

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

I. Overview	
Date Submitted:	10/17/2011
Data Download Date:	09/19/11
Discipline:	ASAME
Campus:	Laney
Dean:	Dr. Inger Stark
Department Chair:	Tamika Brown
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. Student Data			
Enrollment	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	363	337	383
Sections (master sections)	8	8	9
Total FTES	37.41	33.7	38.3
Total FTEF	2	2.23	1.8
FTES/FTEF	18.72	15.14	21.28
Retention			
Enrolled	363	337	N/A
Retained	317	290	N/A

% Retained	89	88	N/A
Success			
Total Graded	356	326	N/A
Success	277	233	N/A
% Success	77	71	N/A
Withdraw	39	36	N/A
% Withdraw	10	11	N/A

III. Faculty Data	
	Fall 2011
Contract FTEF	1
Hourly FTEF	0.8
Extra Service FTEF	0
Total FTEF	1.8
% Contract/Total	55.56

IV. Faculty Data Comparables F2011				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0	0	1	0
Hourly FTEF	0.2	0.2	0.8	0.2
Extra Service FTEF	0	0	0	0
Total FTEF	0.2	0.2	1.8	0.2
% Contract/Total	0	0	55.55	0

V. Accomplishments and Goals - Course SLOs and Assessment	
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Number of active courses in your discipline	7 The curriculum is still relevant to the various fields of study. However, all the course offerings in ASAME are in need of updating for CSU/UC articulation. The course that requires immediate attention is the history series, As/Ame 45A, Asian American History to 1945 and 45B, Asian American History 1945 – Present, as it no longer meets the CSU American Ideals graduation requirement. There are (10) active courses; however only four (4) of the classes are offered. They are As/Ame, 30, Asian and Asian Americans Through Film, As/Ame 32, Asian-American Psychology, and As/Ame 45A, Asian-American History to 1945 and As/Ame 45B, Asian-American History – 1945 to the Present.
Number with SLOs	2
% SLOs/Active Courses	30%
Number with SLOs that have been assessed	0
% Assessed/SLOs	0%
Describe assessment methods you are using	n/a
Describe results of your SLO assessment progress	n/a

VI. Accomplishments and Goals - Program Outcomes and Assessment	
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	Research data based on rates of graduation

Describe results of assessment progress	Will complete assessment in Spring 2012
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VII. Accomplishments and Goals – Strategic Planning		
Advance Student Access, Success, & Equity	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).	
Engage our Communities & Partners	<table border="1" data-bbox="885 976 1599 1260"> <tr> <td data-bbox="885 976 1599 1260">Engage Our Communities and Partners: The Department has engaged the community in several ways. We have offered a Fall Speakers Series with a diverse selection of lecturers. The Asian American Action Fair are also sponsored by the Ethnic Studies Department.</td> </tr> </table>	Engage Our Communities and Partners: The Department has engaged the community in several ways. We have offered a Fall Speakers Series with a diverse selection of lecturers. The Asian American Action Fair are also sponsored by the Ethnic Studies Department.
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Build Programs of Distinction	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 & 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 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.

VIII. Accomplishments and Goals – Strategic Plan Relevance	
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

IX. Accomplishments and Goals - CTE, Transfer, Basic Skills	
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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. Ethnic Studies also offers courses to fulfill the high school graduation requirements for Gateway to College. Click here to enter text.</p>

<p>X. Action Plans and data sources (indicate which data sources used)</p>	
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<p>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.</p>	<p>Informal meetings have been held with faculty in this area of study. As such, instructors in this Department believe that efforts should be devoted to "activating" at least 3-5 selected courses that have been "deactivated" as this would not only give some depth to the existing area of study, but better prepare students for employment opportunities; and "updating" existing courses, especially the history series (As/Ame 45A and 45B) as the enrollment in the course has declined and it no longer meets the CSU American Ideals requirement.</p> <p>Faculty in this area are being encouraged to concentrate their efforts on completing the updating/revision tasks. Once this activity has been completed, Student Learning Outcomes will be developed. It is expected that Student Learning Outcomes will be completed and submitted for review during the Spring 2012 semester.</p> <p>(1) Ensure that As/Ame 45A and B are updated, restore the Articulation Agreement, as the data suggests that the absence of both has a negative impact on enrollment.</p> <p>(2) Continue examining the possibility of reactivating selected courses as a means to increase enrollment, as well as maximize the talents of the existing part time faculty.</p> <p>(3) Ensure the availability of resources needed to cover the programmatic costs associated instructor's usage of service learning and civic engagement strategies.</p>
<p>Data Source – Assessment Findings</p>	<p>Click here to enter text.</p>

Data Source – BI Data	Click here to enter text.
Data Source – Institutional Goals	Click here to enter text.
Other Data Sources	Click here to enter text.

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

<p>Please describe any faculty/ classified/ student assistant needs.</p>	<p>One full-time Ethnic Studies faculty member. 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, <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> 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 facilities needs.</p>	<p>Smart classrooms</p>
<p>Please describe any technology needs.</p>	<p>Laptop computers for full-time faculty</p>
<p>Data Source – Assessment Findings</p>	<p>Click here to enter text.</p>
<p>Data Source – BI Data</p>	<p>Click here to enter text.</p>
<p>Data Source – Institutional Goals</p>	<p>Click here to enter text.</p>
<p>Other Data Sources</p>	<p>Click here to enter text.</p>

