

Peralta Community College District



Annual Program Update
College of Alameda: Anthropology Program

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October 15, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Anthropology

Date: October 15, 2016

Program Type:

Instructional

Student Services

Administrative Unit

College or District Mission Statement: The Mission of **College of Alameda** to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. College of Alameda is committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world. The three central themes in our quest for “learning excellence” and services to students are Academic Excellence, Budgetary Competence and Community Engagement, emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams.

Program Mission: The primary mission of the **Anthropology Program** is to provide students with an understanding of human diversity and give them the knowledge to engage with the world’s modern multicultural communities. Courses in Anthropology introduce students to the different fields of the discipline, including the study of human physical and cultural variation, human evolution and past and present cultures around the world. Anthropology courses at College of Alameda fulfill General Education requirements and are transferrable units.

Date of Last Comprehensive Program Review: Fall 2014

Date of Comprehensive Program Review Validation: Fall 2014

<p>Student Success and Student Equity:</p> <p>Address emerging Cultural and Physical Anthropological perspectives that illustrate past, present and future are inextricably linked.</p>	<p>1. PCCD Strategic Goals (list the specific goal here): A4, C2 & D1.</p> <p>2. College Goals: (list the specific goal here): 1, 4 & 5.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: __Oct. 15, 2016__ (date)</p>	<p>Anthropology addresses community concerns through holistic perspective of issues that are of ongoing interest. This program goal aims to improve student success and equity plans at CoA.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>Not Applicable</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes:</p> <p>Comprehend and apply anthropological theories, terms, and concepts to written text</p>	<p>1. PCCD Strategic Goals (list the specific goal here): A.1 & C.2.</p> <p>2. College Goals: (list the specific goal here): 2, 3 & 4.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: __Oct. 15, 2016__ (date)</p>	<p>Application of Anthropological concepts is essential for career preparation and environmental consideration. This program goal specifically addresses Basic Skills.</p>
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p>Not Applicable</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

Anthropology student demographics have remained fairly consistent over the past three years.

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16				3	2		1		
16-18	4	19	11	9	28	12	2	32	10
19-24	48	169	234	43	196	274	22	207	189
25-29	13	48	51	8	54	74	4	53	60
30-34	5	25	33	4	25	27	1	22	25
35-54	9	35	49	11	38	39	3	41	30
55-64	3	3	5	2	7	8		6	5
65 & Above					1	2		2	1
Grand Total	82	299	383	80	351	436	33	363	320

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	45	174	200	40	189	250	21	221	185
Male	35	118	168	37	153	175	11	133	132
Unknown	2	7	15	3	9	11	1	9	3
Grand Total	82	299	383	80	351	436	33	363	320

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian Alaskan Native	1			1	2	1		2	1
Asian	18	51	68	17	66	109	10	80	80
African American	18	70	92	23	76	106	10	100	58
Filipino	5	8	11	4	7	6	1	11	16
Hispanic	8	53	58	10	68	59	8	44	44
Multiple	9	37	44	13	46	65	3	54	52
Other Non white		4	1		2				
Pacific Islander		2	4	1	4	2		2	2
Unknown/Non Respondent	8	26	36	4	24	20	1	14	14
White Non Hispanic	15	48	69	7	56	68		56	53
Grand Total	82	299	383	80	351	436	33	363	320

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc.). **Comments about changes:**

Anthropology student enrollment has remained fairly consistent over the past three years.

Enrollment dropped slightly in spring 2015, reflecting a district-wide drop in class enrollments.

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	38	202	244	47	219	301	32	236	179
ANTHR 1L - PHYSICAL ANTHRO LAB	17	48	63	23	45	55	13	50	55
ANTHR 2 - ARCHAEOLOGY & PREHISTORY		41	42		41	35		35	36
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	37	51	87	23	78	74		76	95
Grand Total	92	342	436	93	383	465	45	397	365

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

Overall student retention and student success in Anthropology program have remained fairly consistent over the past three years.

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	80.22%	96.02%	81.42%	79.12%	88.25%	79.35%	84.44%	81.42%	85.48%

Course (Retention)	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	84.21%	96.91%	80.74%	78.72%	90.87%	78.74%	87.50%	88.79%	86.03%
ANTHR 1L - PHYSICAL ANTHRO LAB	82.35%	95.56%	85.71%	86.96%	93.33%	90.91%	76.92%	76.00%	89.09%
ANTHR 2 - ARCHAEOLOGY & PREHISTORY	NA	94.74%	80.95%	NA	82.93%	74.29%	NA	60.00%	72.22%
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	75.00%	94.00%	80.46%	71.43%	80.77%	75.68%	NA	72.37%	87.37%
Grand Total	80.22%	96.02%	81.42%	79.12%	88.25%	79.35%	84.44%	81.42%	85.48%

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.73%	74.31%	60.78%	76.92%	74.93%	72.90%	73.33%	71.25%	76.16%

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	94.83%	90.00%	90.91%	91.89%	88.00%	78.38%	90.54%	90.70%	93.62%
16-18	85.48%	74.29%	77.32%	79.33%	77.23%	74.14%	89.37%	73.46%	72.38%
19-24	72.38%	64.78%	62.49%	76.00%	63.32%	64.81%	75.97%	63.30%	64.79%
25-29	68.13%	69.06%	67.81%	69.77%	67.27%	68.92%	76.70%	65.33%	67.30%
30-34	63.85%	71.17%	70.32%	74.85%	68.29%	69.23%	68.20%	70.93%	67.07%
35-54	67.14%	72.85%	72.30%	70.33%	72.81%	72.41%	73.86%	73.22%	73.78%
55-64	68.24%	75.19%	77.29%	73.97%	74.65%	76.36%	66.00%	71.58%	75.19%
65 & Above	75.00%	75.68%	69.35%	81.82%	75.47%	72.88%	66.67%	76.32%	73.75%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	70.86%	68.46%	67.71%	72.81%	69.03%	68.00%	76.02%	67.27%	68.39%
Male	73.85%	67.60%	65.34%	77.18%	65.20%	67.07%	77.81%	65.90%	66.29%
Unknown	61.02%	68.46%	67.87%	75.47%	66.44%	73.76%	60.61%	75.93%	71.15%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	76.92%	55.88%	64.44%	72.73%	54.55%	56.25%	66.67%	64.71%	52.00%
Asian	81.99%	76.31%	75.41%	85.59%	76.07%	77.49%	88.08%	77.88%	77.84%
Black/African American	59.31%	56.34%	56.65%	61.76%	56.63%	56.32%	62.81%	54.23%	55.39%
Filipino	72.09%	68.42%	67.36%	71.92%	75.99%	66.60%	79.17%	72.62%	69.36%
Hispanic	70.11%	68.15%	64.75%	70.97%	65.24%	64.57%	69.62%	61.88%	61.86%
Multiple	66.07%	61.52%	62.35%	69.88%	65.47%	63.21%	70.20%	60.43%	60.19%
Other Non white	50.00%	70.97%	73.13%	90.00%	75.76%	79.49%	85.71%	91.67%	85.19%
Pacific Islander	30.00%	70.00%	61.86%	76.92%	50.00%	70.97%	76.47%	66.67%	53.85%
Unknown/Non Respondent	70.13%	69.85%	69.68%	72.31%	68.04%	69.02%	76.24%	66.67%	72.22%
White Non Hispanic	75.54%	74.45%	71.47%	78.61%	70.55%	74.41%	81.60%	73.04%	73.25%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:
Not Applicable

E. Other program specific data or unplanned events that reflect significant change in the program.
Not Applicable

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Student success in Anthropology program courses has averaged above 74% success rate overall for the past three years. There are no discernable differences in student success with respect to gender in Anthropology classes. 19-24 years-olds made up the vast majority of the students in Anthropology courses under review and their success rate corresponds to the overall average for all ages combined, leading to no significant performance gaps by age. American Indian and Pacific Islander self-identified individuals appear to have the lowest student success rate in Anthropology classes at CoA over the past three years, but these statistics refer to only three individuals (less than 1% of the students who completed Anthropology classes during this time frame), making this observation a possible anomaly. Self-identified African-American students comprised 18% of the students in Anthropology courses over the past three years. These students exhibited a student success rate that was 10% lower than the statistical average for this time frame. Informal discussions with students indicate that some students did not have adequate access to materials for success in these courses. Adjustments in resource allocation and approach to completion of assignments are in process of implementation. Textbook and class materials are being made available online and through CoA Library reserves. Email and in-person communication will continue to reach out to at-risk students. Effectiveness of these adjustments will be quantified by comparison of data gathered at the end of the current year with data from previous years.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

The goals of the College of Alameda (CoA) Student Equity Plan, SSSP plan and Basic Skills plan are:

1. To provide opportunities for increasing diversity and equity for all students at College of Alameda
2. To improve student access to College of Alameda programs and services.
3. To close performance gaps for targeted groups, thereby improving the overall success of all students at College of Alameda.

The Anthropology program at CoA is committed to offering cutting edge course work in evolutionary processes, human biological research, population genetics and changing cultures in a globally-connected economy. We give major consideration to contemporary bio science trends and their consequent impact on health care and technological change. All of the above are of major interest to the success of students at CoA and their lives and careers after college. Increasing awareness of cultural diversity and biological factors of humans provides opportunities for lateral understanding of difference and similarities between and among different groups of people, which facilitates equity. Use of the new “hands-on” Anthropology lab specimens collection aims to close performance gaps between traditional learners and kinesthetic learners, thereby improving overall success of students in Anthropology classes. Students who make tangible connections between textbook information and real-world applications in Anthropology classes are more likely to search out similar connections in other classes, resulting in improved overall academic success.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
The Anthropology Program at CoA has shifted focus from traditional lecture/video/test-based instruction to a more personal exchange approach emphasizing in-class discussion and student interaction. Anthropology is a dynamic subject that lends itself well to analytical discussions of new discoveries, changing perceptions and the application of these topics to daily life.
- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

Analysis of data amassed for Anthropology PLO #2 (Comprehend and apply anthropological theories, terms, and concepts to written text) was instrumental in redirecting the focus and delivery of this program. Students appear to be able to analyze specific patterns and concepts in Anthropology (SLO/PLO #1) and student assessments indicate that linking past to present does not appear to be much of a problem (SLO/PLO #3). Writing clearly defined applications for Anthropological theories and concepts (SLO/PLO #2) needs improvement.

- Attach a summary depicting the program’s progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program’s progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

Course SLOs and Assessment	
	Spring 2016
Number of active courses in your discipline	Four
Number with SLOs	Four
Number of courses with SLOs that have been assessed	Four
<p>Assessments: Assessment methods include quizzes, midterm and final exams that include a variety of multiple choice and true/false questions; written assignments including Ancestral DNA project and research term project papers; participation in partnered and group work in class. The Anthropology lab class is assessed through completion of all the lab exercises in the Virtual Anthropology Lab software that was used as the primary instruction medium for this class through spring 2016.</p>	
<p>SLO assessment progress: SLOs have been developed for all activated Anthropology courses and included in the syllabi. Data for SLOs of Anthropology 001, 002, 003 and 001L classes were collected, assessed and entered into the TaskStream system for every semester over the past three years.</p>	
<p>Plans for future assessments: SLOs will continue to be assessed for all active Anthropology classes every semester and entered into the TaskStream system in a timely manner.</p>	

Program Learning Outcomes and Assessment

Spring 2016

Number of degrees and certificates in your discipline

One

Number with Program Learning Outcomes

One

Number assessed

N/A

Assessment methods and future assessment plans:

Student retention and program completion (degrees, certificates, persistence rates).will be used to assess the completion of program learning outcomes as soon as relevant data becomes available.

Future PLO assessments will be carried out every semester to identify areas of improvement, stability and/or in need of attention.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

Currently, the Anthropology Program at CoA employs one full-time instructor and one part-time instructor. Informal discussions about the program and about specific courses are carried out between these two employees on a regular basis by email and in person. Discussions with other members of the Social and Behavioral Sciences Departments at CoA also help to shape the future development of the Anthropology Program at CoA, as do regular meetings of Anthropology faculty from the four colleges in the Peralta District and consultations with other faculty members as part of the curriculum review process.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Plans for improvements include broadening the Anthropology offerings at CoA by adding new courses after District-wide consultations and working to improve student access and student equity in the Anthropology Program at CoA. Assessment results are still under compilation, evaluation and interpretation. Upon completion of analysis and consultations, specific goals will be mapped and set in motion.

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

Not Applicable

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

Not Applicable

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

Not Applicable

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
- Briefly describe any changes that have impacted the work of your unit.

Not Applicable

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
No requests at this time						

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
No requests at this time						

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Secure storage room and lockable storage cabinets requested	No		Yes	Storage room containing lockable cabinets will house the numerous and valuable specimens needed to facilitate hands-on learning and promote discussion.	<ol style="list-style-type: none"> 1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. 2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments. 3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity. 	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>

- **Professional Development or Other Requests:** How will the professional development activity contribute to student success? What contributions will these professional development opportunities make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Funds to attend conferences on recent discoveries and developments in the four field of Anthropology	No			Well-prepared instructors who are knowledgeable about recent developments in the field can share this information and enthusiasm with students, which inspires student success.	<p>4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</p> <p>5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member</p>	D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

MISSION

The Mission of College of Alameda 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

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

* Academic Excellence * Budgetary Competence * Community Engagement

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

College of Alameda Institutional Learning Outcomes

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

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>

<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>