Peralta Community College District

Annual Program Update Template

Final Version: May 20, 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.

Program Name: Outreach

Date: September 27, 2016

Program Type: Instructional   Student Services   Administrative Unit

(circle the answer)

College or District Mission Statement: 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.

Program Mission: Through college-wide consultation and collaboration the Outreach, Recruitment and Assessment services at College of Alameda serve the needs of the community and fulfill the goals of the SSSP initiative by creating access and providing support to individuals who are interested in pursuing higher education opportunities at College of Alameda. These efforts:

- Establish College of Alameda presence in the community
- Disseminate information of learning and career opportunities at COA
- Maintain strong collaborative working partnerships with other educational partners, as well as emphasizing internal partnerships to support retention

- Stimulate College of Alameda prospective student enrollment growth through outreach and recruitment activities in service area communities that enhance direct access to essential support services

Through outreach, recruitment, assessment, orientation, and counseling initiatives, College of Alameda will expand, improve, and promote greater student success for prospective students through access to an array of programs at College of Alameda. As a result of the outreach, recruitment, and assessment activities, students will know the steps to success, and will have access to SSSP essential services; from application, to assessment, to counseling, to registration as demonstrated by progress through Matriculation services and successful completion of classes and educational aspirations.

Date of Last Comprehensive Program Review:

2015-16

Date of Comprehensive Program Review Validation:

II.   Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)

Assessment	1. PCCD Strategic Goals (list the specific goal here _____).
	
	2. College Goals: (list the specific goal here _____).
		Completed: _____
		                (date)
		
		Revised: _____
		                (date)
		
		Ongoing: _____
		                (date)	

Curriculum (if applicable)	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Instruction (if applicable)	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
<mark>Student Success and Student Equity,</mark> Increase equitable access in surrounding communities. Demonstrate annual increase in off-site efforts to engage, educate, and facilitate college readiness in the surrounding communities.	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). 1. **PCCD Strategic Goals:** A.2 Student Success: Increase students' participation in SSSP eligible activities. B.2 Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and business. **2. College Goals:** 1) Solve problems and make	<mark>Completed: _____</mark> <mark>(date)</mark> <mark>Revised: _____</mark> <mark>(date)</mark> <mark>Ongoing: _____</mark> <mark>(date)</mark>	The Department of Outreach & Retention plans to continue the Mobile COA program: application, orientation, assessment, and counseling by serving our current high school partners and expanding to other high schools throughout the Bay Area. In addition, our department plans to provide Mobile COA to community based organizations in an effort to target more populations. These goals align with the PCCD Strategic Goal (A.2 Student Success) by creating expansion in students' participation in SSSP activities with an emphasis on the application, orientation, assessment, academic advising, and student educational plans. The Department of Outreach &

	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.		Retention plans to build upon the partnerships that have already been created with K-12 institutions, community based organizations, and businesses. In addition, we plan to reach out to four-year institutions, local government, and regional industries. Our partnerships include tabling, presentations, panels, breakfast/lunch collaborations, tours, and Mobile COA. These goals align with the PCCD Strategic Goals (B.2 Partnerships) through our efforts of strengthening our relationships within the community and expanding to various areas that have not yet been reached. Outreach: Through a close working relationship with Outreach & Retention, assessment has become more visible in community venues, making assessment services more accessible at local high schools, and potentially in adult schools and in community spaces. By partnering Outreach & Retention and Assessment, College of Alameda has become more accessible by offering testing at various partner sites. Outreach & Retention has also partnered with the Counseling Department and the Transfer Center to publicize and plan follow-up advising services, and ensured with Admissions and Records that this planning

			maintains integrity of the academic calendar and all relevant deadlines that may affect students' progress.
			Finally, the collaboration between the Assessment, Outreach & Retention and the Counseling Departments allows for student referrals to continue services that will bolster student success. It is these formalized partnerships that comprise the SSSP Administrative Unit.
			The SSSP Administrative Unit works together to ensure that Admissions and Records posts relevant dates and deadlines around campus, using templates developed by the Outreach & Retention Department with assistance from the College of Alameda's student ambassadors. The Assessment Department and the Department of Outreach & Retention work together to publicize seasonal assessment calendars in central locations on campus, on the College of Alameda website, and through digital platforms such as Twitter, Instagram and Facebook, to raise awareness around services offered and the essential functions of each service.
			The Department of Outreach & Retention plans to continue partnership with high schools, various community based organizations, and businesses by providing assistance with the college application, orientation, assessment, and

| | | | counseling. This Mobile COA program allows future College of Alameda students to complete the entire application process, including registering for classes, without setting foot on our campus. These goals align with the College Goals by providing these services to the greater community.

In addition to outreach efforts, the Department of Outreach & Retention plans to push for student success by bringing awareness of the academic calendar to our campus through UC View, Twitter, Instagram, Facebook, and the College of Alameda website. Our department plans to continue this effort on whiteboards in classrooms, bulletins, chalking, A-Frames, lawn signs, and flyers throughout the campus. Our department, along with the Admissions & Records Department and student ambassadors, we hope to reach students through various forms of inreach and outreach. |
|---|---|---|---|
| Professional Development, Institutional and Professional Engagement, and Partnerships | 1. PCCD Strategic Goals (list the specific goal here _____).

2. College Goals: (list the specific goal here _____   ). | Completed: _____
                    (date)

Revised: _____
                    (date)

Ongoing: _____
                    (date) | |
| Other Program Improvement Objectives or Administrative Unit Outcomes | 1. PCCD Strategic Goals (list the specific goal here _____).

2. College Goals: (list the specific goal | Completed: _____
                    (date)

Revised: _____ | |

	here _____). _____.	(date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

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:**

This data was retrieved students throughout OUSD and AUSD from Mobile CoA during the spring 2016 term.

Oakland – Matriculating	Number Served	Percentage Served
African-American	27	25%
American Indian/Alaskan Native	0	0%
Caucasian American/White	0	0%
Mexican-American/Chicano/Latino	31	29%
Asian-American/Pacific Islander	33	31%
Puerto Rican/Cuban/Other Hispanic	2	2%
Filipino	3	3%

Other	7	7%
Prefer Not to Respond	3	3%
Total	106	100%

Alameda – Matriculating	Number Served	Percentage Served
African-American	11	6%
American Indian/Alaskan Native	2	1%
Caucasian American/White	19	10%
Mexican-American/Chicano/Latino	23	13%
Asian-American/Pacific Islander	66	36%
Puerto Rican/Cuban/Other Hispanic	2	1%
Filipino	17	9%
Other	33	18%
Prefer Not to Respond	9	5%
Total	182	100%

This data was retrieved students throughout OUSD and AUSD from Mobile CoA during the spring 2016 term.

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

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

Mobile COA Assisted the Following Numbers of Matriculating students at Partnership Sites in Spring 2016

1. "What is Community College?" Workshop w/embedded outcomes: 843
2. Application: 278
3. Orientation: 196
4. Assessment: 168 (Matriculating) + 240 (HS Concurrent) = approx.. 400
5. Counseling (ABB SEP): 122
6. Hands-on Enrollment in Classes: 87

7. COMP SEP/Follow-up: *In progress with current cohort*

Mobile COA Worked at the Following Partnership Sites in Spring 2016

- OHS – Oakland High School: Application, Orientation, Assessment, ABB SEP: 50
- EHS – Encinal High School: Application, Orientation, Assessment, ABB SEP, Enroll: 34
- AHS – Alameda High School: Application, Orientation, Assessment, ABB SEP, Enroll: 30
- FHS – Fremont High School: Application, Orientation, ABB SEP: 4; (ESL): 30
- CHS – Castlemont High School: Application, Orientation, ABB SEP: 7
- OTHS – Oakland Technical High School: Application, Orientation, ABB SEP: 3
- SJND – St. Joseph Notre Dame High School: ABB SEP: 6
- OIHS – Oakland International High School: Application, Orientation, ABB SEP: 12

The Department of Outreach & Retention is in the process of expanding, with further opportunities for growth. Ashley Flores, the new Outreach & Retention Specialist, has worked with College of Alameda for the past year in the Outreach & Retention Department and will continue to move the goals of the department forward. The entire team has been altered, with two new hourly employees, Denise Burgara and Martinet Phan, both of whom are alumni of College of Alameda. In addition, there are 5 student workers, 4 of which are new to the team. Together, this department has worked on building partnerships with local high schools and community based organizations through presentations, panels, tabling, tours, a CoA breakfast, and have plans to continue Mobile CoA.

D. Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable). **Comments about changes:**

E. Other program specific data or unplanned events that reflect significant change in the program.

- 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?

The Mobile COA program allows the Department of Outreach to serve a diverse student population throughout the Bay Area. Out of the 106 students that were served in Oakland, the majority of students that matriculated through Mobile COA were Asian-Americans/Pacific Islanders, Mexican-Americans/Chicanos/Latinos, and African-Americans. Out of the 182 students that were served in Alameda, the majority of students that matriculated through Mobile COA were Asian-Americans/Pacific Islanders, Other, and Mexican-Americans/Chicanos/Latinos. Our work with these demographics included assistance with the College of Alameda application, orientation, assessment, and counseling. In addition, an ABB SEP was created for many of the students at their home campus.

The schools that were targeted include Oakland High School, Encinal High School, Alameda High School, Fremont High School, Castlemont High School, Oakland Technical High School, St. Joseph Notre Dame High School, and Oakland International High School. The events that are targeted include paneling, tabling, college and career fairs, retreats, presentations, COA breakfast/lunch partnerships, Cash for College events, and family night events.

In the Welcome Center, the Outreach & Retention Department assists students on the computers which can include the College of Alameda application, FAFSA, ordering official/unofficial transcripts, navigating Passport, OpenCCC, UC Admissions applications, Financial Aid TV, Assist, UC Apply, Cal Dream Act, Peralta Colleges Foundation scholarships, and CSU Mentor. The outreach student workers help greet students, answer phone calls, monitor the student ID machine, and work on various tasks assigned by their supervisor. The Department of Outreach & Retention complete chalking designs in order to communicate various workshops, important dates, upcoming events, and inspiration quotes. White board announcements in the classrooms, signage throughout campus, A-Frames, and lawn signs are updated each week in

order for students to receive various forms of communication as far as workshops, announcements, and important dates are concerned. During peak registration, the Department of Outreach & Retention assist with the planning and implementation of organizing orientation and drop-in workshops to navigate Passport, forwarding emails, and assisting with Moodle. We create flyers and large posters, email them to College of Alameda faculty and staff, and distribute them to the counselors to ensure that we reach out to the students. Our department assists students with adding and dropping their classes on the computers, setting up their online orientation, forwarding emails, accessing Moodle, and even step help out the Counseling Department with drop-ins and scheduling counseling appointments if needed. Our team sets up the quad with tables, tents, COA material (planners, handouts, maps, academic calendar, etc.), balloons, and giveaways during Welcome Week. In addition, our department assist students on campus, giving them directions to their classrooms or requested areas on campus.

- 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 Department of Outreach & Retention will continue to form and build partnerships with high schools, various community based organizations, and businesses by providing assistance with the college application, orientation, assessment, and counseling. This Mobile COA program allows future College of Alameda students to complete the entire application process, orientation, assessment testing, and counseling appointments, including registering for classes, without setting foot on our campus. Not only does this help increase our enrollment efforts, but it allows convenience for the students, faculty, and staff at each high school to easily transition high school students into college students on their home campus.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

N/A

- 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.

N/A

- 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.

The Outreach Department is in the planning process with local high schools to schedule events, fairs, panels, presentations, tours, and to implement Mobile CoA for the spring. This department is also planning similar outreach efforts for community based organizations

- 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?

Regular meetings are held for outreach, student services, and SSSP in order to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes. Evidence of this dialogue takes place via email and through outreach and SSSP planning calendars.

- 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).

N/A

A. For Student Services and/or Administrative Units:

The Department of Outreach & Retention would like to start giving both a student and partner survey to get feedback and demographics information for our future Mobile COA efforts. These surveys will be distributed at the last step of the application process with each school site, whether it be assessment testing or an ABB SEP. The student surveys will include demographics information (age, gender, ethnic background, etc.) and feedback on what went well and ways to improve our Mobile COA efforts. The partner surveys will include feedback on what went well and ways to improve both our partnership and Mobile COA efforts.

The following include quotes from some of our past partners:

"Mobile CoA breaks down barriers. It provides students without transportation to campus with support from staff at school sites and at CoA."
        -McClymond's High School College and Career Readiness Specialist/Linked Learning, West Oakland

"The Mobile CoA program has greatly increased access to enrollment for our students who are under-resourced."
        -Encinal High School College and Career Coordinator, West Alameda

"Mobile CoA has been a fantastic program at our school. It's given our seniors access to counseling, application support, and assessment testing on site. This is a great step in making sure all of our students can access the steps they need to matriculate to the community college successfully."
        -Oakland Technical High School College Readiness Advisor, North Oakland

- Briefly describe any changes that have impacted the work of your unit.

The change and expansion in staff in the Department of Outreach & Retention has presented both adjustments and room for growth. There will be an impact on our Mobile COA efforts due to the changes of common assessment. We will continue off-site partnerships and collaborations, but have tentative assessment testing due to a change in the assessment tool. In turn, this will impact counseling which will lead to alternative modes of class placement through HSMM, transcripts, and/or self-report.

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)
SSSP Functional Analyst	N	Increase equitable access to SSSP success.	Yes	This position will support functions critical to SSSP compliance and accurate reporting. Examples of duties may include reviewing and submitting SSSP MIS data; maintaining Peoplesoft functions related to SSSP activities; programming for accurate SSSP priority registration dates. Maintaining early alert module.	2	A2, A3, A4

- **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)
2 Portable Printers Ipad Macbooks	No	Increase equitable access in surrounding communities. Demonstrate increase in off-site efforts to engage, educate, and facilitate college readiness. Expanded reach of social media, email, and community information sharing. Demonstrable increase in number of followers on Twitter and in GovDelivery messages. Demonstrable tracking of	Having portable printers will ensure that each student gets a printed copy of his or her online orientation completion page and assessment results in the event that a printer is not working at the corresponding site. Having an Ipad and Macbooks would allow the Outreach & Retention Department to have more advanced technology when giving presentations and when tabling if students need to		**College Goals:** 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	**PCCD Strategic Goals:** 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.

		number of times tweets, emails, and other electronic communications are viewed, retweeted, and responded to. Promotion of College of Alameda as a community partner in education through events and initiatives. Partnerships built on sharing goals with school districts, schools, and non-profits. Campus events with demonstrable turn-out and impact. Expand reach of social media, email, and other forms of community information sharing. Promote College of Alameda as a community	complete the application process at an event.		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. Accept personal, civic, social and environmental responsibility in order to become a productive local and	

		partner in education through equity and student-service based events and initiatives.			global community member.	

- **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)

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions 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)
		.				

Approved by the District Academic Senate, May 20, 2016

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

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College of Alameda

MISSION
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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.

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VISION
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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.

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VALUES
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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	**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. **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. **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. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.