

**Peralta Community College District  
Annual Program Update Template 2011-2012**

<b>I. Overview</b>	
Date Submitted:	10/17/2011
Data Download Date:	09/19/11
Discipline:	AFRAM
Campus:	Laney
Dean:	Dr. Inger Stark
Department Chair:	Tamika Brown
Mission Statement:	The Laney College Ethnic Studies Department is comprised of five areas of study – African American, Mexican/Latin American, Asian/Asian American and Native American Studies. The purpose of the Ethnic Studies Department is to provide a core curriculum in each of the referenced areas that enables interested students to be awarded an Associate Arts degree in Ethnic Studies and/or one of the specific ethnic/racial areas of study.

<b>II. Student Data</b>			
<b>Enrollment</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Census Enrollment (duplicated)	784	761	517
Sections (master sections)	15	14	10
Total FTES	81.73	76.46	51.7
Total FTEF	2.98	3.25	2
FTES/FTEF	27.4	23.52	25.85
<b>Retention</b>			
Enrolled	784	761	N/A
Retained	639	622	N/A
% Retained	89	87	N/A
<b>Success</b>			
Total Graded	717	711	N/A
Success	443	366	N/A
% Success	61	51	N/A

Withdraw	78	89	N/A
% Withdraw	10	12	N/A

<b>III. Faculty Data</b>	
	<b>Fall 2011</b>
Contract FTEF	0.7
Hourly FTEF	1.2
Extra Service FTEF	0.1
Total FTEF	2
% Contract/Total	35

<b>IV. Faculty Data Comparables F2011</b>				
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>
Contract FTEF	0.8	0	0.7	1.2
Hourly FTEF	0	0	1.2	1
Extra Service FTEF	0	0	0.1	0
Total FTEF	0.8	0	2	2.2
% Contract/Total	100	0	35	54.54

<b>V. Accomplishments and Goals - Course SLOs and Assessment</b>	
Number of active courses in your discipline	16
Number with SLOs	15
% SLOs/Active Courses	90%
Number with SLOs that have been assessed	2
% Assessed/SLOs	2%
Describe assessment methods you are using	Research Paper

Describe results of your SLO assessment progress	<ul style="list-style-type: none"> <li>76% of students who completed Intro to African American Studies successfully met the student learning outcome: Identifying the historical forces that gave rise to Black Studies, areas of study and research methods by completing a research paper describing the events leading up to Black Studies at SFSU.</li> </ul>
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<b>VI. Accomplishments and Goals - Program Outcomes and Assessment</b>	
Number of degrees and certificates in your discipline	1
Number with Program Learning Outcomes	3
Number assessed	0
% Assessed	0%
% Assessed/SLOs	0%
Describe assessment methods you are using	Surveys, graduation data
Describe results of assessment progress	Will begin assessment in Spring 2012

<b>VII. Accomplishments and Goals - Strategic Planning</b>	
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<p>Advance Student Access, Success, &amp; Equity</p>	<p>Ethnic Studies/African American Studies is one of the few programs that offer emancipated space for historically marginalized student populations. This is demonstrated by our commitment to work collaboratively with academic and student support programs to offer workshops on Identity Development, Gender Equity, and Cultural Awareness. We also offer mentorship to students through student group advising (i.e. the Black Student Union). However, this type of work has become increasingly more difficult given our high student demand in AFRAM and only one full-time faculty member. Part-time faculty typically have other teaching appointments and/or job positions elsewhere and are unable to commit additional hours to the Department for these essential services to students and our community.</p>
<p>Engage our Communities &amp; Partners</p>	<p>We have partnered with the EOPS/CARE program learning community, Ubaka African American Learning program and the West Oakland Community Center to offer courses directly in the community. We have also partnered with the East Bay Community Law Center and Gateway to College program to support community learning and engagement.</p>
<p>Build Programs of Distinction</p>	<p>The Department has engaged the community in several ways. We have offered a Fall Speakers Series with a diverse selection of lecturers. Black History Month, Kwanzaa, and the Black Student Union programs sponsored by the African American/Ethnic Studies Department.</p>

Create a Culture of Innovation & Collaboration	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 African American Studies and 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 & Sustain Mission	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.

<b>VIII. Accomplishments and Goals – Strategic Plan Relevance</b>	
New Programs Under Development	n/a
Programs Integral to Overall College Strategy	The degrees under Ethnic Studies are critical to campus discourse on diversity, and promoting healthy communities in the East Bay.
Programs Essential for Transfer	Ethnic Studies fulfills Area 2 and Area 5 in transfer courses to the CSU and UC
Programs that Serve a Community Niche	n/a
Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc.	n/a

<b>IX. Accomplishments and Goals - CTE, Transfer, Basic Skills</b>	
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<p>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.</p>	<p>n/a</p>
<p>Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion</p>	<p>Courses offered in the Ethnic Studies major and/or department fulfill Area 2 and Area 5 requirements for degree transfers. African American studies also offers courses to fulfill the high school graduation requirements for Gateway to College.</p>

<p><b>X. Action Plans and data sources (indicate which data sources used)</b></p>	
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Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

- We would like to work towards implementing a more updated and comprehensive Major in African American Studies/Ethnic Studies, which is important to the sustainability of the Department. However, the process seems very daunting given the fact that we currently only have one full-time faculty member with expertise to work on this task. The data clearly demonstrates the Program's potential to support one more additional full-time faculty member. Our productivity has been consistently high over the last 5 years.
  - The current situation does not lend itself to creating a "student centered" academic program. It is difficult to find qualified adjunct faculty with degrees in African American Studies and teaching experience at the community college level. Our students also demand time outside of the classroom. One faculty member cannot realistically provide mentorship, leadership to our student organizations, cultural programming, curriculum development, assessment and teach without sufficient support. This additional position crucial to the overall future success of the Department and the African American Studies program at Laney.
  - Hire at least one additional full-time instructor to support student demand (teaching and mentorship)
  - Develop a brochure that outlines the major and career options
  - Continue to update course outlines and create new course offerings in African American Studies and Comparative Ethnic Studies
  - Continue assessing core curriculum SLOs
- We are working district-wide across

	the discipline to schedule the AFRAM curriculum courses at times/semesters that are advantageous to our students and meet student demand.
Data Source – Assessment Findings	<a href="#">Click here to enter text.</a>
Data Source – BI Data	<a href="#">Click here to enter text.</a>
Data Source – Institutional Goals	<a href="#">Click here to enter text.</a>
Other Data Sources	<a href="#">Click here to enter text.</a>

<b>XI. Needs and data sources (indicate which data sources used) Please prioritize in each category, with highest priority first.</b>	
Please describe any <b>equipment, material and supply</b> needs.	Funding to create DVD/VHS library

<p>Please describe any <b>faculty/classified/student assistant</b> needs.</p>	<p><b>One full-time Ethnic Studies faculty member.</b> It should be noted that Laney College was the first East Bay post secondary institution to offer an AA degree program in each of the racial/ethnic Departments that comprise Ethnic Studies. However, the increasing dependency on part-time instructors, has taken its toll as the breadth of courses formerly offered in each area of study has severely declined; and there are no courses being offered in the Native American Department. Moreover, the College's ability to compete for and sustain instructors who currently possess master's and doctoral degrees in the various ethnic/racial areas of study will be impacted severely given the growth of Ethnic Studies academic programs throughout the Bay Area universities, and community colleges. Given these challenges, <b><i>it is recommended that one of the College's priorities be that of rededicating itself to the hiring of at least one full time faculty in each racial/ethnic area of study, as well as maximizing the usage of existing part time instructors.</i></b> The presence of a viable and competitive Ethnic Studies Department is probably the single most important factor that contributes to Laney having one of the most diverse student populations in the California Community College System.</p>
<p>Please describe any <b>facilities</b> needs.</p>	<p>Smart classrooms</p>
<p>Please describe any <b>technology</b> needs.</p>	<p>Laptops for full-time faculty</p>
<p>Data Source – Assessment Findings</p>	<p><a href="#">Click here to enter text.</a></p>
<p>Data Source – BI Data</p>	<p><a href="#">Click here to enter text.</a></p>
<p>Data Source – Institutional Goals</p>	<p><a href="#">Click here to enter text.</a></p>
<p>Other Data Sources</p>	<p><a href="#">Click here to enter text.</a></p>