

Kevin Q. Tran

From: Sherrone Smith
Sent: Monday, November 16, 2015 1:28 AM
To: Myron Jordan

College of Alameda

Annual Program Update
 Supplemental/Revised Template 2015-2016

I. Overview

BI Download: Dept. Chair:Ed Loretto
 Subject/Discipline: Afram Dean:Myron Jordan
 Campus: College of Alameda

Mission Statement It is the Mssion of The College of Alameda’s African American Studies Department to meet the educational needs of its community by prviding comprehensive and flexible programs which will enable students to transfer to four year institutions, to earn degrees and certificates in selected academic and occupational fields, to prepare for positions in the workforce, to improve their basic learning skills and to expand their general knowledge..

II. Enrollment –

III. Enrollment – see department specific data sheet

ENROLLMENT

CAMPUS Alameda
 SUBJECT AFRAM
 CATALOG_NBR (All)
 TIME_OF_DAY (All)

CENSUS_TOTAL Term

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer
	2014 Fall	2015 Spring					
AFRAM 30 - AFRI-AM HIST: AFRICA TO 1865	33	96	88	37	78	79	35
AFRAM 31 - AFRI-AM HIST: 1865-1945	18	51	130	42	117	106	98
AFRAM 32 - AFRI-AM HIST: 1945 TO PRESENT	52	40	49				
AFRAM 5 - AFRICAN AMER FAMILY IN US	29	45	44	19	47	48	17
Grand Total	80	244	302	56	216	244	52
				222	203		

se

Full-time/Part-time	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count (%)	Employee Count (%)
Alameda Total	158	16.63%	177	17.05%	185	17.26%
Academic, Tenured/Tenure Track					50	31.65%
Academic, Temporary					56	31.64%
			108	68.35%	121	68.36%
					124	67.03%

IV. Faculty – see department specific data sheet

V. e department specific data sheet

VI. Student Success– s Student Success– see department specific data sheet
Course Success: College

CAMPUS Alameda

Term									
2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer			
2014 Fall	2015 Spring								
Success%	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

VII. ee department specific data sheet

VIII. Faculty – see department specific data sheet

IX. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

The courses have been articulated through the UC and CSU systems as transferable, The academic requirements include reading, researching, writing and are in alignment with four year institutions. The courses are required to complete the degree program..

X. Course SLOs and Assessment

Fall 2015

Number of active courses in your discipline

5

Number with SLOs 5

% SLOs/Active Courses 100%

Number of courses with SLOs that have been assessed 5

% Assessed/SLOs 100%

Describe types of assessment methods you are using Assessment is based on all written materials and final grades
.Describe results of your SLO assessment progress

.Describe results of your SLO assessment progress Since there was a higher retention rate, more students completed the courses and there was a higher rate of satisfactory ogrades

Describe how assessment results and reflection on those results have led to improvements.
New material as added.

XI. Program Learning Outcomes and Assessment

Fall 2015

Number of degrees and certificates in your discipline 1

Number with Program Learning Outcomes 100%

Number assessed 100%

% Assessed 100%

Describe assessment methods you are using Assessment is based on all written materials and final grades.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

New material and documentation was added.

VIII. Prioritized Resource Requests Summary

College: ___College_ College of Alameda_____

Discipline, Department or Program: _Afram_____

Contact Person: _Sherrone Smith_____

Date: ___Nov. 12, 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		
1	1	A1 (page 7) Expansion of department
Human Resources: Classified		
Human Resources: Student Workers		
Technology		
Equipment		
1 computer		

1 printer
 1 camera 3 \$800
 Supplies
 cartridges 2 \$100
 Facilities
 Smart Classroom 1 \$0
 Professional Development
 Conferences 2 \$1,200 P1 (page 8)
 Other (specify)

IX. Alignment of Goals Template

College: ___ College of Alameda _____

Discipline, Department or Program: ___ Afram _____

Contact Person: ___ Sherrone Smith _____

Date: ___ Nov.12, 2015 _____

Discipline, Department or Program Goal Institutional Learning Outcome PCCD-College Goal and Institutional Objective

1. Afram

 Solve problems and make critical thinking decisions

2. Increase outreach programs and locations for classes to be held in the communities.

 Community engagement

3. Develop critical thinking skills through writing and classroom engagement.

1. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

4.

5.

6.

7.

8.

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

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

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

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

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

Institutional Learning Outcomes

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

District-College Strategic Goals & Institutional Objectives

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

Strategic Goals

- A: Advance Student Access, Equity, and Success**
- A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.
 - A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
 - A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.
 - A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
- B: Engage and Leverage Partners**
- B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.
 - B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
- C: Build Programs of Distinction**
- C.1 Student Success: Develop a District-wide first year experience/student success program.
 - C.2 Student Success: Develop an innovative student success program at each college.
- D: Strengthen Accountability, Innovation and Collaboration**
- D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.
 - D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.