

# College of Alameda

## Annual Program Update

### Supplemental/Revised Template 2015-2016

<b>I. Overview</b>			
BI Download:		Dept. Chair:	Eddie Loretto
Subject/Discipline:	ASAME	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	<p>The Asian and Asian American Studies Program includes courses concentrating on Asia as well as courses concerning Asian peoples and Asian Americans in the Americas. Historical, sociological, psychological and aesthetic perspectives are utilized in these courses in order to provide a broad understanding of this diverse area of the world and the dynamic peoples who live there and trace their ancestry to that region.</p>		

## II. Enrollment – *see department specific data sheet*

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	230	309	360	217	303	371	181	426	420
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16					1	1			
16-18	6	29	7	2	36	3	2	28	1
19-24	41	142	195	31	120	148	20	136	124
25-29	10	23	31	9	23	28	7	19	32
30-34	8	7	16	3	11	19	6	10	14
35-54	10	25	34	8	6	28	12	21	21
55-64	1	4	7	3	4	8	5	5	3
65 & Above					1	1		2	1
Grand Total	76	230	290	56	202	236	52	221	196
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	1			1	1				
Asian	3	20	30	5	22	19	1	19	21
Black/African American	42	133	156	31	126	150	27	117	107
Filipino	2	5	8	5	3	6		7	5
Hispanic	5	19	19	1	12	20	9	18	11
Multiple	14	26	35	5	21	24	7	30	30
Other Non		4	1						

white Pacific Islander Unknown/Non Respondent White Non Hispanic Grand Total	1	2	3	2	1	1			
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	4	9	18	4	9	13	5	19	14
Male	4	12	20	4	6	4	2	11	7
Unknown	4	9	18	4	9	13	5	19	14
Grand Total	76	230	290	56	202	236	52	221	196

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ASAME 45A - ASAME HIST TO 1945	37	54	40	21	33	31		29
ASAME 45B - ASAME HIST 1945-PRES					39		20	
<b>Grand Total</b>	<b>37</b>	<b>54</b>	<b>40</b>	<b>21</b>	<b>72</b>	<b>31</b>	<b>20</b>	<b>29</b>

**III. Student Success**— *see department specific data sheet*

No data available

**IV. Faculty** – *see department specific data sheet*

Currently, no faculty in the department

<b>V. Qualitative Assessments</b>	
<b>CTE and Vocational:</b> 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.	
<b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.	

<b>VI. Course SLOs and Assessment</b>	
	<b>Fall 2015</b>
Number of active courses in your discipline	0
Number with SLOs	0
% SLOs/Active Courses	0
Number of courses with SLOs that have been assessed	0%
% Assessed/SLOs	Non
<p>Describe types of assessment methods you are using</p> <p>Average score/grade of 70% or higher of all papers, exams, and discussion. (70% score/grade is the criteria for successful student Performance in the course). The criteria for satisfactory performance is 75% of students' achieve 70% or higher in all assessments.</p>	
<p>Describe results of your SLO assessment progress</p> <p>No assessment are available. A course in this department was not offered.</p>	
<p>Describe how assessment results and reflection on those results have led to improvements.</p>	

**VII. Program Learning Outcomes and Assessment**

	<b>Fall 2015</b>
Number of degrees and certificates in your discipline	0
Number with Program Learning Outcomes	0
Number assessed	0
% Assessed	0%

Describe assessment methods you are using

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

ASAME operates within the department cluster of history, political science, AFRAM and M/LAT. History and political science have showed steady growth in offering courses in various modalities. A mjaor goal of the college of Alameda is grow out the its Enthic Studies program. Currently the College of Alameda has a very vibrant African-American studies program. M/LAT is currently updating a number of courses to be offered starting in the Fall 2016. ASAME is the least active our Ethnic Studeies program. By Fall of 2016, we plan to offer at least one section for that academic year, and adding a second the following year.

**VIII. Prioritized Resource Requests Summary**

College: Alameda

Discipline, Department or Program: ASAME

Contact Person: Eddie Loretto

Date: November 2

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					
Human Resources: Student Workers					
Technology					
Equipment					
Supplies					
Facilities					
Professional Development					
Other (specify)					

**IX. Alignment of Goals Template**

College: Alameda

Discipline, Department or Program: History

Contact Person: Eddie Loretto

Date: November 2

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## **College of Alameda**

### **MISSION**

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**

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

## District-College Strategic Goals & Institutional Objectives

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

<b>Strategic Goals</b>	
<b>A: Advance Student Access, Equity, and Success</b>	<p><b>A.1 Student Access:</b> 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.</p> <p><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> 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.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<b>B: Engage and Leverage Partners</b>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<b>C: Build Programs of Distinction</b>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<b>D: Strengthen Accountability, Innovation and Collaboration</b>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

