The Non-Instructional Department, Program or Administrative Unit Program Review Report

I. OVERVIEW:

- **College:** College of Alameda

- **Department**: Student Activities and Campus Life

- **Date**: November 12, 2015

- **Administrative Unit Program Review Team:** Florentino Ubungen and Luis Padilla

- **Members of the Validation Team**: Florentino Ubungen, M.A.

II. NARRATIVE:

MISSION STATEMENT: The mission of Student Activities and Campus Life is to improve student persistence, retention and completion rates by offering opportunities and experiences beyond the classroom that encourage learning and student success.

- Student Activities and Campus Life is an integral part of the college's total program, supports its' goals and objectives, and receives the college's support in performing program responsibilities.

- Student Activities and Campus Life believe that the well being of the institution lies in the hands of the students.

- Our goal is to keep students engaged and connected to campus life; involvement equals success.

- Student Activities and Campus Life offers co-curricular opportunities that will help students prepare for personal and civic responsibility, as well as for the opportunity of intellectual, aesthetic, and personal development.

- Student Activities and Campus Life regard students as individuals who possess dignity, worth, and the ability to be self-directed.

- Student Activities and Campus Life is committed to fostering a positive self-image, self-worth, self-concept in students, and in doing so, helping them to become responsible, healthy adults.

III. ORGANIZATIONAL BREAKDOWN

UNIT HISTORY:

On March 1, 1976, the Peralta Community College District Board approved Policy 4.45 stating, "student activities are recognized by the District as an integral part of a community college's total program. The President of each college is authorized to provide adequate facilities, to allow time for individuals and groups to participate in such activities during their regular schedules, and to provide staff assistance for planning and supervision of these activities."

Section 1 states, "an official organization of the student body may be established at each College subject to the approval, control, and regulations of the Board of Trustees." Section 2 states, "All student activities conducted by the College groups shall comply with State statutes, District and College regulations. These activities shall be conducted with the approval of the College Administration."

Student Activities and Campus Life provides the basis for student equity by providing a college campus out of classroom atmosphere that:

- Creates opportunity for student success and personal growth

- Augments classroom instruction by fostering unique and expanded educational experiences.

- Enhances and prepares students for future civic, social, cultural, and political responsibilities through community service, learning, and leadership development opportunities.

- Facilitate interaction between students, faculty, and administration from varied backgrounds in diverse communities

- Innovative and inspire student organization to think critically about social, political and global issues

- Encourage community outreach and college collaboration

- Supports the planning for various multicultural, social, and community events

UNIT DESCRIPTION:

Student Activities and Campus Life, which includes the Associated Student Body of College of Alameda and campus clubs is the cradle for campus life programming. It is an information and resource center as well as the hub for student leadership, community service, and recreational and cultural programs. Program facilities are located in the Student Center, Building F, in Rooms 216 – 217.

Services include:
- Office of Discipline

- Campus Posting Review

- Literature Distribution Guidelines

- Campus Social, Recreational, Cultural and Educational Programming

- Campus Life Calendar/Master Activities Calendar Clearance

- Campus Lost and Found

- Use and Maintenance of Student Center

- Multicultural Programming (Latino Heritage Month, Jewish Heritage Month, Black History Month, Women's History Month, Asian Pacific Islander Heritage Month, Near Eastern Heritage Month, Lesbian/Gay/Bisexual/Transgender Heritage Month)

- Support for the College's Student Government, Associated Students of College of Alameda (ASCOA)

- Campus Club Organizations, Formation, Support and Advising

- Supervision of Office of Student Activities Student Employee Support Staff

- Supervision of Campus Food Services

- Supervision of Campus Safety Aides

- Coordinate annual commencement ceremony and student awards banquet

- Planning of multiple college wide events

- Planning of the Breaking Barriers Lecture Series

- Collaborate with multiple departments on campus on various projects

- Create opportunity for student personal growth

IV. STUDENT DEMOGRAPHIC DATA:

With a goal of improving the quality of student life and enhancing the college experience, Student Activities and Campus Life is currently developing a model to measure its program goals and indicators of success. While there has not been a consistent format to measure student demographics with Student Activities and Campus Life, the department continues to strive to improve and develop processes to measure

program effectiveness. The Data provided below is a reflection of 2012 Program Review and the Student Demographics at the time. Moving forward the Director of Student Activities and Campus Life will strive to implement better tools to record student demographics that utilities program services.

	2009-10	2010-11	2011-12
AGE GROUPS			
UNDER 16	87	123	
16-18	658	681	
19-24	2306	2507	
25-29	852	995	
30-34	592	569	
35-54	1191	1175	
55-64	217	224	
65+	85	100	
TOTAL	5989	6376	
GENDER			
MALE	2601	2690	
FEMALE	3348	3655	
UNKOWN	40	31	
TOTAL	5989	6736	
ETHNICITY			
ASIAN/PI	2202	2196	
BLACK	1363	1480	
FILIPINO	243	228	
LATINO	711	818	
NATIVE AMER.	31	35	
WHITE	915	1024	
OTHER/MULTI	155	170	
UNKNOWN	369	425	
TOTAL	5989	6376	
SPECIAL POPS			
EOPS/CARE	493	547	
CALWORKS	62	38	
DSPS	314	283	
MATRICULATED FIN AID RECPT	2626	2714	

Data retrieved from Peralta Institutional Research website based on Spring 2007 and Spring 2008. Does not include updated information for Spring 2009.

V. ASSESMENT:

The department of Student Activities and Campus Life has Student Learning Outcomes (SLOs) posted on the College of Alameda website for the student population and campus community to view. The purpose of these SLOs is to set standards to measure how effective the department is serving the College of Alameda student population. Listed below is the current Student Learning Outcomes along with the methods of measurement as seen on the College of Alameda website:

http://alameda.peralta.edu/student-leadership-office/student-center/

Student Activities and Campus Life: Student Learning Outcomes

- Analyze obstacles to community college student success and examine strategies and resources to overcome obstacles
- Formulate personal awareness of opportunities to create change
- Demonstrate leadership skills and a sense of empowerment
- Students will set goals and action plans for advocating for student needs and for improving campus life
- Celebrate cultural backgrounds and examine the relationship of cultural experiences and educational attainment
- Increase academic skills that are essential for educational success such as note-taking, time management, public speaking, and critical analysis
- Increase the persistence and retention rates of students involved in Student Activities

Assessment methods:

- Surveys
- Questionnaires

- Review of collected data
- Other methods

Due to the lack of data within the area the measurements of significant changes and improvements is a reflection of the 2014-2015 Annual Program Update. The charts and data below represent a significant increase in chartered clubs. For the 2013 APU there were 4 chartered clubs which has now been increased to 31 chartered clubs. This represents a significant increase in students being active members of clubs, an increase in events on campus, and in increase in student life as a whole. There are now a total of 200 members of chartered clubs and 13 that are currently in Student Government.

The Community College Survey of Student Engagement (CCSSE) provides data regarding student involvement in co-curricular and campus life activities. Data related to civic engagement, campus involvement, and multicultural competency was reviewed in accordance to COA's Institutional Learning Outcomes.

Moving forward the Office of Student Activities and Campus life will make a conscience effort to obtain data to relating to current SLOs.

Quantitative Assessment

COA's Institutional Learning Outcome	Student Responses from CCSSE (2007N= 454) (2009N=532)

Personal Development and Management
• Develop self-awareness and confidence
• Prepare for personal, educational, and/or career goals
• Promote, maintain and/or improve health
• Appreciate the value
	How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (%Very much + % Quite a bit/%Some/% Very Little)
	
	Understanding yourself 2007 63%/23%/15%
	                                  2009 57%/28%/15%
	
	Developing a personal code of values and ethics
	                               2007 47%/33%/20%
	                               2009 43%/34%/23%

of life-long learning	

Intercultural Literacy and Interaction
• Recognize and acknowledge individual and cultural diversity
• Practice respectful interpersonal and intercultural communication
• Recognize and understand the ideas and ideas expressed in cultural traditions throughout the world
	How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (%Very much + % Quite a bit/%Some/% Very Little)
	
	Understanding people of other racial and ethnic backgrounds
	    2007 54%/33%/13%
	    2009 44%/38%/18%
	
	Had serious conversations with students of a different race or ethnicity other than your own
	    2007 52%/28%/20%
	    2009 44%/33%/24%

Responsibility
• Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen
	How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (%Very much + % Quite a bit/%Some/% Very Little)
	
	Contributing to the welfare of your community
	    2007 31%/35%/34%
	    2009 25%/36%/39%
	
	In your experience at this college during the current school year, about how often have you done each of the following? (%Very often + % Often/%Some/% Very Little)
	
	Participated in a community-based project as a part of a regular course
	    2007 11%/17%/72%
	    2009 8%/17%/75%

This table indicates that the percentages of each particular learning outcome have dropped by 3% or more in 2009 as compared to 2007. At the time, the decrease in Personal Development and Management, Intercultural Literacy and Interaction, and Responsibility may be attributed to the recent budget cuts limiting student activities and leadership development.

Qualitative Assessments

The qualitative data is comprised of individual interviews and focus groups conducted with ASCOA students and members from multiple active clubs. The themes that became apparent were the following:

- Increased interest on campus from student population in joining Student Government. This is supported by ASCOA currently being to capacity in comparison to a half-full council fall of 2013.
- Noticeable increase in student events on campus. Students felt like student events provided a more "fun" and "exciting" campus environment.
- Increased satisfaction with the club chartering process. Students reported it is much "easier" to start a club in comparison to a year ago.
- Frustration centered on a lack of funds for student events and for clubs.
- All students seemed to agree that although "it is a step forward to have an ICC, it needs to be improved."
- The need for more socially conscious student events and speakers.
- Students shared the sentiment of being more aware of barriers students encounter on and off campus that impact educational outcomes.
- Recognition in improvement of participating in participatory governance on campus and at the district level.
- Overall positive sentiment in the growth and development of Student Activities within the last year.

The themes that became apparent through the focus groups and interviews served as a guide as to the continuous improvement plan to be described in a section to follow.

VI. STUDENT SUCCESS AND STUDENT EQUITY:

The Office of Student Activities and Campus Life is also over the Brother Hood program. In the Fall of 2015-2016 the Interim Vice President of Student Services requested the program to be restructured and rewritten to be more equitable to serve the College of Alameda Student population along with establishing processes to collect more efficient program data. Listed below is the data from the previous Brother Hood Pass Proposal followed by the current Brother Hood Proposal.

BROTHERHOOD PRROGRAM:

The Brotherhood Program began implementation in Spring 2014. We are now nearing the end of the third semester of program implementation. In the three semesters of implementation the program has directly served a total of 96 students. Of 96 students 66 are still enrolled at College of Alameda (69% retention rate). Specifically the following is the semester by semester breakdown:

Semester	# students enrolled	# still enrolled	retention rate
Spring 2014	27	14	52%
Fall 2014	41	35	85%
Spring 2015	28	17	61%
Overall	96	66	69%

In Fall 2014 Brotherhood students were given a survey and results indicated being more connected with the campus and faculty and reported increased resource usage like counseling and tutoring (highest positive change in Q2,Q5,Q8). Study skills such as asking classmates for help, working in groups or emailing instructor for missed day either decreased negatively or did not increase much (Q3,Q4,Q6).There was a great increase in the number of students who responded to "yes" in having an SEP from the pre to the post.

Question	Description (Average)	Fall 2014 Pre (n=28)	Fall 2014 Post (n=17)	Difference
1	Used counseling/support services	2.43	2.59	0.17
2	Involved on campus	1.18	2	0.82
3	Work in groups or teams	2.14	2.05	-0.09
4	Ask classmate when stuck	2.07	2.11	0.04
5	Used tutoring services at COA	0.74	2.05	1.31
6	If I miss class, I email instructor	1.82	1.65	-0.17
7	Working relationships w/ faculty	1.82	1.94	0.08
8	Participate campus events	1.43	2.06	0.63
9	College success confidence	2.36	2.41	0.05

10	Math success confidence	2	2	0
11	English success confidence	2.14	2.47	0.33
12	Major related to beliefs	2	2.59	0.59
13	Passionate about school & major	2.25	2.47	0.22
14	Do you have a student ed plan (SEP)?	57% yes	94% - yes	37%

CURRENT BROTHER HOOD PROPSAL:

BROTHERHOOD PROGRAM PROPOSAL 2015-2016

September 29, 2015
Written By:
Florentino Ubungen
Luis Padilla
The Office of Student Activities and Campus Life

PROJECT NARRATIVE - BROTHERHOOD: MEN OF COLOR INITIATIVE

A. DESCRIPTION OF THE PROJECT

THE PROBLEM

Historically, African-Americans, first generation, incarcerated, lower income and non-traditional students have been underserved, underrepresented, and provided little support to overcome socioeconomic and psychosocial challenges as they pursue education. Nationally, African American males in the K-12 system lead all other groups of students in suspensions, expulsions, and behavioral problems (White & Cones, 1999). In addition, there are more African American men in prison than in college in California. In 2004, African American males made up 3 percent of the total population in California, 29 percent of the prison population, and only 1 percent of the undergraduate student population in higher education (California Department of Corrections & Rehabilitation, 2005). Among those enrolled in higher education, African American males remain significantly underrepresented; they are the least likely group to be enrolled in colleges or

universities and least likely than African American females to earn a college degree (Bush, 2004; Cuyjet, 1997; Hoffman, Llagas & Snyder, 2003).

Community colleges play a significant role in sustaining and increasing the educational attainment of the American population, particularly for African Americans and other historically underserved populations. One of every 14 African Americans who are enrolled in higher education attends a California community college; moreover, one of every 7 African American community college students in the country is enrolled in California. More specifically, of the 1.2 percent of all African American males enrolled in public, postsecondary institutions in California, 82 percent are enrolled in the California Community College system (Community College League of California, 2004). Clearly, a large proportion of African American students in California use community colleges as their primary means to seek access to higher education and to pursue career opportunities by earning a degree, transferring to a four-year institution, and eventually entering the work force to earn a higher salary; therefore, the educational success of African American males in community colleges is critical to enhancing their socio-economic status, not only in California, but across the country.

In Alameda County, the total population is 1,610,192, of which, 12.1% are African American (U.S. Census, 2014). The ethnic composition of the student population has changed over the past decade due to domestic economic circumstances and international immigration. Although public school enrollment has increased in Alameda County, students that are economically disadvantaged and/or have incarceration records continue to do poorly in high school and have a much more difficult time enrolling into higher education or even considering higher education as an option. Additionally, the subgroup performance of students passing the California High School exit Exam (CAHSEE) in 2014 indicate that economically disadvantaged African American students of having a 60% pass rate in English and a 62% pass rate in Math (among the lowest of all subgroups). Lastly, from 2015 data, Alameda County high school students, there was a 20.9% dropout rate for African American students American (CA Department of Education, 2015). Statewide, the dropout rate for African American high school students is comparable— 22.2% (California Department of Education).

Alameda County Dropout Rate:

Alameda County	Percent
African American/Black	20.9%
American Indian/Alaska Native	LNE
Asian American	5.3%
Filipino	5.1%

Hispanic/Latino	15.2%
Native Hawaiian/Pacific Islander	13.7%
White	5.2%
Multiracial	6.0%

Data Source: As cited on kidsdata.org, California Dept. of Education, California Longitudinal Pupil Achievement Data System (CALPADS) (Jun. 2015).

Addressing the Problem

In a collaborative effort with the College of Alameda, Peralta Accountability for Student Success (PASS) and the Student Services Department, there will a reestablishment of the Brotherhood Program that will focus on addressing the recruitment of incoming local high school students and their retention. The targeted population will have an emphasis on students that have been formally incarcerated, low income, first generation students and students that are traditionally not enrolled in higher education. The goal will be to introduce, connect, motivate and support students by exposing them to the many academic, community and professional opportunities that open up as a result of higher education. The Brotherhood Program will expose students to opportunities, success stories and a structure that reinforces positive affirmation. Student participants will also be exposed to:

- Financial Aid - making college affordable, job opportunities on campus, etc.
- Role models in college
- Mentorship on campus
- Personable & engaging faculty and staff
- Engaging and interactive academic programs of study
- Workshops for success/professional preparation/leadership
- Taking educational responsibility, valuing opportunities, and making a decision on what you want to accomplish
- Preparing for next steps in education and succeeding in classes, staying organized, and maintaining a to do list
- Being patient and persistent with school
- Having an educational mindset, staying focused
- Striving for success mentality
- Applying yourself, sticking to what you want to do
- Believing in themselves, self-confidence
- Having a personal plan, career options, transferring to a four-year institution
- Avoiding stereotypes, not buying into them, using them for motivation, proving them wrong

B. THE RELATIONSHIP TO COLLEGE GOALS

COLLEGE OF ALAMEDA

College of Alameda supports student success by empowering students with the values, knowledge, and skills to succeed in becoming engaged global citizens. These qualities enable them to be involved in the creation of a future that is socially just, economically viable, ecologically sound, and promotes a healthy quality of life and holistic well-being. We assess the achievement of our goals in the success of our students when they are able to apply what they learn in the classroom to the efforts needed to achieve their academic, professional, and personal aspirations! Therefore, the criteria of success by which we assess ourselves and our mission are found in our Institutional Learning Outcomes.

These meet the vision of a "comprehensive community college education" as put forward in Title 5, and are framed as the answer to a question: As a result of their learning experiences at College of Alameda, what are students able to do out in the world?:

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- 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 global community member.

Finally, we offer all our services guided by the highest standards of research-based professional practice by evaluating what we do to continuously improve our educational services rooted in the findings of fact.

PERALTA ACCOUNTABILITY FOR STUDENT SUCCESS (PASS)
PURPOSE OF PASS
The purpose of purpose of PASS is to Provide College of Alameda, Laney College, Merritt College and Berkeley City College the technology, facilities, human resources and financial support necessary for high quality core academic programs including math, science and English; training students for successful careers; and educating students to transfer to four year universities.

Each project must align with Alameda County Measure B ballot language and achieve or move forward a plan to achieve one or more of the below criteria.

- Close the achievement gap through targeted student enrollment, instruction and instructional support services to better serve disadvantaged students residing within the boundaries of the District
- Fulfill or expand an instructional program that is not fully funded by the District BAM

Fulfill or expand a student support program that is not fully funded by the District BAM

PROJECT REPORTING REQUIREMENTS

- For each funded PASS project, the responsible manager will provide project reports to the respective College President or District Deputy Chancellor as detailed below. Written reports including responses to each report area are due quarterly, not later than October 15, January 15, April 15 and July 15 each year.
- Number of students served or other appropriate numeric measure to date and estimated for the year
- Expenditures and encumbrances through the end of each quarter
- Estimated year-end Program balance
- Request for continued funding if approved as a multi-year Program
- Independent audit or assessment where appropriate
- Narrative on startup process and unexpected barriers or issues due six months after the beginning of the Program for prior funded projects

The combination of the College of Alameda Mission Goals and the Peralta Accountability for Student Success Program will sustain and support where we can foster an environment where we can introduce, connect, motivate and support under represented and disadvantaged student population.

C. BROTHERHOOD PROGRAM STRUCTURE
PROGRAM INTRODUCTION

The Brotherhood Program is intended to close the achievement gap through targeted student enrollment, instruction, and instructional support services to better serve disadvantaged students residing within the boundaries district. The Mission Statement of the Brotherhood Program is a learning community that addresses the achievement gap and educational equity at COA. It promotes full-time attendance, academic excellence, leadership through culturally relevant pedagogy, service learning and social justice curriculum -- making the college experience an exciting, fulfilling and successful experience for men of color. Moreover, Brotherhood students will also be involved in various presentations at local high schools, host local high schools on campus, coordinated engaging student events, and become involved in servicing the community that will create a great impact on many students on and off campus.

PARTNERSHIP WITH DETRMINATION

DetermiNation is a community-based program that is facilitated jointly by Urban Peace Movement & United Roots. It is a healing, social justice, and manhood development circle for transitioning-aged African-American young men who have been near or involved in the 'street life.' Most of the group is formerly incarcerated.

The group of young men meets weekly for cultural healing, political and cultural education, life skills training, and mentorship/care coaching sessions. Some themes include: history & knowledge of self, Black achievement, the role of the Crack Epidemic and Mass Incarceration on the current crisis in urban communities, the idea of 'street intellectualism', healing and wellness, social justice and organizing, etc. Additionally, there are two sub-committees, the Social Justice Organizing Committee and the Media Production Cohort, which meet separately at other times during the week. The group has been involved in policy

and organizing work. The Social Justice Organizing Committee is the group's link to ongoing policy work at both the state and local levels aimed at improving the lives of young men of color in California.

The goal of the circle is to give participants access to transformative ways of being and tools for resiliency to allow them to take new actions in their lives and to provide a space for them that is Black Male-centered and focused on healing and mutual support. The group receives media arts training through United Roots. They are also charged with working on media and messaging campaigns focused on the health and achievement of young men of color in California.

DetermiNation members launched a public awareness campaign called "Determined to Be," which includes a poster series and a set of "webisodes" aimed at creating positive and authentic media representations of young Black men. The poster series and accompanying webisodes depict members of the group in their own personal aspirations. Some examples include, "Determined to be Happy," "Determined to be a Father," and "Determined to Rebuild My Community." The posters also ran on bus shelter billboards thanks to a partnership with the City of Oakland. In addition, the group made a short video on the topic of "Portrayals of Black Men in the Media" as a way to encourage media literacy among other young people of color and to educate other young people about the impacts of racist stereotypes on public policy.

APPLICATION PROCESS
        a. Contract Accountability (Attached)
        b. Reviewing
        c. Reporting (Progress Reports, GPA,)

Fall 2015 Brotherhood Program Goals
Over the summer the program will be undergoing significant changes. The following are some of the changes that have already been agreed upon:

- *Shift the outreach focus of the program:* Currently the program admitted anyone willing to enroll and through evaluation it was discovered that having students ranging from formerly incarcerated, DSPS, dealing with homelessness, battling drug and alcohol use among other toxic barriers proved to be overwhelming. Currently, the program was not being implemented and does not have resources to contend with all of those wide range of barriers. Therefore, the program will refocus on recruiting students from local high schools. Although these students too will have various barriers to contend with it will differ from those current students are contending with. Moreover, the vision of this refocused outreach is to build a pipeline from local high schools to College of Alameda to eventually universities.

- *Changes in staffing:* There will be changes forthcoming in the role of coordinator and in counseling.

- *Request for increase in hours:* The request is to expand from 16 hours a week to 24 hours a week for program faculty to devote on Brotherhood. Under this model 16 hours would be allocated for counseling to provide the time to work with the incoming cohort plus the ongoing 70 students. This will allow sufficient time to complete SEP's and to provide intrusive counseling services. The remaining 8 hours will still be devoted to program coordination such as implementing tutoring and peer mentoring components and event planning.
- *Emphasize full program implementation:* It is imperative that in the Fall 2015 semester the full program design be implemented. We would be entering 4th semester of implementation and implementing all program components is critical to being able to provide the appropriate support for students to succeed.
- *Evaluation of program:* In depth evaluation of the cohort model and what impacts the full implementation had on student success.

Explore growth: If through evaluation full program implementation is effective, explore options to expand to local high school/s to initiate pipeline model. High school students would take a concurrent enrollment class senior year which after completion would be the feeder to Brotherhood Program at COA.

D. BUDGET PLAN

Budget Breakdown for year at 22 weeks:

Item:	Cost:	Totals:
Brotherhood Coordinator: (Luis Padilla)	$20.85 per hour @ 9 hours per week for 22 weeks	$4,128.30
Counseling 24: Instructor: Jamar Mears	$63.94 per hour 3 hours per class 1 hours for office hours/prep for 32 weeks	$8953.60
Urban Peace Movement	$3,000 per for 2 semester	$6,000.00
Brotherhood Retreat	$1,000.00 Ropes Course $1,000.00 Food/Materials	$2,000.00

Brotherhood Rebranding Project: Michael G. Branding	Phase goal: Explore a range of integrated brand options for a new brand logo Tasks: Develop and design integrated brand design concepts exploring: brand architecture, hierarchy, color, stand in imagery (if applicable) Phase 1: Strategy - assess the market/competition and differentiate ourselves against the competition. Create mood boards to understand the brand concept/mood. Phase 2: Design – Create 10 – 15 logos Phase 3: Refine Design - 2–3 options	$3000.00
Brotherhood Step Showcase	$1,000.00 Rental Fees $1,000.00 Facilities $1,000.00 Shirts $2,000.00 Entertainment	$5,000.00
Brotherhood End of the Year Banquet	$2,000.00 for food $1,000.00 for set-up $5,000.00 Key Note Speaker	$8,000.00
Brotherhood Attire	Brotherhood Polo Block Sweaters (Costs Pend on Number of students per semester)	$5,000.00
Brotherhood College Tours	Costs Pend on College Campus and Trip	$4,000.00
Miscellaneous	Supplies/ Other	$10,919
TOTAL		**$57,000.00**

E. PROJECT LEAD QUALIFICATIONS:
College of Alameda
Dr. William Watson – Interim Vice-President
Florentino Ubungen – Interim Director of Student Activities and Campus Life
Luis Padilla – Program Specialist – Student Activities and Campus Life
Jamar Mears – Counselor
Vanson Nguyen – Instructor

F. Index:

I.

College of Alameda Brotherhood 2015 Application

Name (Last, First): _____ Date: _____

High School: _____ Year Last Attended: _____ Major: _____

Email: _____ Phone number _____ Which is best to way to contact you _____

COA Student ID _____ 1st Brotherhood Term: _____ Brotherhood semester# 0 1 2 3 4 5 6

Do you have an IEP? Y/N? (Optional) _____ Are you working with DSPS? Y/N? (Optional) _____

How did you hear about the Brotherhood?

❑ Teacher	❑ Principal/Vice w	❑ Program _____	❑ Other _____

What are your academic goals? _____

_____

_____

_____

_____

Describe obstacles you have faced in your past education experiences: _____

_____

_____

_____

_____

Please Provide a short Bio: _____

_____

_____

_____

_____

Contract in file?	❑ Yes	Progress report?	❑ Yes

II.

College of Alameda

Brotherhood Student Contract

555 Ralph Appezzato Memorial Parkway   * Alameda, California 94501

As a member of the Brotherhood Program at College of Alameda you must abide by the following:

1. Maintain a Overall 2.0 GPA
2. Submit Monthly Progress Report to Coordinator
3. Fulfill 16 hours of community service
4. Abide by PCCD Administrative Procedure 5500 (*Standards of Conduct*);
5. Attend Mandatory Chop It meetings with 6 excused absences
6. Submit current academic SEP

Violation of the Brotherhood Contract will result in regulations as followed:

1. Meeting with Coordinator
2. Meeting with Coordinator and Director of Campus Life/ Student Activities
3. Warning
4. Subject to Dismissal

Student
Signature:_____Date:_____

Brotherhood Coordinator: _____
Date:_____

Director of Campus Life/ Student Activities:_____ Date: _____

Peralta Community College District

III.

<div align="center">

College Success, COUN 24
Fall 2015 - Code 43829
Syllabus

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Instructor: Jamar Mears
Office: General Counseling Department
Telephone: (510) 748-2219
Email: Jmears@peralta.edu
Office Hours: By appointment

Required Texts/materials:

Textbooks:
 Gardner, John N. and Barefoot, Betsy Your College Experience: Strategies for Success (11th edition), Bedford/St. Martin's; (2012) (This textbook is available as an E-textbook and can be rented online for $34.99 at:
http://www.coursesmart.com/IR/3034663/9781457628047?__hdv=6.8

Other required reading material:

College of Alameda College Catalog- online version available at:
http://alameda.peralta.edu/college-catalog/

Website: http://online.peralta.edu/fall2015/

Course Description: Identification and development of resources that facilitate college success: High-performance learning utilizing information organization and management, critical-thinking and problem-solving skills, effective time management, learning styles and strategies and memory theory, goal setting and educational planning, resume and cover letter development.

Approach to the Material: This course is designed to help you become a successful student by developing an understanding of various learning styles; and identifying and developing critical thinking and problem solving skills that can facilitate your adjustment

to the college environment. You will develop effective behavior patterns through self-evaluation related to many relevant areas including motivation and discipline, memory development, time management, resource utilization, and effective student behavior in handling social and personal issues that are common to college students.

Learning Objectives - By the conclusion of the course you should be able to:

1. Apply critical thinking skills when completing assignments and other requirements to success in college-level coursework.
2. Analyze the origin and application of student attitudes, motivation and behaviors and their impact on college success.
3. Apply time-management techniques to formulate a study plan.
4. Utilize effective note-taking techniques.
5. Demonstrate methods for reading and extracting information from textbooks.
6. Apply effective memory techniques to complete assignments and function effectively in and outside the classroom.
7. Employ test-taking methods that improve preparation for and performance on tests.
8. Identify their own learning style and apply strategies to maximize their ability to learn in and outside of the classroom.
9. Utilize library resources to prepare for and complete college-level assignments.
10. Describe issues related to cultural, ethnic, and other forms of diversity and function respectfully and effectively in a diverse environment.
11. Develop and maintain relationships that impact their ability to reach their academic goals.
12. Construct, analyze, and maintain personal management charts of time and energy.

Technology Requirements:

- **This course requires basic computer skills, ability to access the internet, download and print materials.**

Grading:
This course is graded on the following scale:
A = 100 -90 points or 90-100%
B = 89 -80 points or 80-89%
C = 79 -70 points or 70-79%
D = 69 -60 points or 60-69%
F= 59 -0 or 59% or lower

Final Grade will be an average based on the following:

Participation in online forum postings/discussions
Assignments
SEP Student Educational Plan
Research assignment/essay
Service Learning project
Class presentations
Class participation
Final exam
Students are responsible for knowing and adhering to due dates for all assignments. Any changes will be announced in class and/or the News Forum   section of our class Moodle. Students are responsible for noting all changes and adhering to them

Class participation
This includes completing the required class readings, in class assignments (aside from journals), attending all class sessions, **and participating actively in class discussions and exercises.** We will have multiple guest lectures this semester and attendance is mandatory.

Forum Post
Answer prompt with one paragraph, and then respond to 2 of your classmates posts making sure your responses are meaningful and demonstrate a connection.

Portfolio
Student educational plan, Counseling appointment, Onet, Resume, Cover letter, Letter of Recommendation, 2 page Bio, Job announcement, assist.org

Journal Paper
Each student is required to write a one page journal as outlined on the course calendar **submitted at the beginning of class on the due date; with the proper heading.** At the end of the semester you should have 5 journal entries.
Your journal is a place where you can reflect on the material and classroom discussions and how it applies to you and those around you.
It is mandatory that journals are typewritten, 12 inch font, double spaced with 1 inch margins, and all journals will be uploaded to moodle.

Course Projects

1. Students are required to turn in one college to career portfolio

2. Service learning project- Students are required to give a 15 minute group presentation.

3. Group project- Students are required to give a 15 minute group presentation on a campus resource.

Exams

An in class midterm exam will be given on October 16th; this exam will cover material presented in class.

Responsibilities:
Successful students follow both oral and written instructions. The syllabus and assignment sheets are the primary sources of instructions in any college course; so successful students read them carefully and refer to them regularly.

Successful students write down any instructions given orally by the professor; they also are careful to make sure that they have taken accurate notes and ask questions before due dates.

Successful students look up information first so that they ask informed questions, not questions they already have the answers to. If they can't find the answers, they contact the instructor after class or via voice mail or email.

<u>**Commitments:**</u>
To get the most out of this course, you should be prepared to make a number of personal commitments. First, this course requires a commitment to self-exploration because the better you know yourself the more likely your career and life plans will address your needs and values. You must also make a strong commitment to the process and to your classmates since much of your learning and growth will come from your interactions with each other. You will demonstrate this commitment by attending each class on time, staying for the full class, participating actively, completing assignments on time, taking risks, and talking openly and honestly. Because we often touch on personal issues, and because it is a key element of trust, CONFIDENTIALITY IS A MUST.

In any classroom situation that includes discussion and critical thinking, there are many differing viewpoints. These differences enhance the learning experience and create an atmosphere in which both students and instructors think and learn. When sensitive and controversial topics arise, students may sometimes disagree not only with each other but with the instructor. However, it is essential that we respect each other's opinions and feelings.
The use of cell phones in class (***<u>for anything</u>***) is disrespectful and disruptive and is not allowed. Also, food is not allowed in class.

Planning Time:
Successful students, those that get A's, B's, and C's, use their time wisely. The standard formula for college coursework is that every one hour of class time will result in two to three hours of homework, so a three unit class will do an average of six or more hours of homework (reading, research, studying) per week.

As a result, successful students plan their time wisely so that they keep up with assignments. They also meet with the instructor during office hours so that they can get much needed feedback on their work.

Plagiarism:
Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Copying the work of another person whether an essay or answers during a test is, therefore, considered plagiarism.

Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism. Anyone who plagiarizes will receive an "F" on the assignment. If this is repeated, the student will fail the course and can be expelled from the college. If you are "suspected" of plagiarism, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently.

Classroom Conduct:
Successful students conduct themselves in a professional manner because college is a professional environment; it's just like a job.

Successful students are ready to start class at the appropriate time and have their notebooks open and their pens ready to take notes because diligently taking notes and being attentive during class shows a professor that the student is a serious student who wants to learn and because most students need to move the material from the ears and eyes through their brain and hand in order to absorb it more effectively. Notes also provide a reminder of what was discussed and can serve to flag material that is unclear to you. If you get home, reread your notes, and can't remember or understand what you wrote, ask about it at the next class meeting, via e-mail, or during office hours.

Successful students ask questions about anything in class they do not understand, but they do not engage in side conversations and whispering because this is disruptive and distracting to others around them. Many students have made huge personal sacrifices to come to college; don't disrupt their class. I may ask students who are engaging in side conversations to leave the class if they persist in annoying those around them.

Successful students are attentive during class; they do not: doze off, do homework for other classes, organize their bags or purses, or compose letters to friends. They are also aware of those around them and are sensitive to what might offend, so they don't engage in personal relationships during class, and they choose language that will not be considered offensive.

Also, please **turn off all cell phones, and watch alarms** that make noise before coming into class; they are a serious distraction in college classes and cannot be tolerated. Please instruct relatives or friends to call campus security in case of an emergency. Security will look up the class in the system and then send someone to the class.

<u>Students with Disabilities:</u>
Students with disabilities who wish to receive services and/or accommodations are asked to submit a form from the Disability Services Program (DSP). Receiving services and

accommodations will not adversely affect your grade. This information will be kept confidential (FERPA). Please meet with me in private as early in the semester as possible to discuss your learning needs. If you think that you could benefit from the services offered by DSP, please contact a counselor in D-117, 510-748-2328, or go to our College website for more information: www.alameda.peralta.edu, click on "Student Services," and then click on "Disability Services Program."

Attendance:
ATTENDANCE IS EXPECTED, and you must be present and ON TIME for all class sessions. If a student misses more than two class sessions, please be aware that on the third absence, s/he may be dropped from the class; however, this is not a guarantee that a person will be dropped—students are responsible for dropping themselves from the class.

Students who choose not to continue the course are responsible for turning in a drop card to the admissions office. *Please* do not assume that I have filed a drop card. Failure to officially drop the course may result in an "F". If you miss work after the deadline to drop and have an acceptable reason (like hospitalization), an "Incomplete" would be more appropriate. When in doubt, communicate.

Late-for-Class Policy
Being on time for class and staying through the entire class is an important success skill. **Lateness or leaving class early will be counted as a half absence. More than 2 absences will result in a drop of a whole letter grade or being dropped from course.**

What you can expect when you submit papers or projects for grading:
I reserve the right to change or omit any assignment given in class or listed. Understand that I will I make every effort to work with-in the best interest of the students and any changes that are made will be done in an equitable fashion. I return papers and projects within one week. Occasionally, other professional obligations make this impossible. I will advise you of this when the work is submitted and let you know when you can anticipate return. I make comments in the margins of written work. Should these comments be insufficient for you to understand your grade, please make an appointment to discuss concerns. If you cannot read my handwriting, please ask about that. **Questions about course content,** related issues, grading, study habits, and so forth are welcome. Every reasonable effort will be made to **assist in a student's success**, especially **when that need is expressly communicated.**

Course calendar for Counseling 24 Fall 2015

	Monday
Week 1 (August 26)	• Intro to Brotherhood • Ice Breaker • Class agreement What's my why?

Week 2 (September 2)	(01/26) Community Building College 101 Syllabus (Link to Moodle) **H.W.- Bring 3 things**
Week 3 (September 9)	(02/2) **management online**
Week 4 (September 16)	(02/9) • Start portfolio, • campus resources (group Assignment)
Week 5 (September 16)	Workshop- Resume, Cover Letter
Week 6 (September 23)	(02/23) Group Presentations • Test taking strategies • Note taking Skills
Week 7 (September 30)	Barriers- Analyze Immortal technique lyrics
Week 8 (October 7)	• Barriers – Student Profiles • Barriers - Educational, Social, Familial, Political
Week 9 (October 14)	(03/16) Service Learning
Week 10 (October 21)	Resistance: Brotherhood Pillars
(October 28)	Resistance: Critical Consciousness and Transformational Resistance
Week 11 (November 4)	Service learning check-in and Movie
Week 12 (November 11) No Class	**Veterans Day- Holiday Observation**
Week 13 (November 18)	Service Learning
Week 14 (November 25)	• Resistance: Creating Major Change Theory • Adopting the Creator

	Role
Week 15 (December 2)	Final Exam review
Week 16 (December 9)	Service learning presentations
Week 17 (December 16) Finals	Final

Note: In class articles and/or assignments due dates may vary to fit the needs of the class.

IV.

The Urban Peace Movement Mission:

The mission of UPM is to transform the culture and conditions that lead to urban violence. We build the leadership of communities hit hardest by street violence through fostering non-traditional leaders who are the key to ending this crisis. Through community organizing, youth leadership development, and "culture change" events, UPM empowers young people to overcome internalized oppression and work towards Justice and Social Transformation.

We do this through:

- transformational leadership work;
- events to "Silence The Violence";
- helping young people spread the message of urban peace.

V.

Determination African American Young Men's Circle

DetermiNation is a community-based program that is facilitated jointly by **Urban Peace Movement & United Roots**. It is a healing, social justice, and manhood development circle for transitioning-aged African-American young men who have been near or involved in the 'street life.' Most of the group is formerly incarcerated.

The group of 15-20 young men meets weekly for cultural healing, political and cultural education, life skills training, and mentorship/care coaching sessions. Some themes include: history & knowledge of self, Black achievement, the role of the Crack Epidemic and Mass Incarceration on the current crisis in urban communities, the idea of 'street intellectualism', healing and wellness, social justice and organizing, etc. Additionally, there are two sub-committees, the Social Justice Organizing Committee and the Media Production Cohort, which meet separately at other times during the week. The group has been involved in policy and organizing work. The Social Justice Organizing Committee is the group's link to ongoing policy work at both the state and local levels aimed at improving the lives of young men of color in California.

The goal of the circle is to give participants access to transformative ways of being and tools for resiliency to allow them to take new actions in their lives and to provide a space for them that is Black Male-centered and focused on healing and mutual support. The group receives media arts training through United Roots. They are also charged with working on media and messaging campaigns focused on the health and achievement of young men of color in California.

DetermiNation members launched a public awareness campaign called "Determined to Be," which includes a poster series and a set of "webisodes" aimed at creating positive and authentic media representations of young Black men. The poster series and accompanying webisodes depict members of the group in their own personal aspirations. Some examples include, "Determined to be Happy," "Determined to be a Father," and "Determined to Rebuild My Community." The posters also ran on bus shelter billboards thanks to a partnership with the City of Oakland. In addition, the group made a short video on the topic of "Portrayals of Black Men in the Media" as a way to encourage media literacy among other young people of color and to educate other young people about the impacts of racist stereotypes on public policy.

Visit www.determinationmedia.org to see the "Determined to Be" series and other media pieces from the group.

VI.

ADEMIC PROGRESS REPORT
BROTHERHOOD PROGRAM

COLLEGE OF ALAMEDA

BROTHERHOOD

MEN OF COLOR INITIATIVE

Direction for Student: Meet with your professor to discuss class performance.
Direction for Professor: Mark the appropriate notation based on the student's
                                          academic performance and list the current grade or
                                          percentage the student has earned in your class.

STUDENT NAME:_____
STUDENT ID#_____

TERM:_____   DATE:_____
TOTAL UNITS:_____

COURSE INFORMATION	ATTENDANCE	PARTICIPATION	ASSIGNMENT COMPLETION	TEST & QUIZ PEFORMANCE	GRADE OR %
Name:_____ _____ **CRN:**_____ _ **Instructor:**_____ _ **Contact:**_____ _____	☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Failing	☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Failing	☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Failing	☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Failing	
COMMENTS:					

VII. HUMAN, TECHNOLOGICAL, AND PHYSICAL RESOURCES

- Full-time faculty headcount _____0_____
- Part-time faculty headcount _____0____
- Total FTEF faculty for the discipline, department, or program _____0_____
- Full-time/part-time faculty ratio _____0_____
- Classified staff permanent headcount, if applicable _____0_____
- Classified staff hourly: _____1_____
- Administrative staff: _____1_____

- Currently, the staff consists of an Interim Director of Student Activities and

  Campus Life, and one part-time temporary seasonal staff specialist. A full time

  classified specialist would be critical along with hiring a full time permanent

  Director would establish stability and consistency in the area of Student Activities

  and Campus Life. In particular, the full time classified specialist position would

  be able to help with the lost and found, initiating requisitions, keep posting and

  signage up to date around campus, copies and printing needs, creation of fliers,

  and many other roles that would allow more time for the Director to work on

  critical tasks and for the student leaders to focus on creating events, supporting

  clubs, maintain data collection, support and strengthen SLOs, and ensure the

  disciplinary process as the disciplinary officer for the College of Alameda.

- The current facility in the area of Student Activities and Campus Life consist of

  the bottom floor of the F building consists of the "Pitt" area, an ASCOA storage

  room, and the student health office. The second floor contains the cafeteria,

  student cubicles, cafeteria tables and chairs, outdated computers along the back

wall, and others in use offices in the back corner. Listed below are some issues

that needed improvement:

The Pitt/1st Floor

Issues:
- Lights for hallway in front of Mental Health Offices.   - Incorrect job postings board.   - Purchase new seating furniture for the perimeter of The Pit.   - Relocate television by maintentrance.   - Upgrade the bulletin boards   - Incorrect signage for 1st floor.   - Organize and upgrade trophy case.   - Water fountain signs.   - Columns with loose wires.   - Exposed electrical wires in column.   - Inaccurate signage in front of the building.   - Elevator signage and credentials.   - Proper signage for offices and services.   - Out of date speaker system   - Bathroom doors do not lock   - Holes in the ceiling due to leaks in the piping system   - Pest and Rodent issue through out the building

Cafeteria

Issues:
- Upgrade/replace "Cougar Den" sign.   - Implement an information desk area staffed by students.   - Create a "news feed station" with television to inform students of campus wide information   - Need functional microwave/utensil table.   - Increase the food options in our current menu.   - Have food and some type of services past 5pm.   - Inconvenient and dirty turnstiles and railings in cafeteria entrance.   - Purchase COA theme floor mat.   - Refrigerators are out of date and need repairs   - Grills that are no longer functional   - Lights that do not work   - Food options are limited   - Limited hours of operation

Cyber Cafe

Issues:
- Need for new lighting fixtures.   - Obsolete computers and software systems   - Lack of printers for students   - Need system to keep the data for how many students utilize the Cyber Cafe

Office of Student Activities and Campus Life

Issues:
- Director's computer connection with COA network.   - Master calendar of student's events and all activities.   - Lack of proper storage and files.   - No proper signage for our office, services staff and hours.   - Lack of system to keep the data   - Out of date phone system

- These are the key facility, technological, and equipment needs to ensure student
  success and college effectiveness for area of Student Activities and Campus life
  for the next three years.

VIII. Community, Institutional, and Professional Engagement and Partnerships:

- Committees

  1. Budget Committee

  2. President Cabinet

  3. Technology Committee

  4. Facilities Committee

5. Health and Safety Committee

6. Sustainability Committee

7. Student Grievance

8. Professional development

- <u>Student Activities and Campus Life active Clubs</u>

1. Adventure Club

2. Alameda Promise Club

3. Anime Club

4. Anthropology Club

5. Art Club

6. ATLAS Support Club

7. Auto Club

8. Black African Diaspora (BAD)

9. Book Club

10. Brotherhood Club

11. Business Club

12. Cougar Spirit

13. Cougars FC Soccer Club

14. DanceO'holics Dance Club

15. Dental Assistant Club

16. Eztli Chicuhua Dance Club

17. Fashion Club

18. Gay Straight Alliance

19. Gold Crown Club

20. International Student Club

21. Kings & Queens Club

22. Koinonia Club

23. Latinos Unidos

24. Men's Volleyball

25. Muslim Student Alliance

26. Open Gates

27. Pathway to Law School

28. Phi Theta Kappa

29. Students Against Mass Incarceration (SAMI)

30. Veterans Club

31. Women's Volleyball

XIII. Professional Development:

- The office of Student Activities and Campus Life is always in need of professional development to better serve the student population of College of Alameda. The specific areas needed for professional development is student leadership and management, better development of activities and events, curriculum development, better understanding of the PROMPT system, better understanding of cultural understanding, and the training of disciplinary process and procedures.

X. DEPARTMET GOALS:

- Update student activities website to include list of active clubs, club contact information, chartering process, and policies and procedures.

- A calendar of events held in and around the Student Center to be posted weekly on bulletin boards and the Student Activities and Leadership Development Web Page.

- Organize and increase of socially conscious and educational equity related student events.

- Continue to strengthen student advocacy on college wide committees and in the integration of college wide planning.

- Seek additional revenue sources that increase funding for student life that is adequate for the development of a year around vibrant college campus.

- Develop a Student Leadership professional development training

- Implement evaluation plan that measures student learning outcomes for Student Activities and Student Leadership and Development using both quantitative and qualitative methods.

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary

College: _____College of Alameda_____

Discipline, Department or Program : _Student Activities and Campus Life_

Contact Person: _____Florentino Ubungen_____

Date: _____November 12th, 2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty					
Human Resources: Classified	Student Activities and Campus Life Program Services Coordinator. Due to the vast amount of work this classification is justified	1.	$70,000	This position is vital to the success of the program and is seen on multiple pages in the Program review	ILO # 1 ILO # 2 ILO # 4
Human Resources: Student Workers	All we have are safety aids and work study money. Funding will enable us to have a wider scope of student workers. Budget reflects 2 student workers	2.	$12,500	There are various areas where student workers would be valuable asset to the department needs	ILO # 1 ILO # 2 ILO # 4
Technology	The Cyber Café has obsolete computers and does not serve the student population effectively.	3.	$7,000	There are various areas where computers would be valuable asset to the department	ILO # 1 ILO # 2 ILO # 4

				needs	
Equipment	There is an insufficient amount of printers for students to print their work	2.	$2000	There are various areas where printers would benefit the department	ILO # 1 ILO # 2 ILO # 4
Facilities					
Professional Development	There is a need for more funding to send the Student Activities and Campus Life Staff to professional development conference to help develop the needed skills to work with the College of Alameda student population.	1.	$7,000	There are multiple areas where the office Student Activities and Campus can benefit from professional development.	ILO # 1 ILO # 2 ILO # 4
Other (specify)					