College of Alameda

Annual Program Update
Supplemental/Revised Template 2015-2016

I. Overview

BI Download:	November 10, 2015	Dept. Chair:	Jennifer Fowler
Subject/Discipline:	Humanities	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	"Therefore, it is the Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."		

II. Enrollment –

2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
230	309	360	217	303	371	181	426	420

III.

IV. Student Success–

2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
54.69%	52.94%	56.68%	67.19%	51.64%	50.24%	84.85%	33.73%	50.00%

V.

VI. Faculty –

SUB	SECT	CENSUS	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	6	275	27.5	0	0	1.2	1.2
SP14	6	207	20.7	0	0	1.2	1.2
F14	4	166	166	0	0	.8	.8
SP15	3	98	9.8	0	0	.6	.6

(Prod)	Sp15	F14	Sp14	F13
	16.33	20.75	17.25	22.92

VII. 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.	NA
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	The department offers a variety of courses that meet CSU and UC transfer requirements.

VIII. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	6
Number with SLOs	6
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	6
% Assessed/SLOs	60%

Describe types of assessment methods you are using

Essays, research papers, oral presentations, quizzes, and exams.

Describe results of your SLO assessment progress

A new round of assessments is now under way. With just one full-time faculty member—who only joined the department at the start of the fall 2015 term—assessment so far has involved surveying the work done previously (see the figures above), planning to assess course- and program-level outcomes in the months ahead, and ensuring their proper mapping to institution-level outcomes. It's clear that a department-wide discussion around the standardization of SLOs for different sections of the same courses is necessary; reaching consensus about the aims of individual courses—and making sure they line up with the objectives and outcome addenda associated w/ the relevant outlines—is a crucial next step.

Describe how assessment results and reflection on those results have led to improvements.

Humanities has achieved at least one objective it set for itself in previous APUs: it brought in a full-time faculty member. Now the department needs to continue to grow its ranks and bring in more full-time faculty, preferably with expertise in fields that are currently not getting adequate attention (e.g., M-LAT, Religious Studies, Philosophy, LBGT Studies, etc.) so that more Humanities courses that the department has historically offered and that still appear in the college catalogue can be taught. Due to limited staffing, Humanities is currently unable to offer a number of classes it's developed over the years—and, of course, it cannot assess courses that are not being taught.

IX. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	1
Number with Program Learning Outcomes	1
Number assessed	0
% Assessed	0%

Describe assessment methods you are using

Exisiting PLOs need to be reworked. Currently, Taskstream shows the PLOs for Humanities as the full set of Humanities courses that appear in the college catalogue; the appearance of specific classes as PLOs in Taskstream suggests a misunderstanding by previous faculty members and SLO coordinators about what a PLO is. (Or maybe it just means someone typed them into the wrong place.) Another, more plausible set of PLOs appears in the college catalogue; they, too, could use some refining. Once revised and appropriate Humaniites PLOs are developed—in spring 2016—an assessment plan, including relevant methods, will be effected.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

We are currently running four Humanities courses despite the larger variety of classes we have to offer. Our goal is to hire more instructors with varying areas of expertise (e.g., Religious Studies, LBGT Studies, M-LAT, Philosophy, etc.) to increase the number and range of Humanities offerings. By expanding our offerings, Humanities can reach out to a broader and more diverse swath of the CoA student body—key to advancing student access, success, and equity. Humanities has also begun to look into forming partnerships with local CSU Humanities Departments, in an effort to make four-year institutions more accessible to CoA students; this engagement with the wider community has the potential to help the department and the college form valuable partnerships in the Bay Area and beyond. And by collaborating with other departments and disciplines—Art, Dance, Philosophy, and others—Humanities hopes to develop innovative curriculum that will bring in more students and make Humanities an even more vibrant part of the campus and community cultures.

VIII. Prioritized Resource Requests Summary

College: _____**Alameda**_____

Discipline, Department or Program: _____**Humanities**_____

Contact Person: _____**Matthew Goldstein**_____

Date: _____Oct.-Nov. 2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	Fulltime position in Philosophy	1	$100K/year	3	1, 3
Human Resources: Classified	Fulltime SLO data-input specialist	2	$60K/year	3	1,2
Human Resources: Student Workers	Student Aide	6	$14/hour	NA	1,2
Technology	New computers for all faculty in dept.	4	$5000	3,4	2
Equipment					
Supplies					
Facilities	Smart rooms for all Hum classes	3	?	3,4	1-5
Professional Development	Money for conferences, travel	5	$2000/year	4	1,3
Other (specify)					

IX. Alignment of Goals Template

College: _____Alameda_____

Discipline, Department or Program: _____Humanities_____

Contact Person: _____Matthew Goldstein_____

Date: _____Oct.-Nov. 2015_____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Explore the aesthetics of everyday life.	3	A
2. Analyze and interpret selected works of creative expression (such as visual, verbal, and kinesthetic arts) in relation to various historical and cultural contexts.	1,3	A
3. Explain the meaning of Humanities as a holistic range of disciplines that use different approaches to study forms of art and performance from around the world.	1,3, 4	A
4. Examine diverse forms of play, creativity, and innovation around the world.	1,4,5	A
5. Integrate knowledge across disciplines to increase self-awareness and cultural competence.	4,5	A
6.		
7.		
8.		

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.
∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions 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

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative

	student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.