

**Peralta Community College District
Annual Program Update 2013-2014**

DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I. Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Siri Brown
Subject/Discipline:	AFRAM	Dean:	Dr. Stacy Thompson
Campus:	Merritt		
Mission Statement	The Mission of the Department of African American Studies is to offer opportunities for students to deepen their understanding of the African Centered historical and cultural contributions to World history generally and the American experience specifically. African American Studies is inherently interdisciplinary as race, gender and class are examined in all areas of society. In addition, the aim is to locate the experiences of African people in a larger global context in terms of identity, culture, sociology, history and economic relations between nations.		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	236	44	761	612	1653
Census Enrollment F11	218	0	613	670	1501
Census Enrollment F12	276	40	499	703	1518
Sections F10	4	1	14	12	31
Sections F11	4	0	12	11	27
Sections F12	5	1	10	13	29
Total FTES F10	23.6	4.4	76.46	61.41	165.87
Total FTES F11	21.8	0	61.3	67	150.1
Total FTES F12	27.6	3.74	49.9	70.34	151.58
Total FTEF F10	0.8	0.2	3.25	2.41	6.66
Total FTEF F11	0.8	0	2.6	2.2	5.6
Total FTEF F12	1	0.2	2	2.61	5.81
FTES/FTEF F10	29.5	22	23.52	25.53	24.9054
FTES/FTEF F11	27.25	0	23.58	30.45	26.8
FTES/FTEF F12	27.6	18.7	24.95	27	26.0895

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	225	33	711	575	1544
Total Graded F11	208	0	579	640	1427
Total Graded F12	267	40	485	688	1480
Success F10	137	27	366	373	903
Success F11	124	0	374	418	916
Success F12	156	18	308	431	913
% Success F10	0.61	0.82	0.51	0.65	0.58
% Success F11	0.6	0	0.65	0.65	0.64
% Success F12	0.58	0.45	0.64	0.63	0.62
Withdraw F10	21	5	89	50	165
Withdraw F11	32	0	62	51	145
Withdraw F12	65	10	80	116	271
% Withdraw F10	0.09	0.15	0.13	0.09	0.11
% Withdraw F11	0.15	0	0.11	0.08	0.1
% Withdraw F12	0.24	0.25	0.16	0.17	0.18

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0.8	0.2	0.8	0.67	2.47
Contract FTEF F11	0.8	0	0.7	0.87	2.37
Contract FTEF F12	1	0	0.3	0.62	1.92
TEMP FTEF F10	0	0	2.38	1	3.38
TEMP FTEF F11	0	0	1.6	1	2.6
TEMP FTEF F12	0	0.2	1.4	1.41	3.01
Extra Service FTEF F10	0	0	0.07	0.74	0.81
Extra Service FTEF F11	0	0	0.3	0.33	0.63
Extra Service FTEF F12	0	0	0.3	0.58	0.88
Total FTEF F10	0.8	0.2	3.25	2.41	6.66
Total FTEF F11	0.8	0	2.6	2.2	5.6
Total FTEF F12	1	0.2	2	2.61	5.81
% Contract/Total F10	1	1	0.25	0.28	0.3709
% Contract/Total F11	1	0	0.27	0.4	0.423
% Contract/Total F12	1	0	0.15	0.24	0.3305

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.

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

Afram courses are popular options for the Social Sciences CSU/UC/AA categories and especially category 5 diversity requirements. The majority of our students are basic skills students although our courses are transfer level courses thus our department has participated in any initiative for learning communities, embedded tutors and has requested a specialized tutor to be used in multiple courses. We continue to seek embedded tutors as we believe it will aid our success rate.

VI. Course SLOs and Assessment

	Fall 2013
Number of active courses in your discipline	24
Number with SLOs	24
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	13 of 13 These are the courses in current rotation
% Assessed/SLOs	100%
Describe types of assessment methods you are using Essay exams, term papers, student presentations, student journals, group presentations, service learning	
Describe results of your SLO assessment progress Results have been strong in that the majority of students pass the assessed assignment with 75% or higher grade. However, the results have assisted faculty in understanding the need to increased use of rubrics, clarity of instructions for assignments, and stacking term paper due dates.	
Describe how assessment results and reflection on those results have led to improvements. Students receive more clearly defined instructions and assistance before final papers are due.	

VII. Program Learning Outcomes and Assessment

	Fall 2013
Number of degrees and certificates in your discipline	1 AA degree in Afram
Number with Program Learning Outcomes	1
Number assessed	1 indirect method utilized but program assessment is in process. Direct method will be used spring, 2014
% Assessed	0% complete
<p>Describe assessment methods you are using During the spring, 2013 term we utilized a student survey administered to students in our courses who have taken 3 or more Afram courses at Merritt. We choose this method because several students take several of our courses but few students actually major in Afram. The outcome we assessed with this survey was on African Centered Analysis and Pan Africanism.</p> <p>Next term we intend to use more direct methods including examining the work of students who have taken 3 or more classes, those who are majors, and holding small group assessment discussions with students.</p>	
<p>Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.</p> <p>TBD. The indirect method indicates that students are understanding our key theoretical frameworks and can apply them to work in and outside our classrooms</p>	

VIII. Strategic Planning Goals

Check all that apply.

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

Describe how goal applies to your program. Afram has been in a continual growth process. Productivity was 12 six to eight years ago and is now over 30. We engage in consistent and successful study abroad programs, we have hired a second FT faculty, we won a Fulbright grant, we partner with Juvenile Hall, 100 Black Men Community School, The Oscar Grant Foundation and Ile Omode independent school where our students do service learning, and our Africana center opens this spring. We serve as a key aspect of the colleges commitment to diversity, and strive to be a program committed to the community and one of distinction.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- X Program that is integral to your college's overall strategy
- X Program that is essential for transfer
- Program that serves a community niche
- X Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- X Other : Program of historic importance and is noted in various historical literature related to the Black Studies Movement and its origins at Merritt College

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). 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.

Our main goal was to hire a second FT faculty to establish another permanent presence on campus and one who would support student learning and success. Now that this is completed our aim is to have 2-4 embedded tutors in our classes. Embedded tutors have been shown in the literature and on our campus to increase student success. Afram classes can be very big 50-70 students per class and thus there is a need to offer more support for students. The success data above needs to improve and since we teach predominantly African American, disenfranchised students many who have basic skill level reading and writing skills we believe embedded tutors can aid this.

Our Africana Center will be built into each course offered in our department including those taught by adjunct faculty. Students will be required to spend hours in our lab and do assignments related to the modules in the center. We believe this will add to the variety of learning styles and interest level in the curriculum. The next step for the center is to research and write a certificate for social science or public history where students engage in research processes around family histories and history of African Americans in Oakland.

We schedule our classes in collaboration with Laney and COA's Afram department especially for the summer term. We also share adjunct when needed.

We have a rotation schedule for our courses but there are several active courses that we want to include in that rotation over time. Over the past few terms we have introduced new courses including the Black Panther Party, The Prison Industrial Complex, African American Writers of Non-Fiction and Africans in Latin America. We do this to increase the interest in our program and as a means of having current students return.

We hope to formalize our Juvenile Hall program as it is proving to be popular and effective. Our first student in JH who was transferred to San Quentin and then released came directly to Merritt and is performing very well. To date we have had over 20 incarcerated students enroll. We are seeking funding to formalize the program.

We aim to develop a program for student athletes in coordination with the athletic program and counselor. Many student-athletes take our courses and are in need of support.

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

Our need include 2-4 embedded tutors for student support in and outside the classroom. In addition, we will need a 20 plus hours per week classified position to run the Africana Center.

Please describe and prioritize any **equipment, material, and supply** needs.

None

Please describe and prioritize any **facilities** needs.

None

<p>II.A.1 Number of program learning outcomes.</p> <p>How many of your program outcomes have been mapped to institutional outcomes?</p> <p>How is your program assessing its program outcomes? (“capstone” course, exam, clinicals, etc.)</p>	<p>7</p> <p>7</p> <p>Student surveys, student work, and student focus groups</p>
<p>II.A.1.a. How is program assessment information incorporated into program planning and resource requests? Please provide specific examples or actions taken.</p>	<p>NA we are in the process of assessing our program</p>
<p>II.A.1.b. What changes to delivery systems and modes of instruction have been made as a result of your assessment?</p> <p>How many of your course outcomes have been mapped to program outcomes? (If applicable.)</p> <p>Are course SLOs specific, measurable, attainable, results-oriented, and time based?</p>	<p>The results indicated that we needed more rubrics, and more clearly defined instructions for student assignments</p> <p>NA</p> <p>All course and program SLOs comply with guidelines and were reviewed and approved by the SLO coordinator</p>
<p>II.A.1.c. How have you linked course SLO assessment to planning and resource requests? Please provide specific examples or actions taken.</p>	<p>We have not seen the need to do this.</p>
<p>II.A.2.a Is the three year cycle for assessment of student learning outcomes for courses and programs current? If not, what is your plan for adjustment?</p>	<p>Yes our course cycle is current but our program assessment is not. We are actively engaged in both however and have a plan to complete our program outcome assessment.</p>
<p>II.A.2.b How is the criteria for success (not met, met, exceeded) of student learning outcomes established? (individual decision, common rubrics, department discussion, etc.)</p>	<p>Our criteria for success is based on student grades with the majority of students receiving a C grade (75%) Or higher meaning that we met or exceeded the criteria.</p>
<p>II.A.2.d Describe the multiple ways in which student learning is assessed.</p>	<p>Term papers, group projects, student journals, essay exams, service learning</p>

II.A.3 How do your courses demonstrate student achievement of institutional learning outcomes?	Afram assists with ILO achievement in the areas of critical thinking, global awareness and respect for diversity
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