College of Alameda

Annual Program Update

Supplemental/Revised Template 2015-2016

I.	Overview			
BI Download:			Dept. Chair:	Eddie Loretto
Subject/Discipline:	Mexican and Latinos Studies		Dean:	Myron Jordan
Campus:	College of Alameda			
Mission Statement	The Mexican and Latino Studies Program includes courses concentrating on Mexico as well as courses concerning Mexican and Latino peoples and Latino Americans in the Americas. Historical, sociological, psychological and aesthetic perspectives are utilized in these courses in order to provide a broad understanding of this diverse area of the world and the dynamic peoples who live there and trace their ancestry to that region			

II. Enrollment – *see department specific data sheet*

No data available

III. Student Success– *see department specific data sheet*

No data available

IV. **Faculty** – *see department specific data sheet*

Currently, no faculty in the department

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.	

VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	0
Number with SLOs	0
% SLOs/Active Courses	0
Number of courses with SLOs that have been assessed	0
% Assessed/SLOs	0

Describe types of assessment methods you are using

   Average score/grade of 70% or higher of all papers, exams, and discussion. (70% score/grade is the criteria for successful student Performance in the course).   The criteria for satisfactory performance is 75% of students' achieve 70% or higher in all assessments.

Describe results of your SLO assessment progress

 No assessment are available. A course in this department was not offered.

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

VII. Program Learning Outcomes and Assessment

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

Describe assessment methods you are using

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

M/LAT operates within the department cluster of history, political science, AFRAM and ASAME. History and political science have showed steady growth in offering courses in various modalities. As such, M/LAT is currently updating a number of courses to be offered starting in fall 2016. The goal is to expand the college's ethnic studies program. Currently the College of Alameda has a very vibrant African-American studies program. The college wishes to duplicate that in Mexican Latino studies and Asian studies.

VIII. Prioritized Resource Requests Summary

College: _____**Alameda**_____

Discipline, Department or Program: ____**M/LAT**_____

Contact Person: ____**Eddie Loretto**_____

Date: ____**November 2**_____

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					
Human Resources: Classified					
Human Resources: Student Workers					
Technology					
Equipment					
Supplies					
Facilities					
Professional Development					
Other (specify)					

IX. Alignment of Goals Template

College: _____Alameda_____

Discipline, Department or Program: _____M/LAT_____

Contact Person: _____Eddie Loretto_____

Date: ____November 2_____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
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.