

LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Tamika Brown and Alicia Christenson
Subject/Discipline:	MLAT	Dean:	Phoumy Sayavong
Campus:	Laney College		
Mission Statement	<p>The mission of the Laney College Ethnic Studies Department is to educate the community on critical race and resistance studies. Our department offers an interdisciplinary curriculum that advances the General Education goals of the college. We provide students with knowledge and skills to respond to the challenges facing a multicultural and globally interdependent world.</p> <p>The Department is comprised of four areas of study:</p> <ul style="list-style-type: none"> • African American Studies • Asian/Asian American Studies • Mexican/Latin American Studies • Native American Studies 		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	0	69	131	97	297
Census Enrollment F12	0	73	147	90	310
Census Enrollment F13	0	38	119	98	255
Sections F11	0	2	3	3	8
Sections F12	0	2	4	3	9
Sections F13	0	1	4	3	8
Total FTES F11	0.00	6.90	13.10	9.70	29.7
Total FTES F12	0.00	7.30	14.89	9.00	31.19
Total FTES F13	0.00	3.80	11.90	9.80	25.5
Total FTEF F11	0.00	0.40	0.60	0.60	1.6
Total FTEF F12	0.00	0.40	0.80	0.60	1.8
Total FTEF F13	0.00	0.20	0.80	0.60	1.6
FTES/FTEF F11	0.00	17.25	21.83	16.17	55.25
FTES/FTEF F12	0.00	18.25	18.61	15.00	51.86
FTES/FTEF F13	0.00	19.00	14.88	16.33	50.21

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	0	66	126	88	280
Total Graded F12	0	70	143	84	297
Total Graded F13	0	38	119	102	259
Success F11	0	33	56	61	150
Success F12	0	35	63	60	158
Success F13	0	19	46	53	118
% Success F11	0.00	0.50	0.44	0.69	0.54
% Success F12	0.00	0.50	0.44	0.71	0.53
% Success F13	0.00	0.50	0.39	0.52	0.46
Withdraw F11	0	13	18	23	54
Withdraw F12	0	24	33	22	79
Withdraw F13	0	14	41	47	102
% Withdraw F11	0.00	0.20	0.14	0.26	0.19
% Withdraw F12	0.00	0.34	0.23	0.26	0.27
% Withdraw F13	0.00	0.37	0.34	0.46	0.39

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.20	0.00	0.60	0.8
Contract FTEF F12	0.00	0.00	0.00	0.60	0.6
Contract FTEF F13	0.00	0.00	0.80	0.60	1.4
TEMP FTEF F11	0.00	0.20	0.60	0.00	0.8
TEMP FTEF F12	0.00	0.40	0.80	0.00	1.2
TEMP FTEF F13	0.00	0.20	0.00	0.00	0.2
Extra Service FTEF F11	0.00	0.00	0.00	0.00	0.0
Extra Service FTEF F12	0.00	0.00	0.00	0.00	0.0
Extra Service FTEF F13	0.00	0.00	0.00	0.00	0.0
Total FTEF F11	0.00	0.40	0.60	0.60	1.6
Total FTEF F12	0.00	0.40	0.80	0.60	1.8
Total FTEF F13	0.00	0.20	0.80	0.60	1.6
% Contract/Total F11	0.00	0.50	0.00	1.00	0.5
% Contract/Total F12	0.00	0.00	0.00	1.00	0.3333
% Contract/Total F13	0.00	0.00	1.00	1.00	0.875

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

VI. Course SLOs and Assessment	
Number of active courses in your discipline	7
Number with student learning outcomes (SLOs)	21
Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	1

Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i>	14.3%
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	4 courses 57%
If the percent of courses you plan to assess is not 100%, explain why here.	3 M/LAT courses have not been offered in Fall 2014 or Spring 2015.
<p>Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)</p> <p>In Spring 2014, M/LAT 31 students were assessed based on a community engagement assignment and reflection paper. This assessment aligned with our ILO assessment for Global Awareness, Ethics, and Civic Responsibility. In Fall 2014, students were assessed based on written papers to align with our ILO assessment for Communication. My M/LAT 31 students were assessed based on a final oral history paper, my M/LAT 12 students were assessed based on a research paper pertaining to U.S. Relations with Latin America, and my M/LAT 30A students were assessed based on a critical film analysis paper.</p>	
<p>List two examples of the most important plans for changes and improvements as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. *</p> <p>* This will be verified by checking in TaskStream.</p> <p>Example: Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.</p> <p>M/LAT 31:</p> <ul style="list-style-type: none"> ❑ While students are able to incorporate the life story of their interviewee, many struggle to connect themes of the interview with central themes in the class. In turn, their argument was vague, non-existent, and/or not supported in their oral history paper. These results show the students need to have solid paper examples that go beyond instructions and rubrics. They also need more guided support through out the project. Therefore, the instructor will provide writing samples at the beginning of the semester so students can see differences between an A paper and an incomplete paper. The instructor will also require students to: submit an abstract of their interview, submit an outline of their paper with supporting evidence, and complete peer edit reviews leading up to the project deadline. This will in turn support students through out their writing process. <p>M/LAT 12</p> <ul style="list-style-type: none"> ❑ There needs to be more writing workshops and learning communities that link Ethnic Studies and Mexican/Latin American Studies courses with Standard English and ESL courses. This will greatly develop Laney students writing. M/LAT courses also need to interweave foundational writing skill guides and activities within existing course content. Lastly, M/LAT instructors need to identify students who struggle with writing early on in the semester to ensure they are given the proper support and resources. 	
<p>List two examples of the most significant changes/improvements your department has made as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course</p>	

number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

Example: ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

- M/LAT 31, assessed Spring 2014. In Spring 2014, we found that the majority of the students who participated in the community engagement assignment felt more committed and/or involved in social justice causes due to the activity. Since the assignment was highly successful in engaging students, the instructor created more assignments that were interactive with the community at the campus and city level. In Fall 2014, M/LAT 31 students were given a Day of the Dead assignment where they were required to create an altar for a deceased Latina freedom fighter and/or cultural worker. This was show cased within the Laney Art gallery for part of the Day of the Dead festivities. Students were also required to attend one Day of the Dead event on campus and/or in the Oakland community. This increased student's participation and desire to participate in events outside of class.
- M/LAT 12, M/LAT 31, and M/LAT 30A. Assessed Fall 2014. The department is working closely with student support resources and the English department to improve academic skills in reading and writing. In Spring 2015, students were encouraged to enroll in English 208 writing workshop. Students were also given an activity where they were required to visit the writing center and write down the writing centers hours and service offerings. As a result, multiple students are now enrolled in the English writing workshop and utilizing the writing center for M/LAT course work.

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	4
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	4
Number of degrees/certificates that have assessed at least one PLO in the past year:	0%
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	The Department will now assess all PLOs this year for 2014/15 to be in 100% compliance. Assessment was completed of 1 PLO for the 2013 academic year.

List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

N/A

List two examples of the **most significant changes/improvements your department has made** as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

N/A

VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

Ethnic Studies/Mexican Latin American Studies is one of the few programs that offer emancipated spaces for historically marginalized student populations. Ethnic Studies not only teaches the histories and intellectual traditions of people of color, but it empowers students to understand their own struggles and experiences as authentic community assets. Our program utilizes an interdisciplinary approach to question and transform racial, ethnic, and gender inequality through a commitment to engaged pedagogy, social change and social justice. Students are pushed to think beyond the status quo, and are given support and leadership development in order to actively respond to the challenges facing our multicultural and globally interdependent world.

Beyond the classroom, our program is committed to:

1. Bridging Laney College to the community through building ongoing strategic alliances with organizations, high schools, social justice leaders, and alumni
2. Increasing Laney student diversity and recruitment through outreach and network.
3. Developing community led certificates and programs like the Community Change Studies program
4. Working collaboratively with academic and student support programs to offer workshops and panels on Identity Development, Gender Equity, and Cultural Awareness.
5. Providing mentorship to students through student group advising (i.e.

the Black Student Union, Brown Alliance of Students Taking Action).

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

M/LAT Program Updates:

In Fall 2014, M/LAT dedicated substantial staffing hours to update existing M/LAT course outlines and develop a series of new M/LAT courses that fulfill breadth requirements. The objective of revising and developing new M/LAT courses was to increase future student enrollment. Through this process, five new courses were developed: M/LAT 1: Introduction to Latina/o Studies, M/LAT 10: History of Latinos in the U.S.: 1800-Present, M/LAT 25: Survey of Latina/o Literature, M/LAT 19: History of the Mexican-American, and M/LAT 32: African Heritage of Latin America. These courses are currently waiting for CIPD review.

While numerous Mexican/Latin American Studies courses have been revised and developed in Fall 2014, there is substantial work that needs to be pushed forward in order to increase M/LAT productivity and Latina/o student enrollment. Through continued instructional release time and financial support, the M/LAT department would be able to develop a local M/LAT degree that closely aligns with the CA Associates Degree for Transfer. Furthermore, M/LAT and the Ethnic Studies Department would have the capacity to build strong community relationships, expand student outreach, and coordinate a Latina/o centered learning community for Laney College.

Justification for Further M/LAT Program Development and Latina/o Student Outreach:

Laney is an urban community college committed to serving the Bay Area. While we have a diverse student population, our Latina/o population is underrepresented on a community and institutional level. According to census review estimates of 2013, the Latino population makes up 38.4% of California and 22.7% of Alameda County. The 2010 census reports the Latina/o population makes up 25.4% of Oakland. According to Oakland Unified School District's 2013-2014 enrollments, Latinos are the largest ethno-racial group in the district and make up 38.1% of the total student population. It is also important to note Latino students are one of the fastest growing groups in OUSD. The student enrollment trends within OUSD are not reflected at Laney College. Based on our district BI tool, only 13.5% of Laney's Fall 2014 student population is Latino.

Within the four Peralta Colleges, Laney has the lowest percentage of Latina/o students compared to the three other colleges. In Fall 2014, the Latina/o population was 14.9% (963) of the total population at the College of Alameda, 19.2% (1298) at Merritt College, 16.3% (1181) at Berkeley City College and 13.5% (1651) at Laney College. The underrepresentation of Latina/o students at Laney College exhibits a need for strategic community outreach that targets the Latina/o community.

While there are currently consultants contracted by Laney college to recruit future Laney students for intersession courses, it is beneficial to involve faculty members who work with underserved populations to develop sustainable and ongoing relationships between the college and the Oakland

community. Giving select faculty members the capacity to develop strategic outreach and relationship building—particularly with feeder high schools and targeted community spaces serving underrepresented populations—will increase the number of students enrolling in Laney courses, particularly as full-time students.

Central to increasing Latina/o student enrollment and transfer is the development of a robust Mexican/Latin American Studies program and an Associates Degree for Transfer (ADT) that meets the standards set by the state chancellors office. While the state chancellors office has not yet released Ethnic Studies and Mexican/Latin American Studies ADT requirements, M/LAT faculty can do research around what type of AA degree structure would best serve our students and meet state requirements when they are released. Faculty would develop an updated M/LAT degree that would quickly be eligible for ADT.

Continued M/LAT program development, coupled with outreach, will also help address our under enrollment concerns and low Full Time Equivalent Student Total (FTES). In Spring 2014, M/LAT had a Full Time Equivalent Student Total (FTES) of 10.20 and in Fall 2013, M/LAT had a FTES of 11.9. Our goal is to double our FTES total to 20-25, while increasing productivity by Fall 2016. This will support Laney College's agenda to increase student enrollment. In order for M/LAT to meet ambitious goals, significant faculty time must be dedicated to creating a dynamic program and model.

M/LAT Proposal Requests:

A. M/LAT Program Development (Instructional Release Time)

1. Research Accredited Degrees for Transfer
2. Research what type of AA degrees would best serve our M/LAT students
3. Create M/LAT major and local degree
 - i. Push through the Laney curriculum committee and CIPD
4. Work with Laney faculty to develop an M/LAT learning community tailored for Latina/o students

B. Strategic Community Outreach (Instructional Release Time and Funds for Outreach Materials)

1. Develop and print outreach materials
2. Bridge new M/LAT program to student community
3. Assess the needs of the Oakland Latina/o community
 - i. Develop an outreach plan based on assessment
4. Develop strong community relationships with:
 - i. Oakland high schools
 - ii. Community centers
 - iii. Service Providers
 - iv. Churches and Spiritual Centers
 - v. Community Based Organizations
5. Increase the number of Laney courses offered in the community
 - i. Build potential for linked learning pathways
6. Provide presentations and attend community events that center around the Latina/o

population

7. Work with counselors to assist with outreach and student registration

Ethnic Studies General:

Build Programs of Distinction: Laney's Ethnic Studies Department is distinguished by its commitment to civic engagement. The Department offers community-based service learning courses. Students are able to apply theory to practice, as they serve in the community, and strategize ways to improve the social conditions of those most in need. Create a Culture of Innovation and collaboration: Ethnic Studies has reached out to our sister colleges in the district to create new course offerings in Ethnic Studies. We have also worked with the Department Chairs of the CSU system to create seamless course offerings in Ethnic Studies transferable to a 4-year institution. Develop Resources to Advance and Sustain our Mission: Ethnic Studies would like to develop a certificate in diversity/cultural sensitivity training for the professional employees (e.g. Nurses, Police Officers, non-profits etc.). This would advance our mission and provide a service directly to the community. We need faculty support to offer certificate programs in diversity training.

	XI. Resource Needs: Using the Excel Spreadsheet (separate document)
FORM A	Please describe the need and prioritize any NEW faculty requests.
FORM B	Please describe and prioritize any NEW equipment, material, and supply needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
FORM C	Please describe and prioritize any NEW facilities needs using Form C.
FORM D	Please describe the need and prioritize any NEW classified and student worker requests.
TECH FORM	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.