary	179	\$25.66	\$44.63	Master's degree
Architecture & Engineering						
	17-1011	Architects, Except Landscape & Naval	243	\$25.00	\$37.63	Bachelor's degree
	17-2011	Aerospace Engineers	309	\$35.15	\$53.70	Bachelor's degree
	17-2031	Biomedical Engineers	139	\$34.47	\$51.46	Bachelor's degree
	17-2051	Civil Engineers	418	\$31.70	\$46.90	Bachelor's degree
	17-2061	Computer Hardware Engineers	481	\$38.98	\$60.82	Bachelor's degree
	17-2071	Electrical Engineers	279	\$35.02	\$52.70	Bachelor's degree
	17-2072	Electronics Engineers, Except Computer	323	\$35.30	\$55.92	Bachelor's degree
	17-2081	Environmental Engineers	104	\$28.37	\$44.60	Bachelor's degree
	17-2112	Industrial Engineers	332	\$32.47	\$48.99	Bachelor's degree
	17-2141	Mechanical Engineers	355	\$30.82	\$47.76	Bachelor's degree
	17-2199	Engineers, All Other	198	\$32.19	\$48.38	Bachelor's degree
Arts, Design, Entertainment, Sports & Media						
	27-1011	Art Directors	124	\$18.69	\$32.12	Bachelor's degree
	27-1014	Multimedia Artists & Animators	151	\$15.55	\$25.12	Bachelor's degree
	27-1024	Graphic Designers	570	\$16.38	\$24.50	Bachelor's degree

Occupation Group	SOC	Description	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
	27-1025	Interior Designers	236	\$16.32	\$23.46	Bachelor's degree
	27-2012	Producers & Directors	179	\$17.18	\$32.82	Bachelor's degree
	27-3031	Public Relations Specialists	343	\$18.60	\$33.22	Bachelor's degree
	27-3041	Editors	273	\$15.83	\$24.68	Bachelor's degree
	27-3042	Technical Writers	172	\$27.70	\$44.12	Bachelor's degree
	27-3091	Interpreters & Translators	156	\$15.38	\$22.86	Bachelor's degree
Business & Financial						
	13-1041	Compliance Officers	222	\$23.00	\$38.77	Bachelor's degree
	13-1051	Cost Estimators	361	\$19.43	\$34.32	Bachelor's degree
	13-1071	Human Resources Specialists	518	\$20.41	\$34.17	Bachelor's degree
	13-1075	Labor Relations Specialists	102	\$22.54	\$36.60	Bachelor's degree
	13-1081	Logisticians	188	\$26.50	\$39.61	Bachelor's degree
	13-1111	Management Analysts	1,642	\$25.87	\$41.01	Bachelor's degree
	13-1121	Meeting, Convention & Event Planners	191	\$16.77	\$26.82	Bachelor's degree
	13-1131	Fundraisers	122	\$15.23	\$26.28	Bachelor's degree
	13-1141	Compensation, Benefits & Job Analysis Specialists	110	\$24.08	\$34.42	Bachelor's degree
	13-1151	Training & Development Specialists	321	\$19.98	\$36.84	Bachelor's degree
	13-1161	Market Research Analysts & Marketing Specialists	1,436	\$20.80	\$40.66	Bachelor's degree
	13-2011	Accountants & Auditors	2,245	\$23.75	\$35.54	Bachelor's degree
	13-2031	Budget Analysts	159	\$25.99	\$39.69	Bachelor's degree
	13-2051	Financial Analysts	529	\$27.98	\$45.86	Bachelor's degree
	13-2052	Personal Financial Advisors	327	\$19.79	\$37.90	Bachelor's degree
	13-2072	Loan Officers	205	\$22.65	\$36.47	Bachelor's degree
	13-2099	Financial Specialists, All Other	103	\$20.53	\$40.87	Bachelor's degree
Community & Social Services						
	21-1021	Child, Family & School Social Workers	346	\$16.10	\$23.43	Bachelor's degree
	21-1023	Mental Health & Substance Abuse Social Workers	167	\$14.65	\$22.22	Bachelor's degree
	21-1029	Social Workers, All Other	125	\$20.66	\$35.68	Bachelor's degree
	21-1091	Health Educators	124	\$18.02	\$25.75	Bachelor's degree
	21-1092	Probation Officers & Correctional Treatment Specialists	82	\$24.87	\$37.91	Bachelor's degree
	21-2011	Clergy	140	\$13.11	\$22.76	Bachelor's degree
	21-2021	Directors, Religious Activities & Education	117	\$13.14	\$21.84	Bachelor's degree
Computer & Mathematical						
	15-1121	Computer Systems Analysts	1,430	\$27.69	\$44.03	Bachelor's degree
	15-1122	Information Security Analysts	226	\$33.33	\$50.39	Bachelor's degree
	15-1131	Computer Programmers	1,023	\$29.62	\$43.55	Bachelor's degree
	15-1132	Software Developers, Applications	2,591	\$33.88	\$52.98	Bachelor's degree
	15-1133	Software Developers, Systems Software	1,744	\$37.55	\$57.59	Bachelor's degree
	15-1141	Database Administrators	261	\$24.68	\$44.25	Bachelor's degree
	15-1142	Network & Computer Systems Administrators	660	\$26.78	\$43.05	Bachelor's degree
	15-1143	Computer Network Architects	330	\$36.88	\$57.15	Bachelor's degree
	15-1199	Computer Occupations, All Other	327	\$23.21	\$40.99	Bachelor's degree

Occupation Group	SOC	Description	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
	15-2031	Operations Research Analysts	171	\$28.00	\$42.31	Bachelor's degree
Education, Training & Library						
	25-2012	Kindergarten Teachers, Except Special Education	188	\$20.13	\$29.86	Bachelor's degree
	25-2021	Elementary School Teachers, Except Special Education	1,149	\$21.87	\$31.37	Bachelor's degree
	25-2022	Middle School Teachers, Except Special & Career/Technical Education	507	\$23.19	\$32.38	Bachelor's degree
	25-2031	Secondary School Teachers, Except Special & Career/Technical Education	852	\$23.09	\$32.99	Bachelor's degree
	25-2052	Special Education Teachers, Kindergarten & Elementary School	109	\$20.51	\$28.99	Bachelor's degree
	25-3011	Adult Basic & Secondary Education & Literacy Teachers & Instructors	115	\$19.95	\$30.81	Bachelor's degree
	25-3099	Teachers & Instructors, All Other	555	\$15.78	\$27.17	Bachelor's degree
Healthcare Practitioners						
	29-1031	Dietitians & Nutritionists	97	\$23.78	\$34.21	Bachelor's degree
	29-2011	Medical & Clinical Laboratory Technologists	130	\$25.83	\$40.88	Bachelor's degree
Life, Physical & Social Science						
	19-2031	Chemists	228	\$24.51	\$39.00	Bachelor's degree
	19-2041	Environmental Scientists & Specialists, Including Health	207	\$26.62	\$40.38	Bachelor's degree
	19-4021	Biological Technicians	224	\$15.97	\$26.26	Bachelor's degree
Management						
	11-1011	Chief Executives	360	\$44.24	\$85.29	Bachelor's degree
	11-1021	General & Operations Managers	2,713	\$29.23	\$58.43	Bachelor's degree
	11-2011	Advertising & Promotions Managers	82	\$27.98	\$43.90	Bachelor's degree
	11-2021	Marketing Managers	507	\$42.15	\$72.31	Bachelor's degree
	11-2022	Sales Managers	618	\$30.25	\$64.56	Bachelor's degree
	11-2031	Public Relations & Fundraising Managers	109	\$30.65	\$53.71	Bachelor's degree
	11-3011	Administrative Services Managers	331	\$27.36	\$46.69	Bachelor's degree
	11-3021	Computer & Information Systems Managers	921	\$51.17	\$75.42	Bachelor's degree
	11-3031	Financial Managers	638	\$36.84	\$65.31	Bachelor's degree
	11-3051	Industrial Production Managers	143	\$32.07	\$53.76	Bachelor's degree
	11-3061	Purchasing Managers	88	\$33.99	\$60.37	Bachelor's degree
	11-3121	Human Resources Managers	217	\$35.33	\$60.54	Bachelor's degree
	11-9021	Construction Managers	316	\$25.43	\$37.62	Bachelor's degree
	11-9031	Education Administrators, Preschool & Childcare Center/Program	155	\$16.92	\$23.13	Bachelor's degree
	11-9041	Architectural & Engineering Managers	462	\$50.21	\$77.01	Bachelor's degree
	11-9111	Medical & Health Services Managers	385	\$31.90	\$53.78	Bachelor's degree
	11-9121	Natural Sciences Managers	152	\$49.07	\$80.63	Bachelor's degree
	11-9151	Social & Community Service Managers	339	\$20.06	\$32.46	Bachelor's degree

Occupation Group	SOC	Description	Annual Openings	10th Percentile Hourly	Median Hourly	Education Level
Sales & Related						
	41-3031	Securities, Commodities & Financial Services Sales Agents	360	\$18.21	\$40.82	Bachelor's degree
	41-4011	Sales Representatives, Wholesale & Manufacturing, Technical & Scientific Products	760	\$22.04	\$44.49	Bachelor's degree
	41-9031	Sales Engineers	205	\$31.82	\$56.72	Bachelor's degree
Transportation & Material Moving						
	53-2011	Airline Pilots, Copilots & Flight Engineers	153	\$41.93	\$58.68	Bachelor's degree

Section C:
Brand Discovery Report

College of Alameda - Brand Discovery

Executive Summary

(Presented by Jennifer Owen-Blackmon, Communications Consultant, November 20, 2015)

In August-October 2015 College of Alameda (CoA) conducted a brand discovery study to better understand how the College is currently perceived by its key audiences (students, faculty, classified staff, administration, community), and to help to define its brand identity (current and aspirational). Thirty-six faculty, staff, administrators, community members, students and alumni were interviewed by an independent consultant for this project, with their responses captured verbatim.

The majority of interviewees concurred that CoA does have some image challenges and an unclear brand identity. The college is not well known or well respected in the local community. Its brand identity is not strong relative to other nearby community colleges, and it is impeded to some degree by its association with the Peralta Colleges brand and comparison to other colleges in the District. It is not the local “college of choice.”

Based on the interview findings, College of Alameda’s current brand identity is:

- College of Alameda is **smaller and quieter than other community colleges**. It’s a **diverse, inclusive community**, based on **personal relationships**, with a **family feel**. The campus, **uniquely situated in an island community**, is **open** and **spacious** with **lots of green space**, like a 4-year college.
- The College’s **high quality instructors are dedicated to supporting students**. Our academic offerings include **unique CTE programs** that you can’t get anywhere else locally.
- CoA is a place where **you’ll receive personal attention** and **you won’t get lost in the crowd**. It’s **accessible** and **convenient** – it’s **easy to get there**, **easy to park**, and **easy to get what you need**.

The College was not currently perceived as being technology-forward, cutting edge or innovative. However, many respondents expressed a desire that it become these things in the future.

Participants acknowledged that CoA is changing for the better under the current administration. However, outdated and unattractive facilities, inadequate technology, a history of high administrative turnover resulting in low morale among faculty and staff, inconsistent support for programs, accreditation issues, and a disconnect from the local community were cited as the most significant detractors to CoA’s brand.

CoA's association with the Peralta Colleges brand was seen by 33% of respondents as a positive for students, in that the four colleges together can offer students more classes, a choice of instructors, and the convenience that comes from a diversity of choices. However, over 50% of respondents reported that association with the Peralta District is a negative, whose inefficient business processes, lack of accountability, spirit of competition, and poor reputation makes it more difficult for the College to operate, attract students, and effectively serve them.

CoA's logo is considered "retro" and "dated" with an even split of likes/ dislikes. Students identify with CoA's cougar mascot but faculty, staff, and administration are ambivalent. Multiple versions of both are in current use.

There is significant room for improvement in the ways CoA presents itself to the public (and its internal stakeholders). CoA's website is in need of a systematic overhaul, redesign, and tighter ongoing management. Printed marketing materials for the college are seen as OK but not great. Both internal and external communication could be stronger – but participants were cognizant that a slick marketing campaign is not the answer to improving CoA's image. Making foundational improvements and effectively communicating these, internally and externally, are what's needed.

Despite CoA's challenges, almost every respondent expressed pride in College of Alameda and hope for its future. 92% of those surveyed said they would recommend College of Alameda to prospective students. Most said they already do.

Respondents presented a strong aspirational vision for CoA as the "College of Choice," and suggested numerous improvements to help get there. Key opportunities included the creation of new events on campus to bring in the community, formation of new community partnerships, improving campus aesthetics, improving customer service to students, and more effectively supporting and tracking student success outcomes.

CHAPTER THREE

College Goals 2016 – 2021

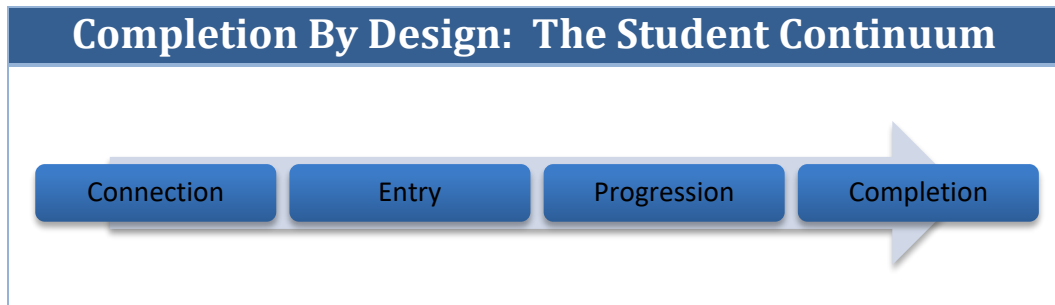
Data and information collected during the Discovery process were reviewed and analyzed to determine overarching goals to guide the College during the next five years. Ten goals emerged from the data, and strategic planning priorities were identified for each goal. Eight major Planning efforts were integrated into the plan, and the goals were viewed as to their relationship with the student continuum from point of contact with the College through completion of educational goal. Targets, measurable outcomes, and assigned management leaders were also delineated for each goal. The resulting planning framework is depicted in the matrix that follows.








COLLEGE OF ALAMEDA – EDUCATIONAL MASTER PLAN

2016 – 2021 GOALS: KEYS

Peralta Community College District Goals


- A. Advance Student Access, Equity, and Success**
- B. Engage and Leverage Partners**
- C. Build Programs of Distinction**
- D. Strengthen Accountability, Innovation, and Collaboration**
- E. Develop and Manage Resources to Advance Our Mission**






Integrated Planning Linkages Key	
Icon	Planning Initiative
	Blueprint For Excellence (Accreditation Recommendations)
	Student Success and Support Plan (SSSP)
	Student Equity Plan (SEP)
	Peralta Accountability for Student Success (PASS) – Measure B
	Program Reviews; external reviews/program accreditations
	Institutional Effectiveness Partnership Initiative (IEPI)
	Technology Plan
A	Enrollment Management Framework


COLLEGE OF ALAMEDA – EDUCATIONAL MASTER PLAN


2016 – 2021 GOALS


Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design			Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment	
<p>GOAL 1.0 Increase access to college programs / coursework through collaboration with other PCCD colleges in redesigning college schedules and offerings</p> <p><u>Strategic Planning Priorities</u> 1.1 Implement comprehensive district-wide enrollment management plan for various student cohorts and to plan which programs at which campus; plan should be intentional, coordinated, strategic, and able to better manage the “swirl” of students attending more than one campus; Communication to students</p> <p>1.2 Change systems and processes to address student needs (i.e. schedules, inverted classrooms, etc.); consider needs especially of part-time students and the largest group (25-34 yr olds)</p>	 <p>A</p>	CONNECTION	ENTRY	PROGRESSION	COMPLETION	<p>May 2017- Adopt District-wide enrollment management plan</p> <p>January 2017- Implement scheduling/room reservation/event planning software</p>	<p>VPI</p> <p>VPI</p> <p>VPSS</p>	<p>A: Advance Student Access, Equity, and Success</p>


Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design			Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment	
<p>GOAL 2.0 Reduce loss of students prior to start of classes</p> <p><u>Strategic Planning Priorities</u></p> <p>2.1 Improve enrollment process from CCC Apply to start of classes</p> <p>2.2 Evaluate student preparedness for program/coursework through assessment, pre-requisites, advising, and development of individualized Ed plan</p>	  <p>A</p>	CONNECTION	ENTRY	PROGRESSION	COMPLETION	<p>December 2016- Create exception report from CCCapply</p> <p>December 2016- Implement common assessment initiative (CAI) framework</p>	<p>VPSS</p> <p>VPSS</p> <p>VPSS</p>	<p>A: Advance Student Access, Equity, and Success</p>


Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
		CONNECTION	ENTRY	PROGRESSION	COMPLETION			
<p>GOAL 3.0 Increase retention and persistence rates</p> <p><u>Strategic Planning Priorities</u></p> <p>3.1 Identify best practices for various groups to generalize to other/all groups</p> <p>3.2 Identify best practices to avert trend of loss of male students</p>						<p>VPI</p> <p>VPI</p> <p>VPSS</p> <p>VPSS</p> <p>VPSS</p> <p>VPSS</p>	<p>A: Advance Student Access, Equity, and Success</p>	
						<p>September 2016- Implement First Year Experience Program (CoA Promise)</p> <p>December 2016- Fully implement Early Alert System</p> <p>May 2017- Build relationships faculty <-- --> students (e.g. clubs; campus life)- increase number of clubs by 10%</p> <p>December 2016- Develop pathways for success for those not currently successful in courses (vs. just repeating and repeating courses): Implement STATWAY mathematics program and MathJAM</p> <p>Create employment opportunities for students on campus</p>		


Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
<p>GOAL 4.0 Increase community and educational partnerships</p> <p><u>Strategic Planning Priorities</u></p> <p>4.1 Increase community involvement by CoA staff</p> <p>4.2 Increase partnerships with Community-based organizations</p> <p>4.3 Increase partnerships with K-12</p> <p>4.4 Increase partnerships with 4 yr colleges and universities</p>		CONNECTION	ENTRY	PROGRESSION	COMPLETION	<p>September 2016- Additional K-12 partnership: American Indian Model School</p> <p>September 2016- Launch CoA Promise Initiative</p> <p>December 2016- Implement Pathways to Law School (2+2+2)</p> <p>Document increased number of MOU's with partners (2016-21)</p>	<p>President</p> <p>VPSS</p> <p>VPI</p>	<p>A: Advance Student Access, Equity, and Success</p> <p>B: Engage and Leverage Partners</p>


Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
<p>GOAL 5.0 Strengthen business and industry partnerships</p> <p><u>Strategic Planning Priorities</u></p> <p>5.1 Strengthen program advisory committees</p> <p>5.2 Develop partnerships for work-based learning and contract education</p> <p>5.3 Proactively pursue resource development with community partners</p> <p>5.4 Increase PCCD's CoA Foundation accounts and scholarships</p> <p>5.5 Strengthen integration between CoA One-Stop Center and Alameda Workforce Investment Board</p>		CONNECTION	ENTRY	PROGRESSION	COMPLETION	<p>December 2016- Increase onramps for services to currently restricted groups (One-Stop)</p>	<p>President</p> <p>VPI</p> <p>VPSS</p>	<p>B: Engage and Leverage Partners</p> <p>E: Develop and Manage Resources to Advance Our Mission</p>

Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
		CONNECTION	ENTRY	PROGRESSION	COMPLETION			
<p>GOAL 6.0 Advance CoA teaching and learning</p> <p><u>Strategic Planning Priorities</u></p> <p>6.1 Strengthen teaching pedagogy – holistic, contemporary, and relevant curriculum and teaching methods</p> <p>6.2 Strengthen DE Program</p> <p>6.3 Increase college and classroom technology</p> <p>6.4 Provide faculty and staff professional development</p> <p>6.5 Improve quality of facilities</p> <p>6.6 Implement system for SLO assessment and use of results for improvement</p>	 <p>A</p>	CONNECTION	ENTRY	PROGRESSION	COMPLETION	<p>December 2016- Increase professional development opportunities link to equity and student success indicators.</p> <p>January 2017- 50% of classrooms will have “SMART” classroom technology</p> <p>December 2016- Implement College wide WIFI solution</p> <p>May 2017- Complete review of outcomes assessment system and begin migration to new system</p>	<p>VPI</p> <p>VPI</p> <p>Dean of Planning, Research, and Institutional Effectiveness</p>	C: Build Programs of Distinction

Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
		CONNECTION	ENTRY	PROGRESSION	COMPLETION			
<p>GOAL 7.0 Strengthen Data-driven / informed decision making</p> <p><u>Strategic Planning Priorities</u></p> <p>7.1 Identify ongoing IE measures for “dashboard”</p> <p>7.2 Create intentional annual research agenda for continuous improvement</p>						<p>May 2017- Adopt dashboard and/or scorecard framework</p> <p>December 2016- Approve annual research agenda</p>	<p>Dean of Planning, Research, and Institutional Effectiveness</p>	<p>D: Strengthen Accountability, Innovation, and Collaboration</p>

Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
		CONNECTION	ENTRY	PROGRESSION	COMPLETION			
<p>GOAL 8.0 Establish integrated planning and evaluation system</p> <p><u>Strategic Planning Priorities</u> 8.1 Institutionalize the EMP; establish improved processes for annual review, integrated planning, budgeting, and continuous improvement</p> <p>8.2 Align budget allocation with planning processes</p>						<p>September 2016- Incorporate fiscal data into program review process</p> <p>May 2017- Adopt revised Institutional Planning and Budget Handbook</p>	<p>Director of Business and Administrative Services</p> <p>Dean of Planning, Research, and Institutional Effectiveness</p>	<p>E: Develop and Manage Resources to Advance Our Mission</p>

Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
<p>GOAL 9.0 Design organizational, committee, and governance structures to support student success</p> <p><u>Strategic Planning Priorities</u></p> <p>9.1 Develop long-range staffing plan</p> <p>9.2 Determine appropriate Faculty FT:PT ratio</p> <p>9.3 Develop strategic hiring process for a high-performing, contemporary organization</p> <p>9.4 Refine committee and governance structures</p>		CONNECTION	ENTRY	PROGRESSION	COMPLETION	<p>May 2017- Review and adopt College compendium of committees</p>	<p>President</p> <p>VPI</p> <p>VPSS</p>	<p>A: Advance Student Access, Equity, and Success</p> <p>E: Develop and Manage Resources to Advance Our Mission</p>

Goals and Strategic Planning Priorities	Link to Planning Efforts (see key)	Completion by Design				Targets and Measurable Outcomes	Management Leader	PCCD Goal Alignment
<p>GOAL 10.0 Engage in redesign of PCCD policies and procedures, including the Budget Allocation Model (BAM)</p> <p><u>Strategic Planning Priorities</u> 10.1 Provide input annually to establish/refine PCCD policy for budget allocation to minimize competition and promote collaboration among colleges (vs. current FTE-driven model)</p>		CONNECTION	ENTRY	PROGRESSION	COMPLETION	<p>Ongoing- Fully participate in District Committees to inform policy and procedure revision and/or development</p>	<p>President</p> <p>Director of Business and Administrative Services</p>	<p>E: Develop and Manage Resources to Advance Our Mission</p>

CHAPTER FOUR

Next Steps in Planning and Evaluation

Implementation Process

Each of the ten Educational Master Plan (EMP) goals, and their accompanying strategic planning priorities, has an assigned manager to lead the implementation process and ensure consistency as key stakeholders (faculty, staff, and students) implement components of the EMP at a grassroots level. Monitoring of plan implementation will occur through the participatory governance structure(s) of the college.

The EMP implementation activities to meet Strategic Planning Priorities will follow the annually updated *Integrated Planning and Budgeting Model* and process to ensure planning is intentional and systematic, and that resources are aligned with planning efforts.

Implementation of the EMP will proceed through four steps, as depicted below.



Step 1 will involve a launch at the Fall Convocation, followed by dialogue sessions in division and department meetings and across the participatory governance structure(s). Efforts will be made to include part-time staff, especially adjunct faculty, in all steps of the implementation process, beginning with the launch. During Step 2 the Dean of Research, Planning, and Institutional Effectiveness, working with the Planning, Research, and Institutional Effectiveness Committee (PRIEC), will establish the research agenda needed to support the EMP and collect and provide data to departments. In Step 3, departments will align their Comprehensive Planning Updates (CPUs) and Annual Planning Updates (APUs) with the EMP to carry out the work needed for implementation.

Finally, in Step 4, evaluation of the progress with EMP implementation will take place at both the departmental level and through the participatory governance structure(s). Results from the evaluation process will be used to make adjustments in the EMP, and in APUs, as needed to enhance institutional effectiveness. Targets, measurable outcomes, and activities may be revised during this process. Additionally, changes in state funding, new initiatives, and other internal and external conditions will be examined during the annual update process.

Evaluation and Improvement Cycle

The Planning, Research, and Institutional Effectiveness Committee (PRIEC) will support the EMP process in three key areas:

- 1) Identifying the annual research agenda, and analyzing data collected to develop planning assumptions;
- 2) Serving in a supportive role to departments for the understanding of data and continuing the growth of an evidence-based culture at College of Alameda; and
- 3) Monitoring the plan's progress in reaching milestones, recommending adjustments as needed on an annual basis, and identifying any new initiatives or planning efforts (e.g. grants, new resources, partnerships, etc.) that may need to be integrated into the overall EMP process.

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. While data collection will take place annually, the more comprehensive Discovery Phase, with environmental scanning and development of the next five-year plan, will commence again in year four (2020) of the plan.

CHAPTER FIVE

Challenges and Opportunities

The *College of Alameda 2016-2021 Educational Master Plan* (EMP), similar to that of the other three Peralta Community College District colleges, has involved many hours of work by College staff, a consultant team providing external, objective support for data collection and analysis, and students. In addition to the internal and external scanning processes, interviews, and focused discussions that took place, many staff and students responded to a district-wide survey, further contributing to the development of this EMP. Participants in the EMP process explored a broad range of topics. A number of themes and sub-themes emerged from the Discovery Phase of the project, and ultimately ten high priority goals were identified to guide the College's educational planning over the next five years. Strategic planning priorities were outlined for each goal, and it is anticipated that most additional sub-themes identified will be included as action items during the EMP implementation process as departments complete their Annual Program Updates (APUs).

In addition to the EMP provided in this document, this chapter documents critical challenges and opportunities that arose during the process that warrant further exploration and action planning. Some of these exist at the college level, and some are evidenced District-wide. The theme, "challenges and opportunities", represents two issues that blend together. Each challenge provides an opportunity for quality improvement, and each opportunity poses a challenge. Thus, the items delineated and described below aren't distinguished as one or the other.

District-wide Challenges and Opportunities

The need for District-wide educational master planning upon completion of the four College EMPs became apparent during the process. A systematic, coordinated review of the findings of the four Peralta District college EMPs, in the context of the district-wide environmental scanning that was conducted, is an important next step to further enhance integrated planning and budgeting to serve the region as a whole. This was particularly evidenced in the response from students, more than half of whom take courses at two or more of the Peralta colleges.

A coordinated, district-wide planning effort avoids duplication and gaps in service delivery, and utilizes limited District resources in an effective, efficient manner. Such a systematic review would lead to comprehensive, intentional planning of educational programs, services, facilities, and technology that would support student and community needs across the District. The following topics represent several interwoven essential elements of college viability and health that need to be developed via collaborative district-wide planning:

- *Enrollment forecasting* – There is a critical need for each college to forecast enrollment, but this has to be developed from a district-wide perspective, given that FTES is allocated to community college districts, from the state, and then distributed to each college via a district venue. The data portfolio work for this EMP established some basic ingredients for projecting enrollment, such as the following:
 - Population growth for the service area
 - Participation rates by zip code
 - Age ranges of projected service area population
 - High school graduation projections
 - High school graduate enrollment trends
 - Data on College of Alameda students concurrently enrolled in multiple PCCD colleges

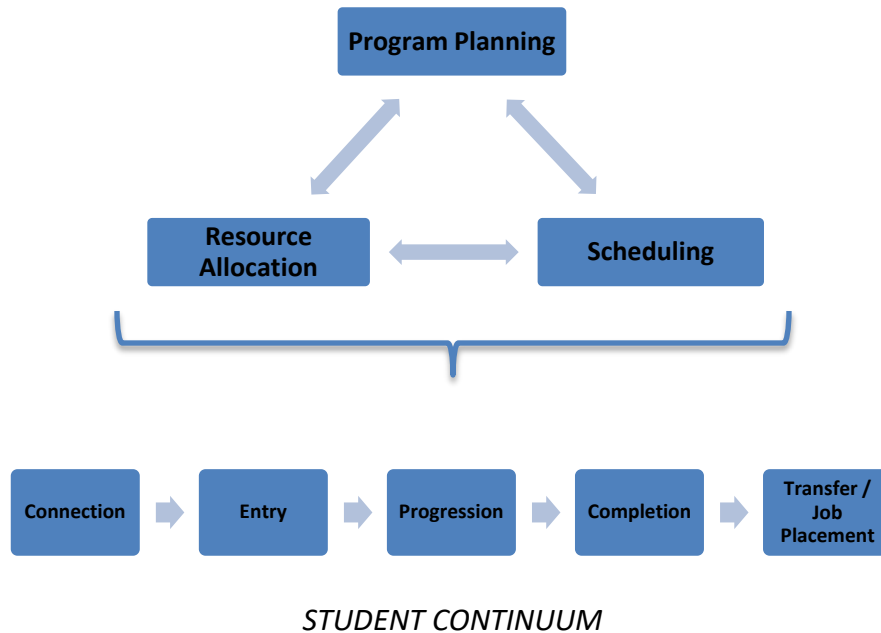
Using this information for each college, along with educational program and services planning, data-informed decisions can be collaboratively developed about projected enrollments.

- *Collaborative academic and Career Technical Education (CTE) program planning* - The EMP data portfolio identified labor market needs, including jobs and occupations that will have greater numbers of openings in the future. This was used in a “gap analysis” to identify growing occupational fields for which the College does and does not offer a certificate or degree. While the PCCD colleges have developed and used such information in planning, a more concerted, comprehensive and renewed district-wide examination is now warranted. An examination of past performance of existing programs, as well as those programs planned for the future is timely to assist in preparation for facilities master planning, and to ensure that the wider community’s labor and economic development needs are being addressed by the College for the very dynamic projected future.
- *District-wide scheduling of courses, programs, and their respective delivery modes* - Because data analysis revealed that a large percentage of PCCD students concurrently attend two or more colleges in the Peralta District -- and perhaps other colleges in the area as well -- collaborative scheduling of courses and programs is important to ensure that students can access, progress, and achieve educational goals with ease in a smooth and timely manner. Results of the student survey conducted for the EMP showed that students attend multiple colleges for a variety of reasons. There are practices in place to provide “home” college services to students. The District’s recent purchase of a new software application for classroom scheduling will create a technology solution for

improved space utilization and systematic integrated scheduling both within and across colleges of the District. However, enhancing a broader discussion of scheduling across colleges is needed to not only gain efficiencies, but more importantly, to improve student access and progress along educational pathways for success.

- *Fiscal planning* – Enrollment management and program planning have to be evaluated and addressed within the context of stable financial planning—another district-wide topic and also an accreditation concern. While the College continues to refine its *Integrated Planning and Budgeting Model*, and participate in the district Budget Allocation Model (BAM), long-term goals and frameworks relative to FTES distribution and planned growth will be required for realistic college program and enrollment planning.
- *Facilities and technology planning* – District-wide facilities and technology planning will be an important step in supporting the programs and delivery modes determined in educational master planning on a district-wide level as described above. Outcomes from enrollment forecasting, academic and CTE program planning, master scheduling, and consideration of delivery modes will all serve as a foundation for facilities and technology master planning, and must be done across the District as a whole.
- *Coordinated and systematic research support* – Similarly, research must be undertaken both on a local College level as well as district-wide to serve the Peralta District region as a whole. Research support at each college is critical in order to adequately plan for state-of-the-art colleges in a dynamic 21st Century environment, where student success is paramount. Throughout PCCD, institutional research struggles to keep up with the needs and requirements of a sophisticated, changing, and results-oriented organization. Further, coordination between and among the Peralta colleges and the District office is uneven. At least one or more colleges has no manager for Research, Planning, and Institutional Effectiveness to meet local needs to support student success. It is critical that resources and efforts for research support—for long-term institutional planning as well as for assessing and promoting student learning success—be enhanced and assured at each college in the District.
- *Refinement and possible revision of the Budget Allocation Model (BAM)* – The current BAM encourages competition rather than the collaboration needed among the four colleges of the District to best serve its student population. Systematic coordination of program planning, scheduling, and resource allocation is necessary for the efficient and effective use of college resources. These must also be aligned with the progression of

the student from connection to a “home” College, entry, progression (retention and persistence), completion of the educational goal, and job placement or transfer to a four-year institution. The integration of these three important processes, and their relation to the student continuum is depicted below.



College Challenges and Opportunities

Several areas that represent both a challenge and an opportunity at the college level, and will need to be further addressed, were found during the development of this Educational Master Plan and are described below.

- *Integrated Planning* - College of Alameda has made great advances in this 2016 educational master planning process of integrating existing, multiple planning efforts. Consistently heard among college constituents was the need for planning efforts to be synthesized into a comprehensive approach. Because planning is often accompanied by a reporting requirement to a specific funding source, separate planning committees are often established to develop a Plan of Work specific to that funding stream. In the *College of Alameda 2016-2021 Educational Master Plan*, eight distinct college planning efforts have been integrated into a holistic approach to the EMP. An icon is used to identify each area in the plan, so that individual tracking can still be accomplished in compliance with disparate funding sources. Mechanisms for the ongoing integration of new initiatives will also need to be developed.

- *Succession planning and continuity with staff changes* – Administrative, faculty, and staff turnover has been high and is projected to persist over the next ten years. Additionally, over half of College of Alameda’s professional staff is over the age of fifty, with many retirements anticipated over the next several years. Systematic personnel planning in response to the anticipated staff turnover will be important for continuity and communication in support of the EMP.
- *Campus enhancement* – As a component of facilities planning, campus enhancement in all areas to create safe, attractive, clean facilities with accessible technology, designed for today’s student must be considered to support teaching, learning, and campus life.
- *Image and marketing* – Based on the Branding Discovery study, strengthening the brand of the College would support several EMP goals, including improved recruitment and retention of prospective students and the building of business, industry, and community partnerships.

APPENDICES

Campus Map –

http://alameda.peralta.edu/about-us/files/2012/04/Map_4-6-10.pdf

Student Demographics -

<http://web.peralta.edu/indev/program-review/>

Institutional Learning Outcomes -

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2015/11/COA-ILO.pdf>

Student Learning Outcomes –

<http://alameda.peralta.edu/institutional-effectiveness-committee/student-learning-outcomes/>

<http://alameda.peralta.edu/office-of-instruction/>

Completion By Design: Loss and Momentum Framework

<http://alameda.peralta.edu/planning-documents/>

[http://alameda.peralta.edu/planning-](http://alameda.peralta.edu/planning-documents/files/2016/05/loss_and_momentum_framework_rev_2013-04_0.pdf)

[documents/files/2016/05/loss_and_momentum_framework_rev_2013-04_0.pdf](http://alameda.peralta.edu/planning-documents/files/2016/05/loss_and_momentum_framework_rev_2013-04_0.pdf)

List of Current Programs; program data –

<http://alameda.peralta.edu/department-and-programs/departments-a-z/>

Program Review Cycle –

<http://alameda.peralta.edu/office-of-instruction/>

<http://alameda.peralta.edu/planning-documents/files/2015/09/Program-Review-Cycle.pdf>

Program Review Report – 2015-16 Reviews –

<http://alameda.peralta.edu/planning-documents/sample-page/instructional/>

<http://alameda.peralta.edu/planning-documents/sample-page/student-services/>

Governance Structure: Compendium of Committees –

<http://alameda.peralta.edu/about-us/leadership-governance/>

<http://alameda.peralta.edu/planning-documents/files/2016/01/Committee-Compendium-9-28-15.pdf>

Blueprint for Excellence –

<http://alameda.peralta.edu/accreditation/>

<http://alameda.peralta.edu/accreditation/files/2015/08/Blueprint-for-Excellence-Sorted-By-Completion-Status.pdf>

Student Success and Support Plan (SSSP) -

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2016/05/1516-COA-SSSPReportFinal-11.13.pdf>

Student Equity Plan (SEP) –

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/college-council/files/2014/10/Item-14-SUMMARY-EQUITY-PLAN.pdf>

Peralta Accountability for Student Success (PASS) – Measure B

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2016/05/PASS-Summaries-rev1-8-162.pdf>

Institutional Effectiveness Partnership Initiative (IEPI) - <http://alameda.peralta.edu/educational-master-plan/>

Technology Plan –

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2012/02/Technology-Plan-College-of-Alameda-1-15-09v4.doc>

Enrollment Management Plan -

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/office-of-instruction/>

<http://alameda.peralta.edu/planning-documents/files/2016/05/EMP-Final.pdf>

Institutional Planning 2016 -

<http://alameda.peralta.edu/planning-documents/>

<http://alameda.peralta.edu/planning-documents/files/2016/05/Institutional-Planning-2015-2016.pdf>

Facilities Master Plan (*future addition*)