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**College of Alameda**

2023-24 Program Review – AFRICAN AMERICAN STUDIES

**Lead Author:**

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| **Jody Campbell** |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| The discipline of African American Studies at the College of Alameda will give you a deep appreciation and understanding of the impact that people of African descent have had on the ancient and modern worlds. You will draw from multiple academic disciplines, including history, sociology, communication, literature, art, dance, anthropology, and political science. Through these academic lenses you will gain a broader understanding of the African diasporic experience in the U.S. and beyond as you will critically analyze the struggles, triumphs, and rich traditions both past and present. You will learn from instructors who are active in the community and their areas of academic specialization. Students in African American Studies at the College of Alameda can elect to study in Africa during the summer session through our study abroad program to Accra Ghana. Future study abroad opportunities within the African diaspora will include Mexico, Cuba, Haiti, Trinidad and Tobago, Jamaica, and Brazil. |

List your program faculty and/or staff.

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| Jody Campbell  Hillary Walker  Mitchel Wu  Araceli Quezada |

Describe your current utilization of facilities, including labs and other space.

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| Since the COVID-19 pandemic (campus closure), the department utilizes the  technological/virtual facilities available at COA and the PCCD. All our course offerings have been  distance education courses for the past academic year. Prior to this (and now) virtually the  department and students enrolled in courses utilized the campus computer labs (now software  available through the Peralta Portal), the college library, classrooms, and common space on  campus for observations, discussion, and study. Our program currently utilizes a considerable amount of web space like the CANVAS LMS, range of LTIs like Padlet, Flip Grid, Pronto, Voice  Thread, Confer Zoom, Turn-it-In, Honor Lock, Name Coach, and Ally to name a few. Beginning in Spring 2023, the Ethnic Studies/AFRAM Program planned to offer 50 percent of courses face-to-face and will once again utilize the campus space of classrooms, library, and computer labs, as well as common space for observations and discussion. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

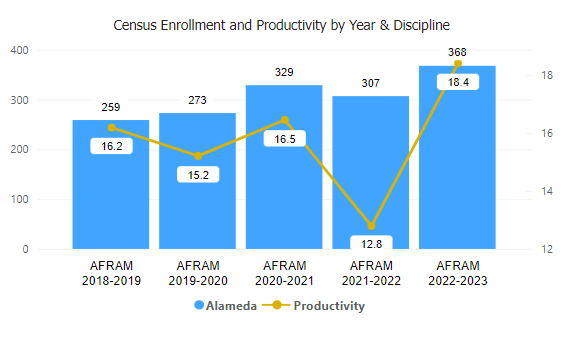
If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. |
| Status: In-Progress or Complete? | In progress. |
| Which college or district goal is aligned with your program goal? | Institutional Goal# 1, 3, and 4. |

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| **Program Goal** | Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. |
| Status: In-Progress or Complete? | In progress. |
| Which college or district goal is aligned with your program goal? | Institutional Goal# 1, 3, and 4. |

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| **Program Goal** | Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple learning environments. |
| Status: In-Progress or Complete? | In progress. |
| Which college or district goal is aligned with your program goal? | Institutional Goal# 1, 3, and 4. |

**Enrollment Trends**

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**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

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| Enrollment overall has been steadily increasing since 2021, however, with more course offerings, and potential dual enrollment acquisitions we anticipate an increase in enrollment in the coming academic year. Our rise in dual enrollment requests and intercession courses, will further our growth and development as a department. |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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| Recent success is largely due to the department’s strategic scheduling of courses that meet student schedules, online offerings, and dual enrollment. |

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

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| All instructors regularly attend professional development opportunities through PCCD, COA, and additional institutional memberships. Additionally, all five faculty members meet AB4015  requirements to provide distance education. Faculty meet and collaborate on instruction in  Ethnic Studies and are also developing new courses like African Diasporic Literature, Afro Latin Studies, and Black Resistance Movements in the 20th Century. Introduction to African American Studies. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?

[](https://peralta.curricunet.com/)

[**https://peralta**](https://peralta)**.curricunet.com/**

X☐ Yes ☐ No, please explain:

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| Curriculum review is a constant within our department. We strive to bring our students the best and most innovative curriculum in the district. |

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| No planned changes. |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| Our department schedules courses year-round (summer and intersessions) to foster AFRAM AA completion/awarding. The department is adding additional transferable courses to the degree requirements to promote completion. |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| In Progress. |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| Our Student Learning Outcomes are mapped to College of Alameda’s Institutional Learning  Outcomes. Hence, assessment of SLOs is an assessment of larger ILOs. Additionally, all department syllabi are compliant (include correct SLOs per C-net). In the Spring of 2024,  the department will conduct a syllabi audit and record data on compliance. Additionally, all  course modules include SLOs and are mapped to the department SLOs, PLOs, and ILOs. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| One area of reflection that was duly noted in several assessments is that non-submissions are excluded from assessment data as there is nothing to assess. Furthermore, it is important to reach out to students early who do not submit assignments as often ten or more students are excluded from assessment data for non-submission. Instructors might consider utilizing other sources/platforms for more direct methods of outreach. |

What percent of your programs have been assessed? (Mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

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College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

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

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| The African American Studies Department continues to engage in regular assessment of Institutional Learning Outcomes. This past semester the following ILO’s were assessed, and data indicated that students met or exceeded benchmark standards. |

**Course Completion**

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| **Alameda** | **Total Graded** | **Course Completions** | **Course Completion Success Rate** |
| **2023** | **377** | **226** | **60%** |
| **AFRAM** | **377** | **226** | **60%** |
| Hybrid | 20 | 10 | 50% |
| Online | 357 | 216 | 61% |
| **2022** | **344** | **231** | **67%** |
| **AFRAM** | **344** | **231** | **67%** |
| Hybrid | 21 | 19 | 90% |
| Online | 323 | 212 | 66% |
| **2021** | **350** | **244** | **70%** |
| **AFRAM** | **350** | **244** | **70%** |
| In-Person | 26 | 26 | 100% |
| Online | 324 | 218 | 67% |
| **2020** | **229** | **162** | **71%** |
| **AFRAM** | **229** | **162** | **71%** |
| Hybrid | 55 | 29 | 53% |
| In-Person | 138 | 107 | 78% |
| Online | 36 | 26 | 72% |
| **2019** | **269** | **176** | **65%** |
| **AFRAM** | **269** | **176** | **65%** |
| In-Person | 193 | 134 | 69% |
| Online | 76 | 42 | 55% |

Consider your course completion rates over the past three to five years (% of student who earned a grade of “C” or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college’s Institution-Set Standard for course completion of 72%and the stretch goal of 78%?

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| According to the provided data we are at 60% I would argue that these statistics are inaccurate based on what I am seeing in class. |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

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| To be determined; as in person /hybrid classes cancel before the semester begins. |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| We are currently supporting Life academy and we report a completion rate of 95% |

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| **Alameda** | **Census Enrollment** | **Total Retained** | **Course Retention Rate** |
| **2023** | **385** | **296** | **77%** |
| **AFRAM** | **385** | **296** | **77%** |
| Hybrid | 20 | 17 | 85% |
| Online | 365 | 279 | 76% |
| **2022** | **365** | **291** | **80%** |
| **AFRAM** | **365** | **291** | **80%** |
| Hybrid | 28 | 20 | 71% |
| Online | 337 | 271 | 80% |
| **2021** | **370** | **297** | **80%** |
| **AFRAM** | **370** | **297** | **80%** |
| In-Person | 29 | 26 | 90% |
| Online | 341 | 271 | 79% |
| **2020** | **263** | **206** | **78%** |
| **AFRAM** | **263** | **206** | **78%** |
| Hybrid | 55 | 40 | 73% |
| In-Person | 172 | 133 | 77% |
| Online | 36 | 33 | 92% |
| **2019** | **271** | **227** | **84%** |
| **AFRAM** | **271** | **227** | **84%** |
| In-Person | 193 | 178 | 92% |
| Online | 78 | 49 | 63% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| According to the provided data we are currently at a retention rate of 77%. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). The following data was calculated using the percentage point gap minus one (PPG-1) method recommended by the CCC Chancellor's Office. The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the success rate of Asian students to the success rate of all non-Asian students). Disproportionate impacted subgroups are identified when the negative PPG-1 is lower than the margin of error (i.e., pink highlighted cells). Subgroups with 10 students or less are excluded from the analysis.

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| **AFRAM** | **2022-23** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Cohort Name** | **Cohort Count** | **Outcome Count** | **Success Rate (SR)** | **PPG-1 Index** | **MOE** | **DI Identified** |
| Asian | 30 | 24 | 80.0 | 80.00 | -17.53 | FALSE |
| Black / African American | 179 | 107 | 59.8 | 59.78 | -7.18 | FALSE |
| Hispanic / Latino | 78 | 47 | 60.3 | 60.26 | -10.87 | FALSE |
| Two or More | 28 | 17 | 60.7 | 60.71 | -18.15 | FALSE |
| Unknown / NR | 14 | 6 | 42.9 | 42.86 | -25.67 | FALSE |
| White | 43 | 22 | 51.2 | 51.16 | -14.65 | FALSE |
| Female | 234 | 139 | 59.4 | -1.44 | -6.28 | FALSE |
| Male | 140 | 84 | 60.0 | 0.08 | -8.12 | FALSE |
| Not Foster Youth | 348 | 213 | 61.2 | 16.38 | -5.15 | FALSE |
| *Foster Youth* | *29* | *13* | *44.8* | *-16.38* | *-17.83* | FALSE |
| Not First Gen | 140 | 89 | 63.6 | 5.77 | -8.12 | FALSE |
| Unreported | 47 | 26 | 55.3 | -5.29 | -14.01 | FALSE |
| First Gen | 190 | 111 | 58.4 | -3.08 | -6.97 | FALSE |
| No Disability Reported | 356 | 213 | 59.8 | -2.07 | -5.09 | FALSE |
| Disability Reported | 21 | 13 | 61.9 | 2.07 | -20.96 | FALSE |
|  | 377 | 226 | 59.9 |  |  |  |
|  |  |  |  |  |  |  |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| More support services such as: Counseling, mentorships, scholarships, book vouchers, health services, food vouchers, emergency housing. Stability across all areas of life are needed to help support our highly impacted students. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement.**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

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| We have currently updated our AFRAM AA. We are working on an AA in Ethnic studies. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| Offer more focused classes to provide greater layers of student accessability. |

**Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

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| Our faculty is currently working with the following community institutions:  OUSD  Fatherhood Corps  Black Cultural Gone  100 Black Men  Black Graduation  PAAAA  Life Academy  City of Refuge COGIC Church  Good Samaritan COGIC Church |

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

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| Our faulty is committed to community engagement particularly in the East bay region. (see above agencies) |

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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| Faculty attend flex activities. They also support and are actively engaged in campus governance committees (shared governance). |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty | Retain 3 Part-Time  Instructors (each teach  At least one course) | Per contract. |
| Personnel: Full Time Faculty |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed | Additional Training on LTIs – Particularly on how to provide additional student support. | Cost of  third party  trainer. |
| Professional Development: Personal/Individual PD needed | PCCD Online Equity Training – we require time to  complete this training. | Costof extra service. |
| Supplies: Software | Supplies: Software, Microsoft, Adobe. | 500.00 |
| Supplies: Books, Magazines, and/or Periodicals | New Texts, Books, Magazines, articles films, videos. | 1,500 |
| Supplies: Instructional Supplies | Office Supplies for Online Classroom Use | 500.00 |
| Supplies: Non-Instructional Supplies | Flash Drives,  Replacement Power Cords, headphones, cameras. | 1,000 |
| Supplies: Library Collections | Videos, Documentaries, & Journal Subscriptions. | 1,000 |
| Technology & Equipment | Lap tops, think pads, Video players, speakers, | 2,000 |
| Library: Library materials/collections | Race & Ethnicity Journal $300  Contexts Magazine Journal $350 | 650.00 |
| Facilities: Classrooms/Labs | Markers, erasers, cleaner, wipes, hand sanitizers. | 500.00 |
| Facilities: Offices | Furniture, storage, files, art, cabinets. | 1,000 |
| Other | N/A |  |