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**2025-26 Program Review – Instructional –   
ASAME**

**Lead Author**

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| Mitchel Wu |

**Program Overview**

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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| **Mission Statement**   1. Ethnic studies, with an ASAME focus the interdisciplinary study of difference—chiefly race, ethnicity, and nation, but also sexuality, gender, and other such markings—and power, as expressed by the state, by civil society, and by individuals. It is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States.     Ethnic Studies Program: has the following Program Learning Outcomes:  1. Define core concepts of Ethnic Studies (multicultural theories, social structures, culture,  social inequality, and stratification, race/ethnicity, gender, and globalization).  [Foundational knowledge in ethnic studies]  2. Apply critical race theory to everyday life with a commitment to social  justice and equality in our diverse world. [Critical Thinking]  3. Successfully transfer to a four-year college/university with well-rounded ethnic studies training. [Personal Enrichment & Lifelong Learning – Sociological Efficacy] |

List your Faculty and/or Staff, and indicate whether they are full-time or part-time.

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| **Program Goal** | Define core concepts of Ethnic studies. (Sociological theories, social structures, culture, social inequality and stratification,  race/ethnicity, gender, and globalization).   [Foundational knowledge in Ethnic studies] |
| Status: In-Progress or Complete?  If complete, give a brief description of how you measured the goal completion. | Update Progress |
| Which college or district goal is aligned with your program goal? | Aligned to COA ILOs:  (1) solve problems and make decision 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. |

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| **Program Goal** | Apply Ethnic studies to everyday life with  a commitment to social justice and equality in our diverse  world. [Critical Multicultural Thinking] |
| Status: In-Progress or Complete?  If complete, give a brief description of how you measured the goal completion. | Update Progress |
| Which college or district goal is aligned with your program goal? | Aligned to COA ILOs:  (1) solve problems and make decision 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. |

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

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| Update Paragraph Below  Due to 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 Program plans 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. |

**Enrollment Trends**

ASAME

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OVERALL

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Discuss enrollment trends over the past four years.

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| ASAME Enrollment decreased from 2021-2022 to 2023-2024 but had an increase in 2024-2025. Productivity increased from 2021-2022 to 2023-2024 but had a small decline in 2024-2025 of 0.3.  It did not follow the trend of the overall college until the last year 2024-2025.  Discuss any reason for decrease/increase in enrollment |

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The list of course sections in your area is sorted from lowest fill rate to the highest fill rate for the last four years. Consider and discuss whether the course offers meet the needs of our students.

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| Discuss Here |

Discuss any action plan to better meet student needs and demands.

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| Discuss Here |

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

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| Describe Here |

How is technology used by the discipline department?

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| Discuss Here |

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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| Discuss Here |

**Curriculum**

[**CurriQunet Meta**](https://peralta.curricunet.com/Account/Logon?ReturnUrl=%2f)

If necessary, use the CurriQunet META link to review the details of curriculum. Some summary information is provided below.



Please review your course outlines of record in CurriQunet META to determine if they have been updated in the past four years. Specify when your department will update, or deactivate, each one, within the next four years.

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| Discuss Here |

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

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| Discuss Here |

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

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| Discuss Here |

**Assessment – Instructional**

Student Learning Outcomes Assessment

Your Student Learning Outcomes for active courses are listed below. Please review and note any corrections or planned changes.

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

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| Discuss Here |

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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| There has been zero SLO assessment completed by ASAME.  Discuss Here |

Listed below are your programs (degrees and certificates) and the program learning outcomes (PLOs) for each. Please share your reflections on the PLOs and support from the college needed in assessing the PLOs over the next four years.

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| *[No ASAME Degrees and Certificates]* |

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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| Discuss Here |

**Course Completion**

Consider your course completion rates over the past four years (% of student who earned a grade of "C" or better).

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| The course completion for ASAME is below the College of Alameda’s completion rate for that term. ASAME is also below the set standard of 70% for the completion rate for all terms. For retention, ASAME is above the College of Alameda’s retention for that term. ASAME is above the average of 85% for retention rate for all terms. |

What has the discipline, department, or program done to improve course completion and retention rates?

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| Discuss Here |

**Equity Analysis**

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.

Following is a brief description of equity data analysis, examining success rates of different ethnic groups (Asian, Black/African American, Hispanic/Latino, “Two or More”, “Unknown/NR”, White), age range, gender (Female, Male, Unknown Gender), and special population groups (Foster Youth, Veterans, College, SAS).

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| Success rate data in ASAME for AY2024-25 was analyzed using the PPG-1 (percentage point gap minus 1) method, comparing the success rate of the given group against the success rate of everyone else. The success rate of the following groups falls significantly below the overall success rate of 63% for ASAME outside the statistical margin of error:   * Ethnicity White 26% * Not Veterans 63%   While there are other groups whose success rates fall below the overall success rate for ASAME, either the percentage point gap difference is small or, because of the small sample size, a reliable conclusion cannot be drawn. |

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

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| Discuss Here |

Space below is provided for additional discussion of equity-impacting factors not discussed above, including those that affect dual enrollment courses and/or online/hybrid courses.

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| Discuss Here |

**Degrees & Certificates Conferred**

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

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Below data shows the number of degrees and certificates awarded by year, for the past four years. Use the link above to explore the data further.

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| *[No ASAME Degrees and Certificates]* |

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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| *[No ASAME Degrees and Certificates]* |

**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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| Discuss Here |

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

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| Discuss Here |

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

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| Discuss Here |

**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** | **Full-Time Equivalent Percentage** | **Salary Grade (if applicable)** |
| **Personnel: Classified Staff** |  |  |  |
| **Personnel: Student Worker** |  |  |  |
| **Personnel: Part Time Faculty** |  |  |  |
| **Personnel: Full Time Faculty** |  |  |  |
| **Personnel: Full Time Faculty, future anticipated need** |  |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Professional Development: Department wide PD needed** |  |  |
| **Professional Development: Personal/Individual PD needed** |  |  |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Supplies: Software** |  |  |
| **Supplies: Books, Magazines, and/or Periodicals** |  |  |
| **Supplies: Instructional Supplies** |  |  |
| **Supplies: Non-Instructional Supplies** |  |  |
| **Supplies: Library Collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Technology & Equipment: New** |  |  |
| **Technology & Equipment: Replacement** |  |  |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Facilities: Classrooms** |  |  |
| **Facilities: Offices** |  |  |
| **Facilities: Labs** |  |  |
| **Facilities: Other** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Library: Library materials** |  |  |
| **Library: Library collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **OTHER** |  |  |