College of Alameda
Peralta Accountability for Student Success(PASS)

2016-2017

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

Executive Summary

2016-2017

The College of Alameda Peralta Accountability for Student Success (PASS) allocation process involved all constituent groups through the campus Budget Committee. The proposals were rated using the PASS language and its alignment with the mission, goals and values of the College of Alameda. For the 2016-2017, six (6) programs were funded for a total of $317,675. Below are the programs:

- **Learning Resource Center Support Program**
- **Center for Urban Change & Leadership (Pathways to Law)**
- **Learning Skills/DSPS**
- **MESA**
- **ATLAS**
- **Faculty/Student Service Request Initiative**

All of the above programs are being funded through integration with CoA's Equity Plan, SSSP Plan, and One-Time funds. The original PASS funding to CoA was finished in 2015-2016.

2015-2016

PASS Proposals 2016-2017

Allocation Process

For the 2016-2017 academic year, the PASS proposal process began in Spring 2016 in order to provide notification to program coordinators prior to the end of the spring semester which would give them an opportunity to begin the programs at the start of the fall 2016 semester. The following process was implemented:

- o The participatory governance groups were notified of the carryover funding available of unused funds for 2015-2016.
- o Participatory governance groups and program coordinators were also notified that Deans would assume administrative oversight of projects to provide more direct support and to address program needs and challenges.
- o In addition, the President worked with the Executive Council to identify other program funds (i.e. Student Equity, Instructional Equipment, Measure A) that had funds available to support projects since funding was limited through PASS carryover and district funding had been allocated at this time. Program coordinators were informed that additional funding may be available once the district funds, if any, become available.
- o The following considerations were made in allocations:
  - Project outcomes for 2014-2015
  - Used/Unused funds from 2014-2015
  - Alignment with COA mission, vision and values.

Below is a table describing of the allocation of PASS funds over three fiscal years.

PASS funding has been fully utilized by the CoA and alternative funding streams have been identified to
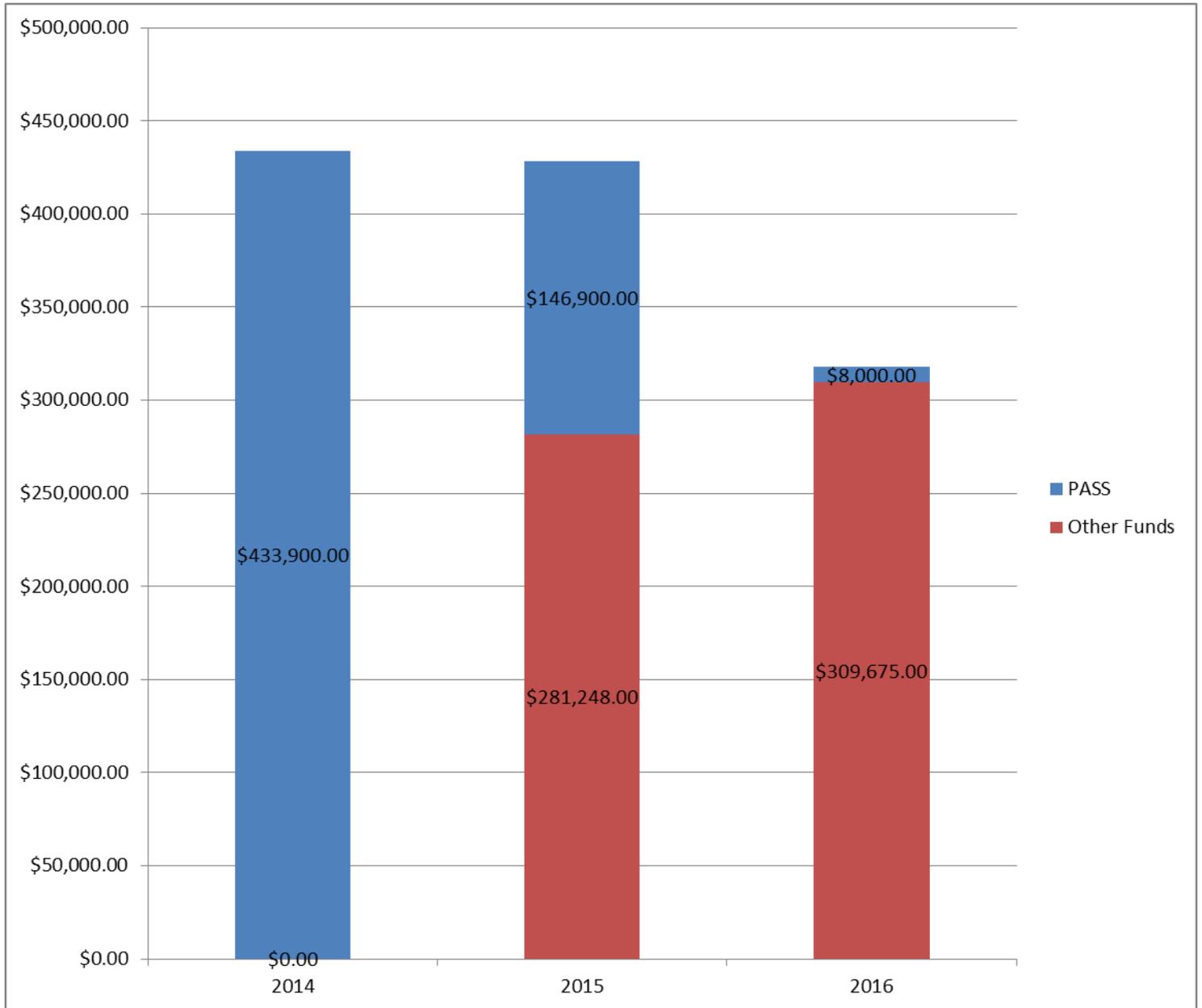
Allocation of PASS funds over three fiscal years.

PASS Project	Expenditure Description	Amount Spent
Alameda Promise	Faculty	17,634
	Clerical	1,575
	Instructional Aides	12,555
	Benefits	2,208
	Events	399
	Supplies	1,024
	Travel	35
Alameda Promise Total		35,431

PASS Project	Expenditure Description	Amount Spent
Arts & Letters	Clerical	43,854
	Benefits	3,436
Arts & Letters Total		47,290

PASS Project	Expenditure Description	Amount Spent
Brotherhood	Faculty	15,401
	Clerical	3,584
	Benefits	1,591
	Events	2,675
	Printing	1,232
	Supplies	11,914
Brotherhood Total		36,396

PASS Project	Expenditure Description	Amount Spent
Chemistry Manuals	Faculty	4,000
	Benefits	355
Chemistry Manuals Total		4,355

Allocation of PASS funds over three fiscal years.

PASS Project	Expenditure Description	Amount Spent
Data Analytics	Faculty	940
	Benefits	129
	Travel	600
Data Analytics Total		1,669

PASS Project	Expenditure Description	Amount Spent
General/Tutoring	Faculty	-
	Instructional Aides	-
	Benefits	-
	Equipment	96,961
	Internet Fees	7,786
	Membership	20,500
	Software	5,696
	Travel	1,913
General/Tutoring Total		132,856

PASS Project	Expenditure Description	Amount Spent
Learning Communities	Travel	1,548
Learning Communities Total		1,548

PASS Project	Expenditure Description	Amount Spent
Learning Disabilities	Instructional Aides	6,931
	Benefits	455
	Equipment	9,293
	Supplies	603
Learning Disabilities Total		17,283

PASS Project	Expenditure Description	Amount Spent
Learning Resources	Faculty	2,012
	Instructional Aides	83,109
	Benefits	475
	Computer Equip	5,372
Learning Resources Total		90,968

Allocation of PASS funds over three fiscal years.

PASS Project	Expenditure Description	Amount Spent
MESA	Faculty	2,831
	Instructional Aides	3,947
	Benefits	199
	Travel	532
MESA Total		7,509

PASS Project	Expenditure Description	Amount Spent
New DREAM	Clerical	27,065
	Benefits	1,778
	Events	709
	Supplies	196
	Travel	91
New DREAM Total		29,839

PASS Project	Expenditure Description	Amount Spent
Pathway to Law	Faculty	28,000
	Clerical	3,975
	Benefits	3,911
	Events	672
Pathway to Law Total		36,559

PASS Project	Expenditure Description	Amount Spent
Student Ambassadors	Clerical	2,347
	Benefits	159
Student Ambassadors Total		2,506

PASS Project	Expenditure Description	Amount Spent
Transfer Academy	Events	7,702
	Supplies	7,504
	Travel	1,114
Transfer Academy Total		16,320

PASS Project	Expenditure Description	Amount Spent
Urban Center Entrepreneurship	Faculty	4,057
	Benefits	440
	Events	315
	Travel	278
Urban Center Entrepreneurship Total		5,089

2015-2016 Summary

2015-2016 Program Highlights

MESA

- Fall 2015: 46 unduplicated students, with 130 points of student contact, were served with tutoring, providing study space, and counseling.
    - 27 counseling sessions were provided to MESA students.
- Spring 2016, 114 unduplicated students, with 330 points of student contact, were served with tutoring, providing study space, counseling, workshops, and special events. 68 new students accessed the MESA Center during Spring 2016.
    - 184 students used the MESA Center for studying and 100 students used MESA tutoring. 53 counseling sessions were provided to MESA students.
    - MESA Open House in Spring 2016 had 23 attendees.
    - 16 students served with MESA workshops.
    - UCSF Medical School Application workshop was attended by 6 students.

Chemistry Course Manual

Data Analytics Course

Urban Center for Global Entrepreneurship and Innovation

Learning Resource Center

Center for Change and Urban Leaderships (Pathways to Law)

- Speaker event: David Smith, Street Law
- Panel Event: Destination Law School Panel
- Cosponsored Special Event on Human Trafficking – March 16
- Model U.N., Law, & Debate Society – Fall 2016 & Spring 2016

Professional Development Student Workshops

- Successfully completed first year (PD) LIFE SKILLS program (See Yourself In the future) A total of 9/ 2-3 part classes with a total of 63 participants and course/instructional ratings of 97.9% 803 faculty requests were supported in a timely manner

Embedded Librarian

- English 1A with Chris Blood (21113)
- English 5 with Wanda Sabir (21118)
- English 201 A/B with Nicole Griffin (Learning Community) (21137 and 21139)

2014-2015 Summary

2014-2015 Program Highlights

Alameda Promise

- 121 students participated in the program
- 121 students received Student Education Plans (SEP)
- 52 males and 69 females participated in the program
- 40% of student received support from mentors
- The ethnic breakdown of the cohort was, African American: 39, Hispanic Latino: 28, Pacific Islander: 16, Middle Eastern: 2, Caucasian: 15, and Asian 19

Brotherhood

- 96 student participated in the program
- 66 have persisted in the program with a 69% retention rate

DSPS Technology Upgrades

- 36 Students participated in the program
- 22 males and 14 females were participants
- 36 Completed received Student Education Plans (SEP)
- The ethnic breakdown of the cohort was, African American: 15, American Indian: 1, Asian/ Pacific Islander: 3, Hispanic: 7, Two or more races: 1, and, Caucasian: 9

Learning Resource Center Support Program

- 102 students engaged in support services (Spring 2015)
- 875 received tutoring in the Writing Center/ESL Lab
- 928 received tutoring in the Math/Science Center

Faculty/Student Service Request Initiative

- 2025 student issues were processed and received expedited turnaround times
- 803 faculty requests were supported in a timely manner

Note: All of the other programs were in the planning phases and did not collect data during this funding cycle.

Program Spotlights 2014-2017

MESA (2015-2016)

General Information:

Target number of joined MESA students met and surpassed: 57 students recruited and are currently in MESA program.

MESA Center open to provide study space, tutoring, and counseling, 148 unduplicated students were served by the MESA program, with 460 points of contact consisting of tutoring, providing study space, counseling, workshops, Academic Excellence Workshops, special events such as the MESA Open House, orientation, informational interviews and tours with local STEM companies, and a conference workshop at UCSF Medical School.

Detailed Overview of Completed Deliverables:

- o Objective 1: To identify funds for a dedicated MESA Coordinator/ Counselor
- o Objective 2: To establish a dedicated MESA Study Center
    - o The MESA Center has served 148 unduplicated students overall, with 460 points of service.
- o Objective 3: To recruit at least 50 students during year one
    - o 57 students were successfully recruited to join the MESA program.
    - o MESA Open House in May 2016 had 23 attendees including new and existing MESA students, CoA faculty, staff, and administrators.
    - o Outreach occurred in science and math courses, Ecofest, African-American Conference at Laney
    - o College, Mobile CoA, General Counseling, and through referrals from Counselors and Professors.
- o Objective 4: To offer counseling and MESA Orientation for all MESA students
    - o All MESA students were offered counseling. A MESA Orientation was offered in February 2016 to which 12 students attended. One-on-one MESA Orientations occurred with intake with the MESA Counselor for students who were not able to attend the MESA Orientation or were recruited after the initial group orientation. STEM internship and scholarship database were established, and opportunities were emailed to students on an on-going basis. MESA Counselor provided one-on-one support to students in applying to internships and scholarships. 3 students obtained internships that worked with the MESA Counselor. Drop-in Counseling was available 2 days a week at the MESA Center.

- o MESA Orientation: 10 MESA students attended orientation brunch mixer on 2/19/16
  - o Internship and Scholarship Workshops: In response to the request for support in applying to internships and scholarships, the MESA counselor offered 2 Applying to internships workshops and 3 Applying to scholarship workshops in Spring 2016, serving 9 students.
- o Objective 5: To cluster MESA students to promote formation of study groups
  - o Small pair MESA study groups formed and met in the MESA Center in the Spring semester on their own
- o Objective 6: To offer at least 3 Academic Excellence Workshops

Professional Development Student Workshops (2015-2016)

General Information

College of Alameda consists of a number of equity programs all of which, are lacking a vital component, a professional development program for students. Students may be successful in passing classes required for their certificate, degree and/or transfer but, how successful are they in obtaining jobs?

This proposal addresses the gap between college and career. If approved, a 30 hour/semester Professional Development Program would be created and offered to all COA Students. Intended workshops include but, are not limited to the following: Matching careers with your personality (MBTI, True Colors, SII), Perfecting your cover letter & resume, Mock Interviews, Industry lecturers, Job Search, Becoming a Leader, Conflict Management, Difficult Conversations (dealing with difficult people), Social Media – Be careful what you post, Get Organized! (Time Management and Organizational Skills), Team Building and Action Orientation (taking initiative, being proactive).

Date	Workshop	Description	Day	Time	Hrs
September 17	You've Got Personality Assessment	• Passion/Purpose Inventory • Leveraging Leadership Powers to build great teams	Thurs	1-3	2
September 18	You've Got Personality Application	• Review/Interpret personality/Leadership assessments • Develop personal career growth plan to become role-model & establish successful career growth	Fri	1-3	2
September 24	Fire Up your Communication Skills	• learn to use basic communication skills to build positive personal, employee & team relationships	Wed	1-3	2
September 25	From Communication to Collaboration	• Advanced communication skills to positively collaborate with peers, subordinates, superiors to build team	Wed	1-3	2
October 8	Conflict Resolution I Assessments	• Assess conflict resolution styles, learn key conflict resolution tools & develop solid strategies to resolve workplace challenges	Wed	10-12	2
October 9	Conflict Resolution II WIN-WIN Solutions	• Negotiate WIN-WIN solution and positively resolve common workplace challenges & differences	Wed	10-12	2
October 22	Resume Writing Strategies to get interview	• Develop & Improve resumes; learn targeted resume writing strategies to increase opportunities to get job interviews	Wed	10-12	2
October 23	Interviewing to Get Hired!	• Interviewing to influence perspective employers to hire YOU!	Wed	10-12	2
November 12	Networking & Job Search Strategies	• learn how to develop a network and job search tools & resources to increase opportunities to secure employment	Wed	10-12	3
November 23	Resume/Interview	• Developing Resume to increase chances of getting interviewed • Interview techniques to improve chances of getting job!	Wed	9-12	3
November 24	Resume/Interview	• Advanced resume development and interview	Wed	9-12	3
December 10	Financial Literacy Budgeting that works	• Learn planning techniques & budgeting strategies to manage finances	Fri	10-12	3
December 11	Financial Literacy Budgeting that works	• Develop actual budget, savings & investment plans to foster long term financial stability and success	Fri	12-11	2

Pathway to Law School Initiative (2015-2016)

General Information:

The purpose of the Pathway to Law School Initiative was to create an intersegmental approach to connecting prospective students into a pathway that leads to a legal profession.

Outcomes:

What have been the substantive outcomes of our work with the funding we have received thus far? Despite doubts as to whether this CCUL PASS project was worth fully funding; we have achieved or exceeded our goals. In what has the investment in terms of funding resulted?

As of this date, CCUL has:

- Served 102 students in four sections of courses.
- Fall 2015 POSCI-08
- Spring 2016 POSCI-08 POSCI-26 POSCI-35
- Launched our second cohort of Pathway to Law School Students.
- Launched our third cohort of Violence Prevention Certificate Students.
- We have had our first 2+2+2 MPA Pathway Student reach the Master Program at CSU East Bay.
- We will be graduating our first Pathway to Law School student with an AA degree and his Pathway course sequence completed.

Offered
- Speaker event: David Smith, Street Law
- Panel Event: Destination Law School Panel
- Cosponsored Special Event on Human Trafficking
- POSCI-8 - Law & Democracy Course: 1 section in Fall 201, 1 section Spring of 2016
- POSCI-26 – US & California Constitution Course; 1 section Spring 2016
- POSCI-35 – Introduction to Violence Prevention; 1 section Spring 2016

Launched
- Model U.N., Law, & Debate Society – Fall 2016 & Spring 2016
- CSU MPA / MUN Club to serve as receiver structure for COA Pathway Students – Fall 2015
- Lionel Wilson Academy Program Extension

Engaged
- Meeting with Centro Legal de la Raza and Alameda Point Collaborative re: Social Justice AoE & Service Learning
- CCUL Planning Meetings
- Recruited several candidates to teach in CCUL program
- Individual Advising - recruitment of students - individualized meetings with students who express interest in the program via Interest Form

Attended
- CSU MPA department meeting re: curriculum cooperation and CCUL linkages
- State Pathway to Law School Summit at UC Davis Law School
- Student Law School Day at UC Davis
- Meetings with Alameda Point Collaborative to reboot the Service Learning Initiative
- State Pathway Summit at Chabot College
- CCC Academic Senate & CSU Northern Region State meeting on "Public Policy, Law, and Society" Pathway - AA-T CC to CSU – Milbrae, CA
- CCC Academic Senate & CSUEMHS Northern Region State meeting on "Emergency Management and Homeland Security" Pathway - AA-T CC to CSU – DeAnza College

Brotherhood Program (2014-2015)

General Information

o   The Brotherhood Pass Proposal is in alignment with the following criteria:

Close the achievement gap through targeted student enrollment, instruction,

and instructional support services to better serve disadvantaged students residing within the boundaries district.

o   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.

Outcomes:

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%

- The program has not been implemented long enough to be able to evaluate completion rates. It is important to note that the program has indirectly served many more students than 96. Students enrolled in Brotherhood are students that are traditionally not enrolled in higher education and often are the only in their family to be enrolled in higher education. As a result, when students go home and are in their local community they influence family, parents, and friends to enroll in higher education. Our students provide an example and hope to others in their network that they too can enroll in higher education.
- Moreover, Brotherhood students have also been involved in various presentations at local high schools, have hosted many high schools on campus, coordinated engaging student events, and involved in service learning in the community that have impacted many students on and off campus.
- 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%

Similar survey analysis will be implemented at the end of this semester with current cohort.

Narrative of Accomplishments

Nearing the end of the 3rd semester of implementation the program has experienced many accomplishments and many challenges. Overall, the program has served a considerable amount of students directly and indirectly. Students are more connected to faculty, their peers, and the campus as a whole and they are more likely to access resources on campus. The following are additional program accomplishments:

- Students participated in priority registration. Coordinated "Reg function" that provided registration support to all Brotherhood students on their registration dates.
- Access to their own counselor for SEP and personalcounseling.
- Directly served 96 students since inception of implementation.
- Provided follow up services to students identified as not excelling via phone calls, text messages,and counseling appointments.
- Hosted wide range of campus events including hosting tours and panels for high school students, organized "Brotherhood against Mass Incarceration" event, and multiple film screenings.

- o Students participated in multiple service learning projects including a food drive for less fortunate and coordinating the "We are family Dinner" for students on campus. Other students worked with foster children and created gift baskets for them. In total, Brotherhood students participated in 175 hours of community service.
- o Program developed partnerships with multiple agencies and organizations to continue to grow service leadership component. Some of the relationships include Ruby Bridges Elementary School, Scholar Athlete Union, multiple local high schools and Reading Partners among other organizations.
- o Provided direct on campus and off campus job opportunities resulting in 7 successful job placements.

DSPS Learning Skills Program (2015-2016)

General Information:

o Bringing in a total of three Instructional assistants (IAs) to the Learning Skills program (DSPS) to increase the access to classroom assistance by 40%. We added two Writing Strategies Sections and Two Math Strategies Sections. The LSP classroom is designed to serve students with all different types of disabilities including physical, emotional/psychological and learning disabilities.

Outcomes:

o **Educational Equity**: Having PASS funded Instructional Assistants allowed additional sections to be offered to students with disabilities. Having access to a holistic approach to support strategies offered through an innovative support design that meets individual students at their individual challenge points and efficiently addresses needs as they arise with learning style appropriate strategies increases educational equity for students that experience learning challenges in the traditional college classroom settings.

o **Research & Innovation Transfer/Career Pathways**: The transferable skill set students develop in the LSP classes is the mastery over strategies individualized to utilize the students' individual learning strengths to address challenges in other classes as well as in the workplace.

o **Instructional and Student Service Support**: English and Math at all levels are supported through LSP Strategies courses providing structured supplemental instruction paced in sync with the required core courses in which they are concurrently enrolled during the semester. Therefore, basic writing (English 269) exploring foundation skill building to critical thinking and analysis (English 5) are supported through our LSP strategies courses and provide support in writing across the curriculum. Math Strategies supports Arithmetic (Math 250) – Statistics (Math 13). Basic skills to transfer skills are addressed for students

o **Enrollment Development**: The ability to hire LSP IAs allowed us to increase access to additional course sections by 40%.

DSPS Technology Upgrades (2015-2016)

General Information:

- o Total dollars allocated
  - o Amount granted: $10,000.00
    - 15 iPad Air 2 ($7,135.00)
    - 1 Power Sync charging station ($1,299.95)
    - 15 Protective Cases ($284.25)
    - 15 Wireless keyboards (269.25)
    - eWaste Fee/Recycling fee ($45.00)
    - Sales Tax   ($808.97)

To facilitate the purchases, Phyllis Tappe and Michelle Custino, Adaptive Computer Technician, researched choices, and Michelle Custino sought competitive quotes. We decided to split the order between Apple Inc., Educational (iPads and charging station) and Computerland (keyboards and cases). Splitting the orders allowed for better rates.

Outcomes:

Quantitative

Number of students served (by gender, ethnicity) by program.

- o We are currently serving (for spring semester, 2015)   students in our Improving Cognitive Skills class (LNRE 213), and   students in the Computer Access class (LRNRE 211). Since we only received the iPads in January of 2015 we are not yet allowing students who are not in the designated classes to have

access, however, that may become a future possibility if their counselors write the use of an iPad into the student's program. All of the students in our program have entered with permission from their DSPS counselor, so all students have a designated disability. Here is a breakdown of the students who have had access to the iPads during spring semester:

GENDER	# Served
Male	22
Female	14
Total	36

RACE/ETHNICITY	#Served
African American	15
American Indian	1
Asian/Pacific Islander	3
Hispanic	7
Two or more races	1
White	9
Total	36

Number with completed SEP

EDUCATIONAL GOALS	#Served
AA/Transfer	10
Vocational/Certificate	16
Therapeutic Rehabilitation	10

Number who participated in priority registration
- o All students were eligible for priority registration since use of the adaptive computer lab depends on service through the DSPS program. Their disability designations are listed below.

DISABILITY DESIGNATION (Primary)	#Served
Acquired Brain Injury	10
Autism/Developmentally Delayed Learners	10
Learning Disability	13
Other (Health Impairments)	3

CROSS SERVED IN TWO OR MORE PROGRAMS	#Served
EOPS	18
Open Gate	4
Veteran	3

Number who received tutoring
- o Within our program and the two classes where iPads are used there is no need for tutoring, because the classes are specifically designed with assistance and built in supports. Student workers and the Adaptive Computer Technician are available for assistance. As the iPad program increases in fall 2015 students using the lab for access to their other courses will increasingly have access to the iPads and their features.
- o We are currently using the iPads in 4 classes (2 sections of each class) on 4 days of the week.

Number who received mentoring
- o Mentoring occurs for all students in the program, however, it is embedded within the course instruction and through exploration of various Career Technical Education programs, future options exploration, and general awareness of their own specific abilities.

Number who have completed their degree objectives by end of spring semester (AA, certificate)
- o Two of the 36 students served will be receiving their AA degrees. One of these is the Valedictorian.

Number retained (projected)
- o Of the 36 students 5 students have completed the therapeutic aspects of the program, 2 have completed their degrees, and about 29 are eligible to continue taking courses and using the adapted computer lab.

Qualitative

What were the top three achievements for program/initiative?
- o The top achievement of the program is that we have procured the iPads and accessories, as of January 2015.

- A second achievement was researching and obtaining funds from DSPS for appropriate programs and APPs to use with the iPads. Examples of programs include Brain HQ, which will be used in Fall 2015 in LRNRE213, Improving Cognitive Skills, and Apps related to Anxiety reduction (Calm.com, and Happify), and Apps related to academic access (Natural Reader, Notability, Evernote, Sketchpad from Evernote, Inspiration, and Explain Everything).
- A third achievement has been working with Lynn Rex to coordinate a program that between the Adaptive Computer Lab and the Learning Skills Program so that we will have increased accessibility to Inspiration software/apps to allow students increased organizational tools for writing papers, along with the training in the use of the program.

Describe student's perceptions about the program and how was this data collected.

- We have used the iPads in a limited way this spring, because they did not arrive until January, 2015 and so it was difficult to integrate specific programs into a set curriculum. However, we have had students with anxiety issues comment that when they have used Calm.com (which we introduced in class) that they have experienced better sleep and stress reduction.
- Several students have put the App on their own mobile devices. We have also had success intaking pictures of students with the iPads to upgrade their Moodle profiles.
- Some students have used Natural Reader as a text-to-speech option for reading the internet and doing research for their classes. Since this is a free App several students have put it on their own laptops and devices as well. It offers an additional option to using Kurzweil, which is an expensive program available to our students while they are students, but is cost prohibitive for many of them after they leave College of Alameda.
- Natural Reader is a free program that is easily available to any of our students with their own technology devices once they leave. This data was collected through observation and discussion with the students. Since our classes are small it is easy to engage in focus group discussions

Learning Resource (2015-2016)

General Information:

o The purpose of the program was to provide and increase tutoring and LRC support to students which included personnel, technology, and supplies.

Outcomes:

Quantitative

Number of students served (by gender, ethnicity) by program

(Gender/ethnicity untracked)

Fall 2014

o ESL Conversation Work Shops = 27

o ESL Grammar Work Shops = 23

o 5-Paragraph Essay Work Shops (writing across the curriculum) = 17

o 67 students in workshops

Spring 2015

o ESL Conversation 2 = 21

O Biology 2 (Anatomy) = 57 (two sessions)

O Chemistry 1A = 17

o Algebra = 5

o Pre-Algebra = 2

o 102 students in workshops

Number with completed SEP
> o Unknown. Don't have access to this data.

Number who participated in priority registration
> o Unknown. Don't have access to this data.

Number who received tutoring
> Fall 2014
>> o Writing Center/ESL Lab (unduplicated) = 440
>
> o Math/Science Lab (unduplicated) = 442
> Spring 2015
>> o Writing Center/ESL Lab (unduplicated) = 435
>> o Math/Science Lab (unduplicated) = 486

Number who received mentoring
> o All students who use the LRC are mentored by the tutors, classified staff, and LRC faculty. Most students who use LRC come multiple times a week. It's where they do their homework, type their papers, and see tutors. LRC staff sees these students as part of the family.

Number who have completed their degree objectives by end of spring semester (AA, certificate)
> o Unknown. Don't have access to this data.

Number retained (projected)
> o In fall 2014, 100% of the students who attended the workshop stayed in the class until the end of the semester. Please refer to the charts below. You will also see the % of the students who received specific grades.
> o Spring data is not yet available.

Qualitative

What were the top three achievements for this program/initiative?
> o Persistence rates in workshops
> o Success rates for participants
> o Increased quantity of workshops in increased quantity of subjects

Describe student's perceptions about the program and how was this data collected.
> o Students seemed enthusiastic. Majority of the students attended more than 2 study groups. As you can see from the attached documents, there was a 100% retention on the students who attended the study groups/workshops.

Which interventions strategies are most effective, and what is the evidence?
> Study Groups work. The Fall 2014 Study Group Statistics show that all the students who attended stayed until the end of the semester. This means 100% retention rate. For both the Conversation and Grammar Study Group, all students had passed the course (please see attachment to see statistical breakdown of grades). The 5-Paragraph Workshop (which was offered 3 times during the semester) also had 100% retention.

Faculty Service Request Initiative (2014-2016)

General Information

o Clerical staff supported by Pass Funds are primary responsible for recording information onthe Student Customer Request forms, this process started in October 22, 2014, with the intention of collecting data regarding services offered to faculty. The Division Office started implementing the "Faculty Service Request" form on November 13, 2014, to help expedite staff services to faculty members. The new customer service approach to the Division Office has provided services to both students and faculty in a timely manner. This process now helps students to receive grades, course and class information to ensure completion of their educational goals in a reasonable amount of time and thereby contribute to student satisfaction and success.

Program Outcomes

Division I & II
Fall 2014 - Spring 2015

Students	September	October	November	December	January	February	March	April	Total
Grade Grievances	4	4		1	1	6	5	4	25
Faculty Complaints	11	7	12		2	5	5	10	52
Classroom Complaints	1			3	1	7	9	1	22
Instructors/Class information	5	16	13	9			2		45
Course Equivalency Exceptions		7	3	2	2		3		17
Record Corrections	2	2	4	3	1	2	5	4	23
Time Sheets	1	2	3		4	5	12	12	39
Add/Drop Cards	4	2	1		58	38	8	2	113
Calls/Drops Ins	220	230	200	130	278	221	278	232	1789
Total	**248**	**270**	**236**	**148**	**347**	**284**	**327**	**265**	**2125**

Faculty	September	October	November	December	January	February	March	April	Total
New Course Offering Meeting		1							1
Faculty Peer Complaints	7	2	1						10
Classroom Complaints		1							1
Student Complaints	1	1					1		3
Key Request			6						6
Parking Permit Request									0
Record Corrections	1			1			1		3
Classroom supplies request		1	3	5					9
Evaluations		4	5			6	7	19	41
Calls/Drops Ins	148	151	133	48	30	68	80	71	729
Total	**157**	**161**	**148**	**54**	**30**	**74**	**89**	**90**	**803**