

Learning Reconsidered A Vision for College of Alameda



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Learning Reconsidered

*Learning Reconsidered is an argument for the integrated use of all of higher education's resources in the education and preparation of the **whole** student. It is also an introduction to **new ways of understanding and supporting learning and development as intertwined, inseparable elements of the student experience. It advocates for transformative education – a holistic process of learning that places the student at the center of the learning experience.***

<http://www.myacpa.org/pub/documents/LearningReconsidered.pdf>

COA Mission

The college's mission 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.**

COA Vision

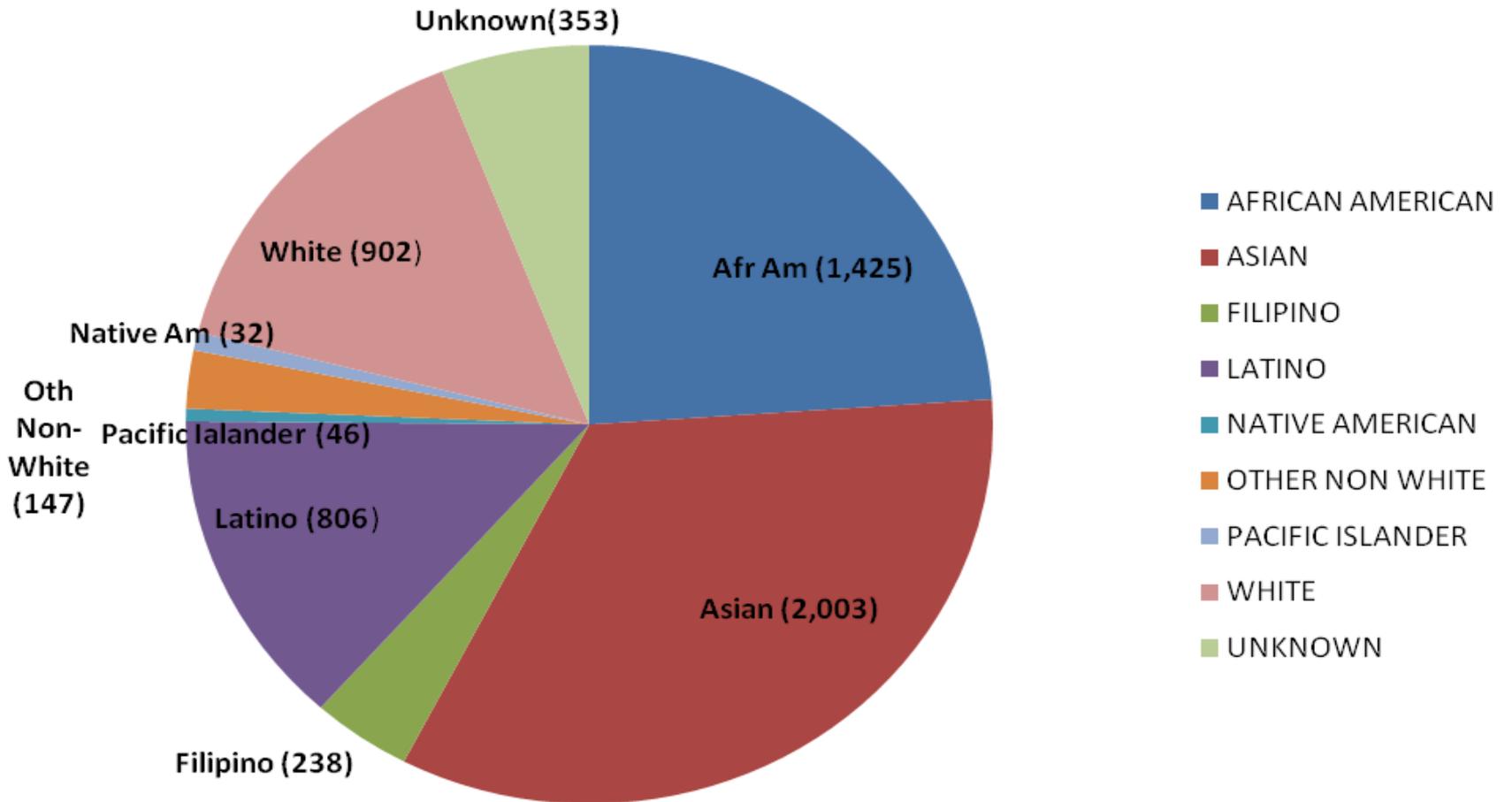
The college sees itself as “...a **diverse, supportive, empowering learning community for seekers of knowledge**. It is committed to providing a **creative, ethical and inclusive environment** in which students develop their abilities as **thinkers, workers and citizens of the world.**”

COA Values

In meeting its mission, the College of Alameda has the following values:

- Achieving educational excellence.
- Accommodating and supporting student needs.
- Encouraging teamwork and active learning.
- Engaging our community.
- Empowering innovation.
- Extending opportunities in technology.
- Respecting diversity.

STUDENT ETHNIC DEMOGRAPHICS



Characteristics of Cohorts

PCCD

Cohort Data (Fall 2006)	Age	Proportion	% F/T	BA or Higher	Undecided	Transfer	Career	Cultural Enrichment
Beginning the Journey	12-24	41%	44%	6%	33%	23%	22%	5%
Adjusting the Path	25-54	51%	23%	27%	27%	18%	31%	10%
Enriching Life	55+	8%	11%	47%	36%	5%	24%	25%
Total / Average		100%		20%				

COA

Cohort Data (Fall 2006)	Age	Proportion	%F/T	BA or Higher	Undecided	Transfer	Career	Cultural Enrichment
Beginning the Journey	12-24	(3,253) 52.5%	(898) 27.6%	(80) 2.5%	(1314) 40.4%	(926) 28.5%	(737) 22.7%	(96) 3%
Adjusting the Path	25-54	(2,634) 42.51%	(245) 9%	(560) 21.3%	(892) 33.9%	(730) 28.1%	(712) 27%	(185) 7%
Enriching Life	55+	(304) 4.9%	(18) 5.9%	(103) 33.9%	(141) 46.4%	(30) 9.9%	(81) 26.6%	(42) 13.8%
Unknown		(2)					(2)	
Total / Average		(6,193)	(1,161)	(743)	(2,347)	(1,695)	(1,532)	(323)

COLLEGE OF ALAMEDA COLLEGE PROFILE FALL 2009

COLLEGE OF ALAMEDA COLLEGE PROFILE FALL 2009			
Total			
Headcount	7,632	Not HS Graduate	5%
		High School Graduate	66%*
		AA degree or higher	17%
Course Load		Matriculated	76%
Full-Time	19%	Exempt	24%
Part-Time	81%		
Gender		Age	
Male	43%(3,145)	Students (avg age 28)	51% (<25 yrs)
Female	41%(4,034)	Faculty	70% (51+ yrs)
Not Supplied	6%(453)	Staff	56% (51+ yrs)
*includes foreign high school graduation			

***A Vision for COA
with
Three Central Themes***

- Academic Excellence
- Budgetary Competence
- Community Engagement

Academic Excellence

Knowledge Base ---- Critical Thinking Skills ----- Personal Enrichment Needs

Assessment

- We need to operationalize a clear definition of what student success looks like for COA
- We need to have valid and reliable measures

Innovative Curriculum

- Integrated Curriculum that is built on collaborative partnerships (Student Svc & Instruction, Applied Learning: Service Learning, Civic Engagement, Cross-discipline learning communities)
- Encourage an environment of risk-taking, looking outside the box

Basic Skills Success

Areas	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Math	49%	52%	45%	38%
English	52%	48%	68%	60%
ESL	83%	78%	80%	81%

Percentage of Student Success in Basic Skills
Successfully Completing Anywhere in the System

Areas	Fall 2005	Fall 2006	Fall 2007	Peer Group
Math/English	37.2%	42.5%	42.0%	48.3%
ESL	50.2%	47.4%	55.8%	41.3%

Does Success Measure Learning?

- What if: As a result of any level of educational experience at COA(one course or a complete program of study) what students will be able to do with what they learn here is to:
 - **Demonstrate a degree of mastery of a body of knowledge, example: use the knowledge to engage with respect for diverse background.**

Does Success Measure Learning?

- What if: As a result of any level of educational experience at COA(one course or a complete program of study) what students will be able to do with what they learn here is to:
 - **Demonstrate a degree of proficiency at the life skills of critical thinking, example: enable students to communicate effectively, reach conclusions and solve problems such that they may apply these to their professional pursuits**

Does Success Measure Learning?

- What if: As a result of any level of educational experience at COA(one course or a complete program of study) what students will be able to do with what they learn here is to:
 - **Demonstrate a degree of capacity to assume responsibility in the practice of these life skills to live an ethical life with respect to the impact of their own life upon Planet Earth**

Budgetary Competence

Knowledge Base ---- Critical Thinking Skills ----- Personal Enrichment Needs

All our services need to be offered creatively within the real-world constraints of our budget

We are all a part of this process

We take ideas to the table without first asking how this fits within our limits

We need to find creative ways to supplement our budget

We all need to find creative ways to do what we want to do within the context of our vision of success – not merely a shrunken vision of what we have always done

Creative Block Scheduling

Plan offerings over a period of 2-3 years. This will allow us to offer courses that are productive, creative & experimental.

Look at holistic offerings that complement our sister colleges

Community Engagement

Knowledge Base ---- Critical Thinking Skills ----- Personal Enrichment Needs

Creative Partnerships

- Metacampus Concept

- “Town & Gown” – partnerships with local businesses (WABA)

- Four-Year & Private Institutions (Pathways to Success, Degree & Certificate Completion, Internships)

A new Spirit of Collegiality

- Work actively to short-circuit obstacles to collegiality rooted in dysfunctional patterns of interaction and attributional errors.

- Hold one another accountable to clear standards of success/excellence, in our evaluations, programs & services

- The learning communities can serve as a seed project

- ASCOA needs to be facilitated into a student driven organization that serves as the focal point of student life

Distinctive Programs

Program Integration & Improvement

- Transportation Logistics (ATLAS/ATECH/AMT)
- Green Technology (DMECH/CDDDET)
- Forensics Biosciences Technology Program
- Geographical Information Systems (CIS/GIS)
- Program Integration - focusing on learning communities, service learning, basic skills, CDL (Community Development & Leadership) & Center of Applied Learning (CAL)

Reference Materials

- Equity Plan
- Technology Plan
- Special Reports: Basic Skills, AACJC Annual Report, Community College Survey of Student Engagement(CCSSE)
- Facilities Plan
- College Educational Master Plans
 - Program reviews (instruction and student services)
 - Unit plans
 - VTEA and other grant funded programs
- COA Institutional Self Study 2009

