2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: _____College of Alameda_____   District:__Peralta Community College District_____

Board of Trustees Approval Date: _____January 23, 2018_____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Signature	Date	Email Address
Tim Karas, President	1/29/18	tkaras@peralta.edu
MaryBeth Benvenutti, Chief Business Officer	1/30/18	mbbenvenutti@peralta.edu
Don Miller, Chief Instructional Officer	1/29/18	ddmiller@peralta.edu
Tina Vasconcellos, Chief Student Services Officer	1/31/18	tvasconcellos@peralta.ed
Rochelle Olive, President, Academic Senate	1/5/2018	kolive@peralta.edu

Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by January 31, 2018. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records.

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.

- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS
*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*
1. Assess your college's previous program efforts:
    a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Basic Skills Initiative Goals 2015-2016	Progress
BSI Goal A- Success for developmental education at CoA will increase and be evident due to: ✓ Developmental education becoming a clearly stated institutional priority with a dedicated mission statement. ✓ CoA developmental education program will be adequately funded and ✓ Staffed with dedicated developmental education faculty and ✓ Managed by a dedicated lead faculty or staff member	BSI Goal A achieved and activities were met. Evidence of Progress and Achievement: ✓ College mission edited & Educational Master Plan completed with focus on developmental education. ✓ BSI, BSSOT, SSSP & Equity funds directed to improve developmental education. ✓ Dedicated faculty coordinators for program. Professional Development opportunities for faculty ✓ Increased Student Success evidenced in Scorecard data for foundations math and English courses
BSI Goal B- To ensure the on-going success of developmental education, components of our program will include: ✓ Assessment, placement, comprehensive orientation and mentoring. ✓ Student Services and the office of instruction, faculty (counselors and instructors will continue to have a seamless union. ✓ Sufficient support services will promote student advancement.	BSI Goal B achieved and activities were met. Evidence of Progress and Achievement: ✓ Implementation of MMAP and assessment test writing sample. ✓ Implementation of Online tutorial service. ✓ Increased tutors for math, English and ESL disciplines. ✓ Increased digital library resources available to students 24/7 ✓ Continued Counseling & Instructional faculty collaborations promoting student success. ✓ Increased student support services (new hires in counseling) dedicated to SSSP components and student success.
BSI Goal C- ✓ CoA will continue to develop integrated, effective curricula and practices embedded with sound principles of learning. ✓ CoA will provide a campus environment that encourages success. ✓ Our support will include a practice of: - monitoring students' progress - a comprehensive academic support center, and most importantly, - a program that addresses the holistic development of the student.	BSI Goal C achieved and activities met. Evidence of Progress and Achievement: ✓ BSSOT curriculum efforts including co-requisite model development and implementation. ✓ California Acceleration Project participation and efforts- Faculty professional development. Development and implementation of Stat-way type courses to accelerate degree and transfer course completion. ✓ Implementation of pilot early alert programs focused on developmental education. Continued development of early alert system for college wide implementation. ✓ Enhanced tutoring in the Learning Resource Center ✓ Enhanced co-curricular offerings through the office of Student Activities and Campus Life to support students holistically.

Student Success and Support Plan Goals 2015-2016	Progress
SSSP I. Student Education Planning (SEPs): ✓ Develop and implement process to provide full time matriculating students an abbreviated SEP. ✓ Develop and implement process to provide full time matriculating students a comprehensive SEP.	SSSP I. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ All non-exempt matriculating students completed an abbreviated SEP with a counselor prior to the end of their first semester. ✓ All non-exempt matriculating students completed a comprehensive SEP by the end of their second term or completion of 15 units.
SSSP II. Orientation: ✓ Develop and implement online college orientation ✓ Require students to go through orientation prior to placement assessment.	SSSP II. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Cynosure online orientation developed and implemented for all non-exempt matriculating students. ✓ Prior to placement assessment appointments, students now complete orientation.
SSSP III. Placement assessment: ✓ Enhance current placement assessment process. ✓ Develop and implement writing sample assessment process.	SSSP III. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Implemented MMAP pilot and full implementation by Fall 2018. ✓ Developed and implemented holistic writing sample assessment 16-17.
SSSP IV. Counseling and Advising ✓ Hire additional counselors to better serve students and provide instruction. ✓ Assign counselors specific populations/activities to increase student success college wide.	SSSP IV. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Hired 5 counselors including a Veterans Counselor/Coordinator, SSSP Counselor/Coordinator, CTE Counselor, Early Alert Counselor, and Athletics Counselor.
SSSP V. Follow-up for at-risk students ✓ Develop and implement Early Alert program.	SSSP V. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Implemented PeopleSoft early alert pilot Spring 2017. ✓ Utilizing research from pilot, develop and implanting Starfish early alert program (17-18).
Student Equity Plan Goals 2015-2016	**Progress**
SE I. Access: Decrease underrepresentation of Males, Veterans, students with disabilities and foster youth. ✓ Targeted pre-enrollment equity strategies ✓ Open Gate (New Dream) for ex-offenders ✓ Brotherhood Program for Men of Color ✓ DSPS Center Renovation ✓ CoA Veterans Resource Center and dedicated staffing	SE I. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Development of a Mobile CoA program, implementation and expansion to feeder high schools and CBOs. ✓ Dedicated counselor/coordinator & programming for New Dream program for formerly incarcerated students. ✓ 2016- DSPS Center renovations completed ✓ 2015- Veterans center opened with dedicated classified and counseling staff.

SE II. Course Completion: Improve course completion outcomes. ✓ Brotherhood tutoring ✓ Equity service integration with existing categorical programs ✓ Leverage CAFYES (Next Up) to increase services for foster youth.	SE II. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ PASS proposal- supporting Brotherhood program for men of color 2015-2016. ✓ Increased foster youth enrollment and programming 2016-2017 to present (40+ students)
SE III. Basic Skills English, math & ESL: Strengthen capacity to advance students past gatekeeper courses. ✓ Restructure learning communities. ✓ Replicate "math jam" to improve preparation for math placement and improve course success in math. ✓ Participate in MMAP ✓ Provide professional development for faculty. ✓ Embedded librarian pilot	SE III. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Learning Community Re-Boot planning. Launch planned Fall 2018. ✓ Math Jam expanded & English Jam developed and implemented Spring 2017. ✓ MMAP pilot launched Spring 2016 with full implementation Fall 2018. Continued assessment, revision and implementation ongoing. ✓ Professional development: 6 faculty attended the UMOJA summer learning institute- SU2017. On campus UMOJA mini-sli August 2017. Faculty attended NCORE as well as additional AB540 and DACA development activities. ✓ Implemented embedded librarian pilot in English 1A courses with increased student information competency.
SE IV. Degree and Certificate Completion: Increase credential attainment. ✓ Use an information literacy framework to embed a librarian in gatekeeper courses to improve student information competencies. ✓ Implement equity focused coordination and support for the ATLAS certificate program.	SE IIV. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Implemented embedded librarian pilot in English 1A courses with increased student information competency. ✓ Developed and implemented ATLAS student support initiative.
SE V. Transfer: Improve transfer rates. ✓ Diversify STEM Pathways- MESA equity project. ✓ Transfer Academy ✓ CCUL- pathways to law school program implementation. ✓ HBCU tour	SE V. Goal partially achieved. Ongoing efforts continue to achieve this goal. Evidence of Progress and Achievement: ✓ Dedicated MESA counselor and coordination focused on disproportionate population student access and success. ✓ CCUL pathway developed and implemented with a focuses on outreach to disproportionately impacted students. (Dual enrollment offerings) ✓ HBCU College supported tour: Spring 2016 & 2017 (40 students)

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The overall success of the CoA plans can be attributed to the following:
- *Data based strategic planning and goal development resulting in realistic goals supported by the college.*
- *Commitment to collaboration and deepening existing partnerships between instruction and student services faculty, staff and administrators.*
- *Faculty committed to student success and reducing student achievement gaps.*

Turnover in administration over the past five years has led to inconsistencies and at times has been a barrier to goal attainment.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

| Integrated 2015-2016 Goal | Activities in each program that serve the goal listed | | |
	SSSP	Student Equity	BSI
Increase the capacity for math, English and ESL students to successfully complete gatekeeper courses and complete a degree applicable course.	* Implement holistic writing sample for English placement. * Participate in MMAP pilot for better placement results in math and English. * Provide multiple measures counseling for math, English and ESL	* Professional development for faculty including NCORE, UMOJA SLI, Acceleration Project. * Pilot embedded librarian student support in composition courses.	* Faculty participation in California Acceleration project. * Develop and implement co-requisite courses. * Implement online tutoring to support student success.

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

As one strategy to close the achievement gap, CoA faculty participated in the Multiple Measures Assessment Project (MMAP) thereby developing protocols and implementing a multiple measures assessment process utilizing high school transcripts and recent course completion as part of the holistic assessment. Through the Spring 2017 pilot and full implementation Fall 2018, students have been placed in English and math courses one level below or in degree applicable courses. The holistic strategy utilized through the MMAP has resulted in students completing degree applicable courses within one year.

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:

- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
- Closing achievement gaps for disproportionately impacted groups.
- Improving success rates in degree attainment, certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic or progress probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.
Complete the table on the next page. Add rows as needed to list all five goals.

CoA Integrated Goals	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
I. Increase the number of first time students who complete a transfer level English or math course within one academic year by 50% (baseline: 16-17 data).	SSSP 1.1. Implement multiple measures assessment for non-exempt students. SSSP 1.2. Implement counseling protocols for multiple measure assessments.	SE 1.1 Improve equitable access across all student groups to transfer level courses by fully implementing multiple measures assessment	BSI 1.1 Design and implement new curriculum (eg. – co-requisite courses and acceleration) to facilitate student completion of transfer level English and Math courses. BSI 1.2 Recruit and train tutors for supplemental learning instruction (SLI) and in co-requisite and open access transfer courses.	✓ Access ✓ Retention ✓ Transfer ✓ ESL/Basic Skills Completion ☐ Degree & Certificate Completion
1.a Develop and implement proactive strategies to specifically impact disproportionately affected groups. (eg. Tutoring &proactive counseling & case management counseling & embedded librarian)				
II. 80% of all fulltime matriculating students will have a comprehensive SEP within their first academic year.	SSSP 2.1 Run data reports regarding SSSP completed services for counseling team to follow up. SSSP 2.2 Develop and Implement pre-counseling career assessment tool. SSSP 2.3 Implement caseload counseling strategies in general counseling.	SE 2.1 Complete (each term) College Promise, Veterans, DSPS, EOPS, CARE, CalWORKS & NextUp student case load follow up to ensure retention amongst disproportionately impacted groups.	BSI 1.1 Invite counselors into all English, Math and ESL courses to develop counselor-student relationships.	☐ Access ✓ Retention ✓ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion
III. Increase the number of students who complete a certificate or degree by 25% (63 students) by June 2019.	SSSP 3.1 Implement caseload counseling strategies in general counseling. SSSP 3.2 Marketing campaign to students each semester(eg. 30 and 45 unit campaigns)	SE 3.1 Develop and implement Student Services & Instruction goal achievement collaboration program. SE 3.2 Develop implementation plan to scale counseling course offerings.	BSI 3.1 Develop 2-3 credit and noncredit course skill certificates in job related and student success fields.	✓ Access ✓ Retention ☐ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion
IV. Increase the number of students who successfully complete online courses by 10% (goal: 68% completion) by June 2019.	SSSP 4.1 Develop and implement online course success orientation.	SE 4.1 Professional Development focused on quality online courses and increased retention and success of disproportionately impacted groups.	BSI 4.1 Assess Online Tutoring Program and implement improvements to increase course completion. BSI 4.2 Develop Canvas EMS tutoring for students.	✓ Access ✓ Retention ✓ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion
V. Strengthen and expand community partnerships with High Schools and Community Based Organizations to support successful transitions and goal attainment of disproportionately impacted populations.	SSSP 5.1 Provide enhanced Mobile CoA services by expanding high school partners and offer at CBOs.	SE 5.1 Develop and strengthen partnerships with Veterans, formerly incarcerated and foster youth organizations.	BSI 5.1 Develop noncredit transition course offerings to support Basic Skills transition students.	✓ Access ✓ Retention ✓ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

College of Alameda has several participatory governance mechanisms that integrate matriculation, instruction and student support in support of achieving college student success goals. The PRIEC committee utilizes data driven planning techniques to establish institution set standards and to ensure the Educational Master Plan Goals are achieved. The PRIEC regularly evaluates metrics to assess progress towards goal achievement. In addition to the PRIEC, the College Student Success Committee is charged with developing and assessing integrated plan goals in support of diminishing the achievement gap and increasing student success. Finally, the CoA Enrollment Management committee develops goals and activities to increase enrollments while supporting the goals and activities of the Student Success Integrated Plan and the Educational Master Plan.

All three participatory governance committees along with the CoA administration and academic senate are dedicated to ensuring there is coordination across student equity-related categorical programs and campus-based programs including enhanced student services and instruction collaboration. Integrated student services and instruction planning and programming are critical to closing the achievement gap and increasing student success.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

College of Alameda currently has limited noncredit offerings however has developed several courses this academic year. The goal of noncredit offerings is to enhance student access, retention and success by focusing on transitional stages of development as defined by Nancy Schlossberg including moving in, moving through and moving out. Transitional noncredit courses are designed to smooth onboarding of adult and high school students. Additional noncredit offerings in tutor training and leadership development are designed to support student retention and the developmental stage of moving through. The college is researching additional noncredit career exploration or student success options to best support the developmental stage of moving on.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The CoA professional development plan includes supporting faculty staff and administrators in interpersonal, intrapersonal and institutional cultural change through a series of cultural humility sessions. While a benefit is enhanced teamwork and collaboration across the college, the goal and activities are designed to diminish the achievement gap. Additional planned professional development will focus on guided pathways to support plan development and implementation supporting increased student success. Canvas educational management system professional development is also ongoing to support the transition from MOODLE to Canvas. Other discipline or project specific professional development will also be supported.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

CoA Integrated Plan Student Success Goal Evaluation Process:
  - *The Student Success Committee will evaluate each student success goal annually to assess progress*

2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

and goal achievement (May 2018).

- ○ *Evaluation will include milestone and momentum points at the end of 2017-2018 (May 2018) and final assessments will occur 2018-2019 (May 2019) with revisions reflected in the 2019-2021 Integrated Plan.*
- *Goals will be revised annually along with associated activities to support student success.*

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Coordination of college efforts to integrate SSSP, Student Equity, and BSI is an important endeavor. In Peralta, the District Academic Affairs and Student Services Committee (DAASSC) has recommended that colleges have one college committee to review the integration of SSSP/Equity/BSI plans and goals. Further, DAASSC has recommended that the college integrated plan committees provide an update to DAASSC each semester about the progress of obtaining goals and integrating SSSP/Equity/BSI services. Finally, DAASSC will facilitate having a district-wide annual integrated summit to discuss possibilities for coordination across district colleges to support the achievement of integration plans and goals.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	$ 35,100	$ 53,903	$ 383,130	$ 699,837	$	$	
2000	Classified and Other Nonacademic Salaries	$ 23,250	$ 12,098	$ 363,879	$ 399,613	$	$	
3000	Employee Benefits	$ 7,180	$ 39,550	$ 321,224	$ 515,378	$	$	
4000	Supplies & Materials	$	$ 3,880	$ 2,000	$ 10,216	$	$	
5000	Other Operating Expenses and Services	$ 22,758	$ 213,725	$ 2,040	$ 1,217	$	$	
6000	Capital Outlay	$ 1,712	$ 30,027	$ -	$ 14,658	$ -	$ -	
7000	Other Outgo	$	$ 3,971	$	$	$	$	
	Program Totals	90,000	357,154	1,072,273	1,640,919	$	$	
					Match		**Match**	
					BSI, SE, & SSSP Budget Total			$ 1,519,427

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Insert Link: http://alameda.peralta.edu/office-of-research-planning-and-institutional-effectiveness/bsi-sssp-equity-integrated-planning-process-2017/

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

California Community College State Chancellor's office support request:
- *Timely distribution of funds (adoption of prior-prior funding model)*
- *Continued professional development support (webinars, drive-in workshops)*
- *Best practices documentation and field support*

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:
Name _____Tina Vasconcellos, Ph.D._____
Title _____Vice President of Student Services_____
Email Address _tvasconcellos@peralta.edu_____
Phone __ 510-748-2005_____

Alternate Point of Contact:
Name____Tim Karas, Ed.D._____
Title _____President_____
Email Address _____tkaras@peralta.edu_____
Phone _____510-748-2200_____