

ANNUAL PROGRAM REVIEWS



Welcome to Program Review

Laney College - 2019

Administrative Services - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of Business and Administrative Services Department (Fiscal Services – Business Office, Cashier/Bursar) is to provide financial and operational services to support institutional goals and the college mission, with a commitment to student learning at Laney College. The Department reporting units include: Business/Cashier – Information Office, Information Technology, Facilities & College Operations and Food Services

Program Total Faculty and/or Staff

Full Time

VP Business & Administrative Services, Derek Pinto
Staff Assistant, Vacant
Staff Services Specialist, Fiscal, Diana Davasuren
Staff Services, Specialist, Fiscal, Pak Ho
Principal Financial Analyst, Kevin Tran (Interim)
Bursar, Kinh Tran
Account Technician, Leticia Vilchis-Lent

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Successful budget management for all college funds, collecon of s tudent fees/other fee collecon

Status

In-Progress

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Develop and Manage Resources to Advance Our Mission

Efficient/mely pr ocessing and review of all financial and personnel related items directed through Business & Administrav e Services including but not limited to purchase related transacons, v endor/independent contracts, personnel related items, travel requests and reconciliaons, eqtc.

Status

In-Progress

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Develop and Manage Resources to Advance Our Mission

Frequent, high profile communicaon with all s takeholders on the status of College finances and all related Business & Administrav e acvies and funcons

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Strengthen Accountability, Innovation and Collaboration

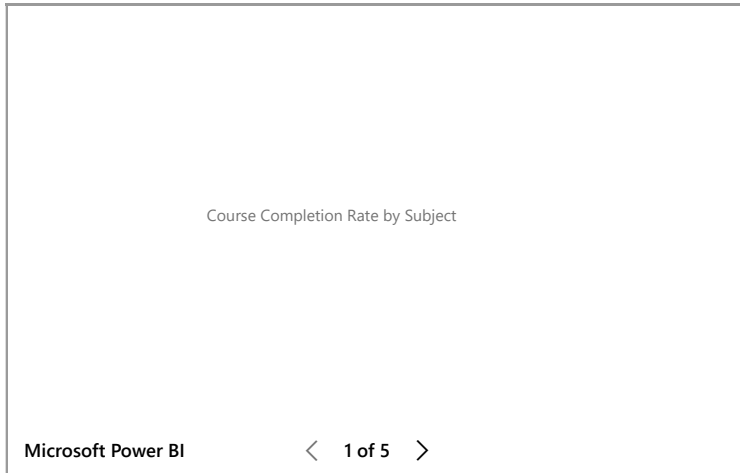
Describe your current utilization of facilities, including labs and other space

Business Office: T-211, T-213, T-214, T-215, T-216
Bursar/Cashier's Office: A-201

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Describe the outcomes and accomplishments from previous years' funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|--|--|--------------------|--|
| Computers and Printers for Bursar's Office | | | 4 refreshed computers and printer were provided to support the new cloud-based Quickbooks Software |
| Personnel Training | | | Additional override funds were dedicated to provide additional support for Bursar's Office in various capacities: Additional support staff training was provided as backup support. Additional override funding was also dedicated for coverage and extended hours in the Bursar's Office. |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resources requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|-------------|-------------|--------------------|--------------------|
|-------------|-------------|--------------------|--------------------|

Resource Request

| Personnel | Classified Staff | | |
|-------------|--|-------------------------------|---------------------------------|
| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
| 50 | ½ time Cashier needed at the Bursar's Office to manage volume of clientele | 23322 | 33836 |
| Total Costs | | | |
| 57158 | | | |

Resource Request

| Professional Development | Department-wide PD needed | |
|--|---------------------------|----------------|
| Description/ Justification | | Estimated Cost |
| Continued training for personnel as necessary. This also includes travel conference(s) | | 5000 |

Resource Request

| Personnel | Classified Staff | | |
|-------------|--|-------------------------------|---------------------------------|
| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
| 50 | Principal Clerk to replace previously eliminated position to support Business & Administrative services to include coverage for Bursars Office, IMC, Lobby Support, Locker Room's etc. | 19362 | 32373 |
| Total Costs | | | |
| 51735 | | | |

Resource Request

| Technology and Equipment | Replacement | |
|---|-------------|----------------|
| Description/ Justification | | Estimated Cost |
| 3 Replacement all in one Fax/Scanner/Copier and Supplies (Main Office, T215 & T216) | | 2000 |

Resource Request

| Technology and Equipment | New | |
|-------------------------------|-----|----------------|
| Description/ Justification | | Estimated Cost |
| Desktop Scanner (Main Office) | | 400 |

Resource Request Summary

Total Cost: \$116293
Total Resource Request: 5
Program Update
Personnel

| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
|----------------------------|--------|--|------------------------------|--------------------------------|-------------|
| Classified Staff | 50 | À½ me Cashier needed aàt the Bursarâ€™s Office to manage volume of clientele | 23322 | 33836 | 57158 |
| Classified Staff | 50 | Principal Clerk to replace previously eliminated posion t o support Business & Administrav e services to include coverage for Bursars Office, IMC, Lobby Support, Locker Room's etc. | 19362 | 32373 | 51735 |
| Sub-Total: \$108893 | | | | | |

Professional Development

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|---|---------------|
| Department-wide PD needed | Connued tr aining for personnel as necessary. This also includes travel conference(s) | 5000 |
| Sub-Total: \$5000 | | |

Technology and Equipment

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|--------------------------|---|---------------|
| Replacement | 3 Replacement all in one Fax/Scanner/Copier and Supplies (Main Office, T215 & T216) | 2000 |
| New | Desktop Scanner (Main Office) | 400 |
| Sub-Total: \$2400 | | |

Supplies
No Resources found for this category

Facilies
No Resources found for this category

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Diana Davaasuren, Pak Ho, Derek Pinto, Kevin Q Tran, Kinh Tran

Please enter the name of the person submitting this program review.

Derek Pinto



Welcome to Program Review

Laney College - 2019

Admissions & Records - Service Area or Special Program

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney College Admissions & Records Office provides access to the college through enrollment and enhancing the educational experience by serving a diverse and multicultural population of students, faculty, staff, alumni and the greater community; and by ensuring the integrity of the colleges' and students' academic records and data.

Program Total Faculty and/or Staff

Full Time

Rene Rivas, Classified Staff, A&R Specialist, Supervisor
Tina Tobor, Classified Staff, Evaluator
Shou (Angel) Huang, Classified Staff, Evaluator
Clifford Gibson, Classified Staff
Margarita Pinilla, Classified Staff

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Update the program or graduation form aligning it with the new student-centered funding formula for student completion and graduation to award as many degrees and certificates a student may be eligible to receive. (There have been some updates to how many degrees and certificates a student can be awarded and receive SCFF thus the goal is antiquated; however, district wide the transfer degree audit project is underway and Laney is updating its identified transfer credit aligned with our instructional programs).

Status
No Longer Applicable

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Offer students the highest quality curriculum and services

District Goal
Advance Student Access, Equity, and Success

Describe your current utilization of facilities, including labs and other space

The A&R Department is located in the "A" building, room 109. It is the only department in this space with 5 classified employees and 1 student worker providing access through enrolling students, evaluating graduation petitions and maintaining the integrity of students' academic records and data as well as the colleges' data.

This space is used effectively to serve students, faculty, alumni and the general public. Many services are provided in this space, transcript review and collection, enrollment data for faculty, state and national clearing house data as well.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

This field is not applicable since it's data points focus on instructional programs only.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Laney students, faculty and staff will understand procedures and census deadlines to add & drop classes according to the academic calendar. (Emails, social media and communication via flyers, etc.. have been and are disseminated; however, a survey needs to be developed and disseminated to the constituents to measure effectiveness).

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

Requests from last years CPR were not funded

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

No Actions/Requests

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mildred Lewis, Ed.D.

Please enter the name of the person submitting this program review.

Mildred Lewis, Ed.D



Welcome to Program Review

Laney College - 2019

ANTHR - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice. The Anthropology program contributes to the mission of Laney by using diverse teaching styles and methods we prepare students to transfer to a 4 year college or university. Anthropology studies the human condition. That students better understand the diversity of the world and how to better understand the world and the lens you see the world through.

Program Total Faculty and/or Staff

Full Time

Donald Saotome Moore

Part Time

Kirsten Olson
Carlos Morales
Shelia Thomas
Lisa Schwappach
Shan Hussain

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Goal was to address the student equity in our success rates disaggregated. Analysis and plan to move forward

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

District Goal

Advance Student Access, Equity, and Success

Describe your current utilization of facilities, including labs and other space

Currently, Laney has an excellent lab materials totally around \$20,000. We have skulls replicas of monkeys, apes, other animals and hominids. The space, A271 is a lab space we use. IT is not an optimum space because the storage space is for geology, geography courses as well.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

For Student Equity purposes, our American Indian and African American are relatively low. These two have been consistently low along last years lower Lano course completion rate. Anthropology needs to focus on these issues

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

PLO continue to be difficulty to complete. In our department while we do course level learning outcomes, we do not do Program Learning Outcomes. We do occasional ILO as well.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request

Source (any additional award outside your base allocation)

Total Award Amount

Outcome/Accomplishment

| | | | |
|-------------------|------|--------|---|
| supplies requests | none | \$1000 | Bought skull replicas from Bones Inc which allow us to have replicas that we use for Physical Anthro lab and lecture. |
|-------------------|------|--------|---|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| | | | |
|---|--|--------------------|----------------------|
| Action Item | Description | To be completed By | Responsible Person |
| Increase the increase of African American and American... | Have each instructor work on course completions for these two groups | 5/24/2019 | Donald Saotome Moore |

Resource Request

| | | |
|--|--------------------------------------|----------------|
| Supplies | Instructional Supplies and Materials | Estimated Cost |
| Description/ Justification | | |
| To continue to update our skulls and skeletons which are handled by students which result in occasional breaks on parts. | | 1000.00 |

Resource Request Summary

Total Cost: \$1000
 Total Resource Request: 1

Program Update

Personnel

No Resources found for this category

Professional Development
No Resources found for this category

Technology and Equipment
No Resources found for this category

| Supplies | Type | Descripon/ Jusfic aon | Esmaàted Cost |
|-------------------------------------|------|---|---------------|
| Instruconal Supplies and Maàterials | | To connue t o update our skills and skeletons which are handled by students which result in occasional breaks on parts. | 1000.00 |
| Sub-Total: \$1000 | | | |

Facilies
No Resources found for this category

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who parcipa ted in compleng this pr ogram review.

Kirsten Olson,

Please enter the name of the person subming this pr ogram review.

Donald Moore



Welcome to Program Review

Laney College - 2019

APASS/AANAPISI - Service Area or Special Program

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

APASS meets aligns with the Laney College mission by supporting diverse student populations and developing innovative programs. APASS provides counselors, project outreach specialists, student ambassadors and ESOL faculty to help support students. APASS provides laptop computers to ESOL classes to support hybrid ESOL courses. APASS organizes summer bridge programs to help orient and support OUSD students coming to Laney, transfer tours to UC and CSU, and cultural events to celebrate diversity. APASS has developed innovative programs such as embedded counseling and tutoring in ESOL classes. APASS has funded communities of practice to accelerate ESOL curriculum. APASS develops orientation and navigational materials in multiple languages to support students accessing resources on campus such as financial aid assistance, counseling services and learning communities.

Program Total Faculty and/or Staff

Full Time

1

Part Time

2

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

APASS Program Goals

- 1. Accelerate ESL & English Language Learning

Adapts national acceleration research to ESL to shorten the time immigrants spend on English acquisition.

- 2. Scale-up Success Services and Expand APASS (Asian Pacific American Student Success)

Expands impact of APASS by moving successful evidence-based strategies beyond a siloed cohort of APIA students into the general college services.

- 3. Improve Intake & Supports for First Time Students in Targeted High Need Group

Includes articulated transition pathways and special support services for immigrant students enrolling at community college after high school.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote equity

District Goal

Advance Student Access, Equity, and Success

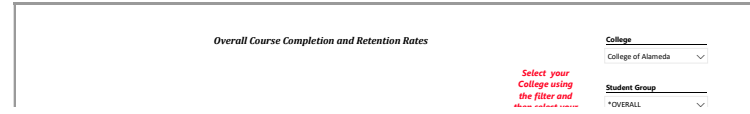
Describe your current utilization of facilities, including labs and other space

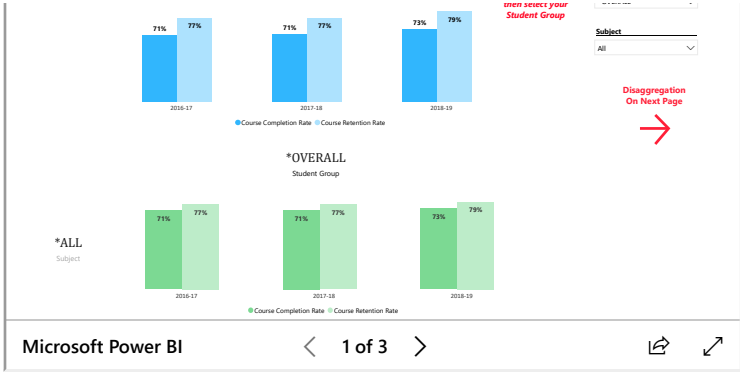
APASS occupies GYM 112

Students Served

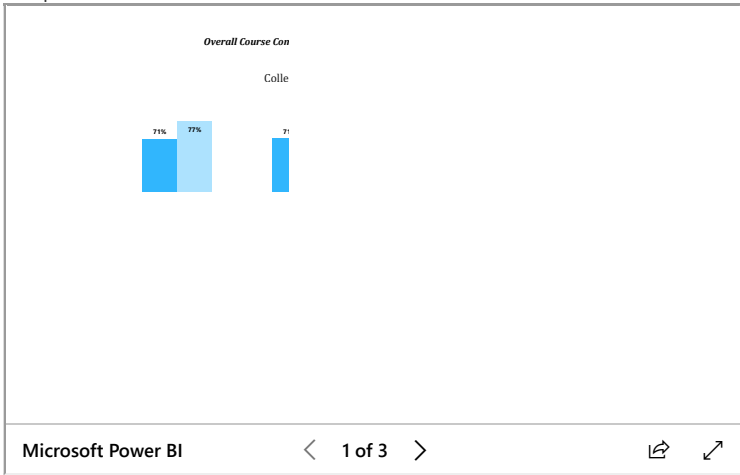
College Level - Program and Department comparison

Chart





Compare



Detail the services provided by your program/service area.

APASS provides counseling services, peer mentoring, tutoring, technology and orientation and navigation support for Laney College students.

Reflect on collaboration and engagement with other programs/service areas that have contributed towards student success and meeting program goals

APASS works closely with several areas including ESOL faculty, student life, counseling, financial aid, enrollment, outreach and OUSD high school counselors and faculty to deliver our services.

Review and reflect your program's data using the Student Services Dashboard. Describe any significant changes and discuss what the changes mean to your program.

Detail the completion rates for your program and comment upon it. Do performance gaps exist in the completion rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, Foster youth, Veterans, and students with disabilities or other groups not listed here? Note: groups whose completion rate is 3% or less than the College completion rate reflect a disproportionate impact.

Filipinos/Pacific Islanders have overall course completion rates 4% lower than the college. APASS is working to support this population by partnering with PI nonprofit organizations and OUSD to create supports for these students.

If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

APASS helped to organize PI events to help students navigate and access supports such as counseling services, financial aid and enrollment support. APASS will evaluate the effectiveness of these approaches by analyzing disaggregated student success data.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

| | |
|---------------------|---------------------|
| Improvement Actions | No Actions/Requests |
|---------------------|---------------------|

Assessment - Service Area

List your Service Area outcomes or attach an applicable report

How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

Post on the program website

If you chose other, please provide more information

Where are the service area and/or program level outcomes published?

Other (please describe)

If you chose website, please specify URL

If you chose other, please provide more information
APASS submits an annual report to the U.S. Department of Education

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.

Hired and staffed APASS office

2016 - 17

2017 - 18

2018 - 19

Embedded counseling and tutoring

2016 - 17

2017 - 18

2018 - 19

Delivered program services

2016 - 17

2017 - 18

2018 - 19

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

Expand embedded counseling and tutoring for ESOL students. Apply for and secure additional grant funding to support creating CTE ESOL pathway and expansion of services. The assessment process helped focus our efforts on strategic planning.

What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

Members collaborate and meet regularly to update each other on progress and to share ideas for increasing productivity.

Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

Nearly 400 ESOL student surveys were collected assessing student need and overwhelming identified interest in CTE education and resources.

How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

The program must adhere to specific grant objectives and metrics which are assessed and reported annually to the Department of Education.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions No Actions/Requests

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Director serves on Professional Development Committee, Institutional Effectiveness Committee and Taskforce to support undocumented and mixed status students. Director and Dean Lewis has delivered presentations to ACCJC, NASPA, APAHE, ACCCA and others to share innovative program approaches to serving students.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Director and staff has worked closely with OUSD, nonprofit organizations and other AANAPISI programs to develop partnerships such as transfer tours, summer bridge, internship programs and scholarship opportunities for Laney College students.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty serve as ESOL embedded counseling leads and on communities of practice.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions No Actions/Requests

Action Plan Summary and New Program Goals

Total Improvement Plans: 0
Total Resource Request: 0

Review, add or modify the following action plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head Description

Student Services & Special Programs

Engagement

New and Continuing Goals

| | | |
|--|----------------|---|
| Discipline, Department or Program Goal | College Goal | PCCCD Goal |
| We will continue to meet our grant goals and objectives. | Promote equity | Advance Student Access, Equity, and Success |

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Student Services & Special Programs

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

David Lee, Director

Please enter the name of the person submitting this program review.

David Lee



Welcome to Program Review

Laney College - 2019

ARCH - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Architecture program offers an AS Degree in Architecture, as well as a CA in Architecture. It is specifically designed to prepare students for transfer to a 4-year or 5-yr. university to continue their studies in the Architecture profession, with a majority of our students choosing to apply and transfer to UC Berkeley.

The Architecture program is the only program within the Peralta District that provides our students with the opportunity to gain the entry level skills required to apply to various 4 and 5 yr. university transfer programs both in and out of state. Our program also provides continuing education skills enhancement to working professionals as well as to recent college graduates, particularly in the instruction of CAD / Revit / BIM.

The Architecture program continues to develop and integrate various digital design and fabrication tools, encouraging our students to also make use of our Fablab facilities to assist them in the development of their design projects. This allows them the opportunity to gain real-life hands-on experience using the latest CNC machines such as the laser cutters, 3D printers, and Shop-Bot.

The Architecture program aligns very well with the Mission statement of Laney College "we provide access to quality transfer and career-related education and provide the necessary entry level job skills for companies in the greater Bay area and beyond, with many of our students successfully transferring to universities in and out of state.

Program Total Faculty and/or Staff

Full Time

Ron Betts

Part Time

Barry Yu
Lillian Crist
Gerry Ramsey
Courtney Miller

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Increase Degree and Certificate completion in department.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Build out the Model-making studio space and finalize the installation of Laser and computer equipment that we currently have for students to use during the development of their class projects both inside and outside of scheduled class times. We need electrical service run in order to have the necessary power to operate equipment.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Describe your current utilization of facilities, including labs and other space

The ARCH department has 4 main studio style classrooms for the current coursework. The spaces are laboratory spaces with limited seating/workstations. All four classrooms are identified as SMART classrooms with (2) specifically set up as computer CAD/Revit workstations. The department also encourages students to use the FABLAB to complete models and other related coursework. We also utilize other SMART classrooms on campus to teach our higher enrolled lecture specific courses (that don't need lab space).

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Looking at the data for the ARCH department, we are able to see a pattern of students having a marginally lower rate of completion in comparison to Laney college as a whole. However, the department's course retention is consistently higher than the college's average retention rate. One possible reason for this is that students who enter our program are fairly certain that they want to pursue becoming an Architect, and in order to transfer they have to complete a minimum of courses in order to apply. The students who decide that this career is not for them often leave the program and do not complete the courses or certificates, etc. The study of Architecture is quite intensive and very demanding of their time and this too often creates some conflicts with their life/work/school responsibilities.

Over the past 3 years our retention rate has annually increased. This is probably due in part to the fact that every 2 years or so we go through a cycle/exchange of new entry-level students and upper-level students in the program - the students preparing to transfer tend to complete the required courses while the new entry students just beginning the program often find that they want to change their major and then do not follow through to complete the course or the program. It has always fluctuated to some degree over the years.

The program experiences cycles of up and down enrollment numbers in various courses which impacts the number of students completing, etc. This is primarily due to the fact that many students are working and some are working within the field as well which makes it difficult for them to carve out the necessary time to attend classes and work on the types of projects that they are required to work on.

Overall, the trends in number and type of student remain relatively consistent from year to year - some years we see more female students than previous years - from a low of 88 to a high of 96 this year. Whereas the number of male students has went from a high of 167 to a low of 129 and then back to 150 this year. A lot of external factors impact the decisions of students to study Architecture - from the ongoing housing crisis particularly in the Bay area, but also globally, to the economic conditions experienced by our students in their day to day lives to make ends meet and still try to go to school. Sometimes the costs of simple tools/materials to successfully work on and finish their projects impacts whether or not they stick with the program and finish or not or transfer or not.

We have been in the process of upgrading our entire curriculum and program/certificate requirements. Once approved by the Curriculum Committee our students will have broader choices to help them achieve their goals - our CA will be simplified, as well as our AS degree. Since most students transfer out to a 4 or 5 year university after taking their minimum requirements we are aligning our CA to align more with those requirements as well so more students will be able to complete and walk out with a certificate - in both scenarios they will be attaining the necessary skills they need to acquire entry-level work in a related profession. particularly after they complete taking our CAD/Revit/BIM related courses.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The ARCH department recently began the task of updating all the curriculum in connection to Title 5 standards and industry changes. All of the proposals are currently in the curriculum process. As part of this review, the PLOs and SLOs have been reviewed and updated as needed.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|--|
| Bought new/upgraded software | Perkins | 2000 | Help keep students on trend with current standards |
| Acquired Laser and Venetianator | Perkins and SWP | 15000 | Will provide students high-tech tools to work on their projects |
| Acquired Model-making tools | Perkins and SWP | 5000 | Provide students with tools needed to develop their projects with higher craftsmanship. |
| Acquired VR equipment | Perkins and SWP | 2500 | Will provide students opportunity to explore their 3D models via use virtual software/headsets |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|--|---|--------------------|---|
| Increase visibility of program existence | Department needs social media marketing exposure to increase exposure | 12/31/2020 | Department Chair, Dean, VPI, researcher, advisory board |

Resource Request

Personnel Classified Staff

| | | | |
|-------------|-----------------------------------|------------------------------|--------------------------------|
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 50 | Dedicated social media programmer | 20000 | 10000 |
| Total Costs | | | |
| 30000 | | | |

Resource Request

| | | |
|----------------------------------|----------|---------------|
| Supplies | Software | |
| Descripon/ Jusfic aon | | Esmaàted Cost |
| Subscripon t o various platforms | | 5000 |

Improvement Acon

| | | | |
|---------------------------------------|---|--------------------|--|
| Acon It em | Descripon | To be completed By | Responsible Person |
| Improve Program Facility for students | Install Electrical power supply for Laser, Venlaàtor, Computers and mini power tools for Model-making space in Studio G241. | 12/21/2020 | Department Chair, Dean, VPI, Electrician |

Resource Request

| | |
|------------|------|
| Facilities | Labs |
|------------|------|

Descripon/ Jusfic aon

We acquired a Laser and Venlaator and 8 computer workstaons and other r elated tools, but need to have power run to the area where we are planning to build a dedicated model-making space in the back of Studio G241 for students to use during and after class (students get asked to leave from our studios during other instructor's lectures and then do not have the access to the computers, etc. that they need to successfully complete their projects on me.

Esmaated Cost

15000

Resource Request

Facilities

Labs

Descripon/ Jusfic aon

Need to build out a paron and w ork-space counters for computer staons and f or student project storage, etc. in the dedicated Model-making space at the back of Studio G241.

Esmaated Cost

10000

Improvement Acon

Acon It em

Improve Program Technology

Descripon

All of our computers in both of our computer labs need to be updated.

To be completed By

12/21/2020

Responsible Person

Department Chair, Dean, VPI

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

The equipment that we are using is geng t o the end of its life cycle - way beyond actually. The systems are almost 10 years old, but have been performing as well as they have been due to having our CTE IT individual (Jerry Casey) connually upgr ading the various drives and adding additional RAM, eqtc.

All of our CAD labs are currently being used by mulple departmen ts - ARCH, ENGIN, CONMT, CARP and occasionally by other departments on campus.

Esmaàted Cost

150000

Improvement Acon

Acon It em
Improve Student Access

Descripon
Need to have a student assistant to help students use the Laser equipment in Model-making space in G241 (especially after hours of normal class me).

To be completed By
8/24/2020

Responsible Person
Department Chair, Dean, VPI

Resource Request

Personnel

Student Worker

% Time

50

Descripon/ Jusfic aon
Student to assist other students in the safe use of various types of equipment in the Model-making space in G241 after normal class mes.

Esmaàted Annual Salary Costs

10000

Esmaàted Annual Benefits Costs

5000

Total Costs

15000

Improvement Acon

| | | | |
|-------------------------|---|--------------------|------------------------------|
| Acon Item | Description | To be completed By | Responsible Person |
| Improve Student Success | Provide students with the necessary supplies to achieve success | 5/20/2020 | Department Chair, Dean, VPI, |

Resource Request

Supplies Noninstructional Supplies and Materials

Description/ Justification

Students need to be able to print out their final design projects on bond paper. They need to learn how to properly scale their drawings before printing so that the drawings will be properly scaled and ready for viewing/presentation.

Estimated Cost

2500

The plotters and printers that we currently have utilize significant amounts of inks and papers, which need to be replenished on a semester to semester basis.

The plotters and printers are utilized by many departments: ARCH, ENGIN, CONMT, and occasionally CARP

Resource Request Summary

Total Cost: \$227500

Total Resource Request: 7

Program Update

Personnel

| Type | % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Costs |
|---------------------------|--------|--|-------------------------------|---------------------------------|-------------|
| Classified Staff | 50 | Dedicated social media programmer | 20000 | 10000 | 30000 |
| Student Worker | 50 | Student to assist other students in the safe use of various types of equipment in the Model-making space in G241 a. er normal class mes. | 10000 | 5000 | 15000 |
| Sub-Total: \$45000 | | | | | |

Professional Development

No Resources found for this category

Technology and Equipment

| Type | Description/ Justification | Estimated Cost |
|------|--|----------------|
| New | The equipment that we are using is going to the end of its life cycle - way beyond actually. The systems are almost 10 years old, but have been performing as well as they have been due to having our CTE IT individual (Jerry Casey) continually upgrading the various drives and adding additional RAM, etc. All of our CAD labs are currently being used by multiple departments - ARCH, ENGIN, CONMT, CARP and occasionally by other departments on campus. | 150000 |

Sub-Total: \$150000

Supplies

| Type | Description/ Justification | Estimated Cost |
|---|--|----------------|
| Software | Subscription to various platforms | 5000 |
| Noninstructional Supplies and Materials | Students need to be able to print out their final design projects on bond paper. They need to learn how to properly scale their drawings before printing so that the drawings will be properly scaled and ready for viewing/presentation. The plotters and printers that we currently have utilize significant amounts of inks and papers, which need to be replenished on a semester to semester basis. The plotters and printers are utilized by many departments: ARCH, ENGIN, CONMT, and occasionally CARP | 2500 |

Sub-Total: \$7500

Facilities

| Type | Description/ Justification | Estimated Cost |
|------|--|----------------|
| Labs | We acquired a Laser and Venetian and 8 computer workstations and other related tools, but need to have power run to the area where we are planning to build a dedicated model-making space in the back of Studio G241 for students to use during and after class (students get asked to leave from our studios during other instructor's lectures and then do not have the access to the computers, etc. that they need to successfully complete their projects on me. | 15000 |
| Labs | Need to build out a paron and work-space counters for computer stations and for student project storage, etc. in the dedicated Model-making space at the back of Studio G241. | 10000 |

Sub-Total: \$25000

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Ron Bes

Please enter the name of the person submitting this program review.

Ron Bes



Welcome to Program Review

Laney College - 2019

ART - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Art Department offers a wide variety of courses in both fine and applied art to meet student goals ranging from personal interest, preparing for careers in the arts to preparation for or transfer to four-year institutions.

Note: The district lost the CPR which was completed last year so I am including all new information.

Program Total Faculty and/or Staff

Full Time

Charles Chavez
Kaly Barrett

Part Time

Anna Vaughan
Pam Thomas
Robert Abrams
Fanlee Warren
Leon Dockery
Anna Valdez
Lynn Robinson
Leah Bowring
Martha Storm
Hannah Tandeta
Liesa Lietzke
Black Moon
Edward Blackburn
Sharon Siskin
Andree Thompson
Seth Eisen

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

The department seeks to have all curriculum updates and assessments completed on schedule.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

The department seeks to expand offering to CT programs.

Status
In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Promote equity

District Goal
Engage and Leverage Partners

The department seeks to provide quality education and equal access for diverse populations of the Bay Area.

Status
In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Cultivate a culture of belonging, pride and self-reflection for continuous improvement

District Goal
Advance Student Access, Equity, and Success

The department seeks to incorporate the use of new technology into the current curriculum.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Strengthen Accountability, Innovation and Collaboration

Describe your current utilization of facilities, including labs and other space

• Printmaking, Painting /Drawing, Ceramics, Sculpture and Art History classrooms are in constant use. Classroom space is also used for language classes.

• All classrooms have new smart classrooms installed. The AC125 & AC120 share the computer cart as do AC130 & AC135

- The painting and drawing classrooms have overhead lights and spot lights for still-life and model. They also have sinks and storage closets and cabinets.

- The painting and drawing rooms use tables, drawing horses and easels.

- The print shop has silkscreen equipment, a litho press and two etching press. 4 sinks and overhead hood ventilation systems.

• Ceramics has 4 large gas kilns, all need to be serviced and do not have service contracts. These kilns are in constant use during the semester.

• Ceramics has 7 electric kilns two of which don't work.

• Ceramics has 4 sinks and a spray booth all with broken plumbing. These need to be fixed to ensure proper disposal of hazardous waste from glaze material.

• The ceramics and sculpture lab have a ventilation systems which require but are not changed with filters every semester.

• Ceramics has a kiln yard with a Raku kiln a pit fire and a platform for a soda kiln which needs to be replaced and have a gas line installed. The kiln yard frequently floods due to plumbing issues.

• The sculpture room AC130 has tools for wood working, welding, plaster clay and mixed media. They have an old electric kiln that needs replaced.

- The sculpture room has around 15 sculpture stands and a model stand for working from the live model.

• There is an outdoor space between sculpture and printmaking. This is a lawn area that was originally meant as work space for students but was not constructed in a way that is conducive to being a work space.

• There is one eye washing station and it is the print shop.

• There is a long hallway with student lockers, some of which have never been properly installed to the wall

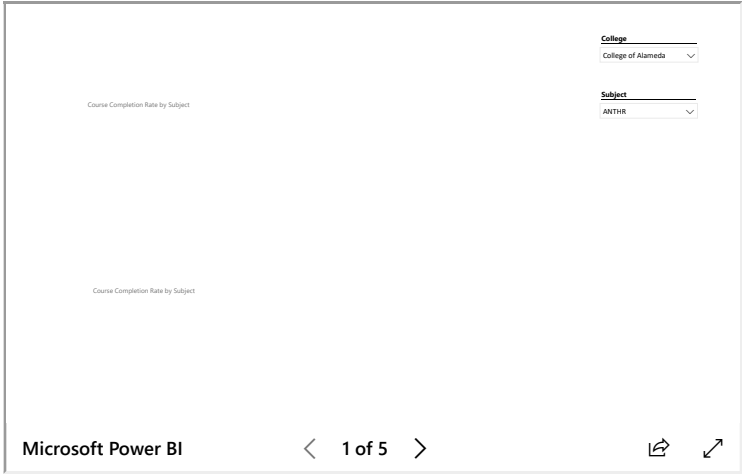
- the building has two restrooms.

- there is a paved and gated space between the Art Building and the BEST center which is sometimes used by drawing and painting students.

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The Art Department is about 2 percentage points above the college average for course completion and retention rates, this is a slight improvement from previous years. The majority of our students are female and have a 78% course completion rate. The majority age group we serve is 19-24, followed by 35-54, with higher completion rates for the older students. The majority ethnicity is white 403, then asian 340 both groups having completion rates near 80%. The number of African American students has been declining. This might be improved by adding classes that specifically meet the needs of this population such as African American art history, or by bringing more people of color onto our faculty. The overall number of students we have is lower. This is due to having fewer classes on the schedule. Having reduced course offering affects the department's ability to meet the department goals. The department has high completion rates with EOPS and DSPS. As a department we may want to offer classes in Asian Brush painting or Asian Art History, also consider offering non-credit options for our DSPS students.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The department has been working to update classes according to the update plan from the CPR. 2D Visual Design, Ceramics ART 80, 81, 82, 83, 84, All sections of Printmaking, Water Color, Color Dynamics, Raku, the Ceramics Degree will be reviewed for updates in the spring semester as will several other course updates. Full time faculty are advised to complete the updates that are incomplete before the Feb. deadline.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|--|--|--------------------|--|
| For new kilns and repairs to equipment | ILEM Funds | 11,115.00 | The Ceramics department continues to work on Kiln repairs and bucket systems. We have a new Raku kiln, which arrived damaged and we are working with the company to get replacement parts. We are still waiting on the other new kiln to arrive. We got 2 new 3D printers one for ceramic and one for plastic. |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requests in this area, leave blank.

| Improvement Actions | Improvement Action |
|---------------------------|--------------------|
| Improvement Action | |
| | |

| Action Item | Description | To be completed By | Responsible Person |
|-------------------------------|-------------------------------|--------------------|--------------------|
| Support students and programs | Full Time Ceramics Instructor | 1/22/2020 | Faculty/Chair/Dean |

Resource Request

| Personnel | Full-time Faculty | | |
|-----------|---|------------------------------|--------------------------------|
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 100 | The Ceramics department remains in desperate need of Full me f aculty. To maintain extensive labs and class offerings | 80000 | |

Total Costs
80000

Improvement Acon

| Acon It em | Descripon | To be completed By | Responsible Person |
|--------------------|----------------------------------|--------------------|-------------------------------|
| Maintain Facilites | Fix plumbing & Venlaàon S ystems | 1/22/2020 | Chair/Dean/VP/President/Board |

Resource Request

| Facilities | Classrooms | Esmaàted Cost |
|---|------------|---------------|
| Descripon/ Jusfic aon plumbing in the Ceramics lab is backed up and has been for years. It needs to be repaired and have regular maintenance. The classroom and yard area are regularly flooded. I don't know the cost but am working with Dean Crabtree and the Vice Chancellor of facilities t o get more informaon. | | 0 |

Resource Request

| Facilities | Classrooms |
|------------|------------|
| | |

Descripon/ Jusfic aon

Room AC135 and AC130 need better venlaàon s ystems. The students work with clay and dust in the room can cause serious health problems such as siliceous and reduced lung capacity. Related to this issue is a high pitched noise that many students complain that sound is annoying, causes head aches and an inability to focus. Again I don't know the building improvement cost but am working with my Dean.

Esmaàted Cost

0

Improvement Acon

Acon It em

Improve working and health/safety and appearance of f...

Descripon

Fix damages from vandalism

To be completed By

1/22/2020

Responsible Person

Dean/Chair/Business Office/District

Resource Request

Facilities

Other

Descripon/ Jusfic aon

One of the outside doors has been broken for over a year and is held together with wood and tape., this needs to be fixed. There is graffi on the outside of building.

Esmaàted Cost

0

Resource Request

Facilities

Other

Descripon/ Jusfic aon

More lighng ar ound the building to improve safety and reduce vandalism.

Esmaàted Cost

0

Resource Request

| | | | |
|-------------|-----------------------------------|------------------------------|--------------------------------|
| Personnel | Classified Staff | | |
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 50 | More security around the building | 20000 | |
| Total Costs | | | |
| 20000 | | | |

Improvement Acon

| | | | |
|----------------------|--|--------------------|--------------------|
| Acon It em | Descripon | To be completed By | Responsible Person |
| Classroom Equiptment | Replace damaged equipment and increase visual aides for student learning | 12/6/2020 | Chair |

Resource Request

| | | | |
|--------------------------|-------------|---------------|--|
| Technology and Equipment | Replacement | | |
| Descripon/ Jusfic aon | | Esmaàted Cost | |
| L&L kiln | | 6000 | |

Resource Request

| | |
|--------------------------|-----|
| Technology and Equipment | New |
|--------------------------|-----|

Descripon/ Jusfic aon
figure sculpture, anatomical models and skulls

Esmaàted Cost
500

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon
4 new sculpture stands to replace broken ones

Esmaàted Cost
800

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon
Drywall sheets to resurface the table tops in the ceramics lab.

Esmaàted Cost
200

Resource Request

Facilities

Labs

Descripon/ Jusfic aon
Paving and gang and adding covered storage area to the yard area between Sculpture and Printshop labs. This will give students more space to work and help keep down the problems we have been having vagrants.

Esmaàted Cost
0

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon

Addion of a gas line to to the kiln yard area of ceramics. So that we can build a new soda kiln and run the Rake kiln off natural gas instead of propane

Esmaàted Cost

0

Improvement Acon

Acon It em

Art Gallery Use

Descripon

Student worker to keep the Art Gallery open

To be completed By

2/1/2020

Responsible Person

Chair/Dean

Resource Request

Personnel

Student Worker

% Time

20

Descripon/ Jusfic aon

The Art Gallery is a resource for the enr e campus and Art Shows are organized by the Art Department. Having the gallery open for hours would help create community partners and increase student success.

Esmaàted Annual Salary Costs

4000

Esmaàted Annual Benefits Costs

0

Total Costs

4000

Resource Request Summary

Total Cost: \$111500

Total Resource Request: 13

Program Update Personnel

| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
|----------------------------|--------|--|------------------------------|--------------------------------|-------------|
| Full-me Faculty | 100 | The Ceramics department remains in desperate need of Full me faculty. To maintain extensive labs and class offerings | 80000 | | 80000 |
| Classified Staff | 50 | More security around the building | 20000 | | 20000 |
| Student Worker | 20 | The Art Gallery is a resource for the enr e campus and Art Shows are organized by the Art Department. Having the gallery open for hours would help create community partners and increase student success. | 4000 | | 4000 |
| Sub-Total: \$104000 | | | | | |

Professional Development

No Resources found for this category

Technology and Equipment

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|--------------------------|--|---------------|
| Replacement | L&L kiln | 6000 |
| New | figure sculpture, anatomical models and skulls | 500 |
| Replacement | 4 new sculpture stands to replace broken ones | 800 |
| Replacement | Drywall sheets to resurface the table tops in the ceramics lab. | 200 |
| Replacement | Addion of a gas line to to the kiln yard area of ceramics. So that we can build a new soda kiln and run the Rake kiln off natural gas instead of propane | 0 |
| Sub-Total: \$7500 | | |

Supplies

No Resources found for this category

Facilities

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|------|-----------------------|---------------|
|------|-----------------------|---------------|

| | | |
|------------|---|---|
| Classrooms | plumbing in the Ceramics lab is backed up and has been for years. It needs to be repaired and have regular maintenance. The classroom and yard area are regularly flooded. I don't know the cost but am working with Dean Crabtree and the Vice Chancellor of facilities to get more information. | 0 |
| Classrooms | Room AC135 and AC130 need better ventilation systems. The students work with clay and dust in the room can cause serious health problems such as siliceous and reduced lung capacity. Related to this issue is a high pitched noise that many students complain that sound is annoying, causes headaches and an inability to focus. Again I don't know the building improvement cost but am working with my Dean. | 0 |
| Other | One of the outside doors has been broken for over a year and is held together with wood and tape., this needs to be fixed. There is graffiti on the outside of building. | 0 |
| Other | More lighting around the building to improve safety and reduce vandalism. | 0 |
| Labs | Paving and adding covered storage area to the yard area between Sculpture and Printshop labs. This will give students more space to work and help keep down the problems we have been having with vagrants. | 0 |

Sub-Total: \$0

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Anna Vaughan
Pam Thomas
Peter Crabtree

Please enter the name of the person submitting this program review.

Anna Vaughan



Welcome to Program Review

Laney College - 2019

Associate Dean's Office -- Equity - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Develop, facilitate, and support programs or efforts that promote the success of disproportionately impacted students, both inside and outside the classroom.

Program Total Faculty and/or Staff

Full Time

Diane Chang, Associate Dean
Katrina Santos, Staff Assistant
Atiya Rashada, Project Manager/Transitions Liaison Adult Education
Laura Gomez-Contreras, Counselor/Coordinator Puente
n/a
n/a
n/a

Part Time

n/a
n/a

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Develop services and strengthen connections across programs that provide targeted support to disproportionately impacted students to reduce equity gap.

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress

College Goal
Offer students the highest quality curriculum and services

District Goal
Engage and Leverage Partners

Use of equity data to inform decisions that support the success of disproportionately impacted students.

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress

College Goal
Increase awareness and access to disproportionately impacted communities

District Goal
Advance Student Access, Equity, and Success

Manage funding with accountability and transparency that promotes a collaborative institutional culture through regular updates in the College's governance committees.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Strengthen Accountability, Innovation and Collaboration

Describe your current utilization of facilities, including labs and other space

- Associate Dean Office - Tower 811
- Staff Assistant to Associate Dean - shared space in VPSS suite Tower 813
- Adult Transition Program - A 270
- Lanx Cultural Center / Puente - Eagle Village 3
- GED class (OUSD) - A 140

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Adult Educaon: AE GL student group has doubled every year since 2016-17 from 52 students, to 102 in 2017-18, to 213 in 2018-19. Majority of the students are older adults and of disproportionaätely impacted populaons who speak English as a Second Language.

We are working with District IT to create student groups for ROC and Puente students hoping to be able to report on these two student groups next year.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrav e Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or cerfic ate, please describe the department progress on Program Learning Outcomes (PLOs).

Educaonal Success is an equity f ocused Administrav e Unit. Starnng f all 2019, two major outcomes for the area includes starnng a Puen te Program at Laney College and collaboraon with OUSD t o start the GED program at Laney College.

Describe the outcomes and accomplishments from previous yearâ€™s funded resource allocaon r equest.

| Brief descripon of funded r equest | Source (any additional aãward outside your base allocaon) | Total Award Amount | Outcome/Accomplishment |
|------------------------------------|---|--------------------|------------------------|
|------------------------------------|---|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|---|---|--------------------|---|
| Create & use Puente student group in PeopleSoft | Work with Puente Counselor/Coordinator, District IT, and A&R to create Puente Laney student group and start using it to tag Puente students | 6/30/2020 | Laura Gomez-Contreras, Puente Counselor/Coordinator |

Resource Request

Choose an Option

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|--------------------------|---|--------------------|--------------------|
| Create ROC student group | Require IT to create a confidential student group (similar to DSPS) that would allow us to view ROC student progress. | 6/30/2019 | District IT |

Resource Request

| | |
|--------------------------|-----|
| Technology and Equipment | New |
|--------------------------|-----|

Descripon/ Jusfic aon

Require District IT to place this as a priority. Due to the need for jusce impact ed populaon t o be confidenal, A&R cannot just create a "student group". From inial r esearch with district IT & IR staff, this requires IT to develop a confidenal s tudent group similar to what is done for DSPS students.

Esmaàted Cost

0

Resource Request Summary

Total Cost: \$0

Total Resource Request: 2

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

Type

New

Descripon/ Jusfic aon

Require District IT to place this as a priority. Due to the need for jusceg impacted populaon t o be confidenal, A&R c annot just create a "student group". From inial r esearch with district IT & IR staff, this requires IT to develop a confidenal s tudent group similar to what is done for DSPS students.

Esmaàted Cost

0

Sub-Total: \$0

Supplies

No Resources found for this category

Facilies

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Diane Wu Chang

Please enter the name of the person submitting this program review.

Diane Wu Chang



Welcome to Program Review

Laney College - 2019

CAFYES/b2b - Service Area or Special Program

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

When compared to the college populations, E OPS serves significantly more females than males. The largest age group of students served are ages 20-24 followed by the 40-49 age range.

Program Total Faculty and/or Staff

Full Time

Program Manager: Feke Lauti

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

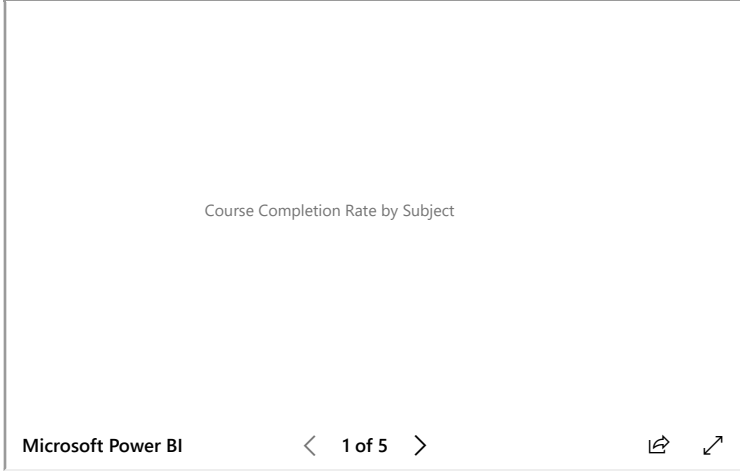
Describe your current utilization of facilities, including labs and other space

The Cayfes program utilizes the space to meet with youth and help mentor them through their success at the community college. In addition we provide workshops on a weekly basis that include hot food which is a favored by youth who don't often get hot meals.

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The CaYFES program does not have data available in the dashboard,

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The goal for CAYFES IN the 19-20 academic year is regards to assessment will be to conduct student surveys during the last month of the dynamic mindfulness courses, workshops series, and counseling appointments a. er each semester. By engaging in this method of assessment, the program will determine whether to c onnue or disc onnue with.a ser vice. we hope to engage in ,more summav e assessment to look at the program from a holisc appr oach and to figure next steps and best praces/ this will be a t opic. for discussion with the Division 1 Dean for feedback and implementaon.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
| no allocation provided | | | |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Choose your Action

Resource Request Summary

- Total Cost: \$0
- Total Resource Request: 0
- Program Update**
- Personnel**
No Resources found for this category
- Professional Development**
No Resources found for this category
- Technology and Equipment**
No Resources found for this category
- Supplies**
No Resources found for this category
- Facilities**
No Resources found for this category
- Library**
No Resources found for this category
- Other**

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mildred Lewis

Please enter the name of the person submitting this program review.

Mildred Lewis



Welcome to Program Review

Laney College - 2019

CalWORKs - Service Area or Special Program

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney CalWORKs program, aims to positively transition students into the workforce with a sense of personal development that will guide them towards their definition of success.

Program Total Faculty and/or Staff

Full Time

Counselor : Irina Rivkin (67% CalWORKS funding)
Program Coordinator: Cynthia Alvarado

Part Time

counselor: Maricela Zambrano

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

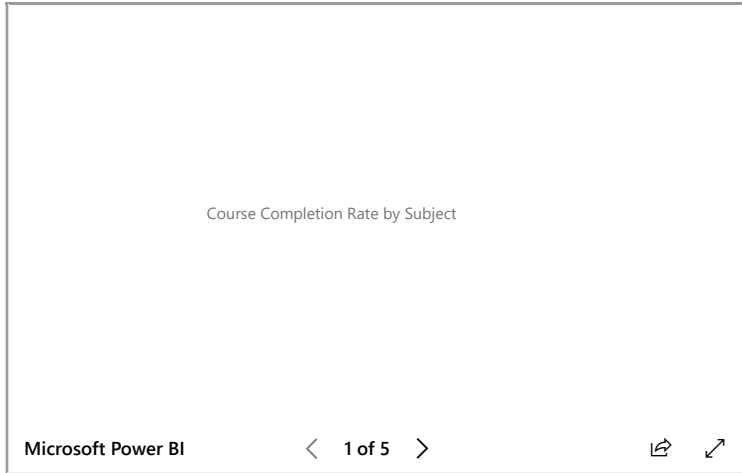
Describe your current utilization of facilities, including labs and other space

In alignment with the guided pathway model, the CalWORKS program begins with: a) clarifying the path, students joining the program are asked to meet with a counselor and develop an ED Plan where each student will choose their major and courses needed for their educational career. b) Entering the Path: students begin by meeting with a counselor in as school progresses to make sure that they are doing ok in their course work as well as providing the CalWORKS office with an updated progress report that is complete by instructors stating their current grade in the class. c) stay on the path: intervention by the CalWORKS office is ensure in the event that a student is failing courses, the program coordinator will contact instructors and offer support to help the student pass their classes. d) Ensure learning: the CalWORKS office ensure that students are learning both in the classroom and outside. by requesting progress reports the CalWORKS program ensures that students are passing their classes and learning is happening. The CalWORKS program also offers workshops through out the semester to help students bridge gaps that the classroom cannot address like soft skills. for example in the fall 2019 semester CalWORKS and care held a joint self-reflection workshop to help students learn how to cope with triggers and be able to work well with fellow students in the class room. in order to address the verbal and physical altercaons occurring inside of the classroom.

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The CaWORKS office does not have data available on the dashboard. However, the program joyfully announces an increase of student's by 45% from the spring 2019 semester to the fall 2019 semester. CalWORKS also aims to address soft skills gap that are clear in the classroom, some CalWORKS students are dealing with more trauma than other students and some need additional emotional support to succeed.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The CalWORKS program is 100% assessed within the 4 year cycle with a total of 2 SAOs written for the program, they are: 1) Job Skills Development 2) Verbal Execution, each SAO is written with the vision to help bridge skills gap that cannot be addressed in the classroom. no degree is offered in the CalWORKS program.

Describe the outcomes and accomplishments from previous years' funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
| no allocations in prior years | | | |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Choose your Action

Resource Request Summary

Total Cost: \$0
 Total Resource Request: 0
 Program Update
 Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mildred Lewis

Please enter the name of the person submitting this program review.

Mildred Lewis



Welcome to Program Review

Laney College - 2019

CARP - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of the Carpentry Department at Laney College is to train and prepare students for a career in the construction industry, either as self-employed carpenters, employees or as General Contractors. Our students are instructed and trained in basic construction and advanced construction practices and methods used in the construction industry. We also teach current technologies such as green and sustainable building practices, weatherization, energy efficiency, high performance building, digital fabrication and advanced manufacturing of homes. The program is designed to allow entry-level students and construction workers in the industry to learn fundamental theory, upgrade their skills, and be introduced to new technology in the building trades. We focus in the construction of new homes and in the remodeling of existing homes. Laney's Carpentry department partners with the City of Oakland and the Oakland Rotary to remodel homes in the Oakland community.

The Carpentry Program has been the anchoring program for the FabLab at Laney College. New and revised courses have been developed. We have been working on developing a Digital Fabrication Technician certificate as well. Curriculum changes have been worked on to meet the needs of the industry and to better serve our students. We have been working to develop cross curriculum certificates within Carpentry, Wood Technology, Machine Technology and Engineering/Architecture. This will facilitate pathways for High School Fab Labs to migrate to Laney. More than 32 different classes and programs have come to the FabLab to offer different teaching methodologies to their students. This has been a great success for our students and has engaged the desire to learn and succeed. Due to these factors, the CARP department feels the FabLab should become its own department in the near future.

Program Total Faculty and/or Staff

Full Time

Karl Seelbach

Part Time

Matt Wolpe
Peter Belanger
John Shurtz
Marisha Farnsworth
Robert Bell
Tom Russell

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Increase student compleng SEP and c ompleng degr ees/cerfic ates.

Status

In-Progress

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Update all Carpentry's curriculum to meet Title 5 and industry standards.

Status
In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Offer students the highest quality curriculum and services

District Goal
Build Programs of Distinction

Working with CBOs to promote equity and access within the Carpentry Department.

Status
In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Promote equity

District Goal
Advance Student Access, Equity, and Success

Maintain and increase enrollment to specific populations (such as women and differently-abled) in the trades to assist in their career goals.

Status
In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Increase awareness and access to disproportionately impacted communities

District Goal
Advance Student Access, Equity, and Success

Describe your current utilization of facilities, including labs and other space

Currently the Carpentry department holds lectures in the G 160 lab and classroom. The class room is approximately 400sqft and our dedicated indoor Lab is approximately 5000sqft. Class Labs and demonstraons are offered in the outside construcon canopy area as well as the indoor Lab space. In our dedicated outdoor Lab, approximately 6000sqft, we are working on an auxiliary dwelling unit (ADU) and framing an addition to our "Test House". The Roof Framing, Stair Building, Plumbing and Electrical classes are held in our indoor Lab and classroom. Our core classes' lab are all held outdoors. Our outdoor lab space is maxed out and much coordinaon is needed when two classes are offered at the same me. We will be working off campus at a proposed housing project with the city of Oakland soon.

The FabLab has been using the Theatre Arts set design area under the outdoor construcon canopy and at the rear of the theater. They have out grown that space with students and equipment and need to move to another temporary space while awaing a permanent move to F170 in the computer lab area. The F170 move cannot take place until the student center or the library are built so as an interim soluon they might move into the Art Center. The ART department has tentavely agreed to house the FabLab. Funding will be required for this move.

Program Update

Semester End Enrollment/Usage Paern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Looking at the above data, the CARP department completion rates for the last 3 academic years has been up to 15% higher than Laney's rates. In successive years, starting with 2016-17: CARP 82%; 79%; 80% vs Laney's 71%; 73%; 73%. While Retention rates are higher as well: Successive years starting '16-'17: CARP: 88%; 83%; 85% vs Laney: 82%; 83%; 83%. As ways to continue increasing CARP student enrollment and retention, the department will focus on doing outreach to populations (such as African American students and women) in order to better provide pathways to assist with their educational and career goals. One of the first steps the department is doing is to offer diversity workshops in Spring 2020, to equip instructors to better provide for student's needs in 2020. This will also help develop strategies for our outreach partnerships.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The department is currently in the process of reviewing and updating their curriculum to adhere to Title 5 standards. While working on the curriculum, the department is reviewing their current PLOs and updating as needed. In terms of assessment, the department is working with the current SLO Coordinator to create an assessment plan and timeline to make sure that all classes are properly evaluated and assessed. The department has made it a priority to include assessment in faculty's workload due to the importance of the subject.

Describe the outcomes and accomplishments from previous years' funded resource allocation requests.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|---|--|--------------------|---|
| Educational supplies for project learning | General Fund | 1200 | Buying supplies to further student outcomes. |
| Equipment, Student Aides | SWP | 31000 | Purchase Tools and materials for lab projects, Increase working space in lab, Provide an organized and more proficient teaching space. Provide a safer lab environment. |
| Instructional Supplies for project learning | Library | 2000 | Maintain Course curriculum and Instructional Demonstrations. |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|--------------------------------|---|--------------------|---|
| Increase visibility of program | Build social media presence and outreach for community organization | 12/31/2020 | Department chairs, dean, vpi, researcher, advisory board... |

Resource Request

| Personnel | Student Worker | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
|-------------|---|-------------------------------|---------------------------------|
| % Time | Description/ Justification | | |
| 25 | Maintain Website, Instagram, Outreach to local High Schools | 2000 | 0 |
| Total Costs | | | |
| 2000 | | | |

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|---|--|--------------------|--|
| Provide real model construction experience to students... | Materials and tools necessary to promote exercises in Lab. Demonstration of tools by instructors | 12/31/2020 | Department Chair, Dean, VPI, President, District |

Resource Request

| Technology and Equipment | Replacement |
|--------------------------|-------------|
| | |

| | |
|---|------------------------|
| Descripon/ Jusfic aon Update Sketchup, New Tesng Monit ors for IAQ and Pressure Tesng Homes f or instrucon, R eplace old Power Tools for student lab work, Replace office printer. | Esmaàted Cost 20000 |
|---|------------------------|

Resource Request

| | |
|----------|--------------------------------------|
| Supplies | Instructional Supplies and Materials |
|----------|--------------------------------------|

| | |
|---|------------------------|
| Descripon/ Jusfic aon Building materials for students' construcon pr ojects: lumber, siding, trim, etc | Esmaàted Cost 15000 |
|---|------------------------|

Improvement Acon

| | | | |
|--|--|----------------------------------|---|
| Acon It em Provide connuing educ aon/tr aining for instructors to ... | Descripon Instructors to maintain currency in discipline by a ending conferences in field and establishing working relaonship s with community based organizaons, | To be completed By 12/31/2020 | Responsible Person Department Chair, Dean, VPI, Advisory Board, Disc |
|--|--|----------------------------------|---|

Resource Request

| | |
|--------------------------|---------------------------|
| Professional Development | Department-wide PD needed |
|--------------------------|---------------------------|

| | |
|---|------------------------|
| Descripon/ Jusfic aon Keep updated on new technologies, innovaons and maaterials in Construcon indus try, High Performance Building Trainings such as BPI, Passive House, Living building challenge. | Esmaàted Cost 12000 |
|---|------------------------|

Resource Request

Professional Development

Individual/personal PD needed

Description/ Justification

Certifications required for teaching OSHA in Dept.

Estimated Cost

2000

Improvement Action

Action Item

Maintain industry standards in classroom/lab environm...

Description

workers to help create a safe learning environment

To be completed By

12/31/2020

Responsible Person

Department Chair, Dean, VPI, Advisory Board, Disct

Resource Request

Personnel

Student Worker

% Time

100

Description/ Justification

3 student workers to act as student aide in classrooms

Estimated Annual Salary Costs

12000

Estimated Annual Benefits Costs

0

Total Costs

12000

Improvement Action

Action Item

New facility for FabLab

Description

Need Larger facility for increased usage and machinery for current location

To be completed By

12/31/2021

Responsible Person

Department Chair, Dean, VPI, Advisory Board, Disct

Resource Request

Facilities

Labs

| Descripon/ Jusfic aon | Esmaàted Cost |
|--|---------------|
| Provide ample space for student demand an in Fab Lab such as remodeling the space in F-170 | 30000 |

Resource Request Summary

Total Cost: \$93000

Total Resource Request: 7

Program Update

Personnel

| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
|---------------------------|--------|---|------------------------------|--------------------------------|-------------|
| Student Worker | 25 | Maintain Website, Instagram, Outreach to local High Schools | 2000 | | 2000 |
| Student Worker | 100 | 3 student workers to act as student aide in classrooms | 12000 | | 12000 |
| Sub-Total: \$14000 | | | | | |

Professional Development

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|-------------------------------|---|---------------|
| Department-wide PD needed | Keep updated on new technologies, innovaons and maàterials in Construcon industry, High Performance Building Trainings such as BPI, Passive House, Living building challenge. | 12000 |
| Individual/personal PD needed | Cerfic aons r equired for teaching OSHA in Dept. | 2000 |
| Sub-Total: \$14000 | | |

Technology and Equipment

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|---|---------------|
| Replacement | Update Sketchup, New Tesng Monit ors for IAQ and Pressure Tesng Homes for instrucon, R eplace old Power Tools for student lab work, Replace office printer. | 20000 |
| Sub-Total: \$20000 | | |

Supplies

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|------|-----------------------|---------------|
|------|-----------------------|---------------|

Instruconal Supplies and Maaterials Building materials for students' construcon pr ojects: lumber, siding, trim, etc 15000

Sub-Total: \$15000

Facilities

| Type | Descripon/ Jusficion | Esmaated Cost |
|------|--|---------------|
| Labs | Provide ample space for student demand an in Fab Lab such as remodeling the space in F-170 | 30000 |

Sub-Total: \$30000

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who parcipated in compleng this program review.

Karl Seelbach
Karl Seelbach

Please enter the name of the person subming this program review.

Karl Seelbach



Welcome to Program Review

Laney College - 2019

CHIN - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney College Department of Modern Languages offers courses designed to develop reading, writing, listening and speaking skills at the beginning, intermediate and advanced levels to students who want to learn a second language. We offered courses in Chinese, French, Japanese, and Spanish. These are taught by a team of top-rate teachers who highly value knowledge retention and active student participation while acquainting students with the various cultures. Thus we serve our Bay Area community and help underrepresented students to better their conditions of life.

Program Total Faculty and/or Staff

Full Time

Lin Wang

Part Time

Shuyu Liu
Han Lu
Gaye Ying

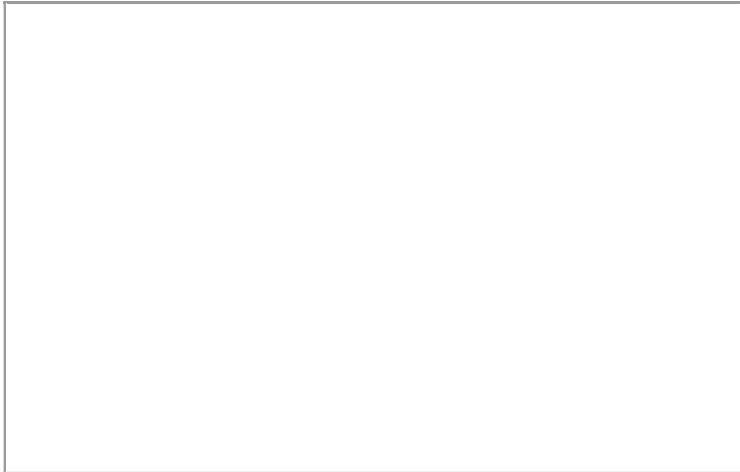
The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Compleon 86 %
Retenon 90%

Excellent percentages.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrav e Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or cerfic ate, please describe the department progress on Program Learning Outcomes (PLOs).

Describe the outcomes and accomplishments from previous yearâ€™s funded resource allocaon r equest.

Brief description of funded request

Source (any additional award outside your base allocation)

Total Award Amount

Outcome/Accomplishment

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Choose your Action

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Arturo DÃ¡vila-SÃ¡nchez

Please enter the name of the person subming this program review.

Arturo Davila-Sanchez



Welcome to Program Review

Laney College - 2019

CIS - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney Computer Information Systems (CIS) department's mission is closely aligned with Laney College's mission. The CIS department strives to maintain learning opportunities in a diverse rapidly changing environment, and maintain a commitment to the needs of those served. The CIS Department at Laney College is comprised of two Associate of Science Degrees and five Certificates: Computer Information Science (AS Degree), Computer Programming Degree (AS Degree), Android Programming (Certificate of Proficiency), iOS Programming (Certificate of Proficiency), Computer Programming with C++ (Certificate of Achievement), Computer Programming with Java (Certificate of Achievement), and Computer Systems Analysis (Certificate of Achievement). One of the primary goals of the CIS Discipline is to meet the needs of the Laney College Community by providing comprehensive and flexible programs for both transfer and nontransferable first and second year college level computer courses. The Laney CIS Team's overall goals and objectives are to enable students to: Transfer to four year colleges or universities with the intention of majoring in, and earning Bachelor of Science degree or Bachelor of Arts degree in Computer Science (For example: <http://guide.berkeley.edu/undergraduate/degree-programs/computer-science/>).

Achieve training and computer skills for employment in the industry, upgrade knowledge and skills for a current occupation, and continuing education training for job advancement for salary increase. The CIS Team continues to maintain currency in their respective subject areas, updates of curriculum and classroom technology to be adequate to maintain current with the industry. In addition, the CIS Department Team continues collaboration with the Laney's other disciplines (Math, Counseling and English departments to name a few), Advisory Committee, sister colleges, Berkeley, Merri and Alameda discipline meetings, High Schools, Arcadia Union Office and four-year institutions to ensure curriculum meets the requirements of institutions to which students transfer. Lastly, we are continuing the complete redesign and updating of all professional courses.

Program Total Faculty and/or Staff

Full Time

Johnnie Willams
 Irfan Ortak
 Jos  Luis Flores
 Tuan Nguyen

Part Time

Barbara Collins
 Patrick McDermott
 Garfield Windross
 Derrick McMillen
 Derrick Carr
 Kim Bridges

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Goal 1: Assessment

The CIS department has completed their assessments for some of the courses and new incoming certificates. Currently, the CIS Team has not been consistent in submitting their assessments. The CIS Chair has collaborated with both, Rebecca Bailey, Assessment Co-coordinator and Rudy Besikof, Vice President of Instruction our action plans to implement to be back on track and submit every term.

The action plans are as follows: the selected Lead CurriQnet person will collect information (data/attachments) for spring 2019 and summer 2019 assessments from the CIS Team to input all of the received information for the month of Nov. 2019. For fall 2019 the Lead CurriQnet person for the month of Jan. 2020 will help the CIS Team to input their own assessments. The Lead CurriQnet person will encourage them to collaborate more, discuss action plans regarding how they will keep up with assessment inputs for every term. Lead CurriQnet person will also have a discussion on the importance of why assessments are done:

- ..for improvement of our curriculum and services.
- ..for accountability of services.
- ..for innovations and updates.

Assessments are very important for our faculty to assess for what works or does not work to adjust and update for improvement!

Action Plan

| | |
|-------------------|--------------------|
| Input spring 2019 | complete Feb. 2020 |
| Input summer 2019 | complete Feb. 2020 |
| Input fall 2019 | complete Feb. 2020 |

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote equity

District Goal

Strengthen Accountability, Innovation and Collaboration

Goal 2: Curriculum

The CIS department continues to develop degrees, certificates, and courses to meet the goals of the PCCD Institutional goals, and for the CTE, Transfer, Foundational Skills, and the High School Pathways. The CIS Team collaborations has been ongoing with multiple entities to develop degrees, certificates, High School Pathways to prepare all students, and even the underrepresented groups for employment.

The CIS department has different ways of delivering course content such as: Learn by doing, learn by teaching, a methodology in which the student becomes the instructor to deliver a lesson to the class. The result of collaboration, research and feedback from the students has helped in the improvement of understanding what fundamental concepts are needed in improving the pedagogical quality as much as possible to enrich the integrity of the course content for a more successful learning experience. The department now has new degrees and certificates to teach and was changed based on collaboration and feedback from the students to continue delivering best practices for the success of students' pathways.

The PCCD budget constraints has impacted our department in the following ways:

- .reduced the numbers of courses that can be offered
- .reduced multiple section offerings
- .reduced expanding the department with new courses
- .reduced completion rate for students to receive their degrees and certificates asap

Although the department has been impacted tremendously with reductions of courses, lab space and faculty, the CIS Team continues to reach out to companies for partnership, and to help fund some of the departments programs. For the summer of 2019 the Laney CIS department was able to partnership with the Oakland Unified School District (OUSD), Oakland Ed Fund, and Intel. Laney College CIS department developed and implemented custom curriculum using Raspberry Pi, Arduino systems, Augmented Reality (AR)/ Virtual Reality (VR), and object oriented programming for three weeks immersive program for summer 2019.

Action Plan

The CIS department works in partnership with the advisory committee, and high schools; and measures the progress with the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the department. The Strengths and Weaknesses provides the internal factors that the department can change for improvement. The Opportunities and Threats are the external impacts that the department cannot control, but continues to improve with schedule restraints, small rooms and reductions of funds. This tool is effective if used regularly for being aware of demands, and when to update to prepare students to be successful in their career pathway.

STRENGTHS

The technologies updates, enthusiastic diverse and talented CIS Team have updated, added new content and new courses although the budget constraints are not allowing the department to expand quickly. The use of technologies develops and prepares students' skills to use them for lifelong learning activities for personal and professional usage.

WEAKNESSES

Not enough resources, the CIS department needs a larger building for classroom labs (Raspberry Pi labs and open labs). More students are not able to buy their textbooks (financial problems). Budget constraints resulting to schedule restraints. In addition under staffed to add more sections (for the semesters, summers and weekends) to help our students complete their certificates and degrees. The department plans to offer more Distance Education to new and existing courses for opportunities to students to continue their career goals.

OPPORTUNITIES

*Ongoing collaboration/build partnerships/Internships

THREATS

Budget constraints, delay in offering more sections. Limited resources delays accessibility in providing for all underrepresented students to succeed successfully.

How can the CIS department be a part of the solution:

The CIS department plans to mitigate the weakness with the opportunities, add evening and weekend courses. Collaborations with the faculty of rethinking how we can reach out and partner with the industry to support our students with the limited budget constraints. In addition the CIS department continues to research and plan for a new building to see one day our vision of being able to expand for our students' success.

Defend against threats through ongoing advisory committees, technology training to stay abreast of new developments in the industry; to better prepare our students for personal and professional usage.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase awareness and access to disproportionately impacted communities

District Goal

Develop and Manage Resources to Advance Our Mission

Goal 3: Instruction

The CIS department continues to collaborate for an improved alignment across the other CIS departments among courses, not to be in competition with each other, to have a better efficient schedule for all students that we serve. Ongoing collaboration are happening to help in decreasing competition with the other sister campuses. Collaboration conference calls are scheduled once a month, to discuss, how as a whole to improve our efforts, our schedules and list plans to input into manageable action plans for all of us to implement.

Action Plans

Once a month Zoom conference calls.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Strengthen Accountability, Innovation and Collaboration

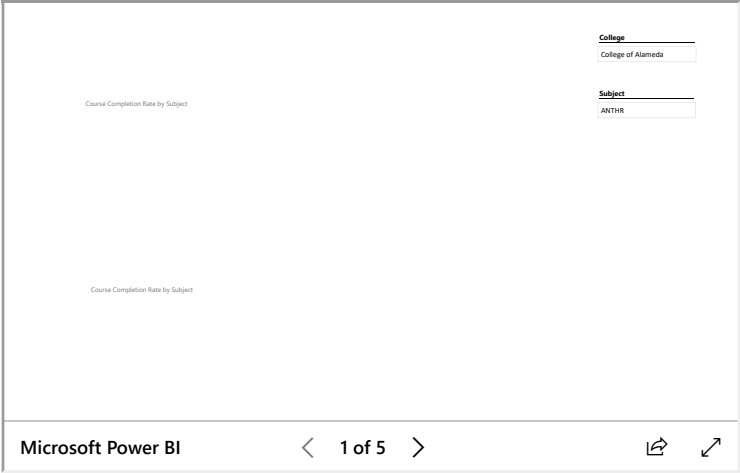
Describe your current utilization of facilities, including labs and other space

The CIS department's current facilities are not able to accommodate our expanding curriculum. The three lab rooms have limited space: G274 and G272 seats 38 and G271 seats 21 students. Only three different courses can be offered at the same time, the department has more classes to offer, about 36 courses. Our classes are full and with a waiting list that could fill another section, due to limited space. The Raspberry Pi stations are less than ten, and many times students must double up at a workstation to complete their projects. These issues have been an ongoing problem for the department. Our department labs need to be updated: All of the PCs need to be updated to a dual platform (Windows 10/MAC OS), new workstations, compact computer stations/thin-profile monitors on the table for more space/have the towers under the table, student seats should be comfortable and provide good ergonomics, with seats and backrests that have an adjustable movement. In addition, provide accommodation seating and furnishings for our challenged students who have disabilities (have at least 5 or more seats available). Three to four rooms for group meeting spaces for students to check out, 2 to 3 hours for working on projects. Need support/storage spaces to hold monitors, keyboards, other power cords and Raspberry Pis for checkout and tables available to set up the Raspberry Pi station for if it is not enough spaces available for students. The CIS department is a discipline that is always changing and growing as new technologies emerge.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The Enrollment Data Report, changes among the sections, course enrollment, productivity, # of student contacts has shown, even with the mandatory deletion of sections it has been a struggle to offer more course offerings to be available for students to complete their degree/cerficates. The demand for more sections and courses has increased. The CIS department's productivity is high, ranged from 18 to 20. College productivity rate 15.3, the CIS department is well ahead of the college overall. The CIS department urgently needs to increase sections and courses for the CIS student's to successfully graduate in two years. The Student Success, changes regarding retention and completion rates are high, and the demand is as well, even with the limitations of extending sections, hiring more full-time and part-time faculty to insure successful pathways for all students. The CIS Team our very concerned, what will happen if we are not able to increase sections or offer the needed courses to graduate students in two years? Will this impact push our students to other Colleges? However with these challenges and Technology changes that drives the discipline to revise courses, our CIS department will have to work carefully and prudently with the course availability in ways to offer classes. Possibilities in concurrent classes and fee-based classes will have to be considered and supported while working under our college budget constraints. Even with the mention challenges the CIS Team continues collaboration, modifications as needed to empower the students, to give them skills to be utilized personally and professionally. The Student Success in Distance Education/Hybrid classes versus face-to-face classes, the CIS department offers Introduction to Computer Information Systems (CIS) 1. This is the only course in the department that offers both, Distance Learning (DE) and face-to-face. According to the Oracle Business Intelligence software tool, the data shows 51% or more online courses that has proven effective, for those students who are self-motivated and academically prepared to complete the requirements for the courses they take. The Introduction to Computer Systems (CIS) 1 has the same consistency plus more as the corresponding face-to-face classes because of the numerous tools available in the online course. The CIS department is exploring having more DE offerings, and have started in the face-to-face Computer Literacy (CIS) 205 course the opportunity to expose students to the environment to promote more successful experiences for them. This modification of the course has allow for a better preparation for many students and has helped in them making better choices; such as which courses they should take online/hybrid versus the face-to-face course. Currently, many members of the CIS Team are using Canvas in their face-to-face course for students to have access to the course Syllabi, handouts, lecture note, update scores of uploaded assignments to Canvas, etc. which has been very helpful for the students to have 24-7 access to course materials. Update for spring 2020: The department now offers online/hybrid courses for many of the courses offered, such as CIS 6, 20, 61 and 36A. These options, full, online/hybrid, and more evening/weekend offerings with the needed support (student workers, updated dual platform iMacs, Raspberry Pi stations etc., new CIS building) will help the performance gaps that exist for disproportionate impacted students to improve their completion rate and becoming successful in completion of degrees/cerficates.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The CIS department is in the process of updating all curriculum to meet Title 5 standards. The proposals are in the curriculum process and will be approved by the end of spring 2020. While reviewing and updating curriculum, the department evaluated SLOs and PLOs and updated as needed. The department, last year when going through CPR, examined their current assessment process and decided to make a dedicated effort in creating a clear timeline and schedule for evaluating curriculum. The department's progress in implementing this new schedule has been slow due to budget restraints and adjunct faculty loads.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resources requested in this area, leave blank.

| Improvement Action | | | | | | | | | |
|---|--|--------------------|--|--------------------|-------------------------------|--|------------|--|--|
| Improvement Action | | | | | | | | | |
| Improvement Action | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Improvement Action</th> <th>Description</th> <th>To be completed By</th> <th>Responsible Person</th> </tr> </thead> <tbody> <tr> <td>Implement assessment schedule</td> <td>To get the department in a set schedule cycle to assess all classes.</td> <td>12/31/2020</td> <td>Department chairs, dean, vpi, researcher, advisory board</td> </tr> </tbody> </table> | Improvement Action | Description | To be completed By | Responsible Person | Implement assessment schedule | To get the department in a set schedule cycle to assess all classes. | 12/31/2020 | Department chairs, dean, vpi, researcher, advisory board | |
| Improvement Action | Description | To be completed By | Responsible Person | | | | | | |
| Implement assessment schedule | To get the department in a set schedule cycle to assess all classes. | 12/31/2020 | Department chairs, dean, vpi, researcher, advisory board | | | | | | |

| Resource Request | | | |
|------------------|--|-------------------------------|---------------------------------|
| Personnel | Part-time Faculty | | |
| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
| 25 | Part time faculty's load to be the coordinator in setting up a cycle for assessment and logging all paperwork. | 5000 | 2500 |
| Total Costs | | | |
| 7500 | | | |

| Resource Request | |
|----------------------------|--------------------------------------|
| Supplies | Instructional Supplies and Materials |
| Description/ Justification | Estimated Cost |
| 20 cases | 400 |

Improvement Acon

| | | | |
|--|--|--------------------|--|
| Acon It em | Descripon | To be completed By | Responsible Person |
| Increase student retenon and placemen t in jobs. | Create pathways for students to enter the workforce successfully, and complete cerfic ates/degree before they leave. | 12/31/2020 | Department chairs, dean, vpi, researcher, advisory board |

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon

Need to replace 125 dual platform desktop Mac computers - replace one classroom at a me 40 un l all of them are replaced.

Esmaàted Cost

56000

Resource Request

Personnel

Full-time Faculty

% Time

50

Descripon/ Jusfic aon

A dedicated counselor to work with CIS students for their specific career and educaonal needs.

Esmaàted Annual Salary Costs

35000

Esmaàted Annual Benefits Costs

17000

Total Costs

52000

Resource Request

Personnel

Student Worker

| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
|--------------------|--|-------------------------------|---------------------------------|
| 100 | 8 student workers (20 hours a week); in order to do front desk, instructional aides, tutoring assistance and in classroom support. | 117600 | |
| Total Costs | | | |
| | | 117600 | |

Resource Request

| Facilities | Classrooms | Estimated Cost |
|--|------------|----------------|
| Description/ Justification CLASSROOM outdated, all three labs need to be changed to accommodate students, 40 iMac dual platform desktop computers. Requesting at least four classrooms with 30 iMac's per classroom. RASPBERRY PI WORKSTATION, 20 computers for 20 students to work on projects. | | 80000 |
| The CIS department needs a new building! | | |

Resource Request Summary

Total Cost: \$313500
 Total Resource Request: 6

| Program Update Personnel | | | | | |
|--------------------------|--------|--|-------------------------------|---------------------------------|-------------|
| Type | % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Costs |
| Part-time Faculty | 25 | Part-time faculty's load to be the coordinator in setting up a cycle for assessment and logging all paperwork. | 5000 | 2500 | 7500 |
| Full-time Faculty | 50 | A dedicated counselor to work with CIS students for their specific career and educational needs. | 35000 | 17000 | 52000 |

| | | | | |
|----------------|-----|--|--------|--------|
| Student Worker | 100 | 8 student workers (20 hours a week); in order to do front desk, instructional aides, tutoring assistance and in classroom support. | 117600 | |
| | | Sub-Total: \$177100 | | 117600 |

Professional Development
No Resources found for this category

Technology and Equipment

| Type | Description/ Justification | | Estimated Cost |
|-------------|---|---------------------------|----------------|
| Replacement | Need to replace 125 dual platform desktop Mac computers - replace one classroom at a time until all of them are replaced. | | 56000 |
| | | Sub-Total: \$56000 | |

| Type | Description/ Justification | | Estimated Cost |
|--------------------------------------|----------------------------|-------------------------|----------------|
| Instructional Supplies and Materials | 20 cases | | 400 |
| | | Sub-Total: \$400 | |

| Type | Description/ Justification | | Estimated Cost |
|------------|--|---------------------------|----------------|
| Classrooms | CLASSROOM outdated, all three labs need to be changed to accommodate students, 40 iMac dual platform desktop computers. Requesting at least four classrooms with 30 iMac's per classroom. RASPBERRY PI WORKSTATION, 20 computers for 20 students to work on projects. The CIS department needs a new building! | | 80000 |
| | | Sub-Total: \$80000 | |

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Kim Bridges

Please enter the name of the person submitting this program review.

Kim Bridges



Welcome to Program Review

Laney College - 2019

COMM - Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Mission Statement: Laney's Communication Studies Department assists and engages students from culturally and socially diverse backgrounds, understand, and retain the importance of communication skills theory and apply this knowledge to real life experiences.

We offer an Associates of Arts Transfer (A.A.T.) degree in Communications, which is transferable to the California State University (CSU) and University College (UC) systems.

Our Communications Department embraces the Mission Statement of the College with emphasis on student-centered learning experience in a diverse society.

Program Total Faculty and/or Staff

Full Time

Angela Cherry

-0-

Part Time

Shirley Brownfox - Department Chair, Communications

Zereka Mitchell

Bernard Blackman

Charles Lyoho

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

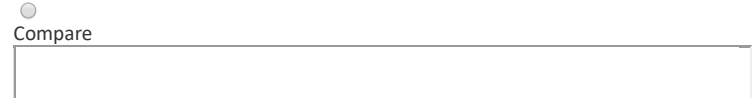
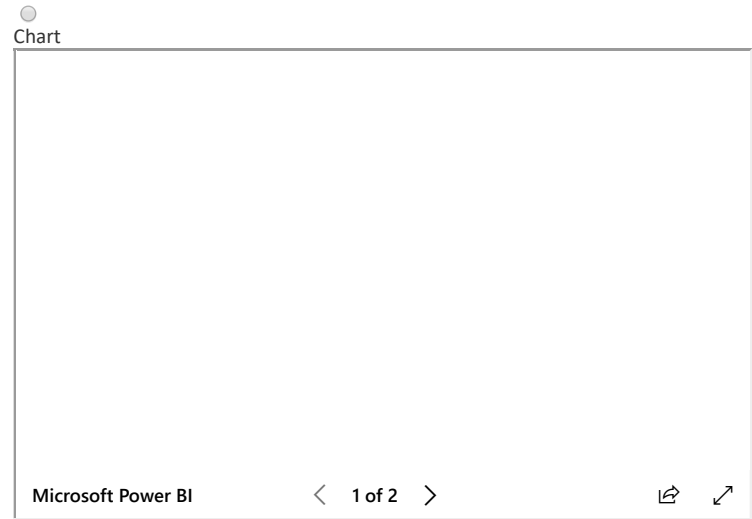
Describe your current utilization of facilities, including labs and other space

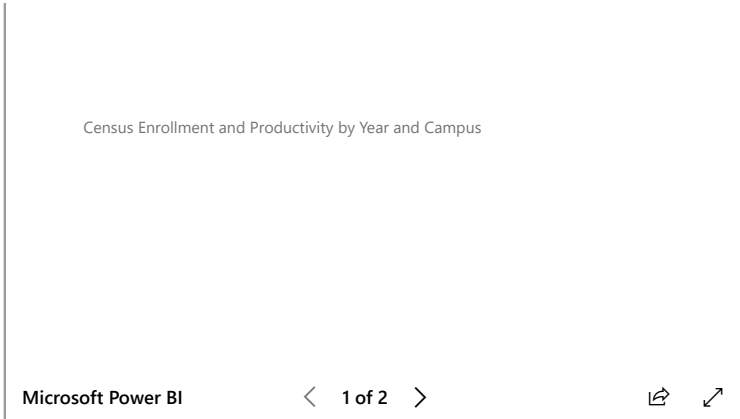
Laney College Communications Department is meeting some of its established goals. However, improvements are needed in the following areas:

1. An additional full-time faculty member is needed to respond to increased demands of student enrollment, increased department goals, and administrative requirements of the Communications department.
2. For 2019-for the Annual program review: The department is still in need of the said request above and desperately requests another full-time faculty within the department. The VPI (and acting Dean for Communications) Besikof and department Chair, Brownfox have shared goals to include Speech and Debate/Forensics (course/program) sections. Laney students are interested in a forensics program within Communications department.
3. 2018-2019 shared a need to fulfill a department deficient within the department; a need for providing a number of Communications courses online. Currently, the department chair is developing and finalizing two Distance Education--DE addendum report is in the process of being completed and submitted by Dec. 2019; for the review of the Curriculum Committee's review.
4. Executive guidance is required to explore and develop ongoing contacts with County of Alameda District Attorney Nancy O'Malley's office in integrating the Alameda Speech Academy courses with Laney's Communication Department program. 2019-May: Department Chair has contacted Nancy O'Malley's office so she can consider this union between her Speech Academy and Laney's Communications program.

Enrollment Trends

College Level - Program and Department comparison





Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your program compare to the overall college trend? What factors could be attributing to this trend?

District's overall student enrollment is low, but our department has stayed within the productivity requirements that Communications Department is meeting its productivity demands.

[SEMESTER SNAPSHOT COMM 44 - Class #21514 Shirley Brownfox - Spring 2019.pdf](#)

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Chair and faculty members are using up-to-date teaching materials that assists students in their engaging in the learning process, and making student centered learning very interesting; we are also working effectively with Distant Learning Committee to have a few Communications courses online.

How is technology used by the discipline, department?

Communication discipline uses smart classroom technology with our department program courses--the faculty members have reviewed on how to use other technology systems in classroom settings for student engagement in researching, organizing, while understanding concepts and theories in the classroom. The more department uses technology in the classroom has increased learning and retention.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Educaon c ourses?

The department faculty members attend professional development seminars, and keep up to date with new and revised policy and procedures for classroom compliance. We have department meengs on in tegrity within the course requirements; such as, up-dates for syllabus that include newly revised SLOs; follow classroom face-to-face course requirements (grading, and other scoring of assignments are driven through CANVAS). We are now developing hybrid and an online course for newly formed distance educaonal c ourses for the immediate future.

In the boxes below, please add improvement acons and r esource requests that are directly related to the quesons answered in this secon. If ther e are no improvement acons or r esource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Acon

| | | | |
|------------|-----------|--------------------|--------------------|
| Acon It em | Descripon | To be completed By | Responsible Person |
|------------|-----------|--------------------|--------------------|

Resource Request

Choose an Option

Improvement Acon

| | | | |
|------------|-----------|--------------------|--------------------|
| Acon It em | Descripon | To be completed By | Responsible Person |
|------------|-----------|--------------------|--------------------|

Resource Request

| | |
|-----------|-------------------|
| Personnel | Full-time Faculty |
|-----------|-------------------|

| | | | |
|-------------|--|------------------------------|--------------------------------|
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 100 | The addition of another full-me f faculty or 2; covers department and student demands made on our program. | 90000 | |
| Total Costs | | | |
| 90000 | | | |

Resource Request

| | | | |
|--|-----|---------------|--|
| Technology and Equipment | New | | |
| Descripon/ Jusfic aon | | Esmaàted Cost | |
| Department is in need of a computer cart with lap-top and speakers and electronic projector--for emergencies when faculty are in need of a smart classroom but they are not available in semester. | | 3000 | |

Improvement Acon

| | | | |
|------------|-----------|--------------------|--------------------|
| Acon It em | Descripon | To be completed By | Responsible Person |
|------------|-----------|--------------------|--------------------|

Resource Request

Choose an Option

Curriculum

Please review your course outlines of record to determine if they have been updated or deacv ated in the past three years. Use the pull-down menus to identif y courses that sill need upda ng or deacv aon and specify when your department will update each one, within the next three years.

| | | | | |
|------|-------------------|-------------------|------------------|---------------------|
| Name | Last updated date | Semester and Year | To be updated on | To be deacv ated on |
|------|-------------------|-------------------|------------------|---------------------|

| | | | |
|-------------------------------------|-------------------------|-----------|--------------------|
| COMM 001A - Introducon t o Speech | June, 14 2019 15:57:45 | Semester | 2/4/2020 |
| | | 2017 - 18 | Improve my program |
| COMM 044 - Argumentaon` | June, 05 2019 11:49:23 | Semester | 2/4/2020 |
| | | 2017 - 18 | Improve my program |
| COMM 020 - Interpersonal Commu... | March, 19 2018 14:35:21 | Semester | 2/4/2020 |
| | | 2017 - 18 | Improve my program |
| COMM 002A - The Fundamentals of... | March, 19 2018 14:29:22 | Semester | 2/4/2020 |
| | | 2017 - 18 | Improve my program |
| COMM 045 - Public Speaking | April, 08 2019 19:29:58 | Semester | 2/4/2020 |
| | | 2019 - 20 | Other |
| COMM 019 - Survey of Mass Media | May, 10 2018 14:46:14 | Semester | 2/4/2020 |
| | | 2016 - 17 | Other |
| COMM 049 - Independent Study in ... | May, 29 2019 16:24:50 | Semester | 2/4/2020 |
| | | 2019 - 20 | Other |

Please summarize your plans for curriculum improvement/development, including details on specific courses or programs you plan to improve/develop.

Department Chair, Shirley Brownfox will update the currently requirement courses within the department program. Currently the department Chair has scheduled appointments with the Curriculum commiÃee this FA 2019 semester to analyze, and update courses. Courses are generally in compliance.

In the boxes below, please add improvement acons and r esource requests that are directly related to the quesons ans wered in this secon. If ther e are no improvement acons or r esource requested in this area, leave blank.

Improvement Actions No Actions/Requests

Instrucon - Assessmen t

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

| Course | Student Learning Outcomes (SLO) | Last date Assessed | Planned Assessment Date | A. achments |
|-----------------------------------|--|--------------------|-------------------------|-------------|
| COMM 001A - Introducon t o Speech | Work effecv ely and collaborav ely in groups. | 5/17/2019 | 5/14/2021 | |
| COMM 001A - Introducon t o Speech | Demonstrate communicaon theories of a v ariety of interpersonal situaons including an aawareness of the importance of culture. | 5/17/2019 | 5/14/2021 | |
| COMM 001A - Introducon t o Speech | Construct and deliver a clear and well-organized verbal presentaon using appr opriate nonverbal communicaon. | 5/17/2019 | 5/14/2021 | |
| COMM 044 - Argumentaon | Students will disnguish between arguments of fact, policy, and value. | 5/19/2017 | 5/22/2020 | |

| | | | |
|---|--|-----------|------------|
| COMM 044 - Argumentaon | Through wriĀen outlines or cards and verbal presentaons, s tudents will demonstrate their understanding of organized affirmav e and negav e case construcons and an understanding of affirmav e and negav e speaker responsibilities b y engaging in debate. | 5/19/2017 | 5/22/2020 |
| COMM 044 - Argumentaon | Students will be able to illustrate cric al thinking skills by conducng or al and wriĀen evaluaons of eĀvidence and debates, including peer and self-criques. | 5/19/2017 | 5/22/2020 |
| COMM 020 - Interpersonal Communicaon Skills | Students will demonstrate in a variety of situaons, diff erent avenues available to make interpersonal communicaon mor e successful including diagnosing conflict in interpersonal relaonship s and demonstrate appropriate conflict resoluon meĀhods. | 5/18/2018 | 5/18/2021 |
| COMM 020 - Interpersonal Communicaon Skills | Verbally describe the ways that communicaon cr eates, develops and changes personal idenes; eĀ xplain the effect of communicaon on per sonal idenes, including how intrapersonal communicaon aĀffects interpersonal communicaon | 5/18/2018 | 5/18/2021 |
| COMM 020 - Interpersonal Communicaon Skills | Students will idenf y their interpersonal communicaon strengths and areas in need of growth | 5/18/2018 | 5/18/2021 |
| COMM 002A - The Fundamentals of Oral Interpretaon of Literature | Verbally interpret a diverse body of literature using the basic principles associated with interpreng lit erature | 5/18/2016 | 11/18/2019 |

| | | | |
|---|---|-----------|------------|
| COMM 002A - The Fundamentals of Oral Interpretation of Literature | Discover and appreciate ways of interpreting various genres of literature through their own lived experiences | 5/18/2016 | 11/18/2019 |
| COMM 002A - The Fundamentals of Oral Interpretation of Literature | Reflect and analyze different essays, prose and poetry, and lyrics and show how the author's-writers backgrounds impacted their works | 5/18/2016 | 5/18/2020 |
| COMM 045 - Public Speaking | Decrease anxiety while improving confidence in public speaking situations | 5/18/2017 | 5/18/2020 |
| COMM 045 - Public Speaking | Perform a well organized informative oral presentation that demonstrates critical thinking skills. | 5/18/2017 | 5/18/2020 |
| COMM 045 - Public Speaking | Evaluate the effectiveness of speeches given by classmates and provide constructive feedback to those speakers. | 5/18/2017 | 5/18/2020 |
| COMM 019 - Survey of Mass Media | Compare and contrast how the "media economy" behind various media events affects the content and the audiences; explain how media ownership affects gate keeping and the messages delivered. | | |
| COMM 019 - Survey of Mass Media | Identify stereotypes propagated by mass media in a specific time period, using a film, newspaper article, television show, or music recording from that era; discuss how these biases relate to the events and culture of that time period. | | |
| COMM 019 - Survey of Mass Media | Analyze a written article or specific broadcast, in order to distinguish fact from opinion; identify issues of bias and propaganda. | | |

COMM 049 - Independent Study in Speech
Communications

Outcome to be assessed is based on the nature of the
project.

How has your department worked together on assessment? Provide examples on collaboration, leadership, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

Department needs another full-time faculty member to concentrate on academic and administrative duties; this will help streamline and organize the department effectively in terms of completing assessment requirements, students' needs and demands, and covering for faculty coverage.

[IRPforCommunicationsDepartment201](#)

[FA.pdf](#)

Faculty collaborate via emails, telephone conferences, professional development seminars and other ways of communicating to improve our need to keep assessment requirements up-to-date. In need of more space for meetings, and data systems. Department will need an individual cart-room technology. (Review the attached latest years of Comprehensive Review Report.)

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

Generally, our Department of Communications does well with student learning outcomes results, and in compliance with its requirements. Faculty also have discussed the importance of SLOs for student assessment, and course program equitability.

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or Curriculum Meta.

The Department Chair is in contact with the Assessment Committee about PLOs and its completion for the department. Currently the PLOs are being assessed for current years.

[IRPforCommunicationsDepartment20](#)

[FA.pdf](#)

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Does your department participate in your college's Instructional Learning Outcomes (ILOs) assessment?

Yes

If Yes, Please describe your departments participation in assessing Instructional Learning Outcomes.

Generally, our faculty department and chair receives assessment information from the Assessment team regarding our Instructional Learning Outcomes for the Communications department. Faculty and the Department Chair attends these meetings regarding Instructional Learning Outcomes and where the department learns about Instructional Learning Outcomes. The Department Chair also has meetings with the Assessment team in assessing Instructional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Our Communications department is in need of a full-time faculty who can

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

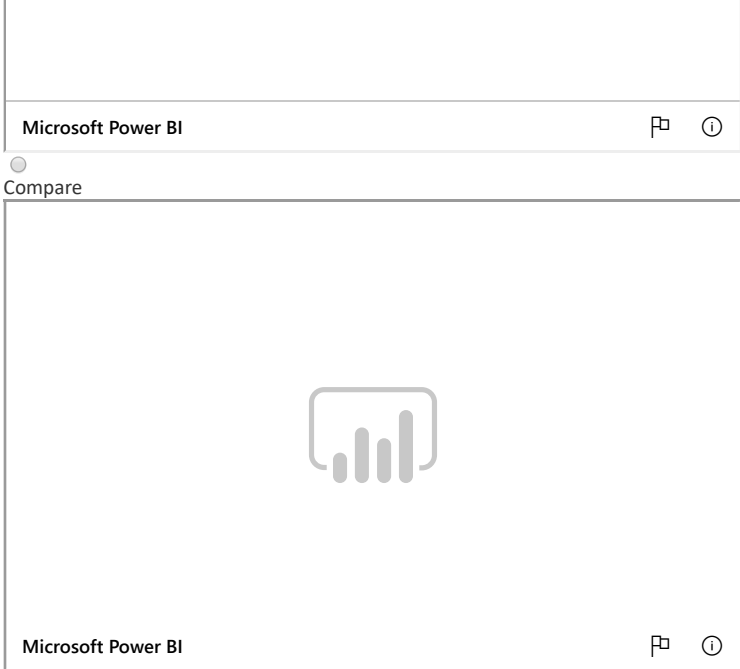
Improvement Actions

Course Completion

College Level - Program and Department comparison

Chart





Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

| Name | 2016 - 17 Completion Rate (%) | 2017 - 18 Completion Rate (%) | 2018 - 19 Completion Rate (%) |
|------------------------------|-------------------------------|-------------------------------|-------------------------------|
| COMM 1A INTRO TO SPEECH | 70 | 75 | 80 |
| COMM 20 INTERPERS.COMM SKLS | 83 | 85 | 95 |
| COMM 2A FUND/ORAL INTERP/LIT | 86 | 72 | 69 |
| COMM 44 ARGUMENTATION | 73 | 83 | 70 |

COMM 45 PUBLIC SPEAKING

73

79

73

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

- Age
 - Yes
 - No
- Ethnicity
 - Yes
 - No
- Gender
 - Yes
 - No
- Foster Youth Status
 - Yes
 - No
- Disability Status
 - Yes
 - No
- Low Income Status
 - Yes
 - No
- Veteran Status
 - Yes
 - No

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

| Select Course | COMM 001A - Introduction to Speech | 2016 - 17 Completion Rate (%) | 2017 - 18 Completion Rate (%) | 2018 - 19 Completion Rate (%) |
|---------------|------------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Face-to-Face | | 70 | 75 | 80 |
| Hybrid | | | | |

100% Online

Dual Enrollment

Day meq

Evening

Select Course

COMM 044 - Argumentation

2016 - 17 Compleon Raàte (%)

2017 - 18 Compleon Raàte (%)

2018 - 19 Compleon Raàte (%)

Face-to-Face

73

83

70

Hybrid

100% Online

Dual Enrollment

Day meq

Evening

Select Course

COMM 020 - Interpersonal Communication Skills

2016 - 17 Compleon Raàte (%)

2017 - 18 Compleon Raàte (%)

2018 - 19 Compleon Raàte (%)

Face-to-Face

83

85

95

Hybrid

100% Online

Dual Enrollment

Day meq

Evening

How do the course completion rates for your program or discipline compare to your college's Institution-Specific Standard for course completion?

Since Communications program is very popular on campus and especially at Laney College, student success rate is either 75-80% or higher and our success rate compared to the college institution-specific standards are nearly equal or higher but compete with overall college Institution-Specific Standard rates for course completion. The Department has also had an increase of Communications graduates from the program.

How do the department's Hybrid course completion rates compare to the college course completion standard?

The department is working closely with Distance Learning Education Committee to have some course programs be considered being online next year.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Laney Department of Communications is in the process of having at least one or two course programs earmarked for online course approval.

Describe the course retention rates over the last three years. If your college has an Institution-Specific Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The department retention rates are very good and have been excellent over the past three years and meet the institution-specific standards for course retention but will drop as the department is in need of another full-time faculty to cover other student, department, and faculty coverage.

What has the discipline, department, or program done to improve course completion and retention rates?

We stay closely within the minimum requirements for course compleon and r etenon but the Departmen t urgently needs administraon t o approve another full-me f aculty for the department so that we can stay within our compleon and retenon r ates; otherwise, the rates will change.

In the boxes below, please add improvement acons and r esource requests that are directly related to the quesons ans wered in this secon. If ther e are no improvement acons or r esource requested in this area, leave blank.

Improvement Actions Choose your Action

Degrees and Cerfic ates

College Level - Program and Department comparison

Chart



Microsoft Power BI < 1 of 2 > ↶ ↷

Compare





Microsoft Power BI

< 1 of 2 >



What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

We are currently in the process of looking into courses online or hybrid environment to our students at Laney College, and into certification award program for the department.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Consider recruitment for students for our program and offering certifications, and possibly a forensic course or two in Speech and Debate. The VPI and I have had discussions about the Speech and Debate courses as they are a definite need at Laney College.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resources requested in this area, leave blank.

No Actions/Requests

Improvement Actions

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Communications faculty participates in Professional Development days on campus and also engage in attending academic meetings pertaining to the improvement of our department, and in shared governance, and committee meetings on campus.

Angela Cherry is our full-time faculty member.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Department Chair, Shirley Brownfox, is on the Presidential Council Meetings as a designee member, and is a DAS representative at the Academic Senate Committees, and Department Chair. Faculty participates in collaborative meetings regarding improvement for the department. Department Chair also participates in Speech and Debate event and is co-founder of it at College of Alameda. Last year Department Chair coordinated and managed a Federal Tax Consulting center at the College of Alameda for the Community and Students so they could get help filing their taxes free online. Department Chair has been a part of a faculty evaluation team.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

In Canvas - Department of Communications set up a Canvas dashboard to send messages about department meetings, training(s), discussions and decision making regarding the department. Adjunct faculty members are included in emails, training, discussions, via Canvas. Faculty also send feedback about departmental training or discussions.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Action Plan Summary and New Program Goals

Total Improvement Plans: 3

Total Resource Request: 2

Review, add or modify the following program plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The program plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

| Section / Head | Description | |
|--------------------|--|--|
| Instruction | | |
| Enrollment Trends | The Department's enrollment trends are within the guidelines and standards of the Administrative requirements. | <p data-bbox="1554 552 1837 584">10/4/2019</p> <p data-bbox="1554 617 1837 649">1/28/2022</p> <p data-bbox="1554 698 1837 730">1/1/2020</p> <p data-bbox="1554 763 1837 795">1/1/2020</p> <p data-bbox="1554 836 1837 868">Completed Date</p> <p data-bbox="1554 901 1837 933">Annual Progress Update Date</p> |

Engagement

New and Continuing Goals

| Discipline, Department or Program Goal | College Goal | PCCD Goal |
|--|--|---|
| The department of Communications is continuing to need to add a certification program. | Offer students the highest quality curriculum and services | Advance Student Access, Equity, and Success |

The department is in the process of having a few face-to-face communication courses designed online.

Offer students the highest quality curriculum and services

Advance Student Access, Equity, and Success

Resource Request Summary

Total Cost: \$93000

Total Resource Request: 2

Instructor Personnel

| Type | % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Costs |
|---------------------------|--------|--|-------------------------------|---------------------------------|-------------|
| Full-time Faculty | 100 | The addition of another full-time faculty member; covers department and student demands made on our program. | 90000 | | 90000 |
| Sub-Total: \$90000 | | | | | |

Professional Development

No Resources found for this category

Technology and Equipment

| Type | Description/ Justification | Estimated Cost |
|--------------------------|--|----------------|
| New | Department is in need of a computer cart with lap-top and speakers and electronic projector--for emergencies when faculty are in need of a smart classroom but they are not available in semester. | 3000 |
| Sub-Total: \$3000 | | |

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Engagement Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Shirley Brownfox - Department, Communications Chair

Please enter the name of the person submitting this program review.

Shirley Brownfox - Department, Communications Chair

SEMESTER SNAPSHOT

Shirley Brownfox | Spring 2019

COMM 44 | Class #21514

| Overall Success & Retention | Census Enrollment | Retention % | Success % |
|-----------------------------|-------------------|-------------|-----------|
| Your Class | 37 | 81% | 70% |
| COMM 44 Average | | 81% | 70% |
| Discipline Average | | 88% | 79% |
| College Average | | 83% | 73% |

| Sex | Census Enrollment | Retention % | Success % |
|------------------------|-------------------|-------------|-----------|
| Female | 14 | 93% | 71% |
| Male | 22 | 73% | 68% |
| Unknown/ Unreported | 1 | 100% | 100% |

| Ethnicity | Census Enrollment | Retention % | Success % |
|--------------------------|-------------------|-------------|-----------|
| American Indian | - | - | - |
| Asian | 3 | 100% | 100% |
| Black / African American | 15 | 80% | 67% |
| Hispanic / Latino | 7 | 86% | 86% |
| Pacific Islander | 1 | 100% | 100% |
| White | 4 | 50% | 50% |
| Two or More | 6 | 83% | 50% |
| Unknown / NR | 1 | 100% | 100% |

| Age Group | Census Enrollment | Retention % | Success % |
|------------|-------------------|-------------|-----------|
| Under 16 | - | - | - |
| 16-18 | 2 | 100% | 100% |
| 19-24 | 22 | 82% | 68% |
| 25-29 | 7 | 86% | 71% |
| 30-34 | 2 | 50% | 50% |
| 35-54 | 3 | 67% | 67% |
| 55-64 | 1 | 100% | 100% |
| 65 & Above | - | - | - |

Laney College does not discriminate on the basis of age, race, religion, color, gender identity, gender expression, sexual orientation, ancestry, citizenship, national origin, military or veteran status, disability, marital status, pregnancy, medical condition, and immigration status.



2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Mission Statement: Laney's Communication Studies Department assists and engages students from culturally and socially diverse backgrounds understand and retain the importance of Communication skills theory and apply this knowledge to real life experiences.

We offer an Associates of Arts Transfer (A.A.T.) degree in Communications, which is transferable to the California State Universities (CSU) and University College (CU) systems.

Our Communications Department embraces the Mission Statement of the college with emphasis on student-centered learning experience in a diverse society.

List your Faculty and/or Staff

Comprehensive Instructional Program Review Committee:

Shirley Brownfox, Chair - Communications & Eleni Gastis, Co-Chair of Journalism

Faculty

Angela Cherry

Jennifer Zenovich

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Laney College Communications Department is meeting some of its established goals. However, improvements are needed in the following areas:

1. An additional full-time faculty member is needed to respond to increased demands of student enrollment, increased goals, and administrative requirements of the Comm. Dept.

2. Laney College Communications Department is deficient in online capability. Faculty and funding resources are needed to develop stand-alone online courses. The previous Comprehensive Program Review Report presented in 2015 failed to recognize this deficiency.

3. Executive guidance is required to explore and develop on going contacts with County of Alameda District Attorney Nancy O'Malley's office to integrate the Alameda Speech Academy courses with Laney's Communications Department.

Describe your current utilization of facilities, including labs and other space

Faculty schedules face-to-face courses in a smart classroom environment, where lectures are presented in a Power-point presentation. This allows faculty to use Multi-media equipment when necessary. Faculty reviews classroom schedules before the first day of instructions-making sure the classroom is equipped as smart-class.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Communications Department enrollment trends have continuously increased over the past 3 years, adding more students to our program. Our program is popular amongst students but it is critical that we hire another full-time faculty to tackle the on-going demands and needs of our students' requests.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

The department is meeting some of the needs of day and time for classes but requests Counseling department to add more day, and different times. For example, adding more Comm 1A (Introduction to Speech), Comm. 45 (Public Speaking), as online and hybrid classes. Counselor Cobb and I have met, and he suggested we consider opening a Comm 19 courses as well. Our dedicated Dean Chan has also suggested the department considers certifications for a short-term degree.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Our Communications courses are scheduled in a manner that meets student needs and their demands-- this is verifiable through our productivity and retention statistics; Communication courses are popular.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Previous and current faculty collaborations help us share new and innovative Communication concepts via either emails or meetings or during professional development days. Faculty also stay up-to-date with new Communication research and concepts when we order course textbooks.

How is technology used by the discipline, department?

Faculty schedules Communication classes in smart classrooms where they have access to electronic technology, such as electronic overhead projects, computer access. We use technology software to present classroom lectures (i.e.: power-point presentations).

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

The Communications department adheres to campus policies and procedures as well. Collaboration with each other (faculty) through meetings and emails, by sharing concepts, rubrics and other needed information. Our Communications department also uses software programs, such as Turnitin, to ensure student course work integrity.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

The Communications department has already organized a curriculum and assessment plan in ensuring that the course programs are updated in the next three years. Department Chair meets with Curriculum and Assessment team each semester to determine the course program updates.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

The Communications department is considering hybrid and online courses designed via Canvas; the department is also planning to add more courses in Speech and Debate.

We are in contact with the CurriQunet-Meta coordinating team. The Communications department has had to switch from Taskstream to CurriQunet-Meta and in the process of adding all information into the new software program.

Assessment – Instructional

Student Learning Outcomes Assessment

| Dept | Course # | SLO | next assessment | |
|------|----------|---|-----------------|------|
| | | | Term | Year |
| COMM | 001A | Work effectively and collaboratively in groups | spr | 2019 |
| COMM | 001A | Demonstrate communication theories of a variety of interpersonal situations including an awareness of the importance of culture. | spr | 2019 |
| COMM | 001A | Construct and deliver a clear and well-organized verbal presentation using appropriate nonverbal communication | spr | 2019 |
| COMM | 002A | Verbally interpret a diverse body of literature using the basic principles associated with interpreting literature | Fall | 2019 |
| COMM | 002A | Discover and appreciate ways of interpreting various genres of literature through their own lived experiences | Fall | 2019 |
| COMM | 002A | Reflect and analyze different essays, prose and poetry, and lyrics and show how the author's-writers backgrounds impacted their works | Fall | 2019 |
| COMM | 019 | Compare and contrast how the “media economy” behind various media events affects the content and the audiences; explain how media ownership affects gate keeping and the messages delivered. | Spring | 2020 |
| COMM | 019 | Identify stereotypes propagated by mass media in a specific time period, using a film, newspaper article, television show, or music recording from that era; discuss how these biases relate to the events and culture of that time period. | Spring | 2020 |
| COMM | 019 | Analyze a written article or specific broadcast, in order to distinguish fact from opinion; identify issues of bias and propaganda. | Spring | 2020 |

| | | | | |
|------|-----|---|--------|------|
| COMM | 020 | Students will demonstrate in a variety of situations, different avenues available to make interpersonal communication more successful including diagnosing conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods. | Fall | 2018 |
| COMM | 020 | Verbally describe the ways that communication creates, develops and changes personal identities; explain the effect of communication on personal identities, including how intrapersonal communication affects interpersonal communication | Fall | 2018 |
| COMM | 020 | Students will identify their interpersonal communication strengths and areas in need of growth | Fall | 2018 |
| COMM | 044 | Students will distinguish between arguments of fact, policy, and value. | Spring | 2020 |
| COMM | 044 | Through written outlines or cards and verbal presentations, students will demonstrate their understanding of organized affirmative and negative case constructions and an understanding of affirmative and negative speaker responsibilities by engaging in debate. | Spring | 2020 |
| COMM | 044 | Students will be able to illustrate critical thinking skills by conducting oral and written evaluations of evidence and debates, including peer and self-critiques. | Spring | 2020 |
| COMM | 045 | Decrease anxiety while improving confidence in public speaking situations | Spring | 2021 |
| COMM | 045 | Perform a well organized informative oral presentation that demonstrates critical thinking skills | Spring | 2021 |
| COMM | 045 | Evaluate the effectiveness of speeches given by classmates and provide constructive feedback to those speakers. | Spring | 2021 |
| COMM | 049 | none at this time | | |

List your Student Learning Outcomes

Listed above...

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Communication Department PLOs have already been assessed, and PLOs next assessment is 2021.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Our department stays up-to-date with assessment planning and input of data information. The department has scheduled and planned assessment work in a timely manner.

Collaboration

Everyone in the department working together as a team.

Leadership Roles

Chair leads the department and collaborate with Communication faculty and also work as a team member.

Planning Process

Dept meetings for Collaboration

The department will plan more meetings with faculty and the assessment team in coordinating, and training faculty.

Data Analysis

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

For one assessment: Student speakers needing improvement in Non-verbal cues used during presentation. In Communication 1A, Introduction to Speech, we noticed that beginning student speakers should use more non-verbal cues in successful delivery skills during presentation. The results from assessment were making sure lectures include more and more of non-verbal cue activities so students will retain the concepts and use them during a speech.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

N/A

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Yes; collaboration with assessment teams, attending collegiate meetings about ILOs.

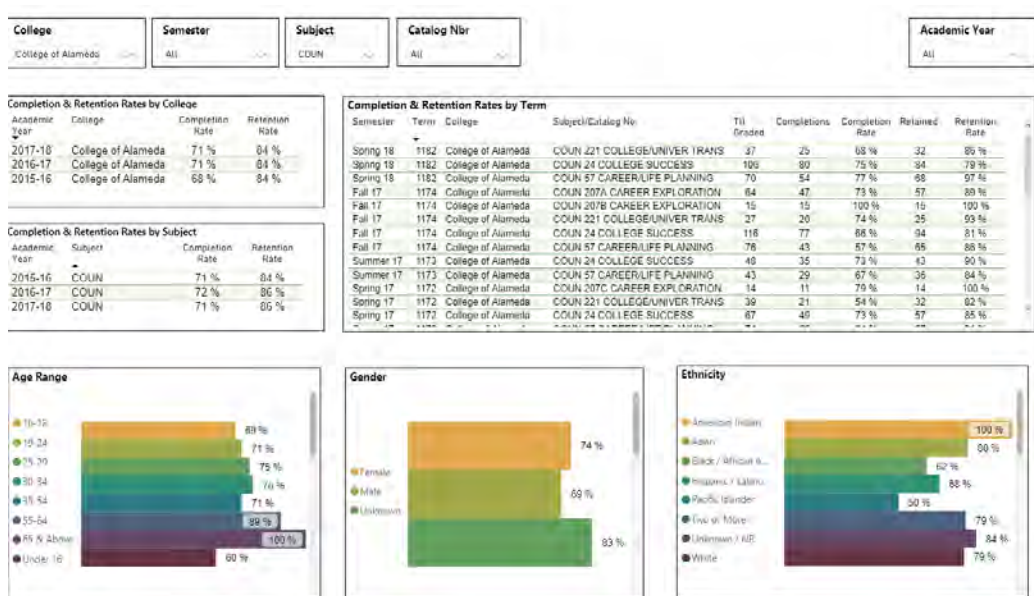
What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Continued support from the following departments:
~ support from Dean Chan's office
~ support and working closely with the Assessment and Curricu-Net coordinators

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Mission Statement: Laney's Communication Studies Department assists and engages students from culturally and socially diverse backgrounds understand and retain the importance of Communication skills theory and apply this knowledge to real life experiences. Our Communications Department embraces the Mission Statement of the college with emphasis on student-centered learning experience in a diverse society.

Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

The Communications Department enrolls a variety of students of different age ranges. Our completion rates are within set standards.

Ethnicity

The Communications Department enrolls a variety of students of different ethnicities. Our department completion rates are within the set-guidelines.

Gender

Foster Youth Status

| |
|--|
| |
| |

Disability Status

| |
|---|
| Please check online submission as well. |
|---|

Low Income Status

| |
|--|
| |
|--|

Veteran Status

| |
|--|
| |
|--|

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

| |
|--|
| The department has observed over the past three years that students are visual and audio-tutorial do very well with face-to-face Communication courses and our department completion rates are within the set-standard guidelines. |
|--|

Hybrid

| |
|-----|
| N/A |
|-----|

100% Online

N/A

Dual Enrollment

N/A

Day time

The department would like to add early morning courses in the area of Comm 19, Comm 2A, and Comm 20.

Evening

The department considers adding a Communication 44 or a Communication 2A course in the evening, more course variety for our students.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Our Communications department completion rates for our program are with range of the college's institutional set standards.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A

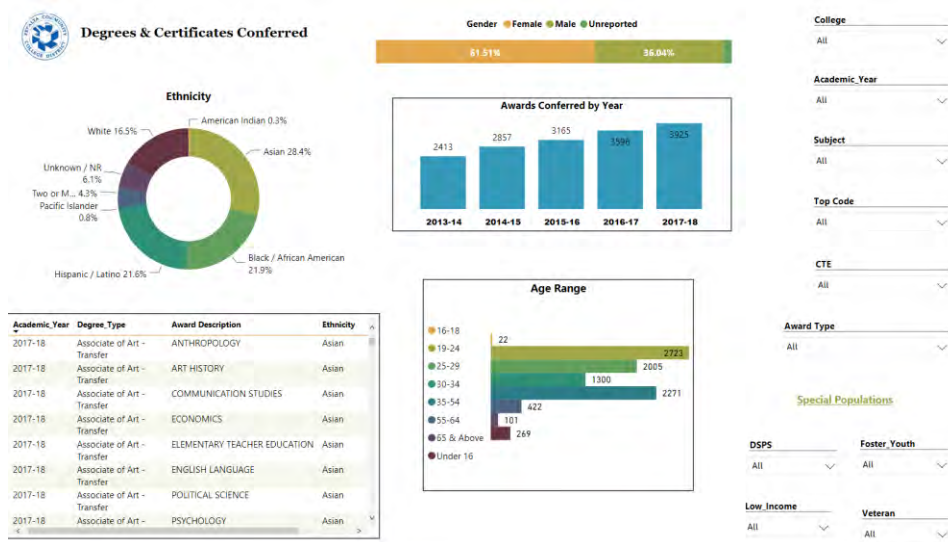
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Our Department is within the course retention rates compare to the standard rates for the District.

What has the discipline, department, or program done to improve course completion and retention rates?

Our department is popular with students, and our retention rates are within set-standard guidelines.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The Communication Department degrees and certificates are increasing gradually but the department is considering more outreach to students to increase degree and certification programs.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Absolutely...

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

The department wants to consider adding a certificate program.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Shirley Brownfox, Department Chair, participates in institutional engagement by:
Being a member of the Presidents' Council; District Foundation Student-Awards Team; Co-Founder of Speech and Debate event at College of Alameda; working closely with District Attorney Nancy O'Malley's Speech Academy; Enrollment out-reach faculty team, and Faculty Evaluation Team.
Faculty, Angela Cherry: Please see Comprehensive Instructional Review report for 2015.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Professional Development Day
Faculty meetings, and attend faculty based professional events
Re-certify our Speech and Debate Club

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The Communication department works closely with its faculty members in collaborating, discussing and sharing needed departmental information as well, including training, too.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Estimated Cost |
|-------------------------------------|--|--------------------------------------|--|-----------------------------|
| Personnel: Classified Staff | | | | |
| Personnel: Student Worker | | | | |
| Personnel: Part Time Faculty | | | | |
| Personnel: Full Time Faculty | The addition of another full-time faculty or 2; covers department and student demands made on our program. | \$55 - \$85K | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|----------------------------------|-----------------------------|
| Professional Development: Department wide PD needed | | |
| Professional Development: Personal/Individual PD needed | | |

Prioritized Resource Requests Summary - Continued

| Resource Category | Description/Justification | Total Estimated Cost |
|---|----------------------------------|-----------------------------|
| Supplies: Software | | |
| Supplies: Books, Magazines, and/or Periodicals | | |
| Supplies: Instructional Supplies | | |
| Supplies: Non-Instructional Supplies | | |
| Supplies: Library Collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|---|-----------------------------|
| Technology & Equipment: New | Computer cart with lap top and speakers and electronic projector--for emergencies when faculty are in need of a smart classroom and they are not available in semester. | \$3K |
| Technology & Equipment: Replacement | | |

Prioritized Resource Requests Summary - Continued

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------|----------------------------------|-----------------------------|
| Facilities: Classrooms | | |
| Facilities: Offices | | |
| Facilities: Labs | | |
| Facilities: Other | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------------|----------------------------------|-----------------------------|
| Library: Library materials | | |
| Library: Library collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--------------------------|----------------------------------|-----------------------------|
|--------------------------|----------------------------------|-----------------------------|

| | | |
|--------------|--|--|
| OTHER | | |
|--------------|--|--|

Respectfully submitted by: Shirley Brownfox- Department Chair of Communications 1/17/19

Second submission of the 2018-19 -- Program Review -- Institutional



Welcome to Program Review

Laney College - 2019

CONMT - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Construction Management Department is dedicated to fostering a healthy educational environment which echoes Laney College's Mission rooted in respect, diversity, appreciation, competence, integrity, accountability, innovation and collaboration. The Construction Management Department strives to prepare students to be work-ready with skills required to be effective managers and contributors to the built environment.

Program Total Faculty and/or Staff

Full Time

Kelle Lynch McMahon

Part Time

Melissa McElvane
Ron Der
George Thomas
Constance Price
Thomas Faulkner
Joseph Tanios

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Diversity and Inclusion of women and minorities

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase awareness and access to disproportionately impacted communities

District Goal

Advance Student Access, Equity, and Success

Curriculum update to meet new industry standards (regulatory requirements)

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Increase awareness of our programs through strategic industry partnerships and alliances.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Build Programs of Distinction

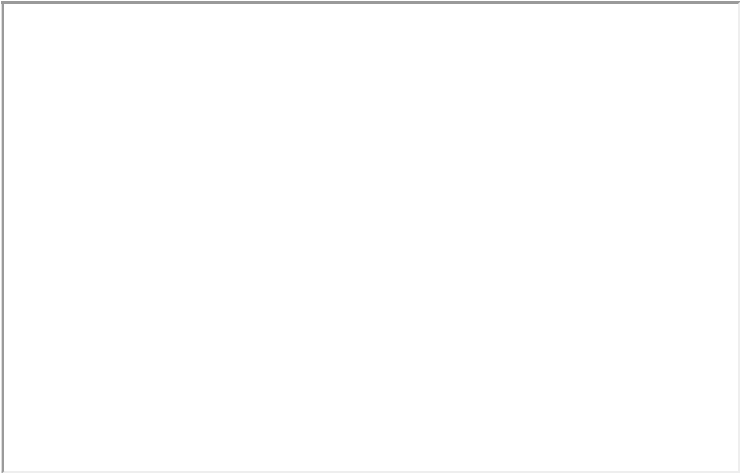
Describe your current utilization of facilities, including labs and other space

We currently share space with the architectural and engineering technology programs. Our program growth has caused our department to be impacted due to limitations on class size due to limited lab space. This has caused a delay in students having the ability to complete coursework on time for scheduled graduations.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Based on 2018-19 Semester Overall course and Retention Rates and End Enrollment/Usage Pattern data the Construction Management Program has performed above average relative to the college overall performance. We see opportunities in expanding outreach for dual enrollment with several demographic groups that would benefit from our programs with online access. We can minimize our performance gaps for disproportionately impacted students by providing distance education curriculum and embedded tutoring within several fundamental courses. In addition, there is opportunity to develop and implement foundation noncredit support and continuing education courses.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Our PLO's are embedded in all of our coursework for the certificate and degree programs. Communication, critical thinking and technical skills are the foundation for which students learning outcomes are measured. Our course completion rates support the success of our PLO's as students are matriculating through our programs above the 75% overall for male and female. Our AUO's have been achieved through a number of ways including: continuing professional development, development and implementation of a new certificate program within the last two (2) years.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|--|
| New technology/software | Strong Workforce | 500 | Computer lab has been updated with new software tools. |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|---|---|--------------------|---------------------|
| New computer lab designated for CM & ENGT | Allocate space (G-266) for an additional computer lab to support growth in both programs. | 8/1/2020 | Kelle Lynch McMahon |

Resource Request

| | |
|--------------------------|-----|
| Technology and Equipment | New |
|--------------------------|-----|

Descripon/ Jusfic aon
New computers/software and support infrastructure for the computer lab.

Esmaàted Cost
80000

Resource Request

Facilities Labs

Descripon/ Jusfic aon
New lab space preferably in G-266 or other available lab space for conversion.

Esmaàted Cost
140000

Resource Request

Supplies Software

Descripon/ Jusfic aon
Update and purchase of relevant software tools as needed

Esmaàted Cost
20000

Resource Request

Other Other

Descripon/ Jusfic aon
In support of student success we request funding allocaon f or embedded tutoring in fundamental courses to improve retenon and c ompleon.

Esmaàted Cost
30000

Improvement Acon

| | | | |
|----------------------------------|------------------------------------|--------------------|---------------------|
| Acon Item | Description | To be completed By | Responsible Person |
| Add additional full time faculty | Support the growth of our programs | 8/1/2020 | Kelle Lynch McMahon |

Resource Request

| | | | |
|--------------------|------------------------------------|-------------------------------|---------------------------------|
| Personnel | Full-time Faculty | | |
| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
| 100 | Support the growth of our programs | 93000 | 11160 |
| Total Costs | | | |
| 104160 | | | |

Resource Request Summary

Total Cost: \$374160
 Total Resource Request: 5

Program Update

| Personnel | | | | | |
|----------------------------|--------|------------------------------------|-------------------------------|---------------------------------|-------------|
| Type | % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Costs |
| Full-time Faculty | 100 | Support the growth of our programs | 93000 | 11160 | 104160 |
| Sub-Total: \$104160 | | | | | |

Professional Development
 No Resources found for this category

Technology and Equipment

| Type | Description/ Justification | Estimated Cost |
|---------------------------|---|----------------|
| New | New computers/software and support infrastructure for the computer lab. | 80000 |
| Sub-Total: \$80000 | | |

Supplies

| Type | Description/ Justification | Estimated Cost |
|------|----------------------------|----------------|
|------|----------------------------|----------------|

| | | |
|--------------------------------------|---|---------------|
| Software | Update and purchase of relevant software tools as needed | 20000 |
| | Sub-Total: \$20000 | |
| Facilities | | |
| Type | Descripon/ Jusfic aon | Esmaàted Cost |
| Labs | New lab space preferably in G-266 or other available lab space for conversion. | 140000 |
| | Sub-Total: \$140000 | |
| Library | | |
| No Resources found for this category | | |
| Other | | |
| Type | Descripon/ Jusfic aon | Esmaàted Cost |
| | In support of student success we request funding allocaon f or embedded tutoring in fundamental courses to improve retenon and c ompleon. | 30000 |
| | Sub-Total: \$30000 | |

Sign and Submit

Please provide the list of members who parcipa ted in compleng this pr ogram review.

Melissa McElvane
Kelle Lynch McMahan

Please enter the name of the person subming this pr ogram review.

Melissa McElvane



Welcome to Program Review

Laney College - 2019

COUN - Service Area with Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of the Laney College Counseling Department is to provide current and prospective students with comprehensive academic, career, and personal counseling. Counselors work with students regarding university transfer, career/technical programs, personal enrichment and professional development, while helping students learn decision making skills. We value the diversity of our student body and the worth and dignity of each individual.

Program Total Faculty and/or Staff

Full Time

Sarah Backes-Diaz
Kimberly Blackwell
Laura Bollentino
Lilian Chow
Douglass Cobb
Terrance Greene
Danniett Howard
Kathy Ma
Liliana Moncada
Ann McMurdo
Cynthia Taing
Janelle Tillotson
Tynisia Randall
Verlisa Watson

Part Time

Dennise Eskridge
Robin Ward
Damon Jones

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Apply educational planning in overall academic success; student is able to identify course requirements for "general education" and major .

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

Navigate the processes that lead to successful transfer to a four-year college or university; student is able to demonstrate progress by successfully following SEP.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing:

- Student can identify the factors that kept them from being successful
- Student is aware of appropriate classes and support resources.

Status

Completed

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal? In Spring 2019, the department developed and distributed a pre- and post- survey to students on academic and progress probation. The criteria for successful performance was that 60% of the random sampling will have met the stated SLO standard of getting 4 out of 6 survey questions correct. The actual performance data shows the following: Total surveys collected: 51

- Total usable surveys: 32 (19 were not completed correctly)
- 25 students got at least 4 out of 6 questions correct (66.7%)
- 16 students increased their post-survey score (50%)
- 5 students had a perfect 6/6 pre & post-survey score (15.6%)
- 10 students had the same pre and post-survey score (31.2%)
- 1 student had a decreased post-survey score (likely a typo/error). (3.1%)

Since the sample size was small, and there were a significant number of unusable surveys, suggestions for the future include:

- Improve survey design
- Separate surveys according to appointment or drop-in
- Include student ID number and follow up with student to see if they get off probation
- Answer choices need to be clearer and easier to distinguish between
- Need assistance from professional researcher

Describe your current utilization of facilities, including labs and other space

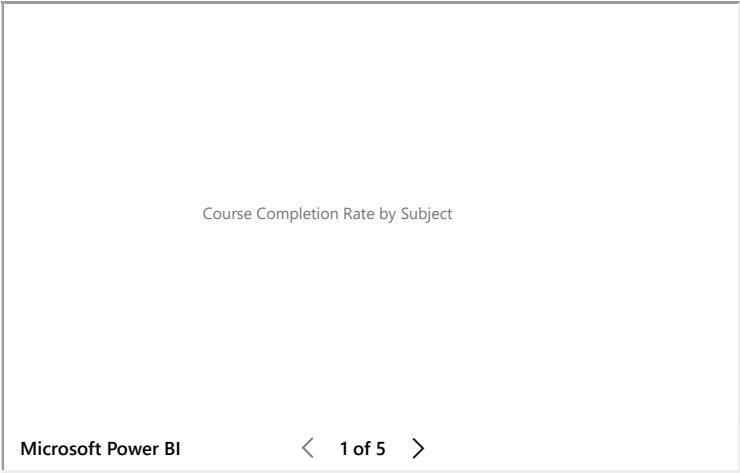
General Counseling is located on the 3rd floor of the Tower building. We have 16 counseling offices, 1 staff assistant office, 1 break room/work space office, and 1 staff office (check in area). We also have 1 office on the 2nd floor of the Tower building for weekly college representative appointments.

We have requested 1 additional office to accommodate numerous college representatives who meet with our students.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Counseling courses are aimed at assisting students to develop skills for success in college and elsewhere and to make effective career and life choices. Courses address various areas of academic, career and personal development. Compared to the overall college course completion and retention, Counseling class completion and retention are lower overall. Counseling class completion rates are lower for African American, Latino, and multicultural students. African American and multicultural students have lower course retention rates. The Counseling department collaborates with the Umoja/Ubaka and Puente learning community programs by referring students to their cohort classes and services, and inviting program leaders to Counseling department meetings to stay informed of specific student needs.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Regarding Counseling courses, we have completed our Counseling Assessment Plan and Counseling Curriculum Content Review.

Regarding Department SLOs, they are the following:

- 1. Apply educational planning in overall academic success; student is able to identify course requirements for "general education" and major .
- 2. Navigate the processes that lead to successful transfer to a four year college or university; student is able to demonstrate progress by successfully following SEP.
- 3. Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing.
 - Student can identify the factors that kept them from being successful
 - Student is aware of appropriate classes and support resources.

In Spring 2019, we assessed SLO #3 using a Pre- and Post-probation Counseling Survey. The office staff distributed the Pre-Probation Survey along with the Probation Contract to all students with a "Probation Hold" who come in for an appointment or drop-in. The surveys were given to all students with a probation hold beginning April 22nd 2019 through the end of May 2019. Counselors collected the Pre-Probation Survey from the student, and administered the Post-Probation Survey at the end of the counseling session. Counselors retained both surveys and placed them in the box. This semester, Fall 2019, the Department SLO committee met to review and analyze the results of the survey.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

| Improvement Actions | Improvement Action |
|---------------------|--------------------|
|---------------------|--------------------|

Improvement Action

| | | | |
|--|--|---|---|
| <p>Acon Item</p> <p>Hire additional support staff and counselors</p> | <p>Descripon</p> <p>In order to meet the college goal of offering the highest quality curriculum and services and the district goal of advancing student access, equity, and success, we need to hire additional Counselor s and support staff to serve the high volume of students 5 days a week and in the evenings.</p> | <p>To be completed By</p> <p>12/11/2020</p> | <p>Responsible Person</p> <p>Dean & Co-chairs</p> |
|--|--|---|---|

Resource Request

| | | | |
|------------------|--|-------------------------------------|---------------------------------------|
| <p>Personnel</p> | <p>Classified Staff</p> | | |
| <p>% Time</p> | <p>Descripon/ Jusficion</p> | <p>Esmaàted Annual Salary Costs</p> | <p>Esmaàted Annual Benefits Costs</p> |
| <p>100</p> | <p>Hire additional full-me Student Personnel Services Specialist for the Counseling office. Currently, we have 2 classified staff supporting the department. Counseling is open daily plus 4 nights each week this semester and need the additional support to cover those hours. Ideally, we would have 2-3 full-me staff support at all times when Counseling is open.</p> | <p>50000</p> | <p>50000</p> |

Total Costs

100000

Resource Request

| Personnel | Classified Staff | | |
|-------------|---|------------------------------|--------------------------------|
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 100 | Hire a Program Specialist to provide support for retenon and early alert f ollow-up. The posion will work closely with the department to track and enhance follow-up services for students who are on probaon/dissmissal. | 60000 | 60000 |
| Total Costs | | | |
| 120000 | | | |

Resource Request

| Personnel | Student Worker | | |
|-------------|--|------------------------------|--------------------------------|
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 50 | Hire two student workers to support the Counseling Department. | 20000 | |
| Total Costs | | | |
| 20000 | | | |

Resource Request

| Personnel | Part-time Faculty |
|-----------|-------------------|
|-----------|-------------------|

| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
|--------|---|-------------------------------|---------------------------------|
| 50 | Hire two part-time counselors to help with drop-in and appointments in the Counseling Department, especially during PEAK times, to minimize long waits, address student-counselor ratios and periods when department is shut down for all full-time counselor meetings. | 60000 | 30000 |

Total Costs
90000

Resource Request

Personnel Full-time Faculty

| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
|--------|---|-------------------------------|---------------------------------|
| 100 | <p>The Counseling dept. needs to replace one counselor who retired in Spring 2019. 2017-18 data shows that Laney College serves 16,543 students. We currently have 12 full-time counselors and anticipate hiring a Recruitment & Student Transition Counselor this spring 2020.</p> <p>With this counseling staffing of 13 full-time counselors, that is 1 counselor for every 1273 students. The number of counseling faculty needs to be sufficient to provide students with suitable access to professional counseling services year round. In the 2003 document, Consultation Council Task Force on Counseling, the Academic Senate recommends a counselor/student ratio of 1:370 (ASCCC, 2003, p. 22).</p> | 75000 | 75000 |

Total Costs
150000

Improvement Action

| | | | |
|--|---|---|--|
| <p>Acon It em Pursue professional development oportunities</p> | <p>Descripon In order to meet the college goal of offering the highest quality curriculum and services, counselors and classified staff need connuing educ aon.</p> | <p>To be completed By 5/22/2020</p> | <p>Responsible Person Dean & Co-chairs</p> |
|--|---|---|--|

Resource Request

| | |
|---|--|
| <p>Professional Development Descripon/ Jusfic aon Counselors a. end conferences and workshops to stay up to date with the latest informaon and deãvelopments affecng Calif ornia community college students. Classified staff should also have the opportunity to pursue professional development endeavors.</p> | <p>Department-wide PD needed Esmaàted Cost 7500</p> |
|---|--|

Improvement Acon

| | | | |
|---|--|--|--|
| <p>Acon It em Implement online counseling services and develop mar...</p> | <p>Descripon To meet the the district goal of advancing student access, equity, and success, the VPSS has instructed counselors to move forward with online counseling pilots. Counseling also plans to develop markeng /outreach materials.</p> | <p>To be completed By 12/11/2020</p> | <p>Responsible Person VPSS, Dean & Co-chairs</p> |
|---|--|--|--|

Resource Request

| | |
|---------------------------------|------------|
| <p>Technology and Equipment</p> | <p>New</p> |
|---------------------------------|------------|

Descripon/ Jusfic aon
Equipment and software for online counseling services

Esmaàted Cost
10000

Resource Request

Technology and Equipment New

Descripon/ Jusfic aon
Three color printers to print marketing /outreach materials

Esmaàted Cost
3000

Improvement Acon

Acon It em
Maintain office supplies

Descripon
In order for the Counseling department to provide high quality services, we need office supplies to operate.

To be completed By
5/22/2020

Responsible Person
Dean, Staff Assistant & Co-chairs

Resource Request

Supplies Noninstructional Supplies and Materials

Descripon/ Jusfic aon
Office supplies for counselors and staff

Esmaàted Cost
5000

Resource Request Summary

Total Cost: \$505500
Total Resource Request: 9
Program Update

| Personnel Type | % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Costs |
|-------------------|--------|---|-------------------------------|---------------------------------|-------------|
| Classified Staff | 100 | Hire additional full-time Student Personnel Services Specialist for the Counseling office. Currently, we have 2 classified staff supporting the department. Counseling is open daily plus 4 nights each week this semester and need the additional support to cover those hours. Ideally, we would have 2-3 full-time staff support at all times when Counseling is open. | 50000 | 50000 | 100000 |
| Classified Staff | 100 | Hire a Program Specialist to provide support for retention and early alert follow-up. The position will work closely with the department to track and enhance follow-up services for students who are on probation/dismissal. | 60000 | 60000 | 120000 |
| Student Worker | 50 | Hire two student workers to support the Counseling Department. | 20000 | | 20000 |
| Part-time Faculty | 50 | Hire two part-time counselors to help with drop-in and appointments in the Counseling Department, especially during PEAK times, to minimize long waits, address student-counselor ratios and periods when department is shut down for all full-time counselor meetings. | 60000 | 30000 | 90000 |

| | | | | | |
|-------------------|-----|---|-------|-------|--------|
| Full-time Faculty | 100 | The Counseling dept. needs to replace one counselor who retired in Spring 2019. 2017-18 data shows that Laney College serves 16,543 students. We currently have 12 full-time counselors and anticipate hiring a Recruitment & Student Transition Counselor this spring 2020. With this counseling staffing of 13 full-time counselors, that is 1 counselor for every 1273 students. The number of counseling faculty needs to be sufficient to provide students with suitable access to professional counseling services year round. In the 2003 document, Consultation Council Task Force on Counseling, the Academic Senate recommends a counselor/student ratio of 1:370 (ASCCC, 2003, p. 22). | 75000 | 75000 | 150000 |
| | | Sub-Total: \$480000 | | | |

| Professional Development Type | Description/ Justification | Estimated Cost |
|-------------------------------|--|----------------|
| Department-wide PD needed | Counselors attend conferences and workshops to stay up to date with the latest information and developments affecting California community college students. Classified staff should also have the opportunity to pursue professional development endeavors. | 7500 |
| Sub-Total: \$7500 | | |

| Technology and Equipment Type | Description/ Justification | Estimated Cost |
|-------------------------------|---|----------------|
| New | Equipment and software for online counseling services | 10000 |
| New | Three color printers to print marketing /outreach materials | 3000 |
| Sub-Total: \$13000 | | |

| Supplies Type | Description/ Justification | Estimated Cost |
|---|--|----------------|
| Noninstructional Supplies and Materials | Office supplies for counselors and staff | 5000 |

Sub-Total: \$5000

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Kathy Ma, Kimberly Blackwell

Please enter the name of the person submitting this program review.

Kathy Ma



Welcome to Program Review

Laney College - 2019

Dean's Office -- Career & Technical Education - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of the division is to work with faculty leaders to promote and support the development and ongoing improvement of career preparation programs of excellence for residents of Oakland and surrounding communities and to support the success of students in these programs.

Program Total Faculty and/or Staff

Full Time

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Promote and support curriculum improvements across the division including course additions, substitutions, and updates.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Develop resources and implement strategies and activities to increase community awareness of Laney's CTE programs and promote enrollment in the college.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase awareness and access to disproportionately impacted communities

District Goal

Advance Student Access, Equity, and Success

Develop resources and implement activities to support student success in the classroom.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote equity

District Goal

Advance Student Access, Equity, and Success

Conduct and support activities that engage community partnerships including with K-12 districts and institutions, area business and industry, and public agencies and agencies.

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress

College Goal
Promote a collaborative institutional culture for communication, governance and decision-making

District Goal
Engage and Leverage Partners

Describe your current utilization of facilities, including labs and other space

Improvement of instructional labs and classrooms is an ongoing, never ending process. Major lab equipment installations and improvements are occurring this year in Environmental Control Technology, Wood Technology, Art, and Machine Technology. After several years of effort, new ovens are fully installed and functional in the Laney Bakery. Repairs and maintenance of Laney's food preparation facilities, refrigeration systems, and fire suppression systems are ongoing.

After a number of years, work on the Best Center classroom and labs is still only partially completed, and the space is unusable. Drains, filters, and catchment system in the Art Department need significant remediation, and the exhaust system is inadequate, creating risks for staff and students. New water leaks have cropped up in A building instructional labs. Heating, cooling, and ventilation systems across the college present ongoing problems, and the pneumatic temperature control system across the college has largely failed. Makeup air is an ongoing problem in areas such as Architecture and Welding. Exterior lighting is inadequate for evening students.

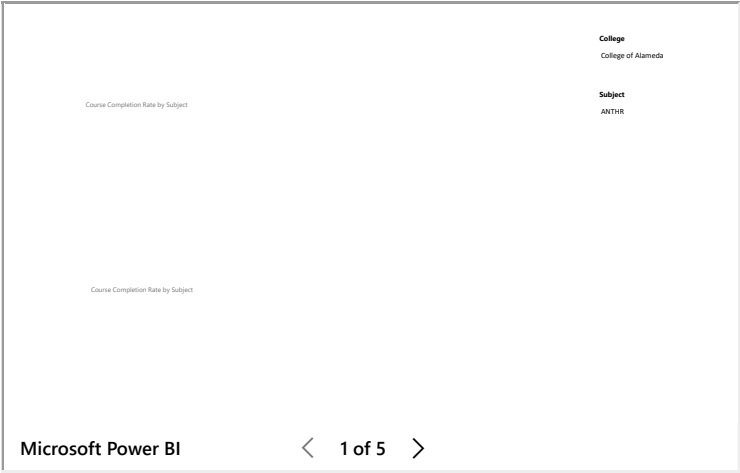
The Engineering Department needs to have a dedicated lab/classroom space.

Criticaly important, because of ongoing, increasing, and intensifying budget cuts (calculated/presented as cuts to available college FTEF), overall facility utilization is decreasing as evening and weekend as well as summer offerings are reduced. Intense pressure to cut classes will inevitably reduce facility use.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Overall numbers are consistent and improving from year to year in the division. Course completion and course retention percentages are consistently high. Despite the elimination of hourly instructional assistants, departments are making greater use of student aides and embedded tutors to improve outcomes for disproportionally impacted groups.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|---|---|--------------------|---------------------------|
| Instructional Assistant for Wood Technology | The elimination of hourly IAs has forced Wood Tech to add team teachers in lab classes to ensure safe use of equipment. This results in greater expense and reduces productivity. | 6/30/2020 | Dean and Department Chair |

Resource Request

| Personnel | Classified Staff | | |
|-------------|---|-------------------------------|---------------------------------|
| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
| 100 | Elimination of hourly IAs creates need for full time IA | 46000 | 35000 |
| Total Costs | | | |
| 81000 | | | |

Improvement Action

| | | | |
|-------------------------------|--|---------------------------------|---|
| Acon It em Engineering Lab | Descripon Engineering department needs a dedicated mulpurpose lab. | To be completed By 7/31/2020 | Responsible Person Facilies Dir ector, IT Director, Dean, department chair |
|-------------------------------|--|---------------------------------|---|

Resource Request

| | |
|--|-------------------------|
| Facilities | Labs |
| Descripon/ Jusfic aon Lab needs lab benches, computers, equipment storage, and adequate electrical power. | Esmaàted Cost 100000 |

Improvement Acon

| | | | |
|------------|-----------|--------------------|--------------------|
| Acon It em | Descripon | To be completed By | Responsible Person |
|------------|-----------|--------------------|--------------------|

Resource Request

Choose an Option

Resource Request Summary

Total Cost: \$181000
Total Resource Request: 2

| Program Update Personnel | | | | | |
|---------------------------|--------|---|------------------------------|--------------------------------|-------------|
| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
| Classified Staff | 100 | Eliminaon of hourly IAs cr eates need for full me IAE | 46000 | 35000 | 81000 |
| Sub-Total: \$81000 | | | | | |

Professional Development
No Resources found for this category

Technology and Equipment
No Resources found for this category

Supplies
No Resources found for this category

| Facilities | Type | Description/ Justification | Estimated Cost |
|------------|------|---|----------------|
| | Labs | Lab needs lab benches, computers, equipment storage, and adequate electrical power. | 100000 |

Sub-Total: \$100000

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Peter Crabtree

Please enter the name of the person submitting this program review.

Fred Bourgoin for IEC



Welcome to Program Review

Laney College - 2019

Dean's Office -- Enrollment Services - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney College Enrollment Services division provides access to academic programs and student support services promoting the persistence, retention and completion of the colleges' diverse and multicultural student body through high touch student engagement.

Program Total Faculty and/or Staff

Full Time

Mildred Lewis, Ed.D, Dean, Enrollment Services
Cassandra Upshaw, Program Specialist, Enrollment Services

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Collaborates strategically to coordinate high touch recruitment strategies to pathway new high school students, re-entry non high school students, AB540, immigrants and ESOL students to Laney College.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

Improve marking of enrollment services deadlines, information and resources promoting access, persistence, retention and completion of students. While this goal has been achieved for the previous year, it is ongoing and there are constant new and updated information that requires dissemination to our students, community and college.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

Improve percent to graduate form, students providing permission for the A&R evaluator to review all degrees/certificates a student may be eligible to receive. (Technology improvements are underway to be able to realize this goal).

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

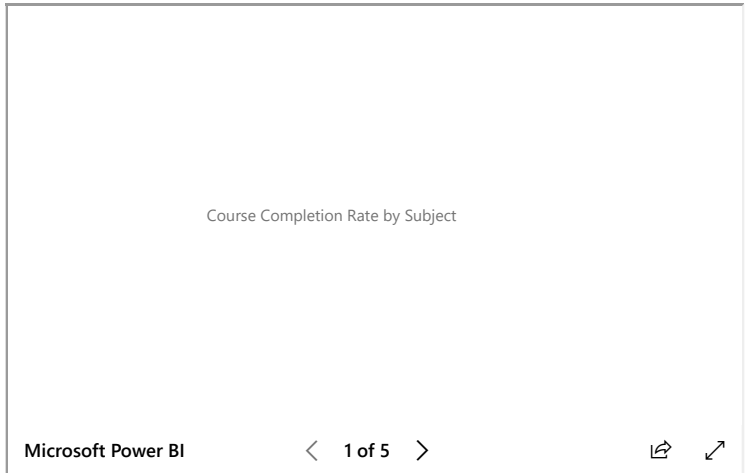
Describe your current utilization of facilities, including labs and other space

The Enrollment Services Office is located in the Welcome Center, Room A101b and is in the center of division 1 enrollment services providing not only access to the division for support but also for students to have easy access to the administrator to provide solutions and support.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

This field is not applicable since the data points refer specifically to instructional departments.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Enrollment Services will administer the following SAO developed last academic year: Prospective students will understand the enrollment steps to enroll and will receive SSSP supports.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

| | |
|---------------------|---------------------|
| Improvement Actions | No Actions/Requests |
|---------------------|---------------------|

Resource Request Summary

Total Cost: \$0
Total Resource Request: 0

Program Update
Personnel
No Resources found for this category

Professional Development
No Resources found for this category

Technology and Equipment
No Resources found for this category

Supplies
No Resources found for this category

Facilities
No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mildred Lewis, Ed.D

Please enter the name of the person submitting this program review.

Mildred Lewis, Ed.D



Welcome to Program Review

Laney College - 2019

Dean's Office -- Liberal Arts - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Laney College's mission is to educate, support, and inspire students to excel in an inclusive and diverse learning environment rooted in social justice. The purpose of the Office of Instruction is to oversee, facilitate, and support all teaching and learning activities through curriculum, articulation, research, and program planning. Our office is responsible for the continual improvement and overall quality of the instructional programs within the Liberal Arts departments for Laney College. We are dedicated to provide quality instruction by overseeing assessment of student learning at course, program and degree level, providing leadership in the improvement of teaching, and encouraging faculty and staff development.

Program Total Faculty and/or Staff

Full Time

Stephanie Le - Staff Assistant of Liberal Arts Department
Kaly Barrett - Art Instructional Aide
Alejandro Acosta - Stage and Production Supervisor
Charles Chavez - Art Faculty
Lin Wang - Chinese Faculty
Angela Smith - Adjunct Communication Faculty
Andrea Lee - Dance Faculty
Eleni Gastis - Journalism/English Faculty & Department Chair
Brenda Harker - English Faculty
Ian Latta - English Faculty
David Mullen - English Faculty
Adrienne Oliver - English Faculty
Danielle Robledo - English Faculty
Meryl Siegal - English Faculty

Part Time

Ralph Peet - Dance Instructional Aide
Liesa Lietzke - Art Gallery Director
Edmund Blackburn - Adjunct Art Faculty
Leah Bowring - Adjunct Art Faculty
Leon Dockery - Adjunct Art Faculty
Lynn Robinson - Adjunct Art Faculty
Sharon Siskin - Adjunct Art Faculty
Martha Storm - Adjunct Art Faculty
Pamela Thomas - Adjunct Art Faculty
Andree Thompson - Adjunct Art Faculty
Anna Vaughan - Adjunct Art Faculty & Department Chair
Fanlee Warren - Adjunct Art Faculty
Shuyu Llu - Adjunct Chinese Faculty
Lu Han - Adjunct Chinese Faculty

Antonio Watkins - English Faculty
Chris Weidenbach - English Faculty & Department Chair
Anne Agard - ESOL Faculty
Chelsea Cohen - ESOL Faculty
Anna Cortesio - ESOL Faculty
David Mitchell - ESOL Faculty
Jill Neely - ESOL Faculty
Suzan Tienroth-Zavala - ESOL Faculty
Elizabeth Wadell - ESOL Faculty
Barbara Yasue - ESOL Faculty & Department Chair
Steven Zetlan - ESOL Faculty
John Gove - Music Faculty
Jay Lehmann - Music Faculty
John Reager - Music Faculty & Department Chair
Victor Siu - Music Faculty
Arturo Davila-Sanchez - Spanish Faculty & Department Chair
Michael Torres - Theatre Faculty & Department Chair

Emily Peng - Adjunct Chinese Faculty
Shirley Brownfox - Adjunct Communication Faculty & Department Chair
Zeraka Mitchell - Adjunct Communication Faculty
Jacqueline Burgess - Adjunct Dance Faculty
Zakarya Diouf - Adjunct Dance Faculty
Carolyn Himes - Adjunct Dance Faculty
Laurel Benjamin - Adjunct English Faculty
John Fielding - Adjunct English Faculty
Wilma Fuller - Adjunct English Faculty
Judy Juanita - Adjunct English Faculty
Tobey Kaplan - Adjunct English Faculty
Mary Lundberg - Adjunct English Faculty
Gregory Newton - Adjunct English Faculty
Allen Shulakoff - Adjunct English Faculty
Louis Stroffolino - Adjunct English Faculty
Prasanna Vengadam - Adjunct English Faculty
Raquel Wanzo - Adjunct English Faculty
Shari Weiss - Adjunct English Faculty
Richard Robinson - Adjunct ESOL Faculty
Deborah Brooks - Adjunct ESOL Faculty
Eun Kyung Choi - Adjunct ESOL Faculty
Rebecca Clayton - Adjunct ESOL Faculty
Sean Connolly - Adjunct ESOL Faculty
Evan Degennaro - Adjunct ESOL Faculty
Laura Espino - Adjunct ESOL Faculty
Nancy Hunt - Adjunct ESOL Faculty
Sandra Franklin - Adjunct ESOL Faculty
Lisa Ikeda - Adjunct ESOL Faculty
Anglea Jimenez-Velayos - Adjunct ESOL Faculty
Candace Khanna - Adjunct ESOL Faculty
Erika Lachenmeier - Adjunct ESOL Faculty
Elizabeth Maher - Adjunct ESOL Faculty
Annlee McGurk - Adjunct ESOL Faculty
Lynda Nicol - Adjunct ESOL Faculty
Karyn Panitch - Adjunct ESOL Faculty
Amanda Price - Adjunct ESOL Faculty
Patricia Reed - Adjunct ESOL Faculty
Beatrice Roost - Adjunct ESOL Faculty
Bruno Sablan - Adjunct ESOL Faculty
Laurie Sample - Adjunct ESOL Faculty
Sean Trunk - Adjunct ESOL Faculty

Sean Frank - Adjunct ESOL Faculty
Patti Weissman - Adjunct ESOL Faculty
Kathleen Witt - Adjunct ESOL Faculty
Judy Wong - Adjunct ESOL Faculty
Shiori Greller - Adjunct Japan Faculty
Satoko Pielt - Adjunct Japan Faculty
Akemi Uchima-Decena - Adjunct Japan Faculty
Scott Strain - Adjunct Journalism Faculty
Monique Inciarte - Adjunct LCI Faculty
Angela Zawadzki - Adjunct LCI Faculty
Sherlyn Chew - Adjunct Music Faculty
Ron Galen - Adjunct Music Faculty
Charles Gurke - Adjunct Music Faculty
Kevin Martin - Adjunct Music Faculty
Lu Peng - Adjunct Music Faculty
Scott Pratt - Adjunct Music Faculty
David Ramadanoff - Adjunct Music Faculty
Dale Tsang - Adjunct Music Faculty
Lori Willis - Adjunct Music Faculty
Juan Calvo - Adjunct Spanish Faculty
Silvia Lopez - Adjunct Spanish Faculty
Heather McMichael - Adjunct Spanish Faculty
Rosa Parra - Adjunct Spanish Faculty
Eusebio Rodriguez - Adjunct Spanish Faculty
Michael Moran - Adjunct Theatre Faculty
Juanita Ulloa - Adjunct Music Faculty
Black Moon - Adjunct Art Faculty
Nima Kianfar - Adjunct English Faculty
Janice Grossman - Adjunct English Faculty
Christina Gifford - Adjunct ESOL Faculty
Bernard Blackman - Adjunct Communications Faculty
Javelin Hall - Adjunct ESOL Faculty
Leah Demathieu - Adjunct French Faculty
Anna Valdez - Adjunct Art Faculty
Charles Iyoho - Adjunct Communications Faculty
Philip Agyapong - Adjunct Dance Faculty
Alexandra Furukawa - Adjunct ESOL Faculty
Mona Williams - Adjunct ESOL Faculty

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

To create a stronger curriculum and certificates/degree for the Legal Community Interpreting department to prepare students for college transfer and occupational preparation. This department is currently undergoing schedule and catalog development.

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

In-Progress

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Describe your current utilization of facilities, including labs and other space

Sign and Submit

Please provide the list of members who participated in completing this program review.

??

Please enter the name of the person submitting this program review.

Fred Bourgoin for IEC



Welcome to Program Review

Laney College - 2019

Dean's Office -- Mathematics & Sciences - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Division of Math and Sciences educates and supports students in realizing their certificate, degree and transfer goals in anthropology, biology, biomanufacturing, chemistry, computer information systems, geography, math and physics.

Program Total Faculty and/or Staff

Full Time

Donald Moore
Laurie-Allen Requa
Douglas Bruce
Amy Bohorquez
Rajeev Banerjee
Rebecca Bailey
Leslie Blackie
William Trego
Michelle Fossum
Stephen Corlett
Neil Allen Nicol
Johnnie Williams
Irfan Ortak
Tuan Nguyen
Jose Luis Flores

Part Time

Sheila Thomas
Lisa Schwappach
Kirsten Olson
Carlos B. Morales
Shaza Hussein
Andrew Fittingoff
Lal Pallavi
Margaret Kenrick
Nathaniel Hallinan
Kevin Davis
Riva Bruenn
Ruhina Najem
Keh-Chung Tou
Abraham Reyes
Anjana Parker

Gregory Schwartz
Mark Rauzon
Tracy Camp
Derrick Smith
Fred Bourgoin
Kathy Williamson
Christine Will
Nick Shaposhnikov
Rina Santos
David Ross
In Park
Weijiang Liang
Hungwen Chang
Pamela Crumpton
Terrence Fisher
Seth Silberman
Mohammed Hossain
Michel Edibe-Bile
Maribel Marquina De Bazan
Ronald Asseko Messa
Linghui Wu
Gary Mei

Mehdrad Mohebi
Dietmar Krauss Varban
John A. Combs
Rosa Alvis
Derrick McMillen
Barbara Collins
Kim Bridges
Michele Forman
Flor Feldman
Timothy Wutke
John Yee
Anna Werner
Van Tran
Tony Tran
Dangthu Ta
Calvin Rouse
Efrem Rensi
Uchechris Okpalaugo
Munlok Lum
William Lepowsky
Seth Lavender
Jennifer Gerry
Matthew Hubbard
Kathy Fung
Oscar Bascara
Julie Tzu Chung
Otto Bischof
Joseph Almeida
Anu Sharma
Luke Witthoft
Michael Ghebreab
Dinah Espineli
Garfield Windross
Patrick McDermott
Derrick Carr
Nigus Teklehaymanot

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

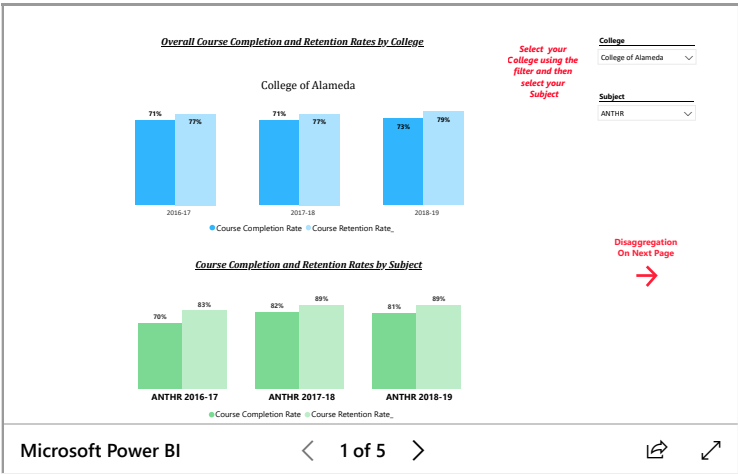
Describe your current utilization of facilities, including labs and other space

The disciplines within the Division of Math and Sciences are maximizing their use of the facilities, including lecture classrooms and science labs, offering classes all during the week, from morning through the evening. Currently, chemistry and biology are sharing some lab spaces, further maximizing use of those facilities. During fall 2019 classes were offered in the evening and on Saturdays to promote equity by accommodating a larger, more diverse population of students. The demand for these courses became more apparent with consistently high enrollments in major courses, particularly Microbiology, Human Anatomy and Physiology and Anatomy classes. Long wait lists are typical in these sections and highlight the need for more lab and classroom space. Having a dedicated STEM building will remedy these long-term facilities deficiencies, and will enable the College to update classroom and lab equipment to better support the need to keep pace with curriculum that is increasingly enhanced by the use of technology.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

My Division currently has 5 areas, some are individual departments and others are clusters. They include 1. Math, 2. Biology/Biomanufacturing, 3. Anthropology/Geography/Geology, 4. Chemistry/Astronomy/Physics, 5. CIS. I am also temporarily supervising Journalism and Dance. Whenever I discuss completion rates among ethnic groups I am referencing the 2018-19 data provided for each discipline. MATH: Over the past 3 years the course completion and retention rates have been consistent from year to year, but also they have been consistently less than the overall completion and retention rates of the College, roughly 8% lower in completion and 6% lower in retention. The most dramatic academic performance disparity exists with Black and Latino scoring 24-27% points lower than Whites and Asians. BIOL/BIOMAN: Biology is very consistent from year to year with roughly 4 percentage point higher completion and retention rates than the College overall for each of the last 3 years. The completion rate disparities are again the most significant when comparing Blacks and Latino students to Asian and White students. The percentage point difference is as high as 29% between Black and White students. Biology majors classes are consistently high-enrolled and is adequately staffed. ANTHROPOLOGY: Over the past 3 years this department has maintained completion and retention rates that are comparable to the overall College rates during each of the past three years. Anthropology maintains strong enrollments. However, there are significant disparities in the retention and completion rates across ethnic groups. Blacks and Latinos have completion rates that range between 15 and 17 percentage points lower than White and Asians. GEOG: Over the last 3 years Geography has had consistently higher rates of retention and completion than the College overall. In 2016-17 the % point difference for completion was 13% greater than the College overall. That trend shifted significantly in 2018-19 when the completion gap lead between Geography and the College overall narrowed to a 5% point difference. GEOL: We only offered one GEOL course in 2018-19 and its completion and retention rates were roughly 10% points lower than the College average. The difference between Black and Asian students' academic performance was the most disparate in this class with a 59% point difference in completion. I consider this an anomaly given the sample size of this comparison. CHEMISTRY: Chemistry retention and completion rates have increased appreciably over the last 2 years by more than 5% points in both areas. However, their retention and completion rates are roughly 9% points lower than the College overall. Disparities are again significant when comparing Black and Latino students to White and Asian students, with % point differences in completion as great as 34% between Latino and White students. Chemistry has had declines in enrollments which we believe correlate with the increased offerings of our core CHEM curriculum at BCC and COA. PHYSICS: Notably, Physics has had a significantly higher retention and completion rate than the College overall for the past two years. Equally as compelling is the fact that the performance gaps among ethnic groups is significantly less dramatic, with 13% points being the greatest percentage point gap between White and Asian students compared to Latino students. These data represent compelling findings worthy of further study to identify how the success can be replicated in other areas of the Division. ASTR: Astronomy showed significant improvement in its completion and retention data in 2018-19 compared to the previous two years. In this year its completion and retention rates were slightly higher than the College overall. In the previous two years it was lower by 14% percentage points in 2016-17 and 5% points in 2017-18. It shows disparate rates of completion most dramatically between Latino and White students. White students had a 21% higher point difference. CIS: CIS has consistently been very closely aligned with the College overall in their retention and completion rates over the past three years. There was a decidedly different completion spread among ethnic groups in CIS: Asian - 81%, Black - 65%, Latino - 64%, White - 72%. There was a generally bigger completion gap between Asian and White students than in other disciplines.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Assessment information is indicated in the individual APR and CPR reports generated by the chairs of the respective departments/clusters. All areas are in progress with updating their assessment progress. Areas in my Division have benefited significantly from IELM funding which has covered instructional equipment and repairs that cannot be adequately funded with general funds. Lottery Funds have been invaluable providing instructional supplies that are part of the curriculum, particularly in Chemistry, Physics and Biology. Further benefit has been provided by the Biology Innovation Award which has been used to support increased success among non-majors. Biology and CIS also receive significant support from SWF and Perkins funds. These funds aid in the development of curriculum, professional development and the purchase of high-tech technology. The specific amounts received by each department should appear in the department APRs and CPRs.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Acon

| Acon It em | Descripon | To be completed By | Responsible Person |
|---|--|--------------------|----------------------------|
| Working to close the compleon g aps among ethnic gro... | Ident ying and implemenng s trategies for improving the compleon r ates among DI groups. | 5/1/2021 | Dean and Department Chairs |

Resource Request

| Professional Development | Department-wide PD needed | Esmaàted Cost |
|--|---------------------------|---------------|
| Descripon/ Jusfic aon Closing Equity Gaps | | 10000 |

Resource Request Summary

Total Cost: \$10000
Total Resource Request: 1

Program Update
Personnel
No Resources found for this category

| Professional Development | Descripon/ Jusfic aon | Esmaàted Cost |
|-----------------------------------|-----------------------|---------------|
| Type Department-wide PD needed | Closing Equity Gaps | 10000 |

Sub-Total: \$10000

Technology and Equipment
No Resources found for this category

Supplies
No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Denise Richardson

Please enter the name of the person submitting this program review.

Fred Bourgoin for IEC



Welcome to Program Review

Laney College - 2019

Dean's Office -- Student Services - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

VISION STATEMENT for the Office of the Dean of Student Services: A collaborative deanery that uses student-centered, equity-minded practices in counseling, health services, DSPS, transfer services, learning resources instruction, and mental health services to actualize student achievement.

MISSION STATEMENT for the Office of the Dean of Student Services: To lead and support the Counseling, Health Services, DSPS, and Learning Resources departments in their efforts to center, champion, and achieve equitable student success.

Program Total Faculty and/or Staff

Full Time

JP Schumacher, Dean of Student Services
Alejandro Gonzalez, Staff Services Specialist

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

GOAL 1 (Established fall 2019; expanded from fall 2018 goal of "provide efficient service to all"): Increase individual and interdepartmental organization, efficiency, and equity-minded student success through supporting collaboration among and professional development for all deanery classified professionals.

OBJECTIVE to meet Goal 1 (est. fall 2019): Hold at least one (1) one-hour meeting each semester with all deanery classified professionals.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Strengthen Accountability, Innovation and Collaboration

GOAL 2 (Established fall 2019, expanded from fall 2018 goal of "provide efficient service to all"): Improve administrative processes and deanery organization

OBJECTIVE to meet Goal 2 (est. fall 2019): develop an Office of the Dean of Student Services handbook by June 30, 2020

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Strengthen Accountability, Innovation and Collaboration

GOAL 3 (Established fall 2019): Center diversity, equity, inclusion, social justice (DEISJ) within the deanery and its departments' processes

OBJECTIVE 1 to meet Goal 3 (est. fall 2019): identify, develop, and facilitate participation in at least one (1) DEISJ professional development opportunities for deanery leadership by the end of spring 2020

OBJECTIVE 2 to meet Goal 3 (est. fall 2019): work with deanery leadership to develop equity-data points to develop a baseline and end of year outcomes for the 2020-2021 academic year

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote equity

District Goal

Advance Student Access, Equity, and Success

Describe your current utilization of facilities, including labs and other space

The Office of the Dean of Student Services includes three (3) rooms in the Tower Building:

- *T-805: Dean's office
- *T-352: Dean's former office
- *T-351: Staff Services Specialist office

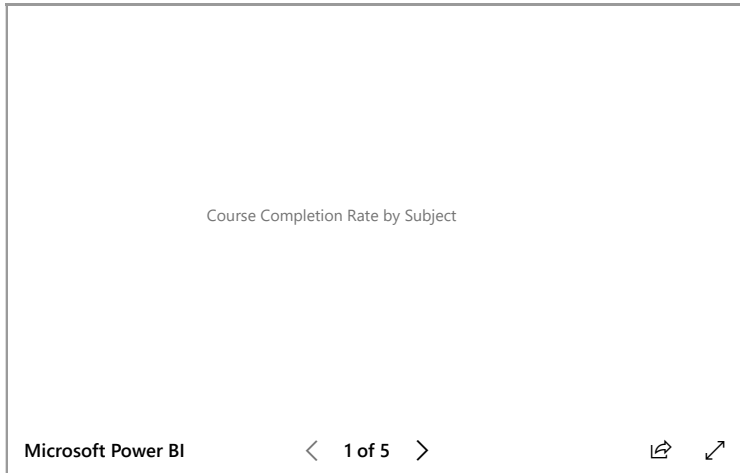
Facilities that fall under the Office of the Dean of Student Services also includes:

- *The third floor of the Tower Building (Counseling)
- *T-201 and T-212 (Transfer Center)
- *T-250 and T-210 (Health Services)
- *E-251, E-259, and E-261 (DSPS)

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

While the above dashboard is applicable to the departments that report to the Office of the Dean of Student Services, it is not applicable directly to the Office of the Dean of Student Services.

Specific to Learning Resources (LRNRE), there has not been a CPR or APR filed. However, based on the above data it appears that LRNRE course completion and retention rates are higher than the college's average rates: 73% and 85% vs. 87% and 88%. Further, LRNRE completion and retention rates have steadily increased since the 2016-2017 academic year: 83% and 79% in 2016-2017, 83% and 85% in 2017-2018, and 87% and 88% in 2018-2019. There are slight performance gaps among DSPS students taking LRNRE classes which widen slightly more for the following disproportionately impacted students: Asians and Low Income students.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The aforementioned goals double as the AUOs for the Office of the Dean of Student Services. In 2018, the VPSS wrote the following AUOs on behalf of the Office of the Dean of Student Services:

- 1) Streamline processes and procedures in targeted areas
- 2) Market services to the campus and local community
- 3) Identify and implement innovative counseling initiatives to support students on and off campus; respond to State AB705

AUO #3 is well underway with the hiring of new counselors, the piloting of the MDR C SUCCESS program, the continued growth counseling support for Oakland Promise Scholars, research and piloting of online counseling, and continued communication between the Counseling Department and the faculty leads facilitating AB705 compliance.

AUOs #1 and #2 fit well within Goals #1 and #2 from the previous page. However, as there was no dean of student services for eight months to provide leadership on these goals, there was limited progress on these goals. As such, they will be reported in the next APR. Further, the dean is working with deanery leadership and the staff services specialist to develop a culture of continuing improvement. This is accomplished through individual meetings with the specialist and deanery leadership. The dean plans on meeting with deanery leadership as a whole more consistently. Further, the dean plans on working with the specialist to establish a handbook/SOPs to improve processes and procedures.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|---|--|--------------------|--------------------|
| Fuller Access to Professional Development for faculty le... | Professional development will ensure that the dean and deanery leadership learn promising practices and expand their networks in support of equitable student success. | 12/31/2021 | Dean, VPSS |

Resource Request

Professional Development

Department-wide PD needed

Descripon/ Jusfic aon

Professional development is essential for deanery leadership to stay abreast of promising practices that facilitate equitable student success. However, faculty professional development funds have taken deep cuts this past year. In addition to supplementing faculty professional development funds, an additional \$5,000 a year will ensure that future cuts never disrupt faculty's ability to expand their knowledge and sharpen their skills through DEISJ-related professional development.

Esmaàted Cost

5000

Resource Request

Professional Development

Individual/personal PD needed

Descripon/ Jusfic aon

Continued professional development is necessary for the dean to ensure the dean is abreast of promising leadership practices that support the achievement of equitable student success. However, funds are not specifically earmarked for professional development for the dean of student services. An allocation of \$3,000 a year will allow the dean to attend at least one (1) major professional development opportunity without having to find alternate funding or personally fund the opportunity. Alternatively, this amount can also allow the dean to attend multiple regional professional development opportunities.

Esmaàted Cost

3000

Resource Request

Professional Development

Department-wide PD needed

Descripon/ Jusfic aon

Professional development is necessary for classified professionals to be up to date on promising practices that facilitate equitable student success. An allocation of \$3,000 a year will allow classified professionals the opportunity to attend DEISJ-related professional development opportunities.

Esmaàted Cost

3000

Improvement Acon

| | | | |
|---|--|--------------------|--------------------|
| Acon It em | Descripon | To be completed By | Responsible Person |
| Increased support for deanery leadership to complete d... | A student worker to provide general administrav e support; supplies for the deanery to funcon productv ely | 12/31/2020 | Dean, VPSS |

Resource Request

| | | | |
|-------------|---|------------------------------|--------------------------------|
| Personnel | Student Worker | | |
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 95 | Due to a strong need for more administrav e support, an influx of student needs, and paperwork, the deanery needs a student worker to assist in facilitang administrav e support. | 15000 | |
| Total Costs | | | |
| 15000 | | | |

Resource Request

| | | | |
|--|-------------|---------------|--|
| Technology and Equipment | Replacement | | |
| Descripon/ Jusfic aon | | Esmaàted Cost | |
| Both the Counseling and DSPS department require a copier/scanner/printer to generate and copy important documents. Currently, categorical funds pay for the printer leases for both departments. As these funds are not permanent, these funds should be moved to permanent funding (Fund 1). The esmaàted cost is for two (2) printer leases. | | 2000 | |

Resource Request

Supplies

Noninstructional Supplies and Materials

Descripon/ Jusfic aon

The following supplies will help the deanery run smoothly:

- *20 boxes of copy paper (8.5x11)
- *2 boxes of post-its (standard size; mult colored)
- *3 flats of boled w ater (8oz)
- *5 boxes of paper clips (standard size)

Esmaàted Cost

1000

Resource Request Summary

Total Cost: \$29000

Total Resource Request: 6

Program Update

Personnel

| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
|---------------------------|--------|--|------------------------------|--------------------------------|-------------|
| Student Worker | 95 | Due to a strong need for more administrav e support, an influx of student needs, and paperwork, the deanery needs a student worker to assist in facilitang adminis trav e support. | 15000 | | 15000 |
| Sub-Total: \$15000 | | | | | |

Professional Development

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|---|---------------|
| Department-wide PD needed | Professional development is essenal f or deanery leadership to stay abreast of promising pracces thaàt facilitate equitable student success. However, faculty professional development funds have taken deep cuts this past year. In addition o supplementng f aculty professional development funds, an additional \$5,000 a y ear will ensure that future cuts never disrupt faculty's ability to expand their knowledge and sharpen their skills through DEISJ-related professional development. | 5000 |

| | | |
|-------------------------------|--|------|
| Individual/personal PD needed | Continued professional development is necessary for the dean to ensure the dean is abreast of promising leadership practices that support the achievement of equitable student success. However, funds are not specifically earmarked for professional development for the dean of student services. An allocation of \$3,000 a year will allow the dean to attend at least one (1) major professional development opportunity without having to find alternate funding or personally fund the opportunity. Alternatively, this amount can also allow the dean to attend multiple regional professional development opportunities. | 3000 |
|-------------------------------|--|------|

| | | |
|---------------------------|---|------|
| Department-wide PD needed | Professional development is necessary for classified professionals to be up to date on promising practices that facilitate equitable student success. An allocation of \$3,000 a year will allow classified professionals the opportunity to attend DEISJ-related professional development opportunities. | 3000 |
|---------------------------|---|------|

Sub-Total: \$11000

Technology and Equipment

| Type | Description/ Justification | Estimated Cost |
|-------------|---|----------------|
| Replacement | Both the Counseling and DSPS department require a copier/scanner/printer to generate and copy important documents. Currently, categorical funds pay for the printer leases for both departments. As these funds are not permanent, these funds should be moved to permanent funding (Fund 1). The estimated cost is for two (2) printer leases. | 2000 |

Sub-Total: \$2000

Supplies

| Type | Description/ Justification | Estimated Cost |
|---|---|----------------|
| Noninstructional Supplies and Materials | The following supplies will help the deanery run smoothly: *20 boxes of copy paper (8.5x11) *2 boxes of post-its (standard size; multi-colored) *3 flats of bottled water (8oz) *5 boxes of paper clips (standard size) | 1000 |

Sub-Total: \$1000

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

JP Schumacher

Please enter the name of the person submitting this program review.

JP Schumacher



Welcome to Program Review

Laney College - 2019

Digital Fabrication Lab (FabLab) - Service Area with Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney College FabLab strives to lead the region in the education and workforce preparation of modern digital fabrication tools used in the Digital Fabrication Technology and Advanced Manufacturing industry. Every student should feel empowered, included, and encouraged to create almost anything, regardless of background or skill set.

The FabLab creates pathways to the CTE trades at Laney College by aligning techniques, training, and curriculum along many programs within CTE. The FabLab also partners with high schools in the region, many of which currently have their own FabLabs or are building new ones, and ensures that students who are inspired by Digital Fabrication Technology at their schools pursue their interests here at Laney College.

The FabLab directly contributes to the college mission of an inclusive and diverse learning environment by actively welcoming and empowering students from underrepresented groups within Digital Fabrication and Advanced Manufacturing. We do this by working with a wide range of departments and student groups who normally don't utilize manufacturing techniques within CTE.

Program Total Faculty and/or Staff

Full Time

Richard Rothbart (contractor)
Levi Williams (contractor)
Danny Beesley (contractor)

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

The FabLab is creang thr ee modern and comprehensive Digital Fabricaon T echnology cerfic ates of compleon

Status

In-Progress

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Expand the FabLab into a larger space that can effecv ely serve more students

Status

In-Progress

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

Creang a Digit al Fabricaon T echnology Department within CTE

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Create non-credit classes that utilize the FabLab and create pathways into other CTE departments and prepare students for jobs within the Digital Fabrication Technology industry

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Describe your current utilization of facilities, including labs and other space

The Laney FabLab uses the loading dock of the theater building as its primary learning lab and facility. The 600 square foot space houses digital fabrication equipment such as a full size (60" x 96") CNC router, 2 laser cutters, 2 bench top mills, an abrasive waterjet, 4 3D printers, a 10 needle CNC embroidery machine, an ultra-violet printer, vacuum former, injection molder, and a vinyl cutter with garment fabrication accessories. The Lab also has a 20' container used to store materials and supplies, as well as a 225 sq ft storage room for plywood and woodworking equipment such as a table saw, router table, and sanding machines.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The Laney FabLab is not a program or class, rather it is a learning resource center like the computer or math labs. We are an important lab space used by the following classes and departments:

- CARP 224 A and B
- WDTECH 10 and 20
- ENGIN 10 and ENGIN 22
- GRART 34
- GEOG 10
- Asian American Studies
- Machine Technology
- Welding Technology
- Architecture
- Art
- Construction management

The FabLab has served over 2,000 students, faculty, and staff since opening in 2015. The 2019 fall semester saw more than 860 cumulative student hours and over 630 unique visits. The FabLab has seen an increase in student use semester after semester.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The FabLab is currently creating and launching 3 new certificates of achievement: Digital Fabrication Technology - Wood Technology, Digital Fabrication Technology - Machine Technology, Digital Fabrication Technology - Design and Engineering. The FabLab currently doesn't have any active programs or classes.

The FabLab is also doing exploratory research into offering creating non-credit courses.

Describe the outcomes and accomplishments from previous years' funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|---|---|--------------------|--|
| Material and equipment purchases, contractor services | Strong Workforce | 50000 | Purchase of materials and equipment such as plywood, acrylic, CNC tooling, UV printer, laser cutter supplies, etc. Also used for paying contractor support services |
| Material and equipment purchases, contractor services | California Community College Chancellor's Office, Workforce and Economic Division | 250000 | Purchase of materials and equipment such as plywood, acrylic, CNC tooling, waterjet cutter and abrasives, laser cutter supplies, etc. Also used for paying contractor support services |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|-------------------------------------|--|--------------------|--------------------|
| Build a new building for the FabLab | New building to house a larger workspace and classroom space | 1/1/2022 | Richard Rothbart |

Resource Request

Facilities

Labs

Descripon/ Jusfic aon

The FabLab has outgrown the current space it resides in. The FabLab needs a new building to house classrooms, more work benches and a more open workspace, computers and laptops for up to 30 students to use, as well as an upgrade in electrical needs. The FabLab also needs to modernize equipment, and staff and faculty to facilitate the space and run it 40 hours per week. We anticipate a budget of \$500,000 to successfully create a modern flagship FabLab that can satisfy the needs of Laney College students and faculty.

Esmaàted Cost

500000.00

Improvement Acon

Acon It em

Fund new curriculum development

Descripon

Creang neaw Digital Fabricaon T echnology classes and curriculum

To be completed By

1/1/2022

Responsible Person

Richard Rothbart

Resource Request

Professional Development

Individual/personal PD needed

Descripon/ Jusfic aon

The FabLab will have to create new curriculum and classes for its 3 new cerfic ates: Digital Fabricaon Technology - Wood Technology, Digital Fabricaon T echnology - Machine Technology, Digital Fabricaon Technology - Design and Engineering

Esmaàted Cost

20000.00

The FabLab will also develop non-credit courses that teach techniques, sow are, and skills within Digital Fabricaon T echnology

Resource Request Summary

Total Cost: \$520000

Total Resource Request: 2

Program Update

Personnel

No Resources found for this category

Professional Development

| Type | Description/ Justification | Estimated Cost |
|-------------------------------|--|----------------|
| Individual/personal PD needed | The FabLab will have to create new curriculum and classes for its 3 new certificates: Digital Fabrication Technology - Wood Technology, Digital Fabrication Technology - Machine Technology, Digital Fabrication Technology - Design and Engineering The FabLab will also develop non-credit courses that teach techniques, software, and skills within Digital Fabrication Technology | 20000.00 |
| Sub-Total: \$20000 | | |

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

| Type | Description/ Justification | Estimated Cost |
|----------------------------|---|----------------|
| Labs | The FabLab has outgrown the current space it resides in. The FabLab needs a new building to house classrooms, more work benches and a more open workspace, computers and laptops for up to 30 students to use, as well as an upgrade in electrical needs. The FabLab also needs to modernize equipment, and staff and faculty to facilitate the space and run it 40 hours per week. We anticipate a budget of \$500,000 to successfully create a modern flagship FabLab that can satisfy the needs of Laney College students and faculty. | 500000.00 |
| Sub-Total: \$500000 | | |

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Richard Rothbart
Karl Seelbach

Please enter the name of the person subming this pr ogram review.

Richard Rothbart



Welcome to Program Review

Laney College - 2019

Distance Education - Service Area with Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney Distance Education initiative is designed to: Support excellence in online teaching and learning; Reduce education gaps in student achievement; Ensure that all online and hybrid classes meet federal, state, and accreditation standards

Program Total Faculty and/or Staff

Full Time

Part Time

Chelsea Cohen

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

1. Increase online student retention and success rates, and reduce achievement gaps
2. Provided resources, support and services that are specific to online students
3. Increase the number of online courses that meet guidelines for equity, quality, consistency, and accessibility

Status
In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Select College Goal....

District Goal
Select District Goal....

Describe your current utilization of facilities, including labs and other space

Currently the Technology Teaching and Learning Center (TTLIC) located in the Tower, room 513 is utilized for workshops and support for online instructors by appointment.

Students are directed to the Library, Technology Center, and Welcome Center to get help with learning management system basics, but there is not a specific place where students can go for assistance with online courses. We request a designated space for online learning support for students.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Retention Rates Between Online and Face-to-Face Classes

In 2017-2018, the gap between online and face-to-face (F2F) retention rates was 3.45% (81.7% vs. 78.2% online). In 2018-2019, the gap increased by 6% (84% for F2F vs. 79% for online). The retention rate for online courses went up slightly. The retention rate for hybrid was 68% which is a 1% increase from last year.

Retention rates among disproportionately impacted groups remain an issue. For Asian students, it's a 3% gap between online and F2F (89% F2F vs. 86% online). For African American students, it's a 7% difference (79% F2F vs. 72% online). For Lanex students, it's a 9% difference (81% F2F vs. 73% online). And for white students, it's a 5% difference (85% F2F vs. 80% online).

For hybrid, retention was 82% Asian students, 56% for African American students, 70% for Lanex students and 69% retention for white students.

Success Rates Between Online and Face-to-Face Classes

Success rates for F2F were 74%, 68% for online, and 54% for hybrid. The success rate for online increased by 1% since last year and the hybrid success rate decreased by 3%.

Online and hybrid success rates for Asian students is roughly equivalent to the success rate for face-to-face classes (82% F2F; 81% online; 82% hybrid). In 2017-2018, the online success rates were 2% higher in online than F2F.

The gaps between online and F2F increased by 1% for African American students since 2017-2018, but there is still a 13% difference. However, success rates for African American students in online and hybrid still have a significant gap between the online and F2F environment. (F2F: 65%; Online 52%; hybrid: 70%) African American success rate remained at 52%.

The gaps between online and F2F increased from 6.55% (2017-2018) to 11% for Lanex students (F2F: 72%; Online: 61%). The success rate for hybrid for Lanex students is 70%.

The gap between online and F2F success decreased by 1% for white students since 2017-2018. Online and hybrid success rates for white students only have a 1% difference (Online: 70%; hybrid: 69%). Success rates in the face-to-face environments are 79%

Analysis:

Review of the data reveals that the gaps between face-to-face and hybrid courses are even more disparate than 100% online courses. Laney continues to experience reduced rates of retention and success in the hybrid and online modes of delivery. Equity gaps continue for DI student populations. These disparities are not unexpected given that Laney was unable to increase any funding into the area of Distance Education as requested in last year's program review.

In Fall 2018, we offered 59 online courses and 31 hybrid courses. In Spring 2019, we offered 111 online sections and in Fall 2019, we offered 132, a significant expansion from Fall 2018. Given recent announcements both by district and college admin, it is clear that Laney intends to increase online and hybrid offerings in the coming years. This program review brings a strong recommendation that there is no growth in online and hybrid offerings until the resource requests made here are implemented for the FY 2021 year.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

We consulted with our Assessment coordinator and were unable to locate SLOs or PLOs related to Distance Education. However, we propose the two following Program Learning Outcomes for Distance Education:

- Reduced achievement gaps between F2F success rates and online success rates
- Reduced achievement gaps for DI populations in online courses

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|--|--|--------------------|--------------------|
| Increase online student retention and success rates, an... | We currently do not have classified staff or student workers to support students and faculty in their online courses and courses development. We have one DE Coordinator at .5 load. | 6/20/2019 | VPI Rudy Besikof |

Resource Request

| | |
|-----------|------------------|
| Personnel | Classified Staff |
|-----------|------------------|

| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
|--------|---|------------------------------|--------------------------------|
| | This posion w ould be responsible for training and supporng online learner s in addion t o faculty in their course development. This posion w ould also develop online learning resources for students. | 60000 | 35000 |

Total Costs
95000

Resource Request

| Personnel | Student Worker | | |
|-----------|---|------------------------------|--------------------------------|
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| | Students hired as tech tutors will help provide resources, support and services that are specific to online students. | 15000 | |

Total Costs
15000

Resource Request

| Personnel | Part-time Faculty |
|-----------|-------------------|
|-----------|-------------------|

% Time

Descripon/ Jusfic aon

Given that the district is projecng t o pay only .5 for DE Coordinators next year, and given that the tasks, projects, and responsibilities of the DE Coor dinator have grown exponenally (and ar e likely to connue t o grow), it is imperav e that Laney fund addional faculty reassignment to lead and support distance educaon. R ecommendaon is .5 load.

Esmaàted Annual Salary Costs

50000

Esmaàted Annual Benefits Costs

20000

Total Costs

70000

Resource Request

Personnel

Full-time Faculty

% Time

Descripon/ Jusfic aon

Because equity and accessibility are legal and moral imperav es in educaon, and bec ause the experseq necessary to create equity and accessibility is highly specialized, we are in urgent need of a full-me, permanent faculty member with experse in theseq areas. Having an Equity/Accessibility Instruconal Designer will allow Laney College to align online materials to federal, state, and local requirements, and to be er meet the needs of the diverse community of Laney College students. Additionally , this posion would assist and mentor faculty in developing high quality online courses that align with the OEI Course Design Rubric and Peralta Equity Rubric.

Esmaàted Annual Salary Costs

85000

Esmaàted Annual Benefits Costs

30000

Total Costs

115000

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

In order to support student success in online courses, we request 2 class sets of Chromebooks. They could be wheeled to the library, tutor resource center, or tech center for additional online learning support. We also request a Distance Educaon Lap top and projector for faculty training.

Esmaàted Cost

18000

Resource Request

Facilities

Labs

Descripon/ Jusfic aon

We currently have no designated space for students to receive training and support for online learning. We request a designated lab space for students.

Esmaàted Cost

Improvement Acon

Acon It em

Increase the number of online courses that meet guidel...

Descripon

To meet this goal, we should develop guidelines for course design and facilitaton, pr ovide professional development to faculty in order to meet the guidelines

To be completed By

12/20/2019

Responsible Person

VPI Rudy Besikof

Resource Request

Professional Development

Department-wide PD needed

| Descripon/ Jusfic aon | Esmaàted Cost |
|---|---------------|
| Create and facilitate face-to-face and online workshops on how to support online learners from disproponaàtely impacted groups (ie: using the Peralta Equity Rubric). | 10000 |
| Create and maintain a community of pracce f or Laney faculty and staff to share their experiences and enhance their online teaching praces | |
| Provide support for departments in developing pilot online and hybrid pathways | |
| Create infrastructure to support faculty in course redesign (summer instut es, workshops, online courses, communies of pr acce) | |

Resource Request

| Technology and Equipment | New | Esmaàted Cost |
|---|-----|---------------|
| Descripon/ Jusfic aon The following instruconal t ools will provide a more equitable experience for online learning. | | 126000 |
| Noteowl: \$10,000 | | |
| Namecoach: \$7,000 | | |
| Turnin: \$20,000 | | |
| Respondus : \$2500 | | |
| Proctorio: \$70,000 | | |
| VoiceThread: \$14,000 | | |
| Padlet: \$2,500 | | |

Resource Request

| Other | Other |
|-------|-------|
| | |

| | |
|---|---------------|
| Descripon/ Jusfic aon | Esmaàted Cost |
| A third party consultant could implement goals of DE plan by conducng a needs assessmen t and surveying the instuon. This per son could also conduct a unique secon of f aculty training such as the Online Equity Training. They could write a plan to coordinate dual enrollment and noncredit with DE. | 25000 |

Resource Request Summary

Total Cost: \$474000
 Total Resource Request: 9

| Program Update | | | | | |
|-------------------|--------|--|------------------------------|--------------------------------|-------------|
| Personnel | | | | | |
| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
| Classified Staff | | This posion w ould be responsible for training and supporng online learners in addion t o faculty in their course development. This posion would also develop online learning resources for students. | 60000 | 35000 | 95000 |
| Student Worker | | Students hired as tech tutors will help provide resources, support and services that are specific to online students. | 15000 | | 15000 |
| Part-time Faculty | | Given that the district is projecng t o pay only .5 for DE Coordinators next year, and given that the tasks, projects, and responsibilities of the DE Coordinator have grown exponenally (and are likely to connue t o grow), it is imperav e that Laney fund addional f aculty reassignment to lead and support distance educaon. R ecommendaon is .5 load. | 50000 | 20000 | 70000 |

| | | | | |
|----------------------------|---|-------|-------|--------|
| Full-time Faculty | Because equity and accessibility are legal and moral imperatives in education, and because the expertise necessary to create equity and accessibility is highly specialized, we are in urgent need of a full-time, permanent faculty member with expertise in these areas. Having an Equity/Accessibility Instructional Designer will allow Laney College to align online materials to federal, state, and local requirements, and to better meet the needs of the diverse community of Laney College students. Additionally, this position would assist and mentor faculty in developing high quality online courses that align with the OEI Course Design Rubric and Peralta Equity Rubric. | 85000 | 30000 | 115000 |
| Sub-Total: \$295000 | | | | |

| Professional Development Type | Description/ Justification | Estimated Cost |
|-------------------------------|--|----------------|
| Department-wide PD needed | Create and facilitate face-to-face and online workshops on how to support online learners from disproportionately impacted groups (ie: using the Peralta Equity Rubric). Create and maintain a community of practice for Laney faculty and staff to share their experiences and enhance their online teaching practices. Provide support for departments in developing pilot online and hybrid pathways. Create infrastructure to support faculty in course redesign (summer institutes, workshops, online courses, communities of practice) | 10000 |
| Sub-Total: \$10000 | | |

| Technology and Equipment Type | Description/ Justification | Estimated Cost |
|-------------------------------|--|----------------|
| New | In order to support student success in online courses, we request 2 class sets of Chromebooks. They could be wheeled to the library, tutor resource center, or tech center for additional online learning support. We also request a Distance Education Laptop and projector for faculty training. | 18000 |

| | | |
|-----|--|--------|
| New | The following instructional tools will provide a more equitable experience for online learning. Noteowl: \$10,000 Namecoach: \$7,000 Turnin: \$20,000 Respondus : \$2500 Proctorio: \$70,000 VoiceThread: \$14,000 Padlet: \$2,500 | 126000 |
| | Sub-Total: \$144000 | |

Supplies
No Resources found for this category

| | | |
|------------|---|---------------|
| Facilities | Descripon/ Jusfic aon | Esmaãted Cost |
| Type | | |
| Labs | We currently have no designated space for students to receive training and support for online learning. We request a designated lab space for students. | |
| | Sub-Total: \$0 | |

Library
No Resources found for this category

| | | |
|-------|---|---------------|
| Other | Descripon/ Jusfic aon | Esmaãted Cost |
| Type | A third party consultant could implement goals of DE plan by conducng aã needs assessment and surveying the instuon. This per son could also conduct a unique secon of f aculty training such as the Online Equity Training. They could write a plan to coordinate dual enrollment and noncredit with DE. | 25000 |
| | Sub-Total: \$25000 | |

Sign and Submit

Please provide the list of members who parcipated in compleng this program review.

Chelsea Cohen, Inger Stark

Please enter the name of the person subming this program review.

Chelsea Cohen



Welcome to Program Review

Laney College - 2019

Employment Services Center - Service Area or Special Program

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Program Total Faculty and/or Staff

Full Time

Raya Zion

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

The employment services center shares Tower 201 with Laney's Transfer Center.

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Raya Zion

Please enter the name of the person submitting this program review.

Raya Zion



Welcome to Program Review

Laney College - 2019

ENGIN - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney College Engineering Department's mission is to develop and cultivate students' ability to think critically, problem solve, and communicate innovative ideas. Through a foundational knowledge in math, science, and engineering and hands on experience with modern technology students will be provided with the skills necessary to succeed upon transferring or entering the workforce.

Program Total Faculty and/or Staff

Full Time

Mallory Barkdull

Part Time

Mahmood Noii

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Increase outreach to students from traditionally under-represented groups in STEM.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase awareness and access to disproportionately impacted communities

District Goal

Advance Student Access, Equity, and Success

Update curriculum and assess student learning outcomes.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Develop a guided pathway for students to transfer to four year engineering programs at CSU and UC.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Connue t o improve lab classes to closer match those offered at CSU and UC.

Status

In-Progress

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Increase success of Black/African-America, Hispanic/Lano , and Female students.

Status

In-Progress

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

College Goal

Promote equity

District Goal

Advance Student Access, Equity, and Success

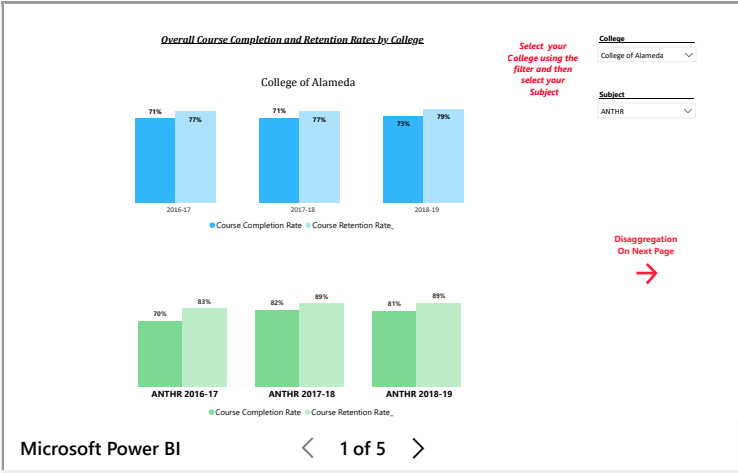
Describe your current uliz aon of f acilities, including lab s and other space

Engineering classes are currently offered throughout campus in the lecture rooms F-204, A-191, and G-200 and laboratory rooms G-240, G-270, A-274, and A-191. While some of the laboratory equipment for the department is stored in the physics storage room, most of the equipment is located in my office which makes it very difficult to have office hours in this space. Additionally , hours are spent every week transporng equipmen t from my office to the lab and back again.

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The completion and retention rates are higher for engineering than for the college as a whole. This is most likely due to two things. First, many of our classes require strict prerequisites which means students have already completed many math and physics classes by the time they take their engineering classes. Secondly, our class size is smaller, on average, than the college as a whole. Smaller class sizes have been shown to help improve student success. Course completion by female students is lower than that of male students (73% and 81%, respectively). The course completion rate for Black/African American and Hispanic/Latino students is also lower than that for other groups. While both of these trends are common in the engineering discipline as a whole (and are apparent at Laney College as a whole), I believe in our department we have the opportunity to tackle achievement gaps in traditionally underrepresented groups in engineering. This performance gap also makes it clear that a tutor is needed for our classes.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

All curriculum is currently up to date with the exception of ENGIN 18. ENGIN 18 will be updated in January 2020. Our department has been working closely with the curriculum officer to update our curriculum to match C-ID descriptors. We have not completed any SLO assessment, but will create a plan for SLO assessment in Spring 2020. We have met with our counseling liaison about creating an AS degree for transferring students. The work on this degree is in progress. We also held an advisory committee meeting about developing an engineering technology CE program or certificate.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|---|--|--------------------|--|
| buy supplies for labs for Introduction to engineering and Properties of Materials | IELM | 5000 | Students were able to complete labs for ENGIN 10 and ENGIN 45 because of this funding. All of the money was spent and went directly to materials that students used consistently in these classes. These classes would not have been possible without this funding. Additionally, some of the money dedicated for my department was used by the library; therefore, I was not able to purchase everything I needed using the IELM funding (Note: although the total awarded amount was \$5000, only \$4000 was available to the department). Also, the money allocated to the library to buy engineering textbooks (\$700) was not spent on engineering textbooks. |
| buy supplies for labs for introduction to engineering and properties of materials | Library funds | 3500 | Students were able to complete labs for ENGIN 10 and ENGIN 45 because of this funding. All of the money was spent and went directly to materials that students used consistently in these classes. These classes would not have been possible without this funding. ENGIN 10 was taught for the first time this semester. The IELM and library funds were used to purchase 14 robots for students to build and program. The robots helped not only with student success and completion, but also with making our department more visible on campus. |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

| Improvement Actions | Improvement Action |
|---------------------|--------------------|
| | |

Improvement Acon

| | | | |
|--|---|----------------------------------|--|
| Acon It em Increase visibility of program existence | Descripon create a social media plan; reach out to community organizaons | To be completed By 12/31/2020 | Responsible Person Department chairs, dean, vpi, researcher, advisory board |
|--|---|----------------------------------|--|

Resource Request

| | | | |
|---------------------|--|--------------------------------------|--|
| Personnel | Classified Staff | | |
| % Time 10 | Descripon/ Jusfic aon social media programmer (I am not sure if these numbers are correct) | Esmaàted Annual Salary Costs 5000 | Esmaàted Annual Benefits Costs 2500 |
| Total Costs 7500 | | | |

Resource Request

Choose an Option

Improvement Acon

| | | | |
|---|---|----------------------------------|--|
| Acon It em Connue t o improve lab classes to closer match those o... | Descripon properly training students to transfer to 4 year universities b y offering them labs equivalent to those offered at universities | To be completed By 12/31/2020 | Responsible Person Department chairs, dean, vpi, researcher, advisory board |
|---|---|----------------------------------|--|

Resource Request

Facilities

Labs

Description/ Justification

the ENGIN department needs dedicated lab space to properly train students for 4 year universities. Currently there is equipment that we cannot utilize because there is no safe space to use it. Additionally, students are sometimes crowded into the small physics storage room to complete lab tasks because the equipment is too heavy to move in and out of the lab. This creates an unsafe learning environment for the students and the instructor. Moreover, our classes are limited in the mes they can be offered because we need to work around all the other classes being offered in those spaces. This means we cannot offer our classes at mes that meet student demands and our enrollment is dropping because of this.

Estimated Cost

500000

Resource Request

Technology and Equipment

New

Description/ Justification

Three point bending apparatus for the instron testing machine. This will allow us to compete two additional labs in ENGIN 45 that more closely match what is being offered at four year universities

Estimated Cost

2500

Resource Request

Supplies

Instructional Supplies and Materials

Description/ Justification

Supplies for preparing metal specimens to be observed under the optical microscope. Investigating the microstructure of materials is a core part of the curriculum for ENGIN 45 which is currently not being properly covered due to the lack of access to certain supplies. These supplies will allow students to investigate the microstructure of different materials which is closely match labs offered at 4 year universities. These supplies can also be used by the machine technology and welding departments

Estimated Cost

3000

Resource Request

Professional Development

Individual/personal PD needed

Descripon/ Jusfic aon

Attending an Engineering Education conference. Currently, I am the only full time engineering instructor at Laney College which means I don't have an opportunity to collaborate with and talk to other engineering instructors about teaching methods. I attended a 2-day conference at Berkeley this semester and the knowledge gained was so valuable. I was able to take the knowledge gained and apply it immediately to my classes to try to increase student success.

Esmaàted Cost

1000

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

Cage for Charpy impact tester. Currently there is a charpy v-notch impact tester located in the welding department. This tester has been unused for decades because it does not have the proper safety cage needed to operate the equipment safely (and there is no safe space large enough to operate the equipment - see above ask for lab space). This cage would allow us to use equipment already located on campus in a safe manner.

Esmaàted Cost

3000

Improvement Acon

Acon It em

Increase outreach to students from traditionally under -r...

Descripon

Both increase outreach and improve classes by making the department appealing to students while also providing students with the technology necessary to complete the course.

To be completed By

12/31/2021

Responsible Person

Resource Request

| Facilities | Labs | Estimated Cost |
|---|------|----------------|
| Descripon/ Justification A new, larger, accessible space for the Laney College FabLab. The lab currently can only safely serve about 20 students at a time and is not ADA accessible. Engineering classes (ENGIN 10 and ENGIN 22) require the FabLab to be adequately taught. Additionally, the FabLab serves as a great outreach mechanism to reach students and show them how fun and exciting engineering can be. | | 500000 |

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|---|---|--------------------|--------------------|
| Increase success of Black/African-America, Hispanic/La... | Currently certain student groups are experiencing performance gaps. We need to provide resources to these students. | 12/31/2021 | |

Resource Request

| Personnel | Student Worker | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
|-------------|--|-------------------------------|---------------------------------|
| % Time | Descripon/ Justification 2 student tutors - 3 hours per week. Students are consistently asking for tutors. Tutoring provides students a different way of learning and will help us support all of our students. | 3000 | |
| Total Costs | | | |
| 3000 | | | |

Improvement Acon

| Acon It em | Descripon | To be completed By | Responsible Person |
|---|---|--------------------|--------------------|
| Provide students with textbooks necessary to complete ... | Purchase copies of engineering textbooks to be available in the library | 8/31/2020 | |

Resource Request

| Library | Library materials | Esmaàted Cost |
|--|-------------------|---------------|
| Descripon/ Jusfic aon | | |
| Students should have access to engineering textbooks in the library. This amount had been previously allocated to purchase engineering textbooks, but the engineering department was never contacted regarding which textbooks should be purchased for students. | | 700 |

Resource Request Summary

Total Cost: \$1020700
 Total Resource Request: 10

| Program Update Personnel | | | | | |
|---------------------------|--------|--|------------------------------|--------------------------------|-------------|
| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
| Classified Staff | 10 | social media programmer (I am not sure if these numbers are correct) | 5000 | 2500 | 7500 |
| Student Worker | | 2 student tutors - 3 hours per week. Students are consistently asking for tutors. Tutoring provides students a different way of learning and will help us support all of our students. | 3000 | | 3000 |
| Sub-Total: \$10500 | | | | | |

| Professional Development Type | Descripon/ Jusfic aon | Esmaàted Cost |
|-------------------------------|-----------------------|---------------|
| | | |

| | | |
|-------------------------------|---|------|
| Individual/personal PD needed | <p>A. ending an Engineering Educaon c onference. Currently, I am the only full meq engineering instructor at Laney College which means I don't have an opportunity to collaborate with and talk to other engineering instructors about teaching methods. I attended a 2-day conference at Berkeley this semester and the knowledge gained was so valuable. I was able to take the knowledge gained and apply it immediately to my classes to try to increase student success.</p> | 1000 |
|-------------------------------|---|------|

Sub-Total: \$1000

Technology and Equipment

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|------|---|---------------|
| New | <p>Three point bending apparatus for the instron tesng machine. This will allow us to compete two additional lab s in ENGIN 45 that more closely match what is being offered at four year universies</p> | 2500 |
| New | <p>Cage for Charpy impact tester. Currently there is a charpy v-notch impact tester located in the welding department. This tester has been unused for decades because it does not have the proper safety cage needed to operate the equipment safely (and there is no safe space large enough to operate the equipment - see above ask for lab space). This cage would allow us to use equipment already located on campus in a safe manner.</p> | 3000 |

Sub-Total: \$5500

Supplies

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|-------------------------------------|---|---------------|
| Instruconal Supplies and Maàterials | <p>Supplies for preparing metal specimens to be observed under the opc al microscope. Invesg ang the micr ostructure of materials is a core part of the curriculum for ENGIN 45 which is currently not being properly covered due to the lack of access to certain supplies. These supplies will allow students to invesg ate the microstructure of different materials which is closely match labs offered at 4 year universies. These supplies can also be used by the machine technology and welding departments</p> | 3000 |

Sub-Total: \$3000

Facilies

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|------|-----------------------|---------------|
|------|-----------------------|---------------|

| | | |
|------|---|--------|
| Labs | the ENGIN department needs dedicated lab space to properly train students for 4 year universities. Currently there is equipment that we cannot utilize because there is no safe space to use it. Additionally, students are sometimes crowded into the small physics storage room to complete lab tasks because the equipment is too heavy to move in and out of the lab. This creates an unsafe learning environment for the students and the instructor. Moreover, our classes are limited in the ways they can be offered because we need to work around all the other classes being offered in those spaces. This means we cannot offer our classes at ways that meet student demands and our enrollment is dropping because of this. | 500000 |
| Labs | A new, larger, accessible space for the Laney College FabLab. The lab currently can only safely serve about 20 students at a time and is not ADA accessible. Engineering classes (ENGIN 10 and ENGIN 22) require the FabLab to be adequately taught. Additionally, the FabLab serves as a great outreach mechanism to reach students and show them how fun and exciting engineering can be. | 500000 |

Sub-Total: \$1000000

| Library Type | Description/ Justification | Estimated Cost |
|-------------------|--|----------------|
| Library materials | Students should have access to engineering textbooks in the library. This amount had been previously allocated to purchase engineering textbooks, but the engineering department was never contacted regarding which textbooks should be purchased for students. | 700 |

Sub-Total: \$700

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mallory Barkdull

Please enter the name of the person submitting this program review.

Mallory Barkdull



Welcome to Program Review

Laney College - 2019

ENGL - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney English Department's mission is to develop, expand, and refine students' abilities to think critically about themselves and the world, and to understand and manipulate the English language.

The English Department is the educational foundation for every student at Laney: the English Department teaches Laney College students to read, write, and think critically. Through literature, students gain an understanding of humanity; through expository texts situated in historical and cultural contexts, students gain an understanding of being part of a larger universe.

<https://laney.edu/english/>

Program Total Faculty and/or Staff

Full Time

Brenda Harker
David Mullen
Meryl Siegal
Danielle Robledo
Jackie Graves
Chris Weidenbach
Tony Watkins
Roger Porter
Elizabeth Cowan
Eleni Gastis
Adrienne Oliver
Ian Latta

Part Time

Judy Juanita
Shari Weiss
Tobey Kaplan
Wilma Fuller
Laurel Benjamin
Raquel Wanzo
Greg Newton
John Fielding
Janice Grossman
Louis (Chris) Stroffolino
Prasanna Vengadam
Nima Najafi Kianfar

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

Our department's classes are generally held in some of the smaller regular classrooms on the campus, with the majority utilizing rooms in Bldgs B and E. As of this fall 2019, we have begun expanding writing workshops to meet demands of AB705 by providing support for students taking English 1A. The 3-hr-per-week ENGL 508 writing workshops are intended to be held either in computer labs, or in 'regular' classrooms supported by class-sized sets of laptop computers. With seven sections of 1A+508 this fall, finding computer labs proved to be challenging, but the classes all were accommodated. We hope to have a smoother assignment of these labs in coming terms.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Although completion and retention rates have consistently been slightly lower than college-wide rates (67% / 73%), it's encouraging to see that the rates for English classes have remained consistent during the 2017-2019 era when placement into the transfer-level English 1A changed from 30% to 70% due first to our new Writing Placement Test, and now, effective for this fall, the new AB705 legislation.

Among disaggregated data, no especially significant gaps are visible other than areas where the data sets are extremely small. One apparent gap is among 19-24y.o. students enrolled in DSP&S, where their completion rate of 60% is 11 pts lower than the Total DSP&S-enrolled students' rate of 71%. This is the largest age-group at 67 Census enrolled students out of the total of 210. Our department has been concerned generally about the success of DSP&S-enrolled students, and we have identified a need to press for more diligent communication with DSP&S Counselors to more effectively accommodate students so they have adequate access to conditions for success.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

This fall, our department assessed one SLO each in seven sections of English 1A, and two sections of English 5. We were pleased to see students performing well with respect to the SLO's, and on the UC system's 1-6 holistic scoring scale, which our department has used for decades to assess students' performance writing an in-class essay in response to a published commentary article. As with the previous section, we are proud to see that students are performing at a level consistent with past years even though AB705 now places students who would have started below the transfer level into the transfer-level 1A class.

We will be working this Spring 2020 on assessment of our Program Learning Outcomes, which have been in place, but have never been directly assessed. We plan to continue this assessment work annually now that more students are beginning to choose to pursue the AA-T in English.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|--|---|--------------------|--|
| EXPAND/SECURE TUTORING for 508 and 208 classes | We need consistent, predictable fulfillment of our requests for tutors, especially in the writing workshop classes, ENGL 508 and 208. | 1/10/2020 | Chris Weidenbach, Ian La. a & Dean Denise Richardson |

Resource Request

| | |
|-----------|-------------------|
| Personnel | Part-time Faculty |
|-----------|-------------------|

| | | | |
|--------------|--|------------------------------|--------------------------------|
| % Time 66 | Descripon/ Jusfic aon Instructors with Ethnic Studies background and some demonstrated connecon with the cultur al context associated with the Puente learning community. | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
|--------------|--|------------------------------|--------------------------------|

Total Costs

Improvement Acon

| | | | |
|---|---|---------------------------------|--|
| Acon It em Assess AB705 Compliance and Program Plans | Descripon Our department will be working with the College's researcher, Counseling dept, and Welcome Center/A&R to understand how and why students choose their starnng lea vel in the compositon-and-r eading sequence; and we will connue t o develop our program according to students' demonstrated needs, in compliance with AB705. Our goal is to develop our understanding in meq to apply what we learn to our planning for Summer and Fall 2020 course offerings. | To be completed By 2/15/2019 | Responsible Person Chris Weidenbach |
|---|---|---------------------------------|--|

Resource Request

| | | |
|--|------|--------------------|
| Facilities Descripon/ Jusfic aon With our expansion of English 1A+508 classes, we need reliable, consistent scheduling of classrooms with computers for the lab porons (ENGL 508) of the support ed classes. | Labs | Esmaàted Cost 0 |
|--|------|--------------------|

Resource Request Summary

Total Cost: \$0
 Total Resource Request: 2

Program Update

| Personnel | Type | % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Costs |
|-----------------------|-------------------|--------|--|-------------------------------|---------------------------------|-------------|
| | Part-time Faculty | 66 | Instructors with Ethnic Studies background and some demonstrated connection with the cultural context associated with the Puente learning community. | | | |
| Sub-Total: \$0 | | | | | | |

Professional Development
 No Resources found for this category

Technology and Equipment
 No Resources found for this category

Supplies
 No Resources found for this category

| Facilities | Type | Description/ Justification | Estimated Cost |
|-----------------------|------|--|----------------|
| | Labs | With our expansion of English 1A+508 classes, we need reliable, consistent scheduling of classrooms with computers for the laboratories (ENGL 508) of the supported classes. | 0 |
| Sub-Total: \$0 | | | |

Library
 No Resources found for this category

Other
 No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Chris Weidenbach

Please enter the name of the person submitting this program review.

Chris Weidenbach



Welcome to Program Review

Laney College - 2019

EOPS/CARE - Service Area or Special Program

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The extended opportunity program and services EOPS was implemented by legislation passed by the California state legislature in 1969 to address the lack of access of students who because of academic, social and cultural barriers are historically underrepresented on college campuses.

Program Total Faculty and/or Staff

Full Time

Program Coordinator: Mai Ly
Staff Assistant: Benea Tyson
Staff Assistant: Ding Yao Hua

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

EOPS would like to increase students as well as their retention and completion at the college. Facilities are tight and the program could use more space to hold files and archives that may be needed in the event of audit.

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproponality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The EOPS program does not have Data available in the dashboard. EOPS serves primarily female students with a total of 77% of students being female. EOPS also serves a majority of students in the 20-24 age range followed by 16% of students in the 40-49 age range. We serve 47% asian students, 35% African American students, 7% Lan, 1% filipino , 5% are unknown.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrav e Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or cerfic ate, please describe the department progress on Program Learning Outcomes (PLOs).

The EOPS program is developing their SOA/s but is focusing on student completion and success. During the Fall 2019 semester the EOPS program held a UC transfer information workshop that students were able to take advantage of and ask UC rep's questions as they prepared for their UC applications. We have a survey that was given to students and is available per request. The survey was used to measure student's knowledge of the UC process prior to the workshop and post. The data shows that students were not clear on the process and became more aware as the workshop closed.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|--|--|--------------------|------------------------|
| no allocations in this area last year. | | | |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Choose your Action

Resource Request Summary

Total Cost: \$0
 Total Resource Request: 0

Program Update
 Personnel
 No Resources found for this category

Professional Development
 No Resources found for this category

Technology and Equipment
 No Resources found for this category

Supplies
 No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mildred Lewis

Please enter the name of the person submitting this program review.

Mildred Lewis



Welcome to Program Review

Laney College - 2019

ESL/ESOL - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The ESOL (English for Speakers of Other Languages) Department at Laney College provides the foundation skills in English for a large percentage of our community, addressing the needs of immigrants who live in the Bay Area, international students, and multilingual students who have received most of their education in the U.S. (Generation 1.5). Our program of study directly aligns with the Laney College Mission by providing learner-centered, foundation skills instruction that prepares our culturally-diverse student population for academic studies, work and life in the Bay Area.

Program Total Faculty and/or Staff

Full Time

Suzan Tiemroth-Zavala
Chelsea Cohen
Anna Cortesio
David Mitchell
Jill Neely
Elizabeth Wadell
Barbara Yasue
Steven Zetlan

Part Time

Amanda Price
Angela Jimenez Velayos
Annlee McGurk
Beatrice Roost
Bruno Sablan
Candace Khanna
Deborah Brooks
Elizabeth Maher
Erika Lachenmeier
Eun Kyung Choi
Christina Gifford
Judy Wong
Karyn Panitch
Kathleen Witt
Laura Espino
Lisa Ikeda
Lynda Nicol
Nancy Hunt
Patricia Reed
Patti Weissman
Rebecca Clayton
Richard Robinson
Sean Connolly
Sean Trunk
Javelin Hall
Christina Gifford
Mona Williams
Alexandra Furukawa

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Maintain high level of courses assessed, assess certificates, institute new placement exams

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Strengthen Accountability, Innovation and Collaboration

Promote ESL Certificates, look into developing non-credit, hybrid and DE courses.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Evaluate the success of new programs and adapt accordingly, increase/update classroom technology, build a language lab.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Develop and Manage Resources to Advance Our Mission

Maintain high completion and retention rates evaluate acceleration program.

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress

College Goal
Promote equity

District Goal
Advance Student Access, Equity, and Success

Contextualize speaking/listening courses, institute regular technology training, create a Laney faculty teaching/learning center

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress

College Goal
Cultivate a culture of belonging, pride and self-reflection for continuous improvement

District Goal
Advance Student Access, Equity, and Success

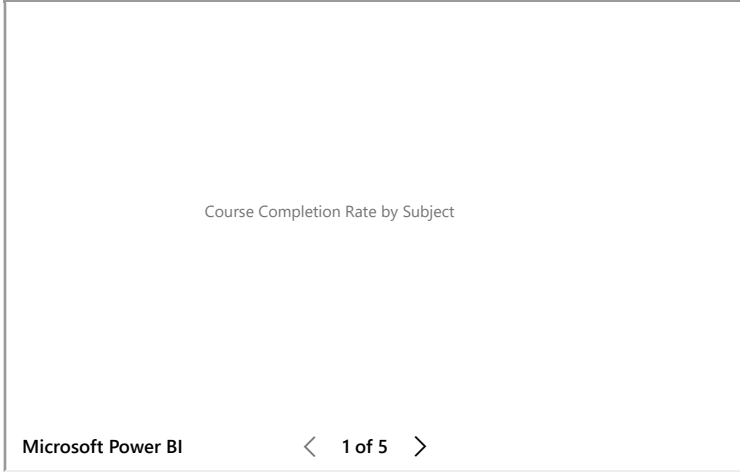
Describe your current utilization of facilities, including labs and other space

Currently, the ESOL department makes use of some of the computer labs on campus to teach the Tech section of the Bridge to Credit classes. Teachers also bring students to the Tech Center (F170) in order to integrate technology into the curriculum and get student familiar with Canvas. Hybrid teachers hold office hours in the tutoring center to help students with the technology or other issues. Furthermore, B260, next to the writing center is used for Writing Workshop classes. Smart carts are stored in the APASS office and in E211.

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproponality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The ESOL completion (high 70%) and especially retention rates (mid 80s%) are higher than the college in general. This bodes well for an expanding program. There is a concern about the Hispanic/Lano populaàon as they are the second-largest group, yet have the lowest retention rate at 77%. Furthermore, completion rate is at 67%. The 55-64 age group is also not performing as well as other age groups, showing 67% completion rate and 76% retention rate.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrav e Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or cerfic ate, please describe the department progress on Program Learning Outcomes (PLOs).

Our SLOs are regularly assessed every semester. We have a predictable system where teachers know they must assess an SLO every semester. Wherever possible, a full-time instructor takes the lead on the section to be assessed and is responsible for seeing that the data are input into Meta. When new curriculum comes through, we map to the PLOs and ILOs. Some instructors have also assessed for this year's Global Awareness ILO.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|---|
| 1 full-time position | | | Hired one replacement for Lisa Cook's position since she left for the dean's position at BCC. Meanwhile three ESOL instructors have retired and have not been replaced. |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

| Improvement Actions | Improvement Action |
|--|---|
| Improvement Action | |
| Action Item | Description |
| Strengthen innovation and build program of disconnection | Strengthen quality and quantity of ESOL faculty |
| | To be completed By |
| | 5/31/2021 |
| | Responsible Person |
| | ESOL Department Chair, Liberal Arts Dean, VPI |

Resource Request

| Personnel | Full-time Faculty |
|---------------|---|
| % Time | Description/Justification |
| 100 | Request: 4 full-time faculty |
| | Estimated Annual Salary Costs |
| | 40000 |
| | Estimated Annual Benefits Costs |
| | 200000 |
| | The ESOL department is huge and expanding. We pull students into all areas across campus. We prepare ESOL students to not only get jobs and improve their English skills, but perhaps more importantly, to take other coursework, to earn certificates and degrees and to transfer. Therefore, every department on campus benefits from the attraction non-native English |

benefits from the arrival of non-fluently English speakers have to our program. We recently lost three full-time instructors to retirement. According to the Educational Master Plan, with retirements, "opportunities exist to plan for new programs and organizational structures, varied talents, and professional development." These retirements also give us the opportunity to look for new energy to take a guided pathways approach to our curriculum and partner with other disciplines to produce certificates with capstone classes in other disciplines. This will strengthen not only the quality and quantity of certificates in our program but in other programs as well as students receive awards along their educational pathways.

We are also requesting four full-time positions to replace the three that have retired and to help with the expansion of our non-credit offerings, which bring in a different population from our credit program. We have more than three times as many part-time instructors as full-time instructors. This is in direct violation to the Assembly Bill 1725, enacted by State legislature and signed into law by Governor George Deukmejian in 1988, which directs community colleges to limit part-time faculty to no more than 25 percent of the total instructional load. This overdependence on part-time faculty for instruction places more burden on full-time instructors to lead and run such routine duties as SLO assessment, faculty evaluations and curriculum development. Furthermore, our full-time faculty members are active outside of the classroom, taking such leadership roles as not only department chair, but foundations skills chair, guided pathways chair, tenure review facilitator and distance education coordinator.

Total Costs
600000

Resource Request

Personnel

Part-time Faculty

% Time

Description/Justification

Request: hire more part-time faculty

Esmaàted Annual Salary Costs

100000

Esmaàted Annual Benefits Costs

50000

Every semester, the ESOL department hires 2-6 new part-time faculty. We currently have 28 part-time instructors. We need to continuously hire new faculty not only to keep up with the attrition of such a large department, but also to replace instructors who go on to seek other opportunities and to adapt to a growing program.

Total Costs

150000

Resource Request

Professional Development

Department-wide PD needed

Description/Justification

In order to move such a large faculty toward compliance with AB705 and to get on track with Guided Pathways and the new funding formula, we need to bring our teachers together to explain the rationale, get feedback and buy-in to make curricular changes and give them training on these changes. A weekend retreat and smaller workshops to focus on these efforts will help keep our faculty unified and well-trained. Furthermore, our noncredit offerings are fairly new, and we are mirroring our credit classes so that students can take them noncredit. There are new grading procedures, curriculum, certificates, and student population for our faculty to get oriented to.

Estimated Cost

15000

Resource Request

Facilities

Labs

Description/Justification

A Teaching and Learning Center is an absolute necessity at Laney College. Such a center, common at California community colleges and already in place at Berkeley City College, would reflect the institution's commitment to professional growth and teacher excellence. While T-513 has been designated a "Technology, Teaching and Learning Center," we need leadership to oversee and develop that space so that is more actively used.

Estimated Cost

50000

As a result of assessment done across the curriculum of ILO #1, Communication, we determined that a majority of Laney students (not just ESOL students) need more writing support if we expect them to write essays and research papers at a college level and transfer to a four-year institution. Instructors at Laney also need to learn how to teach writing, design writing assignments, convey their expectations to students and objectively evaluate their students' writing. A teaching and learning center where teachers could get training on issues surrounding writing assignments, and students could go to get writing instruction would go far in accomplishing our goal of improving Laney students' writing college-wide. This center could be part of the new library.

More technology training and a teaching/learning center would improve instructors' ability to teach, thus improving student learning. This teaching/learning center could also work with instructors teaching DE courses to train and support them, thereby contributing to DE student retention and success.

Resource Request

Technology and Equipment

Replacement

| | |
|--|---------------|
| Description/Justification | Esmaàted Cost |
| 11 HP Desktops. Updated computers for part- time instructors who use the workroom, T-413. These are woefully outdated, and teachers are unable to use new software that can be integrated into Canvas. | 11000 |

Resource Request

| | |
|--------------------------|-----|
| Technology and Equipment | New |
|--------------------------|-----|

| | |
|---|---------------|
| Description/Justification | Esmaàted Cost |
| 6 new printers for faculty offices. If instructors have access to modern technology for making class materials, this affects student success. | 1200 |

Resource Request

| | |
|------------|-------|
| Facilities | Other |
|------------|-------|

| | |
|---|---------------|
| Description/Justification | Esmaàted Cost |
| Request: More convenient Chromebook housing | 10000 |

Currently some of the ESOL Chromebooks are housed in the APASS office. Teachers must get the carts from the basement level of the AP ASS office, which has limited hours. Otherwise, a couple of sets of Chromebooks are housed in E211, which is also inconvenient for classes held in other areas of the campus. As we expand technology use among our students and faculty and as we continue to offer more hybrid courses, we need more support for Chromebook use.

Resource Request

| | |
|-----------|----------------|
| Personnel | Student Worker |
|-----------|----------------|

| % Time | Description/Justification | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
|--------------------|---|------------------------------|--------------------------------|
| 100 | Delivery of Chromebooks at all hours, including night classes (see above) | 50000 | 25000 |
| Total Costs | | | |
| 75000 | | | |

Resource Request

| Supplies | Instructional Supplies and Materials | | |
|--|--------------------------------------|-----------------------|--|
| Description/Justification paper for printing, refillable markers, white board erasers, small, 3 classroom sets of hand-held white boards + smaller markers for Bridge to Credit program, file folders for student portfolios, ball-point pens, #2 pencils, handheld mirrors for pronunciation practice. | | Esmaàted Cost 1000 | |

Improvement Acon

| Action Item | Description | To be completed By | Responsible Person |
|---|--|--------------------|--|
| Advance student access, equity and success. | Establish a language lab/tutoring center | 5/31/2020 | Director of Facilities and Colleg e Operaons |

Resource Request

| Facilities | Labs |
|------------|------|
| | |

Description/Justification

A language lab, where students can work on software geared toward ESOL students, would also be very helpful. It should include computer or laptop access with listening and recording capabilities. Even better, a "green-room" type of environment where students can produce their own videos and/or podcasts.

Estimated Cost

50000

Resource Request

Personnel

Full-time Faculty

% Time

100

Description/Justification

We need a permanent, full-time faculty person to keep that space open, evaluate its efficacy, and keep it up to date.

Estimated Annual Salary Costs

10000

Estimated Annual Benefits Costs

50000

Total Costs

150000

Resource Request Summary

Total Cost: \$1113200

Total Resource Request: 11

Program Update

Personnel

| Type | % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Costs |
|-------------------|--------|--|-------------------------------|---------------------------------|-------------|
| Full-time Faculty | 100 | Request: 4 full-time faculty The ESOL department is huge and expanding. We pull students into all areas across campus. We prepare ESOL students to not only get jobs and improve their English skills, but perhaps more importantly, to take other | 40000 | 200000 | 600000 |

coursework, to earn certificates and degrees and to transfer. Therefore, every department on campus benefits from the arrival of non-native English speakers to our program. We recently lost three full-time instructors to retirement. According to the Educational Master Plan, with retirements, "opportunities exist to plan for new programs and organizational structures, varied talents, and professional development." These retirements also give us the opportunity to look for new energy to take a guided pathways approach to our curriculum and partner with other disciplines to produce certificates with capstone classes in other disciplines. This will strengthen not only the quality and quantity of certificates in our program but in other programs as well as students receive awards along their educational pathways. We are also requesting four full-time positions to replace the three that have retired and to help with the expansion of our non-credit offerings, which bring in a different population from our credit program. We have more than three times as many part-time instructors as full-time instructors. This is in direct violation of the Assembly Bill 1725, enacted by State legislature and signed into law by Governor George Deukmejian in 1988, which directs community colleges to limit part-time faculty to no more than 25 percent of the total instructional load. This overdependence on part-

| | | | | | |
|-------------------|-----|--|--------|-------|--------|
| | | <p>lead. This overdependence on part-time faculty for instructional places more burden on full-time instructors to lead and run such routine duties as SLO assessment, faculty evaluations and curriculum development. Furthermore, our full-time faculty members are active outside of the classroom, taking such leadership roles as not only department chair, but foundations skills chair, guided pathways chair, tenure review facilitator and distance education coordinator.</p> | | | |
| Part-time Faculty | | <p>Request: hire more part-time faculty. Every semester, the ESOL department hires 2-6 new part-time faculty. We currently have 28 part-time instructors. We need to continuously hire new faculty not only to keep up with the addition of such a large department, but also to replace instructors who go on to seek other opportunities and to adapt to a growing program.</p> | 100000 | 50000 | 150000 |
| Student Worker | 100 | Delivery of Chromebooks at all hours, including night classes (see above) | 50000 | 25000 | 75000 |
| Full-time Faculty | 100 | We need a permanent, full-time faculty person to keep that space open, evaluate its efficacy, and keep it up to date. | 10000 | 50000 | 150000 |
| | | Sub-Total: \$975000 | | | |

Professional Development Type Description/ Justification Estimated Cost

| | | |
|---------------------------|--|-------|
| Department-wide PD needed | In order to move such a large faculty toward compliance with AB705 and to get on track with Guided Pathways and the new funding formula, we need to bring our teachers together to explain the rationale, get feedback and buy-in to make curricular changes and give them training on these changes. A weekend retreat and smaller workshops to focus on these efforts will help keep our faculty unified and well-trained. Furthermore, our noncredit offerings are fairly new, and we are mirroring our credit classes so that students can take them noncredit. There are new grading procedures, curriculum, certificates, and student population for our faculty to get oriented to. | 15000 |
|---------------------------|--|-------|

Sub-Total: \$15000

Technology and Equipment

| Type | Description/ Justification | Estimated Cost |
|-------------|---|----------------|
| Replacement | 11 HP Desktops. Updated computers for part-time instructors who use the workroom, T-413. These are woefully outdated, and teachers are unable to use new software that can be integrated into Canvas. | 11000 |
| New | 6 new printers for faculty offices. If instructors have access to modern technology for making class materials, this affects student success. | 1200 |

Sub-Total: \$12200

Supplies

| Type | Description/ Justification | Estimated Cost |
|--------------------------------------|---|----------------|
| Instructional Supplies and Materials | paper for printing, refillable markers, white board erasers, small, 3 classroom sets of hand-held white boards + smaller markers for Bridge to Credit program, file folders for student portfolios, ball-point pens, #2 pencils, handheld mirrors for pronunciation practice. | 1000 |

Sub-Total: \$1000

Facilities

| Type | Description/ Justification | Estimated Cost |
|------|----------------------------|----------------|
|------|----------------------------|----------------|

| | | |
|-------|---|-------|
| Labs | <p>A Teaching and Learning Center is an absolute necessity at Laney College. Such a center, common at California community colleges and already in place at Berkeley City College, would reflect the institution's commitment to professional growth and teacher excellence. While T-513 has been designated a "Technology, Teaching and Learning Center," we need leadership to oversee and develop that space so that is more actively used. As a result of assessment done across the curriculum of ILO #1, Communication, we determined that a majority of Laney students (not just ESOL students) need more writing support if we expect them to write essays and research papers at a college level and transfer to a four-year institution. Instructors at Laney also need to learn how to teach writing, design writing assignments, convey their expectations to students and objectively evaluate their students' writing. A teaching and learning center where teachers could get training on issues surrounding writing assignments, and students could go to get writing instruction would go far in accomplishing our goal of improving Laney students' writing college-wide. This center could be part of the new library. More technology training and a teaching/learning center would improve instructors' ability to teach, thus improving student learning. This teaching/learning center could also work with instructors teaching DE courses to train and support them, thereby contributing to DE student retention and success.</p> | 50000 |
| Other | <p>Request: More convenient Chromebook housing Currently some of the ESOL Chromebooks are housed in the APASS office. Teachers must get the carts from the basement level of the APASS office, which has limited hours. Otherwise, a couple of sets of Chromebooks are housed in E211, which is also inconvenient for classes held in other areas of the campus. As we expand technology use among our students and faculty and as we continue to offer more hybrid courses, we need more support for Chromebook use.</p> | 10000 |
| Labs | <p>A language lab, where students can work on software geared toward ESOL students, would also be very helpful. It should include computer or laptop access with listening and recording capabilities. Even better, a "green-room" type of environment where students can produce their own videos and/or podcasts.</p> | 50000 |

Sub-Total: \$110000

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

- Barbara Yasue
- Suzan Tiemroth-Zaval
- David Mitchell
- Chelsea Cohen
- Steve Zetlan
- Jill Neely
- Anne Agard
- Anna Cortesio
- Beth Wadell

Please enter the name of the person submitting this program review.

Barbara Yasue



Welcome to Program Review

Laney College - 2019

ETHST - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Ethnic Studies program is designed to assist all students in developing an understanding and appreciation of diverse peoples and cultures at a local and global level. Using comparative methodologies and honoring community-based knowledge, our programs emphasize a critical understanding of race and race relations. Students may elect among the following majors: African American Studies, Asian/Asian-American Studies, Ethnic Studies, Mexican/Latin American Studies or Native American Studies.

Each program provides a sound background for students preparing to pursue a degree in Ethnic Studies or a related field on transfer to four-year institutions while also supporting the acquisition of skills that will enhance career opportunities in education, public health, government, community-based agencies and beyond.

Program Total Faculty and/or Staff

Full Time

Roger Viet Chung
Alicia Caballero-Christenson
Dana Grisby

Part Time

Charity DaMarto
Nathaniel Tan
Erica Williams
Bobby Seals
Jimmy Crutison
Ayanna Anderson
Bianca Mabute-Louie
Phillip Cheng
Ulysses Acevedo
Aureen Almario
Abhijeet Paul
Million Kelati
Holly Rana-Lim
Nehanda Imara

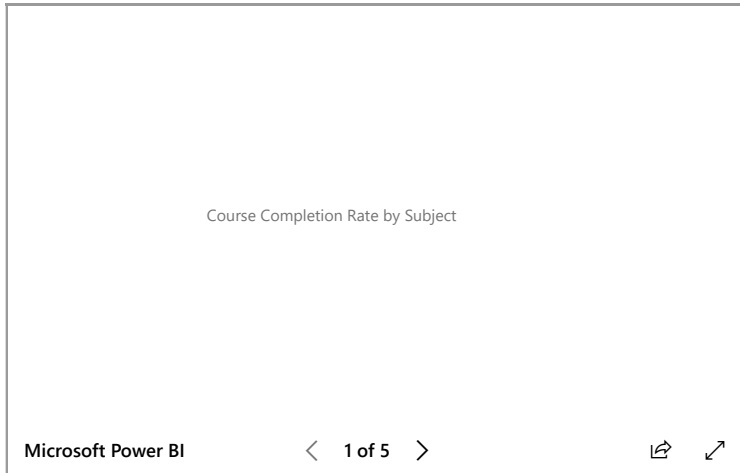
The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

The department utilizes no space other than assigned classrooms and office space.

Program Update**Semester End Enrollment/Usage Pattern**

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

In comparison to

Overall Laney College Data:

Course Success: 73%

Course Retention: 83%

For specifically ETHST courses, the rates follow:

Course Success: 63%

Course Retention: 73%

In all of Ethnic Studies courses, academic performance generally trails the college average. This trend is possibly explained by the rise in online offerings, considering their impacts on FTES. Although more students are enrolling online, their experience with digital learning platforms combined with instructional delivery maybe have negative impacts on both success. If 100% online courses are deleted, the data follows:

Disaggregated only to Face to Face (not 100% online):

Face to Face:

Course Success: 70%
Course Retention: 82%

There is no statistical difference in success and retention when only Face-to-Face classes are considered. The department understands that digital offerings are important, so prioritizing intervention in online instruction and more intentionally leaning on the Distance Education Committee will be necessary. The data for only online courses follows:

100% online:
Course Success: 54%
Course Retention: 62%

While disparities in outcomes between ETHST and the district may be explained through instructional platforms, the department is seeing significant success for high school students. Continuing partnerships with OUSD and scaling ETHST offerings at the high school level should be prioritized as courses of action. Dual Enrollment data follows:

For Dual Enrollment:

Course Success: 98%
Course Retention: 98%

For DEI populations, namely African Americans, interventions are urgent. For the specific discipline of ETHST, the data set includes 0 African American on campus instructors--all are coached in the AFRAM department. The department must diversify its faculty in teaching ETHST and intentionally hire more black faculty. Albeit a small sample size, for dual enrollment (the above data), the instructor is African American, and has produced positive outcomes. African American performance data for ETHST classes follows:

African Americans:
Course Success: 56%
Course Retention: 69%

For the discipline of AFRAM, the general data follows:

Course Success: 53%
Retention: 82%

While retention numbers are positive and align with college trends, course success is concerning, even when compared with the general data for African Americans at the college as a whole (63%, 78%). Retention levels suggest that students continue to be interested in courses and even have strong rapport with instructors. Nevertheless, there remains an urgency to engage students differently and to rethink curriculum and pedagogy. While course success may be concerning, AFRAM continues to be a safe and welcoming place for African American students, who represent the strong majority of students in classrooms. Not surprisingly, disaggregated data for black student in AFRAM classes, the performance levels are the same as the entire discipline.

For African Americans taking AFRAM

Course Success: 53%
Retention: 82%

Course success tends to rise with age cohorts, suggesting that intervention should focus on younger demographics, such as 16-35 year olds, suggesting that curriculum may need to be changed to gear content towards younger generations. While other disciplines experience a drop in success in online offerings, AFRAM does not, consistently performing at the same levels as traditional face to face courses. That data follows:

AFRAM online
Course Success: 51%
Retention: 82%

The ASAME is currently under reconstruction and has recently transitioned a long-tenured faculty member out of the department. The department has been able to introduce new courses into the schedule, while maintaining academic performance levels that generally match the larger trends of the college. The data follows:

Course Success: 70%
Retention: 80%

However, ASAME has been paying particular attention to the Pacific Islander population that has historically been identified as disproportionately impacted. With course success at 33%, and retention at 67%, more must be done to support this population. While the introduction of a Pacific Islander course in ASAME has helped, more interventions, such as finding Pacific Islander Faculty and Staff should be centered at the department, college and district level. According to the State Chancellor's Data Mart, Laney College only has one employee, faculty or staff, that identifies as Pacific Islander.

The M/LAT discipline exhibits trends similar to the ETHST discipline, where face-to-face classes generally fit the college average and distance education alone almost entirely explains the performance differences. For example, M/LAT overall:

Course Success: 62%
Retention: 79%

Whereas M/LAT online:

Course Success: 53%
Retention: 73%

Delving online courses from the data, M/LAT performs at 69%, and 84% respectively, aligning more with the general college data. Like ETHST and AFRAM, M/LAT has met demands for more online offerings, but the increase in potential FTES has led to decreases in performance. Interventions for M/LAT, like the others, should prioritize online instructional changes. Interestingly, although the data does not reveal it, Hybrid courses may be a successful intervention where students can still have physical contact hours with instructors, while doing 50% of their work online.

For Laney students that are taking M/LAT courses, they're performing generally at, or slightly below the college average (68%, 82%), whereas African Americans are performing at 39% and 65% respectively. Finding ways to support African American students in all of the disciplines, including AFRAM, remains a priority for the department.

The NATAM discipline continues to be small in FTES but is experiencing growth, particularly with online offerings (to be detailed in the 2020 APU). The following data only includes an 8-person headcount, although, the data is positive. With increased FTES for Fall of 2019, the department looks forward to developing more information and steps for NATAM.

Course Success: 75%
Retention: 75%

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Evaluate and Research Evaluate the development of the field of Ethnic Studies, and utilize research methodologies and scholarship within the field to produce research papers.
 Analysis Effectively employ social science methodologies in the analysis of issues related to Ethnic Studies.
 History Identify and describe the general history of racial/ethnic people in the U.S.

Evaluate the development of the field of Asian American Studies, and utilize research methodologies and scholarship within the field to produce research papers.
 Effectively employ social science methodologies in the analysis of issues related to Asian American Studies
 Identify, and describe, the general history of Asian American people in the U.S.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|--------------------|---|--------------------|--------------------|
| distance education | engage in more professional development activities to support online learning and success | 6/30/2019 | Roger Chung |

Resource Request

| | |
|--------------------------|---------------------------|
| Professional Development | Department-wide PD needed |
|--------------------------|---------------------------|

Descripon/ Jusfic aon
distance educaon tr aining

Esmaàted Cost
5000

Resource Request

Personnel

Full-time Faculty

% Time

Descripon/ Jusfic aon
Full me f aculty resignaon in AFRAM

100

Esmaàted Annual Salary Costs
75000

Esmaàted Annual Benefits Costs
40000

Total Costs

115000

Resource Request

Library

Library materials

Descripon/ Jusfic aon
new film for on-demand streaming services (especially for online classes) and new dvds

Esmaàted Cost
10000

Resource Request Summary

Total Cost: \$120000

Total Resource Request: 2

Program Update

Personnel

| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
|------------------|--------|-------------------------------------|------------------------------|--------------------------------|-------------|
| Full-me F aculty | 100 | Full me f aculty resignaon in AFRAM | 75000 | 40000 | 115000 |

Sub-Total: \$115000

Professional Development

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|----------------------------|---------------|
| Department-wide PD needed | distance educaon tr aining | 5000 |

Sub-Total: \$5000

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who parcipa ted in compleng this pr ogram review.

Roger Chung

Please enter the name of the person subming this pr ogram review.

Roger Chung



Welcome to Program Review

Laney College - 2019

Food Services - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of Food Services Unit (Food Services/Catering Services) is to provide delicious and nutritious meals to Laney College students, faculty and staff.

Program Total Faculty and/or Staff

Full Time

Food Services Manager (Neil Burmenko), Food Services Supervisor (Alfred Brown), 3 Cashiers (Ceola Bailes, Monique Hopkins, Kris Means); 4 Instructional Assistants (Ronnie Wilson, Jackie Trotter, Made Putrayasa, Beverly Bowles), Food Service Worker (James Young)

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

The Food Services Division follows the same non-instructional evaluation and outcomes assessment process together with the administration and student services.

Unit Goals: Purchasing/cost control of instructional/non-instructional supplies; effective inventory management; driving revenues through quality product offerings to students and through Catering operations. College Goal: #3 Offer students the highest quality curriculum and services Status: In process See Administrative Unit Outcomes (AUO) section below

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Develop and Manage Resources to Advance Our Mission

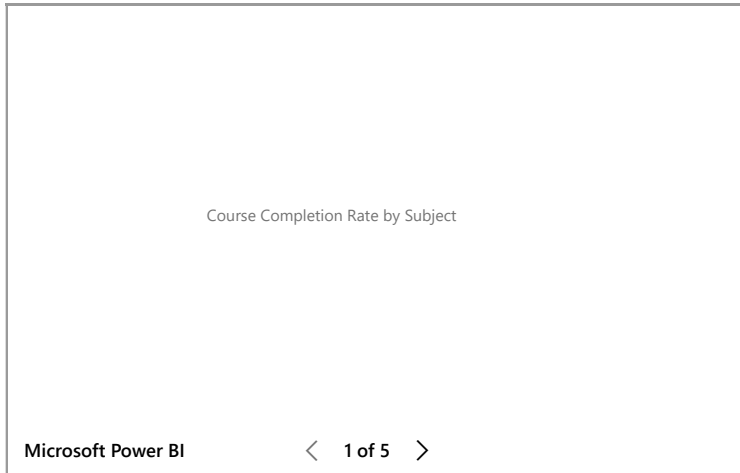
Describe your current utilization of facilities, including labs and other space

Food Services Offices: E-101; Cafeteria back office (Student Center) Laney Cafeteria 1st Floor Student Center (basement food preparation and storage area). The Bistro restaurant, kitchen and bakery located in the E Building

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

The business service operating unit (Food Services) is listed below and is followed by a brief description of the critical functions provided to students, faculty and staff. Also, the list includes the key elements of the unit's evaluation and outcomes assessment activities to support continuous improvement.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|--|
| Food Service Assistants | Personnel: Student Worker | \$14,310 | Student workers are essential to Food Services ability to deliver on its Mission to feed the Community |

| | | | |
|--|--------------------|---------|---|
| Renewal of Point of sale software - MICROS | Supplies: Software | \$3,500 | Annual recurring expense to operate Cafeteria and Bistro POS system |
|--|--------------------|---------|---|

| | | | |
|--|--------------------------------------|---------|--|
| Food preparation materials, as needed. | Supplies: Non-Instructional Supplies | \$2,500 | Essential supplies to support Food Services Operations |
|--|--------------------------------------|---------|--|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| | | | |
|--------------------------------------|---|---------------------------------|---|
| Acon Item Profitability Reporting | Description Bring Food Service Fund 10 on budget or better in Fiscal 2019-2020 | To be completed By 6/30/2020 | Responsible Person Food Services Manager |
|--------------------------------------|---|---------------------------------|---|

Resource Request

Choose an Option

Improvement Action

| | | | |
|--------------------------------------|---|---------------------------------|---|
| Acon Item Catering Revenue Growth | Description Deliver \$120,000 in catering sales in F20 through on and off campus catering events | To be completed By 6/30/2020 | Responsible Person Food Services Manager |
|--------------------------------------|---|---------------------------------|---|

Resource Request

| | | | |
|-------------|--|-------------------------------|---------------------------------|
| Personnel | Student Worker | | |
| % Time | Description/ Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
| 100 | Need to support the highest growing and the most profitable revenue center | 10500 | 840 |
| Total Costs | | | |
| 11340 | | | |

Resource Request

| | | | |
|---|-------------|----------------|--|
| Technology and Equipment | Replacement | | |
| Description/ Justification | | Estimated Cost | |
| Replace old, poorly and non-functional hot boxes. 2 new boxes needed. | | 12000 | |

Resource Request

| | | | |
|---|-------------|----------------|--|
| Technology and Equipment | Replacement | | |
| Description/ Justification | | Estimated Cost | |
| Replace one non-functional convection oven. | | 8000 | |

Improvement Action

| | | | |
|---------------------------------|---|--------------------|-----------------------|
| Action Item | Description | To be completed By | Responsible Person |
| Purchasing/Cost Control of Food | Balance pricing, product mix, waste management and vendor management to deliver a 5% improvement in food cost in F20. | 6/30/2020 | Food Services Manager |

Resource Request

Facilities

Other

Descripon/ Jusfic aon

To maintain refrigeraon equipmen t for the culinary program in a mely f ashion , we must have a refrigeraon maintenance service contract with an outside vendor.

Esmaàted Cost

20000

Resource Request

Supplies

Noninstructional Supplies and Materials

Descripon/ Jusfic aon

Food preparaon maàterials, small tools and equipment as needed.

Esmaàted Cost

5000

Improvement Acon

Acon It em

Compliance Sanitaon and P ermits

Descripon

Meet inspecons r equirements.
Receive passing scores in inspecons

To be completed By

6/30/2020

Responsible Person

Food Services Manager

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

To comply with holding temperature requirements for our grab and go cold product offerings, we need a refrigerated product display case

Esmaàted Cost

7000

Improvement Acon

| Acon It em | Descripon | To be completed By | Responsible Person |
|--|--|--------------------|-----------------------|
| Cafeteria/Bistro/Bakery revenue growth | A ain positiv e revenue growth in non-catering revenue centers through combinaon of gues t counts and average check growth | 6/30/2020 | Food Services Manager |

Resource Request

| Personnel | Student Worker | | |
|-------------|--|------------------------------|--------------------------------|
| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
| 100 | Due to declining enrollment and cancellaon of culinary classes, Food Services need student workers to open staons, pr oduce food to fulfill our Mission. Also, need student workers in non-class environment such as a. ernoon service me. | 73400 | 5873 |
| Total Costs | | | |
| 79273 | | | |

Resource Request Summary

Total Cost: \$142613
 Total Resource Request: 8

| Program Update | | | | | | |
|----------------|--------|--|------------------------------|--------------------------------|-------------|--|
| Personnel | | | | | | |
| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs | |
| Student Worker | 100 | Need to support the highest growing and the most profitable revenue center | 10500 | 840 | 11340 | |

| | | | | | |
|---------------------------|-----|--|-------|------|-------|
| Student Worker | 100 | Due to declining enrollment and cancellaon of culinary classes, Food Services need student workers to open staons, pr oduce food to fulfill our Mission. Also, need student workers in non-class environment such as a. ernoon service me. | 73400 | 5873 | 79273 |
| Sub-Total: \$90613 | | | | | |

Professional Development
No Resources found for this category

Technology and Equipment

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|---|---------------|
| Replacement | Replace old, poorly and non-funconal hot boxes. 2 new boxes needed. | 12000 |
| Replacement | Replace one non-funconal convecon oven. | 8000 |
| New | To comply with holding temperature requirements for our grab and go cold product offerings, we need a refrigerated product display case | 7000 |
| Sub-Total: \$27000 | | |

| Supplies | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------------------|---|---------------|
| Type | | |
| Noninstruconal Supplies and Materials | Food preparaon maàterials, small tools and equipment as needed. | 5000 |
| Sub-Total: \$5000 | | |

| Facilities | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|--|---------------|
| Type | | |
| Other | To maintain refrigeraon equipmen t for the culinary program in a mely fashion , we must have a refrigeraon main tenance service contract with an outside vendor. | 20000 |
| Sub-Total: \$20000 | | |

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Neil Burmenko

Please enter the name of the person submitting this program review.

Neil Burmenko



Welcome to Program Review

Laney College - 2019

FREN - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Laney College Department of Modern Languages offers courses designed to develop reading, writing, listening and speaking skills at the beginning, intermediate and advanced levels to students who want to learn a second language. We offered courses in Chinese, French, Japanese, and Spanish. These are taught by a team of top-rate teachers who highly value knowledge retention and active student participation while acquainting students with the various cultures. Thus we serve our Bay Area community and help underrepresented students to better their conditions of life.

Program Total Faculty and/or Staff

Full Time

Zujian Zhang / On leave

Part Time

Leah Demathieu
Rima Al-Zahrani

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Compleon 76% (Higher than the media aät Laney College)
 Retenon 835 (AÈverage)

Zujian Zhang, our Full-Time instructor has been on leave to a end his family. Hopefully he will be back to work with us. He is a very responsible and enthusiasc colleague.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrav e Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or cerfic ate, please describe the department progress on Program Learning Outcomes (PLOs).

Describe the outcomes and accomplishments from previous yearâ€™s funded resource allocaon r equest.

| Brief descripon of funded r equest | Source (any additional aaward outside your base allocaon) | Total Award Amount | Outcome/Accomplishment |
|------------------------------------|---|--------------------|------------------------|
|------------------------------------|---|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resources requested in this area, leave blank.

Choose your Action

Improvement Actions

Resource Request Summary

Total Cost: \$0
Total Resource Request: 0

Program Update
Personnel
No Resources found for this category

Professional Development
No Resources found for this category

Technology and Equipment
No Resources found for this category

Supplies
No Resources found for this category

Facilities
No Resources found for this category

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Arturo Dávila-Sánchez

Please enter the name of the person subming this pr ogram review.

Arturo Davila-Sanchez



Welcome to Program Review

Laney College - 2019

Gateway to College - Service Area or Special Program

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Gateway to College is a scholarship program that provides academically and economically disenfranchised Alameda County residents 16 to 20 years old with an opportunity to experience success in an academically rigorous, supportive and safe environment as they pursue their high school diplomas and transition into college.

Program Total Faculty and/or Staff

Full Time

Director Vacant
Counselor: hiring in progress
Staff Assistant: Senate Yehulsahet

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

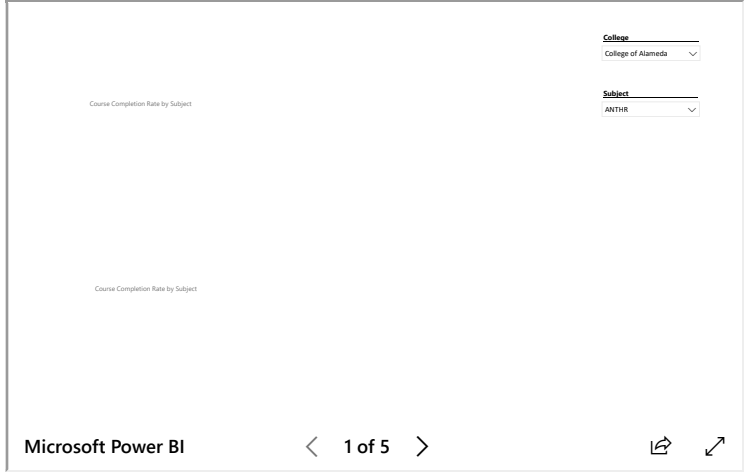
Describe your current utilization of facilities, including labs and other space

The program promotes student success and readiness by grouping students into learning communities for their first term, offering intensive literacy development, maintaining rigorous academic standards, and providing individualized support. After successfully completing the initial Foundation term, students will transition to taking classes with the general student population. Students will focus their studies in a "pathway" or major that is aligned with high school completion requirements and college degree or certificate requirements. To keep students on the right track to success, one-on-one support is provided by dedicated GtC counselors. All GtC classes are college classes, and the program is fully integrated with Laney College.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Dashboards do not provide gateway to college data. Laney College serves substantial number of African American and Latino students; however as shown in data Latino students are underrepresented as a proportion of students at the college as compared to school district demographics. Asian 31%, African American 22%, Hispanic 22%, White 14%

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Gateway to college continues to use trauma-informed pedagogy for all classes directly controlled by Gateway to College. Instructors receive coaching throughout the academic year, while counselors receive district training. We also have bi-weekly meetings to discuss student success in the program.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Choose your Action

Resource Request Summary

Total Cost: \$0
 Total Resource Request: 0

Program Update
 Personnel
 No Resources found for this category

Professional Development
 No Resources found for this category

Technology and Equipment
 No Resources found for this category

Supplies
 No Resources found for this category

Facilities
 No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mildred Lewis

Please enter the name of the person submitting this program review.

Mildred Lewis



Welcome to Program Review

Laney College - 2019

GEOG - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of Geography program is to promote a better understanding of the interdisciplinary nature of the environment and its relationships with social and political issues of our society, especially issues that affect the Earth. All program offerings articulate with geography courses at the University of California and the California State University and provide transfer credits.

Program Total Faculty and/or Staff

Full Time

Mark Rauzon, Greg Schwartz, PhD

Part Time

Michele Forman

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Maintain high productivity, expressed in elevated FTES, Retention and Student Success across all demographic classifications

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

Develop critical thinking skills and raise environmental awareness among the Laney College population.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

District Goal

Strengthen Accountability, Innovation and Collaboration

Describe your current utilization of facilities, including labs and other space

Geography/Geology Department is based in the A-quad and primarily uses A-266 for lectures and A-271 for labs, with our office in A-275. Classes also consistently occur in the B-130, next to the loud machining rooms, and occasionally in the E & F buildings.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Geography a capstone program in the Laney catalog. 2016 was a high water mark for productivity, where FTEF reached 31, followed by a 30 in Fall 2017. The trend was to increase from the low in 2014-15 to the peak in 2017-18 to a decline in 2018-19- a trend that all the colleges followed. Of the all the four colleges in the Peralta District, Laney Geography has the consistently highest productivity; Berkeley City College (BCC) and Merri have consistently declined, while COA is on parity with Laney. likely due to the short-term and online classes they offer. Our geography department surpasses the Laney College averages for completion and retention rates by about 10 points for each of the past three years. We surpass BCC and Merri College by a significant margin, while positioning slightly higher than College of Alameda. This is a consistent trend over the past five years.

Slightly more females than males take our courses and do marginally better than men. The reverse is true for BCC. The most significant perspective in regard to District and College Goals in serving disadvantaged communities, is that Laney has higher completion and retention rates for Latino and African American students. In the last APU in geography classes, African-American males aged 19-24 had Completion (C) rates of 72.2%; Retention (R) rates of 94.4% while the college's rate of C- 63.1% and R-81%. The completion rate is the same this year, with a dip in retention to 85% but from a larger population pool. Latino completion rates of 67% and retention of 80% are lower than those of African-American students.

Student enrollment in Geography has been steadily increasing in recent years with a dip in this past year.

2014-15 " 813
2015-16 " 1007
2016-17 " 1115
2017-18- 1059
2018-19 - 1018

Laney College overall values were 83% Retention and 73 % Success`

Greg Schwartz's average for 5 classes was 90% retention and 73.2 % success in 2018.`

Mark Raouzon's average for 5 classes 90.4% retention and 79.4% success.

In regard to nurturing vulnerable educational populations, overall Laney College scores were for African American students was 78% Retention and 63% Success ; for Latino students were 80 and 69% respectively. Geography at Laney had slightly higher African American scores; 85% and 71% respectively. In conclusion, Laney Geography score better than the overall college in supporting vulnerable communities. Furthermore, Geography at Laney has developed into a robust department that delivers a popular and professional set of classes that attract a higher than average number of FTES with minimal FTEF.

GEOLOGY was staffed in Fall 2018 but discontinued due to requested second cuts and staff unavailable. It was taught at night and had a completion rate of 63% and retention of 70%, out of 42 students, and 25-34 age group had 75% retention but younger age classes had 64%. Black retention and completion rates were 22% and 33% respectively, while Latino was 81 and 94% respectively.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

In 2018, the Geography Department finally completed its transfer degree but due to shrinking student populations and elective class offerings, the program has not been instituted. We are proud to have created a Climate Change class offering in the fall of 2019. We plan to shift this to online to guarantee more students. We have consistently evaluate our Student Learning Outcomes. Here is the evidence -

LEARNING ASSESSMENT SUMMARY

| Course | SLO # | Date Assessed | Acv e/Dra. |
|---------|-------|---------------|------------|
| Geog 1 | 1 | Spring 17 | Draft |
| Geog 1 | 2 | Fall 2017 | Acv e |
| Geog 1 | 3 | Fall 2017 | Acv e |
| Geog 1 | 1 | Fall 2017 | Acv e |
| Geog 1L | 1 | Spring 18 | Acv e |
| Geog 1L | 2 | Fall 2017 | Acv e |
| Geog 1L | 3 | Fall 2017 | Acv e |
| Geog 2 | 1 | Fall 2018 | Draft |
| Geog 2 | 2 | Fall 2018 | Draft |
| Geog 2 | 3 | Fall 2018 | Draft |
| Geog 2 | 4 | Fall 2018 | Draft |
| Geog 19 | 1 | Spring 18 | Acv e |
| ILO/SLO | 1 | Spring 19 | Acv e |
| ILO/SLO | 2 | Spring 19 | Acv e |
| ILO/SLO | 1 | Fall 2019 | Draft |
| GEOG 19 | 3 | Fall 2019 | Draft |

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|---|--|--------------------|--|
| The Fabrication Lab was utilized again in Fall 2019 by 2 geography lab classes to manufacture maps of world watersheds and the Laney Estuary using the laser cutter and 3-D printer. Results were impressively improved since 2018! | Using Fabrication Lab's funding | N/A | This exposed 50 students to the technology of map making via lasers and 3D printers, and other high tech equipment to simulate career choices. |
| Continued pay cash funding for lab and office supplies | none- | 1000. | Continuing to research water quality in Laney estuary |

Professional Development

2000

Attended conferences and spread and extended recognition of the Peralta Colleges

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

No Actions/Requests

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Mark Rauzon, Greg Schwartz

Please enter the name of the person submitting this program review.

Mark Rauzon - Earth and Human Science Department Co-Chair



Welcome to Program Review

Laney College - 2019

GRART - Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Graphic Arts Department focuses on modern graphic design and digital technologies in the areas of print, web and mobile, animation, product design and fabrication. The program offers preparation toward an industry recognized Certificate of Achievement, an Associate of Arts degree in Applied Graphic Design/Digital Imaging, and Certificate of Proficiency in Graphics in Moon. The department is participating on the state level in development of the AA-T in Graphic Design thereby insuring our students' admission into the CSU system.

Laney College Graphic Arts department provides students with personal attributes and career skills in order to succeed in a competitive work environment. Our learner-centered program provides access to quality transfer and career-technical education, foundational skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness closely following the Laney College's mission statement.

Department history and narrative:

The Graphic Arts Department has been serving the greater San Francisco Bay Area for over 40 years. This department traditionally trained students primarily in type composition and printing press operation, as well as in other supporting curricular areas. The rapid evolution of the industry has changed the primary focus from print to broader digital technology driven base. Good graphic design is now required in all visual communications and imaging technologies. The world-wide-web, interactive media and multimedia environment is demanding the addition of graphic design related to those areas.

Program Total Faculty and/or Staff

Full Time

Daniela Nikolaeva Pachtrapanska

Part Time

Carole R. Brown
Michael Jay
Michael Wong
Robert (Tony) Claar

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

☞ Ensure quality and excellence of our academic programs.

Our semester assessment provides us with an ongoing view of whether we are successful and provides self-reflection for action. Status - ongoing.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

☞ Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Completed our course update - updated all Graphic arts courses to meet in compliance with curriculum committee requests in preparation for accreditation review.

Completed several SLO assessments training sessions.

Completed SLO assessments for all Graphic Arts courses in 2018, and assessed several SLO courses offered in fall of 2019.

College Goal

Offer students the highest quality curriculum and services

District Goal

Build Programs of Distinction

â€¢ Celebrate student success, create a community of collaboraon and pr ovide opportunies f or our students and faculty members to showcase their skills and abilies.

Status

Completed

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

Completed the 4th Annual Graphic Arts showcase on December 12, 2019. The student art exhibit will be on display at Graphic Arts into the new year.

College Goal

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

Our students won awards at the Inspire Oakland billboard design compeon.

Connually pos ted exampled of excellent student work on the Graphic arts Facebook page and other social media sites.

District Goal

Advance Student Access, Equity, and Success

Next year we will connue or ganizing annual students showcases to celebrate and showcase student success, students design compleons, pr omote student art and design work on social media and foster collaboraon among faculty and students to create a community of creaves that celebrates diversity and inclusions.

â€¢ Connue planning and decision-making t o identif y resource needs to reflect the development our program.

Status

Completed

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal?

Semester department meengs help s in identif y our resource needs by each instructorâ€™s input. Department chair created a mechanism for gathering input online through a shared document.

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

Used round 2 SWF funds to purchase materials and supplies for our labs. Purchased a much needed color printers and new tablets for our students.

District Goal

Develop and Manage Resources to Advance Our Mission

â€¢ Provide a standardized methodology for review of instruconal ar eas, keep faculty evaluaons up t o date and conduct students surveys to be. er understand students needs to advance student equity and success.

Status
Completed

College Goal
Increase awareness and access to disproportionately impacted communities

District Goal
Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Completed all part time faculty evaluations on me and submitted results to the Dean.
Successfully completed a 3-year long tenure review process for our full time faculty member and current department chair.
Collected student data at the beginning of each semester.
Conducted student evaluations in

Describe your current utilization of facilities, including labs and other space

The Graphic Arts Department is located in Building A, first floor and occupies labs 152, 153, 154, as well as office space in A150 and several storage areas inside the labs. Currently, the majority of our lecture/lab courses are being taught in room A153 and A152. A154 is used only as a lab area, because it has an open wall and leaks sound into A153. Consequently, this lab cannot be used as a lecture room if there is another class in A153. Lab A 154 currently has an electrical problem, and the entrance side is unusable. This room has several safety and security issues. A153 is our main computer lab. Unfortunately, this room has acoustics and air conditioning issues. There is an electrical problem in the back side of the room. The air-conditioning when working created a humming noise that drowns the sound coming from the instructor's station. Several fixes have been proposed but none had fixed the problem yet. Room A152 is used as a classroom and lab room for several art and animation classes. This room doesn't have computers in, so it is suitable for art and design projects. The room was unusable for several years because of leaks and electrical problems. The department chair spent a considerable amount of time and effort to fix this room and make it available to our students. Currently we teach the following classes in this room: GRART 113 Typography, GRART 111 Elements and principles of design, GRART 121 applied Graphic Design 1, GRART 122 applied Graphic Design 2, GRART 123 applied Graphic Design 3, GRART 150 Graphics in Motion, GRART 151 Graphics in Motion 2, GRART 200 special Projects, GRART 231 Introduction to Graphic Design, and others.

Career Education

Using the [LaunchBoard](#), what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

| 2016 - 17 Job Placement Rate (%) | % employed in the field within 3 months | 2017 - 18 Job Placement Rate (%) | % employed in the field within 3 months | 2018 - 19 Job Placement Rate (%) | % employed in the field within 3 months |
|----------------------------------|---|----------------------------------|---|----------------------------------|---|
| 63 | % | % | % | % | % |

Using the [LaunchBoard](#), what are the projected job openings in your discipline for the next three years?

Job Openings

There is not data on LaunchBoard past 2016-2017. That is why percentage data was not entered in the above fields.

According to U.S. Bureau of Labor Statistics, "The projected change in employment of graphic designers varies by industry. For example, employment of graphic designers in newspaper, periodical, book, and directory publishers is projected to decline 22 percent from 2018 to 2028. However, employment of graphic designers in computer systems design and related services is projected to grow 24 percent over the same period. Companies are continuing to increase their digital presence, requiring graphic designers to help create visually appealing and effective layouts of websites."

How is your discipline or program responding with regard to changes in labor market demand?

The Department Chair - Daniela Nikolaeva Pachtrapanska who teaches the majority of the Graphic Arts classes constantly updates her technical skills and learns new technologies and trends in the design industry. Our part time faculty members are very experienced in their fields and constantly encouraged and trained in the use of new technologies. Tony Claar has completed several computer classes to update his technical skills, Carole Brown has participated in workshops and other training sessions, Michael Jay and Michael Wong a very technically savvy. At the graphics arts department we partner with leading industry professionals to connect our students with teach companies in the area. Through partnership with Oakland Digital aka Bridgegood, our students have obtained internships and participated in technical training camps at Tweeter, Adobe, and other teach giants in the area. We upgrade our software every semester to the latest version of Adobe apps and adjust our classes to teach the most current software apps. We develop new certificate and degrees and new classes to reflect the current changes in the industry.

Do you have an industry advisory board in place?

Yes

Has your industry advisory board met regularly (at least once per quarter or semester)?

Yes

Please attach a list of your industry advisory board members.

[advisoryboardlist2_GRART.xlsx](#)

[Advisors to Animation Certificate 2019-20 Laney College-final.xlsx](#)

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

We created a new animation certificate of proficiency - Graphics in Motion
We created social media sites for Graphic arts - Facebook, Instagram and Twitter
Started a new certificate in Packaging Design and Product Development.

We implemented several graphic arts projects in collaboration with the Fab Lab. Many of our classes included a tour of the fab lab. Department Chair Daniela Nikolaeva proposed to create a joint certificate with the carpentry department, and specifically with the fab lab. Unfortunately, the fab lab has not responded to this request.

Graphic Arts students spent an entire semester promoting the fab lab and the makers fair. We have requested that the Fab lab promote graphic arts classes, but we have no evidence that this has happened yet.

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license?

No

If yes, Exam or License
Set standard pass rate

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully certified).

No

If yes, Third party certification
Set standard pass rate

Is your program working with a Deputy Sector Navigator?

No

If yes, Briefly describe your program's work with the Deputy Sector Navigator.

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in LaunchBoard)

College
Berkeley City College

In which ways is your program collaborating with other community colleges in the region?
We are in discussion about offering similar classes, having consultations and addressing enrollment issues.

DVC

Students from both colleges participate in the Inspire Oakland billboard design competition

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to your discipline/department/program. - Grant 1: - Text

| Grant Name | Grant Agency | Grant Goals | Last year of Funding |
|------------------|---------------|------------------------------|----------------------|
| Perkins | Perkins Grant | To fund educational programs | 2017 |
| Strong Workforce | SWF | To fund CTE programs | 2018 |

How is your program using Strong Workforce Funds?

- Purchasing equipment for our labs
- Purchasing materials and supplies for our students
- Developing new curriculum to reflect current industry demands
- Providing student assistants to increase student retention and success
- Paying part-time faculty member to teach key classes that would be cut otherwise.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

No Actions/Requests

Enrollment Trends

College Level - Program and Department comparison



College

All

Subject

All

Course

All

Census Enrollment and Productivity by Year and Campus

Microsoft Power BI

< 1 of 2 >



Compare

College

All

Subject

All

Course

All

Census Enrollment and Productivity by Year and Campus

Microsoft Power BI

< 1 of 2 >



Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your program compare to the overall college trend? What factors could be attributed to this trend?

The trends show a definite increase in enrolment in the last 3 years. According to the graph in 2016-17 enrollment was 369 students, It jumped to 542 students in 2017-18, and dipped slightly in 2018-2019. to 525. The slight decline in enrolment in fall of 2019 is due to early class cancellations. the productivity also increased in the last 3 years. from 9.29 in 2016-17 to 11.15 in 2017-18, then because of the class cancellations and diminished enrollment the productivity dipped slightly to 9.97. The FTES increased dramatically from 36.77 to 44.68 in 2017-18 and up to 51.26 in 2018-19.

[enrollment Data GRART.docx](#)

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Provide videos accessible via the internet.

Create additional projects that would accommodate more advanced students that need more simulation.

Create more interaction and engagement between students during lectures.

Usage of current industry standard practices

Most recently, building our Canvas courses to provide an online component to our on-campus courses.

How is technology used by the discipline, department?

The field of design is technology-driven. The software applications we use are upgraded annually.

Our department uses current industry standard software, the Adobe Creative Cloud: Acrobat, Animate, Dreamweaver, Illustrator, InDesign, Photoshop, Microsoft Office, Digital Flipbook.

Browsers: Google Chrome, Mozilla Firefox, Microsoft Edge via Virtualbox with Windows 10 installed.

We have two labs equipped with iMac computers, and we have plans to rebuild our art lab - A152 and equip it with new computers. Our computers and printers are old and need upgrading. We also have very old printing press equipment which needs to be removed.

Using SWF grant money, we were able to purchase digital drawing tablets, which are used in several of our classes. We have ordered more contemporary equipment which is in the process of being purchased and delivered.

We use digital tables now in many of our classes. We plan to purchase new software applications to add to the existing ones.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Our advisory board informs us of current trends and standards of the industry. Currently, we do not have hybrid nor Distance Educaon courses, but we are in the making of one, in the near future.

We use a Graphic Arts Server which allows our faculty members to share informaon with students instantly. We have digiz ed all syllabi, lectures and other handouts.

Several of our faculty members have uploaded their syllabi and other materials on Canvas.

In the boxes below, please add improvement acons and resource requests that are directly related to the qesons answered in this secon. If there are no improvement acons or resource requested in this area, leave blank.

| Improvement Actions | Improvement Action | | | | | | |
|---|--|--------------------------|--------------------|--------------------|---|-----------|--------------------------|
| Improvement Acon | | | | | | | |
| Acon Item Fix A 154 and A 153 | <table border="1"> <thead> <tr> <th data-bbox="525 747 1050 779">Descripon</th> <th data-bbox="1050 747 1575 779">To be completed By</th> <th data-bbox="1575 747 2068 779">Responsible Person</th> </tr> </thead> <tbody> <tr> <td data-bbox="525 779 1050 860">Fix the electrical problem in A 154 to be able to use the computers there. Fix the server and some apps in A153. Clean up and remove old equipment.</td> <td data-bbox="1050 779 1575 860">4/30/2020</td> <td data-bbox="1575 779 2068 860">Amy Marshal, Rupinder B.</td> </tr> </tbody> </table> | Descripon | To be completed By | Responsible Person | Fix the electrical problem in A 154 to be able to use the computers there. Fix the server and some apps in A153. Clean up and remove old equipment. | 4/30/2020 | Amy Marshal, Rupinder B. |
| Descripon | To be completed By | Responsible Person | | | | | |
| Fix the electrical problem in A 154 to be able to use the computers there. Fix the server and some apps in A153. Clean up and remove old equipment. | 4/30/2020 | Amy Marshal, Rupinder B. | | | | | |

| Resource Request | | | |
|--|---|---------------|-------|
| Technology and Equipment | New | | |
| Descripon/ Jusficon Purchase a new laser cutter and 3D printer for several classes that now include design and manufacturing. Installaon cost Filament and materials. | <table border="1"> <thead> <tr> <th data-bbox="525 1055 1050 1088">Esmaated Cost</th> </tr> </thead> <tbody> <tr> <td data-bbox="525 1088 1050 1177">10000</td> </tr> </tbody> </table> | Esmaated Cost | 10000 |
| Esmaated Cost | | | |
| 10000 | | | |

Resource Request

Supplies Instructional Supplies and Materials

Description/ Justification

Printing paper and office supplies

High quality photo paper for color printers

Typography sets, drawing materials, pencils, erasers, brushes and paint, picture frames.

Estimated Cost

2000

Resource Request

Personnel

Student Worker

% Time

Description/ Justification

lab assistant to up keep the labs and maintain equipment

Estimated Annual Salary Costs

4000

Estimated Annual Benefits Costs

Total Costs

4000

Resource Request

Personnel

Student Worker

% Time

Description/ Justification

Four TAs for classes

Estimated Annual Salary Costs

8000

Estimated Annual Benefits Costs

Total Costs

8000

Resource Request

Personnel

Part-time Faculty

| % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs |
|-------------|---|------------------------------|--------------------------------|
| | One part me f aculty member to teach classes that we have not been able to offer for lack of instructor | 15000 | |
| Total Costs | | | |
| 15000 | | | |

Curriculum

Please review your course outlines of record to determine if they have been updated or deacv ated in the past three years. Use the pull-down menus to idenf y courses that sll need upda ng or deacv aon and specify when your department will update each one, within the next three years.

| Name | Last updated date | Semester and Year | To be updated on | To be deacv ated on |
|---------------------------------------|-----------------------------|-------------------|------------------|---------------------|
| GRART 801 - Graphics in Moon | September, 16 2016 18:21:44 | Spring | 5/30/2020 | |
| | | Select Year... | | |
| GRART 802 - Graphics in Moon II | September, 16 2016 18:22:15 | Spring | 5/31/2020 | |
| | | Select Year... | | |
| GRART 111 - Elements and Principle... | August, 16 2017 15:21:08 | Fall | 12/19/2020 | |
| | | Select Year... | | |
| GRART 231 - Introducon t o Graphi... | August, 16 2017 16:03:34 | Fall | 12/19/2020 | |
| | | Select Year... | | |

| | | | |
|--|----------------------------|----------------|------------|
| GRART 034 - Adobe Illustrator Basics | August, 16 2017 13:57:15 | Fall | 12/19/2020 |
| | | Select Year... | |
| GRART 115 - Web Site Design | August, 16 2017 15:39:21 | Fall | 12/19/2020 |
| | | Select Year... | |
| GRART 037 - Digital Images for Phot... | August, 16 2017 14:01:26 | Fall | 12/19/2020 |
| | | Select Year... | |
| GRART 035 - Advanced Adobe Illustr... | July, 10 2018 14:33:28 | Spring | 5/31/2021 |
| | | Select Year... | |
| GRART 042 - Web Graphics (Dream... | March, 05 2018 11:45:25 | Spring | 5/31/2021 |
| | | Select Year... | |
| GRART 043 - Web Graphics and Ani... | December, 13 2018 12:20:07 | Fall | 12/17/2021 |
| | | Select Year... | |
| GRART 501 - Graphic Arts Open Lab | January, 08 2018 12:17:43 | Spring | 12/18/2020 |
| | | Select Year... | |

| | | | |
|---------------------------------------|----------------------------|----------------|------------|
| GRART 122 - Applied Graphic Desig... | February, 28 2018 11:53:11 | Spring | 12/18/2020 |
| | | Select Year... | |
| GRART 032 - Digital Documents (Ad... | July, 10 2018 14:27:21 | Fall | 5/31/2020 |
| | | Select Year... | |
| GRART 113 - Typography | November, 30 2018 12:04:27 | Spring | 5/31/2021 |
| | | Select Year... | |
| GRART 114 - Graphic Design Techno... | March, 06 2018 12:50:57 | Spring | 2/28/2021 |
| | | Select Year... | |
| GRART 036 - Adobe Photoshop Basics | August, 16 2017 13:56:33 | Spring | 12/18/2020 |
| | | Select Year... | |
| GRART 299 - Survey Course for Digi... | May, 11 2017 11:12:51 | Spring | 4/30/2020 |
| | | Select Year... | |
| GRART 123 - Applied Graphic Desig... | March, 05 2018 11:32:35 | Spring | 2/28/2021 |
| | | Select Year... | |

| | | | |
|--|----------------------------|----------------|------------|
| GRART 200 - Special Projects Labora... | October, 25 2019 13:43:19 | Fall | 9/30/2022 |
| | | Select Year... | |
| GRART 112 - Creav e Process and S... | December, 21 2017 17:07:05 | Fall | 11/30/2020 |
| | | Select Year... | |
| GRART 121 - Applied Graphic Desig... | March, 05 2018 11:29:13 | Spring | 2/28/2021 |
| | | Select Year... | |
| GRART 230 - Computer Basics for Gr... | December, 21 2017 17:14:18 | Fall | 11/30/2020 |
| | | Select Year... | |
| GRART 466K - Occupaonal W ork E... | December, 13 2018 12:06:36 | Fall | 11/30/2021 |
| | | Select Year... | |
| GRART 151 - Graphics in Moon In t... | January, 16 2019 13:29:39 | Spring | 12/17/2021 |
| | | Select Year... | |
| GRART 150 - Graphics in Moon In t... | January, 09 2019 16:55:53 | Spring | 12/17/2021 |
| | | Select Year... | |

Please summarize your plans for curriculum improvement/development, including details on specific courses or programs you plan to improve/develop.

All active graphic arts courses are up to date. In 2019 we updated the textbooks and some of the descriptions. In 2016 we added SLO to all Graphic arts courses and added them to all syllabi in the Graphic Arts program.

The Department Chair checked all active classes for inconsistencies and streamlined our existing classes by removing outdated and unnecessary prerequisites.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

| Improvement Actions | | Improvement Action | |
|------------------------|--------------------------------------|--------------------|--|
| Improvement Action | Description | To be completed By | Responsible Person |
| Curriculum Development | Develop new Certificates and Degrees | 5/31/2021 | Daniela Nikolaeva, Robert Claar, Michael Jay |

| Resource Request | | Other | |
|------------------|--|----------------|--|
| Other | Description/ Justification | Estimated Cost | |
| | Spends for faculty members to develop curriculum for Graphic Arts. | 5000 | |

| Improvement Action | | Other | |
|--------------------------|--|--------------------|----------------------------------|
| Improvement Action | Description | To be completed By | Responsible Person |
| Professional development | Taking undergraduate classes to learn new technologies and develop new skills to stay current in our field | 12/31/2021 | all Graphic Arts faculty members |

Resource Request

Professional Development

Department-wide PD needed

Descripon/ Jusfic aon

Training cost, cost of developing teaching resources, me and eqffort

Esmaàted Cost

2500

Instrucon - Assessmen t

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

| Course | Student Learning Outcomes (SLO) | Last date Assessed | Planned Assessment Date | Attachments |
|---|---|--------------------|-------------------------|-------------|
| GRART 111 - Elements and Principles of Graphic Design | Describe a graphic design element, principle and technique | 12/20/2017 | 11/30/2020 | |
| GRART 111 - Elements and Principles of Graphic Design | Apply the elements, principles and techniques to graphic design soluons | | 2/29/2020 | |
| GRART 111 - Elements and Principles of Graphic Design | Use basic computer skills to create graphic design elements, implement graphic design principles and develop graphic imaging techniques | | 2/29/2020 | |

| | | | |
|---|--|------------|------------|
| GRART 111 - Elements and Principles of Graphic Design | Manage graphic design elements and principles to create effective graphic designs | | 2/29/2020 |
| GRART 231 - Introduction to Graphic Design | Students will demonstrate sequential graphic design development on a series of projects and exercises. | 12/20/2017 | 11/30/2020 |
| GRART 231 - Introduction to Graphic Design | Students will apply appropriate components of the principles of design and the elements of art to a series of design projects and exercises. | | 2/29/2020 |
| GRART 231 - Introduction to Graphic Design | Students will identify and apply correct type-usage. | | 2/29/2020 |
| GRART 034 - Adobe Illustrator Basics | Prepare artwork, illustrations, and page layout in a vector-based environment. | 11/2/2018 | 10/31/2021 |
| GRART 034 - Adobe Illustrator Basics | Demonstrate an awareness of computer/laser printer operations in manipulating the graphics software. | | 2/29/2020 |
| GRART 034 - Adobe Illustrator Basics | Exhibit an understanding of the utilization of media-appropriate methodologies in producing print ready files. | 12/1/2017 | 11/30/2020 |

| | | | |
|--|--|------------|------------|
| GRART 115 - Web Site Design | Use various website development strategies. | 12/22/2017 | 5/30/2020 |
| GRART 115 - Web Site Design | Plan and create a visually appealing website incorporating graphic images and text. | 11/14/2018 | 10/30/2021 |
| GRART 115 - Web Site Design | Apply color in the web environment. | | 5/30/2020 |
| GRART 115 - Web Site Design | Employ sound, video, animation, and Java applets into a multimedia website. | | 5/30/2020 |
| GRART 037 - Digital Images for Photography and Print | Create photographic artwork using the Adobe Photoshop program to adjust exposure and contrast and color correct. | | 5/30/2022 |
| GRART 037 - Digital Images for Photography and Print | Prepare digital photographs, analog and digital, to digital ink jet printers. | | 5/30/2022 |
| GRART 035 - Advanced Adobe Illustrator | Exhibit the impact of electronic imaging on graphic images. | | 5/31/2020 |
| GRART 035 - Advanced Adobe Illustrator | Prepare digital artwork, illustrations, etc. for importing to page layout software. | | 5/31/2020 |

| | | | |
|--|--|------------|------------|
| GRART 035 - Advanced Adobe Illustrator | Compose print ready files. | | 5/31/2020 |
| GRART 042 - Web Graphics (Dreamweaver) | Design a website by preparing analog and digital illustrations and photographs using industry standard practices. | 12/17/2017 | 11/30/2020 |
| GRART 042 - Web Graphics (Dreamweaver) | Create optimized digital artwork to be used within a html website, ensuring the digital artwork has been reduced and optimized to produce a fast loading image on the website. | 2/24/2019 | 1/31/2022 |
| GRART 042 - Web Graphics (Dreamweaver) | Exhibit an understanding of the utilization of the appropriate methodologies in producing website ready files. Build an html website with the optimized html code. Utilize image manipulation software to create an automated workflow in optimizing multiple images. | | 2/29/2020 |

| | | | |
|--------------------------------------|--|------------|------------|
| GRART 043 - Web Graphics and Animaon | Describe animaon gr aphics for web pages. | 12/20/2017 | 2/29/2020 |
| GRART 043 - Web Graphics and Animaon | Produce animaon gr aphics for the world wide web. | | 2/29/2020 |
| GRART 043 - Web Graphics and Animaon | Implement graphic design principles, emphasizing animaon gr aphics in the creaoon of electr onically displayed pages. | | 2/28/2021 |
| GRART 501 - Graphic Arts Open Lab | Demonstrate ability to work independently with computer sow are in a self-paced work environment. | 12/19/2017 | 11/30/2020 |
| GRART 122 - Applied Graphic Design 2 | Student will apply graphic design elements and principles to create effecv e graphic designs. | | 2/29/2020 |
| GRART 122 - Applied Graphic Design 2 | Student will uliz e the basic graphic design elements and principles for adverting design used in mag azines and newspapers. | 12/19/2017 | 11/30/2020 |
| GRART 122 - Applied Graphic Design 2 | Students will uliz e the basic graphic design elements and principles for packaging design. | | 12/31/2021 |

| | | | |
|--|---|------------|------------|
| GRART 032 - Digital Documents (Adobe InDesign) | Create various typical desktop publishing documents such as: price lists, menus, newsletters, advertisements, multipage documents, brochures, etc. | 5/26/2019 | 5/25/2022 |
| GRART 032 - Digital Documents (Adobe InDesign) | Use Adobe InDesign page layout software in an organized file building process | 12/17/2019 | 11/30/2022 |
| GRART 032 - Digital Documents (Adobe InDesign) | Demonstrate the use of advanced features of Adobe InDesign such as master pages, paragraph attributes, style sheets, text box modifications, bezier lines and shapes, etc. | 1/19/2019 | 1/1/2022 |
| GRART 113 - Typography | Illustrate the history of human communication from pictograms to the modern alphabet, the development of movable type, the printing press, to modern electronic composition and print for traditional substrates and modern electronic devices. | | 2/29/2020 |

GRART 113 - Typography Apply the principles of typography in the creation of documents that use text and display. 12/19/2017 12/1/2020

GRART 113 - Typography Exhibit the use of typefaces and their choices in various projects for a variety of audiences. 2/29/2020

GRART 113 - Typography Student(s) will exhibit an understanding of language in print, of its historical development from our neolithic beginnings to present methods of publishing print, online, and will exhibit an individual perspective of human interaction from our tribal family beginnings to our present planetary needs of communication, across continents, countries, cultures and languages. 2/29/2020

GRART 113 - Typography Students will solve select problems in communication through the effective use of type in choice, and composition, creating successful solutions that are readable, legible, and formatted in consideration of their defined audience. 2/28/2021

| | | | |
|--|--|------------|------------|
| GRART 114 - Graphic Design Technology | Utilize a basic computer workstation, hardware and software to build print ready page layout files. | 12/19/2017 | 11/30/2020 |
| GRART 114 - Graphic Design Technology | Prepare digital artwork, images, illustrations and text for importing into page layout software. | | 5/31/2021 |
| GRART 114 - Graphic Design Technology | Demonstrate the use of advanced features of a multi-page publication, such as master pages, paragraph styles, typographic elements, etc. | | 5/31/2021 |
| GRART 036 - Adobe Photoshop Basics | Interface with the Adobe Photoshop software program | 12/12/2017 | 11/30/2020 |
| GRART 036 - Adobe Photoshop Basics | Create original graphic design projects using the Adobe Photoshop program | 5/28/2019 | 5/26/2022 |
| GRART 036 - Adobe Photoshop Basics | Prepare digital images for use in graphic design projects. | 12/12/2019 | 11/30/2022 |
| GRART 299 - Survey Course for Digital Media/CIS [Graphic Arts] | Use elements and principles of design, incorporating appropriate use of typography, in a final design project. | | 2/29/2020 |

| | | | |
|--|---|------------|------------|
| GRART 123 - Applied Graphic Design 3 | Use computer hardware and software to build print-ready page layout files. | 12/20/2017 | 11/30/2020 |
| GRART 123 - Applied Graphic Design 3 | Prepare digital artwork, images, illustration, logos and text for creating various design products. | | 5/31/2020 |
| GRART 123 - Applied Graphic Design 3 | Apply elements and principles of design, color, and typography in a projects, and exercises. | | 5/31/2021 |
| GRART 200 - Special Projects Laboratory | Produce a project or portfolio that encompasses the parameters of their defined proposal. | 12/22/2017 | 11/30/2020 |
| GRART 112 - Creative Process and Solutions | Describe and incorporate the elements and principle of design in the process of solving problems. | 12/19/2017 | 5/31/2021 |
| GRART 112 - Creative Process and Solutions | Exhibit the correct use of the design process in solving graphic problems | 5/28/2019 | 5/27/2022 |
| GRART 112 - Creative Process and Solutions | Effectively use text and imagery to communicate ideas, and concepts to others | | 5/27/2021 |
| GRART 121 - Applied Graphic Design 1 | Describe the impact of type choices on the prospective audience, type composition. | 12/19/2017 | 11/30/2020 |

| | | | |
|--|--|------------|------------|
| GRART 121 - Applied Graphic Design 1 | Create single and mul-pag e layout(s), with emphasis, for readability, legibility and graphic design aesthecs. | | 12/31/2022 |
| GRART 121 - Applied Graphic Design 1 | Exhibit mid-level use of computer page-layout sow are in project compleon | | 12/31/2022 |
| GRART 230 - Computer Basics for Graphics | 1.Student(s) will demonstrate a basic understanding of the discipline of design, the role of the designer in business, and in society, from a present and historic perspecv e. | 12/20/2017 | 5/31/2021 |
| GRART 230 - Computer Basics for Graphics | 2.Student(s) will execute a series of steps indicang they know how to access computers and programs relevant to the needs of the discipline. | | 5/31/2021 |

| | | |
|---|--|-----------|
| GRART 230 - Computer Basics for Graphics | 3.Student(s) will demonstrate the traditional hand skills such as sketching, thumbnails, storyboards, flavor boards and the construction of prototypes using hand tools such as xacto-type knives, straight edge rulers, triangles, templates and french curves. | 5/31/2022 |
| GRART 466K - Occupational Work Experience in Graphic Arts | Demonstrates professional behavior on the job and in the classroom | 5/31/2023 |
| GRART 466K - Occupational Work Experience in Graphic Arts | Completes learning objectives as agreed upon by student, supervisor, and faculty at the beginning of the semester. | 5/31/2024 |
| GRART 466K - Occupational Work Experience in Graphic Arts | Student completes a job journal chronicling assignments and reflections of the experience. | 5/31/2025 |
| GRART 151 - Graphics in Motion Intermediate Animation | Draw more advanced lines, forms, objects, and characters for animation and explain solid construction, proportion, volume, and expression | 2/29/2020 |

| | | | | |
|---------------------------------|----------------------|--|------------|------------|
| GRART 151 - Graphics in Moon In | intermediate Animaon | Plan and draw animaon of f orms, characters, and special effects using tradional and c omputer sow are tools | | 2/29/2020 |
| GRART 151 - Graphics in Moon In | intermediate Animaon | Calculate the ming of an y moon in adv ance and apply the techniques to an animated project. | | 12/18/2021 |
| GRART 150 - Graphics in Moon In | roducon t o Animaon | Draw simple lines, forms, objects, and characters for animaon and eaplain solid construcon, pr oporon, volume, and expression. | | 2/29/2020 |
| GRART 150 - Graphics in Moon In | roducon t o Animaon | Plan and draw animaon of f orms, characters, and visual effects using tradional and c omputer sow are tools. | 12/19/2017 | 12/18/2020 |
| GRART 150 - Graphics in Moon In | roducon t o Animaon | Calculate the ming of an y moon in adv ance and apply the techniques to an animated project. | | 5/30/2021 |

How has your department worked together on assessment? Provide examples on collaboraon, leader ship, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

The department worked well together on integrating SLO assessment in all syllabi and updating them on CurricuMeta. Department Chair Daniela Nikolaeva organized several SLO training meetings with the Graphic Arts faculty members and the Assessment coordinators Heather and Rebecca.

[ModuleSummary.xlsx](#)

Before CurricuNet assessment we circulated an Excel sheet with all SLO assessment. This information was distributed to all Graphic Arts faculty members. At every department meeting we discuss the need to assess our courses and create a plan to do so. The department chair regularly sends reminders about the SLO assessment at the end and at the beginning of each semester.

Our goal is to have all SLO assessment up to date each year. The majority of the faculty members have attended the training sessions, yet some of them were still not clear how to do assessment online.

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

We learned that assessment gives us reflection on what worked and what needs improvement. Many of our faculty members have detailed methods of assessment. We learned that integrating the data into the software takes a lot of time and requires advanced planning.

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or CurricuNet Meta.

Our Program Learning Outcomes (PLOs) have been mapped to SLOs and assessed. There is evidence online that the assessment coordinators can provide upon request.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

The assessments provide excellent benchmarks for comparing how well the learning objectives are achieved for each of the Graphic Arts course. Instructors make different adjustments to their instructions to improve the learning objectives – thus, resulting in better student learning. For example, the sequence of assignments may be changed, the learning objective may be repeated and the opportunity for revisions may be required – and not just permitted. The results with these adjustments would result in improved SLOs.

Does your department participate in your college's Instructional Learning Outcomes (ILOs) assessment?

Yes

If Yes, Please describe your department's participation in assessing Instructional Learning Outcomes.

Our ILOs have been assessed. There is evidence online that the assessment coordinators can provide upon request.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Based on previous experience we learned the working with the assessment coordinators is very beneficial for all faculty members. The best approach is to have faculty workshops where all faculty members are present and engaged hands-on. The old method of doing a short demo to the department chairs is inefficient and does not yield good results. We will continue to invite the assessment coordinators to scheduled workshops with all graphic arts faculty members.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

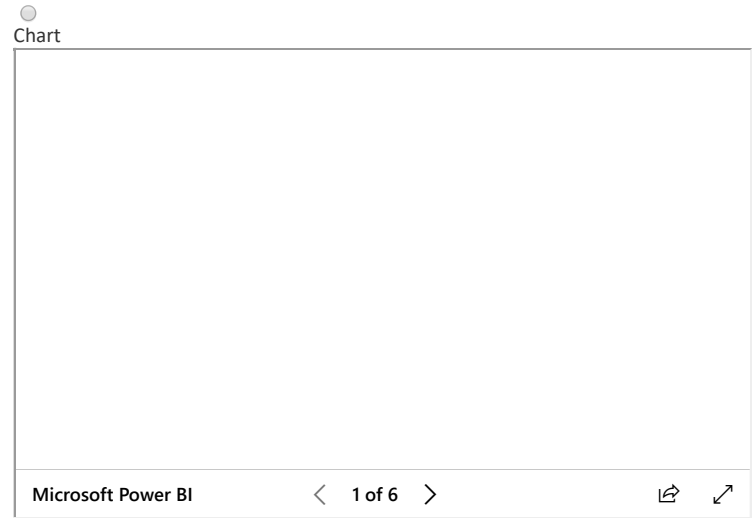
| Improvement Actions | Improvement Action |
|------------------------------------|---|
| Improvement Action | |
| Action Item Assessment workshop | Description Assessment workshop with assessment coordinator at the end of semester. To be completed By 12/31/2019 Responsible Person Daniela Nikolaeva, Rebecca Bailey, Heather Sisneros |

Resource Request

Choose an Option

Course Compleon

College Level - Program and Department comparison



Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

| Name | 2016 - 17 Completion Rate (%) | 2017 - 18 Completion Rate (%) | 2018 - 19 Completion Rate (%) |
|---|-------------------------------|-------------------------------|-------------------------------|
| GRART 111 ELEMENTS/GRAPHIC DESIGN | 46 | 79 | 74 |
| GRART 112 CREATIVE/PROCESS/SOLUTION | 80 | 65 | 81 |
| GRART 113 TYPOGRAPHY | 77 | 70 | 81 |
| GRART 114 GRAPHIC DESIGN TECH | 100 | 93 | 100 |
| GRART 115 WEB SITE DESIGN | 42 | 46 | 64 |
| GRART 121 APPLIED GRAPHIC DESIGN 1 | | 100 | |
| GRART 122 APPLIED GRAPHIC DESIGN 2 | 100 | 92 | 100 |
| GRART 123 APPLIED GRAPHIC DESIGN 3 | 92 | 100 | 100 |
| GRART 150 Graphics In Motion-Introduction | 61 | 68 | 76 |
| GRART 200 SPECIAL PROJECTS LAB | 83 | 73 | 94 |
| GRART 231 INTRO GRAPHIC DESIGN | 59 | 70 | 73 |
| GRART 32 Digital Documents Adobe InDesign | 55 | 60 | 61 |
| GRART 34 Adobe Illustrator Basics | 69 | 70 | 80 |

| | | | |
|-------------------------------------|----|----|----|
| GRART 36 Adobe Photoshop Basics | 55 | 71 | 64 |
| GRART 42 Web Graphics (Dreamweaver) | 58 | 65 | 83 |

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

- Age**
 - Yes
 - No
- Ethnicity**
 - Yes
 - No
- Gender**
 - Yes
 - No
- Foster Youth Status**
 - Yes
 - No
- Disability Status**
 - Yes
 - No
- Low Income Status**
 - Yes
 - No
- Veteran Status**
 - Yes
 - No

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

| | | | |
|---------------|--------------------------------|-------------------------------|-------------------------------|
| Select Course | GRART 801 - Graphics in Motion | | |
| | 2016 - 17 Completion Rate (%) | 2017 - 18 Completion Rate (%) | 2018 - 19 Completion Rate (%) |
| Face-to-Face | | | |

Hybrid

100% Online

Dual Enrollment

Day meq

Evening

How do the course completion rates for your program or discipline compare to your college's Institutional Standard for course completion?

Graphic Arts Department has better completion rate than the average for the college. The data shows steady increase in completion rate in the last 3 years. This evident success is due to change in leadership in the Graphic Arts department. The new department chair, Ms. Daniela Nikolaeva who assumed her position in fall of 2016 has managed to turn around the department and increase student retention dramatically from below average in previous years up to unprecedented 76% in 2018-2019.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Yes.

Describe the course retention rates over the last three years. If your college has an Institutional Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Graphic Arts Department has better completion rate than the average for the college. The data shows steady increase in completion rate in the last 3 years. This evident success is due to change in leadership in the Graphic Arts department. The new department chair Daniela Nikolaeva who assumed her position in fall of 2016 has managed to turn around the department and increase student retention dramatically from below average in previous years up to unprecedented 76% in 2018-2019.

What has the discipline, department, or program done to improve course completion and retention rates?

Setting higher standards for instruction. Hiring and training TAs to help with struggling students and students with disabilities. Teaching more classes. Promoting the program. Encouraging students to earn certificates and degrees.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|---------------------------------|--|--------------------|---------------------------|
| Support from the administration | Please do not cut or cancel classes in fall. | 8/31/2020 | Rudy Besikof, Mark Fields |

Resource Request

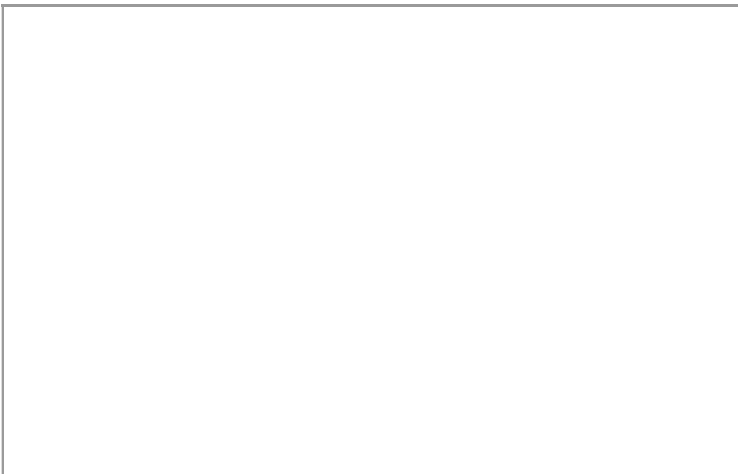
Choose an Option

Degrees and Certificates

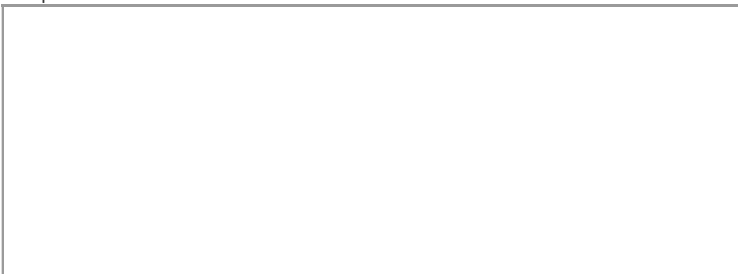
College Level - Program and Department comparison



Chart



Compare





What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The Graphic arts department has offered and increased support for students to go through the program and graduate. You can see by the graph that our completion rate has jumped from 6 in 2017-18 to 15 in 2018-19. This success is due to personal attention to students on part of the Department chair, who offers and one-on-one consultations with students, mediated conflicts with faculty members, and helps swiftly with enrollment issues. Daniela also increased Open lab hours and access to computers and software to 6 days a week and provides after class tutoring upon request. Daniela also eagerly consults and trains faculty members. She is an advocate for academic excellence and sets high achievement standards.

Another major factor was support from the previous Dean who was willing to allow lower enrolled classes to run, to give the students the opportunity to graduate.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

We plan to support our students to complete their academic goals. We plan to advertise the program and explain the value of earning a certificate or a degree.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Choose your Action

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Departmental activities have included applying for and writing grants to bolster enrollment & participation in the college's programs by funding Open Houses and Workshops for the public and for high school students. Presentations include inviting industry professionals to speak to students such as Oakland Digital speaking to the Graphic Arts Dept. students. Committees such as the curriculum committee encourage participation by faculty & learning of their process of improving & editing content in CuricQnet.

The Department Chair serves on several college-wide committees - The CTE committee, The Strong workforce committee, the technology committee. She also served on the curriculum committee for 3 years and chaired the curriculum committee.

Other faculty members have expressed an interest in attending committee meetings and serving on committees relevant to our program.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Individual teachers have outreached into the community to find industries that may allow field trips to visit their offices and studios. An example would be an animator teacher contacting Pixar Animation Studio to attempt securing a studio tour and possible internships for young animators eager to learn professional methods and artistic approaches.

We partner with Oakland Digital, a local non-profit organization, with sites to Google, LinkedIn, Golden State Warriors and other prestigious organizations, as well as the Oakland Mayor's office. We also partner with Autumn Press, a printing press company who print many of Laney College's advertising materials.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty members are invited and encouraged to participate in all department chair meetings. Adjunct faculty are alerted by department chairs as to when & where these meetings occur, as well as administrative staff sending emails alerting adjunct faculty, as well. The meetings have easy accessibility - on campus at Graphic arts, and they are held at reasonable times of the day and weeks. The Department Chair organized an SLO assessment training each semester. All part-time faculty members are included in the decision-making process regarding the Graphic arts department use of labs, software, server, hardware, etc. Their input is solicited and encouraged. All faculty members are constantly encouraged and asked to participate in shared governance of the college by joining and serving on college committees.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Acon

| Acon It em | Descripon | To be completed By | Responsible Person |
|----------------------------------|---|--------------------|---------------------------|
| Industry connecons and tr aining | Invite guest speakers from the industry | 12/31/2021 | All Graphic Arts meembers |

Resource Request

| Professional Development | Department-wide PD needed |
|--------------------------|---------------------------|
|--------------------------|---------------------------|

| Descripon/ Jusfic aon | Esmaàted Cost |
|---|---------------|
| Organize workshops and networking events that provide connecon with indus try professionals and engage in learning acvies | 1000 |

Resource Request

| Facilities | Labs |
|------------|------|
|------------|------|

| Descripon/ Jusfic aon | Esmaàted Cost |
|--|---------------|
| Purchase new cabinets and furniture for lab 152 and schedule removal of old furniture and equipment. | 1000 |

Resource Request

| Other | Other |
|-------|-------|
|-------|-------|

Descripon/ Jusfic aon
 Outreach and promoonal eqvents.
 Adversing maaterials and supplies.

Esmaated Cost
 1000

Acon Plan Summar y and New Program Goals

Total Improvement Plans: 0

Total Resource Request: 0

Review, add or modify the following acons plans that were entered in each secon. Then r eview the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The acon plan it ems should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head Description

Instrucon

Engagement

New and Connuing Goals

Discipline, Department or Program Goal

Connue working on curriculum development. Bringing our program up to date and creang new courses and cerfic ates.

College Goal

Offer students the highest quality curriculum and services

PCCD Goal

Build Programs of Distinction

Connue impr oving Graphic Arts facilities - lab s, office space, furniture, equipment, hardware and sow are, to provide an adequate learning environment.

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

Develop and Manage Resources to Advance Our Mission

Connue outr each and promoon of Gr aphic Arts classes to the communities in Oakland and the larger Bay Area. Promote the value of educaon to underserved communities and cr eate pathways to college.

Increase awareness and access to disproportionately impacted communities

Advance Student Access, Equity, and Success

Resource Request Summary

Total Cost: \$49500
 Total Resource Request: 12

Instrucon

Personnel

| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
|---------------------------|--------|---|------------------------------|--------------------------------|-------------|
| Student Worker | | lab assistant to up keep the labs and maintain equipment | 4000 | | 4000 |
| Student Worker | | Four TAs for classes | 8000 | | 8000 |
| Part-me F aculty | | One part me f aculty member to teach classes that we have not been able to offer for lack of instructor | 15000 | | 15000 |
| Sub-Total: \$27000 | | | | | |

Professional Development

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|--|---------------|
| Department-wide PD needed | Training cost, cost of developing teaching resources, me and eaffort | 2500 |
| Sub-Total: \$2500 | | |

Technology and Equipment

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|---|---------------|
| New | Purchase a new laser cuÅer and 3D printer for several classes that now include design and manufacturing. Installaon c ost Filament and materials. | 10000 |
| Sub-Total: \$10000 | | |

Supplies

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|-------------------------------------|--|---------------|
| Instruconal Supplies and Maàterials | Pring paper and office supplies High quality phot o paper for color printers Typography sets, draing maà terials, pencils, erasers, brushes and paint, picture frames. | 2000 |
| Sub-Total: \$2000 | | |

Facilies

No Resources found for this category

Library

No Resources found for this category

Other

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|--------------------------|---|---------------|
| | Spends f or faculty members to develop curriculum for Graphic Arts. | 5000 |
| Sub-Total: \$5000 | | |

Engagement
Personnel
No Resources found for this category

| Professional Development | | |
|---------------------------|--|---------------|
| Type | Descripon/ Jusfic aon | Esmaàted Cost |
| Department-wide PD needed | Organize workshops and networking events that provide connecon with industry professionals and engage in learning acvies | 1000 |
| Sub-Total: \$1000 | | |

Technology and Equipment
No Resources found for this category

Supplies
No Resources found for this category

| Facilies | | |
|--------------------------|--|---------------|
| Type | Descripon/ Jusfic aon | Esmaàted Cost |
| Labs | Purchase new cabinets and furniture for lab 152 and schedule removal of old furniture and equipment. | 1000 |
| Sub-Total: \$1000 | | |

Library
No Resources found for this category

| Other | | |
|--------------------------|--|---------------|
| Type | Descripon/ Jusfic aon | Esmaàted Cost |
| | Outreach and promoonal eàvents. Adversing maàterials and supplies. | 1000 |
| Sub-Total: \$1000 | | |

Sign and Submit

Please provide the list of members who parcipa ted in compleng this pr ogram review.

Daniela Nikolaeva Pachtrapanska

Please enter the name of the person subming this program review.

Daniela Nikolaeva Pachtrapanska

| <u>Last Name</u> | <u>First Name</u> | <u>Company/Organization</u> | <u>Address</u> | <u>City</u> | <u>State</u> | <u>Zip</u> | <u>Phone</u> | <u>Mobile</u> | <u>email</u> | <u>Position</u> | <u>Experteese</u> |
|------------------|-------------------|---|-----------------------------------|---------------|--------------|------------|--------------|----------------|--|---------------------------|----------------------------------|
| Alson | Miguel | Autumn Press | 945 Camelia St | Berkeley | CA | 94710 | 510.654.4545 | | Miguel@autumnpress.com | | |
| Duffy | James | Sales: recycling/sustainability | | Castro Valley | CA | | 510.760.6366 | | jduffy@greenplanet21.com | | |
| Hanks | David | DH Photography & Design Services | | | | | | 510.205.2724 | dh@davidhanks.com | | |
| Lambert | Chris | NEENAH PAPER | | | | | 510.914.1197 | | chris.lambert@neenah.com | | |
| Martin | Mike | Ricoh | 2000 Crow Canyon Place, Suite 400 | San Ramon | CA | 94583 | 925.242.2017 | | michael.martin@ricoh-usa.com | | |
| Tai | Shaun | ODALC/ Oakland Digital Arts & Literacy Center | | Oakland | CA | | | 925.297.9370 | shaun@odalc.org | | |
| Yacco | Rich | Broadcasting Design /Media Company | 4610 Foothill Blvd | Oakland | CA | 94601 | | | rich@yaccos.com | | |
| Prieto | Jaime | Jaime Prieto Design | | Richmond | CA | | | (510) 517-8601 | prietodesign@yahoo.com | | |
| Portillo | George | Google | 1600 Amphitheater Pkwy | Mountain View | CA | 94043 | 510 778-4677 | | georgeportilodesign@gmail.com | Lead Web Developer | Web Development, App Development |
| Nikolaeva | Daniela | Laney College | 900 Fallon Street | Oakland | CA | 94601 | 510 595 5302 | | dpachtrapanska@peralta.edu | Department Chair | Education, Graphic Design |
| Brown | Carole | Rio Vista | | Oakland | CA | | | | cbrown@peralta.edu | graphic designer, Faculty | education, Graphic Design |
| Brown | Jean (M) | SPICERS/Graphic Product Specialist | 30108 Eigenbrodt Way | Union City | CA | 94587 | | 707-342-2444 | jean.brown@spicers.com | | |
| Hawk | David | Ventures Foundation | 1222 Preservation Park Way | Oakland | CA | 94612-1201 | | | dhawk@venturesfoundation.org | | |
| Nadimi | Natalie | Oaklandish | 1444 Broadway | Oakland | CA | | | | natalie@oaklandish.com | | |

Robert Wall

17400 Ringel Dr. Morgan Hill Ca 95037
Marketing Director, Digital Storm Computers, Morgan Hill CA.
Graduate in Animation, Academy Of Art, S.F. 2010.
Phone: 925-407-7697

x

Karl Cohen

478 Frederick St
San Francisco, Ca,
President ASIFA_SF---International Animation Society
Graduate
Phone: 415-386-1004

94117

MA UC Berkeley 1965.

Gavin Freitas

10721 Wheatland Ave.
Sunland, Ca. 91040
PH: 510-303-5860
Storyboard Artist on The Simpsons, Burbank, Ca.
Graduate: Academy of Art U. in Animation, 2008.

and Professor World History of Animation, SFSU.

at SFSU since 1993.

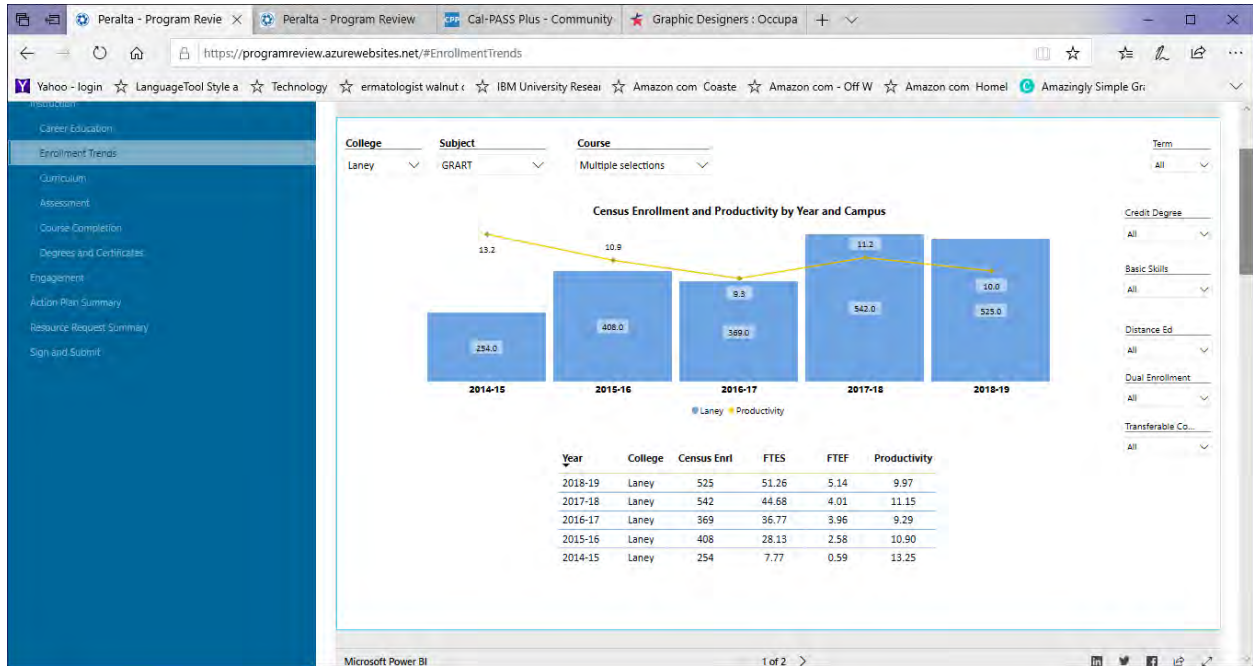
Catherine Carlson

10 UN Plaza
San Francisco, CA
Director of Animation
Graduate: The Art Institute of California - San Francisco
creatix4444@gmail.com
415-317-5412

94102

Enrollment data in GRART

The trends show a definite increase in enrolment in the last 3 years. According to the graph in 2016-17 enrollment was 369 students, It jumped to 542 students in 2017-18, and dipped slightly in 2018-2019 to 525. The slight decline in enrolment in fall of 2019 is due to early class cancelations. the productivity also increased in the last 3 years. from 9.29 in 2016-17 to 11.15 in 2017-18, then because of the class cancelations and diminished enrollment the productivity dipped slightly to 9.97. The FTES increased dramatically from 36.77 to 44.68 in 2017-18 and up to 51.26 in 2018-19.



| College | Subject | Title | Created Date | Last Modified | Status |
|---------------|---------|---|--------------|---------------|-----------|
| Laney College | GRART | 036-42346 Photoshop Basics Evening F19 | 12/12/2019 | | In Review |
| Laney College | GRART | 036-42593 Photoshop Basics | 2/24/2019 | | Active |
| Laney College | GRART | 042-42595 Web Graphics | 2/24/2019 | | Active |
| Laney College | GRART | 042-4952 Assessment | 12/17/2017 | | Active |
| Laney College | GRART | GRART 032 CRB SLO 42946 Fall 2017 | 12/20/2017 | | Active |
| Laney College | GRART | GRART 034 23456 SLO 3 Fall2017 | 12/1/2017 | | Active |
| Laney College | GRART | GRART 034 DanielaNik SLO1 Fall 2018 | 11/2/2018 | | Active |
| Laney College | GRART | GRART 036 25947 SLO1 Spring 2018 | 7/21/2018 | | Active |
| Laney College | GRART | GRART 036 DanielaNik SLO 1 Fall 2018 | 11/2/2018 | | Draft |
| Laney College | GRART | GRART 036-22321 Evening Assessment Spring 2019 | 5/28/2019 | | Active |
| Laney College | GRART | GRART 036-4950b Evening Assessment Fall 2017 | 12/12/2017 | | Active |
| Laney College | GRART | GRART 042 42952 SLO1 Spring 2018 | 7/27/2018 | | Active |
| Laney College | GRART | GRART 112 22327 Spring 2019 | 5/28/2019 | | Active |
| Laney College | GRART | GRART 112 HoganX Summer 2017 | 12/19/2017 | | Active |
| Laney College | GRART | GRART 113 HOGAN SLO 2 Fall2017 | 12/19/2017 | | Active |
| Laney College | GRART | GRART 114 Graphic Design Technology SLO 1 Fall 2017 | 12/19/2017 | | Draft |
| Laney College | GRART | GRART 114 Graphic Design Technology Sp2018 SLO 1 | 8/14/2018 | | Active |
| Laney College | GRART | GRART 115 | 11/14/2018 | | Active |
| Laney College | GRART | GRART 115 | 12/22/2017 | | Active |
| Laney College | | GRART 121 Hogan SLOX Fall2017 | 12/19/2017 | | Draft |
| Laney College | GRART | GRART 122 DanielaNik SLO 2 Fall 2018 | 12/19/2017 | | In Review |
| Laney College | GRART | GRART 123 Applied Graphic Design SLO 1 Fall 2017 | 12/20/2017 | | Draft |
| Laney College | GRART | GRART 150 tony claar SLO2 FALL 2017 | 12/19/2017 | | Active |
| Laney College | GRART | GRART 231 Intro to Graphic Design SLO 1, Fall 2017 | 12/20/2017 | | Active |
| Laney College | GRART | GRART 43 Web Graphics and Animation SLO 1 Fall 2017 | 12/20/2017 | | Active |
| Laney College | GRART | GRART 501 Graphic Arts Open Lab SLO 1 Fall 2017 | 12/19/2017 | | Active |
| Laney College | GRART | GRART 501 Open Lab SLO 2 Fall 2018 | 11/2/2018 | | Active |
| Laney College | GRART | GRARTS 111 41780 SLO1 Fall 2017 | 12/20/2017 | | Active |
| Laney College | GRART | GRARTS 200 SPECIAL PROJECTS LAB | 12/22/2017 | | Active |
| Laney College | GRART | GrArts 231-sp18-Intro to GD SLO 1 | 12/18/2018 | | Draft |
| Laney College | GRART | GrArts 231-sp19-Intro to Graphic Design | 5/27/2019 | | Active |
| Laney College | GRART | GrArts 32-Digital Docs SLO 3 - Fall 2018 | 1/19/2019 | | Active |
| Laney College | GRART | GrArts 32-Digital Docs SLO 3 - Spring 2018 | 12/18/2018 | | Active |
| Laney College | GRART | GrArts 32-fa19-SLO | 12/17/2019 | | Draft |
| Laney College | GRART | GrArts 32-sp19-SLO 22317 | 5/26/2019 | | Active |
| Laney College | | hfygfhg | 10/2/2019 | | Draft |
| Laney College | GRART | test bailey 3.21.19 | 3/21/2019 | | Draft |



Welcome to Program Review

District Office - 2019

Health Services - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of the Laney Health & Wellness Services is to further the equity of educational opportunities and success of all students by providing access to wellness and mental health services, which promotes and maintains the physical, social, and spiritual well-being of students.

Wellness is essential to students performing well in classes and being successful in their personal lives. Wellness is essential to assist all students and those serving students to fulfill the Laney vision:

Dream. Flourish. Succeed.

We are committed to providing high quality health promotion through: health assessment, education, selected health and disease prevention programs.

Our programs are designed around the concept of wellness that integrates all elements of a person's life: physical, emotional, social, spiritual, intellectual, financial, environmental, and occupational wellness.

Laney Health Services also responds to campus emergencies and provides first aid.

Program Total Faculty and/or Staff

Full Time

Indra C. Thadani RN, MS

Part Time

3 part time student health interns

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Student Health/Wellness Goals:

1. 1a. Ensure that all services are marketed to classrooms and in the student center. 1b. Do special programs, like Umoja.
2. 2a. Ensure that Student Wellness Services representatives serve on a variety of college governance committees, and participate in college life activities.
2b. Work with local nursing universities to offer internships for their community health students.
3. 3a. Obtain 4.5/5 in all service feedback surveys. 3b. Implement programs and services that meet an identified student need, based on student feedback.
4. 4a. Create a forum for all Wellness personnel and interns to come together. 4b. Mentor Health Interns.
5. Stay within budget

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase community and educational partnerships

District Goal

Advance Student Access, Equity, and Success

- 2a. Ensure that Student Wellness Services representatives serve on a variety of college governance committees, and participate in college life activities.
2b. Work with local nursing universities to offer internships for their community health students.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Establish integrated planning and evaluation system

District Goal

Strengthen Accountability, Innovation and Collaboration

- 3a. Obtain 4.5/5 in all service feedback surveys. 3b. Implement programs and services that meet an identified student need, based on student feedback.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase retention and persistence rates

District Goal

Advance Student Access, Equity, and Success

4. Create a forum for all Wellness personnel and interns to come together. 4b. Mentor Health Interns.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Design organizational, committee, & governance structures to support student success

District Goal

Build Programs of Distinction

5. Stay within budget

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Establish integrated planning and evaluation system

District Goal

Develop and Manage Resources to Advance Our Mission

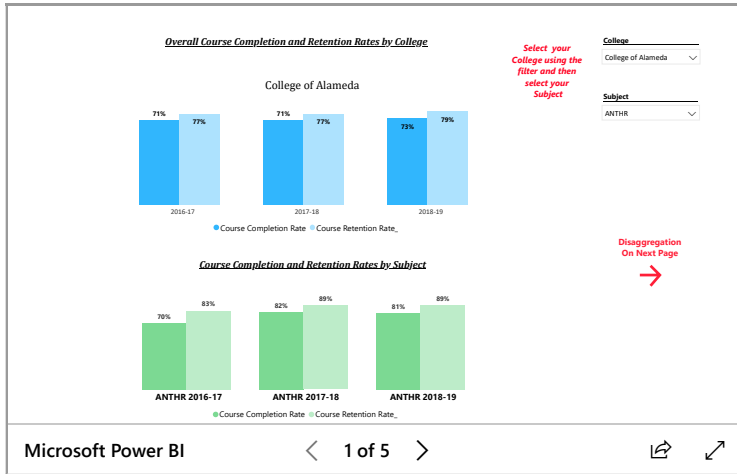
Describe your current utilization of facilities, including labs and other space

Currently, we have Laney Wellness I in the Tower-250 which houses the Health Services Coordinator, health interns, Acupuncture/tui na massage program; the Laney Wellness II, Roots Community Health Clinic personnel (which is usually in the Student Center, however, the elevator to the 4th floor clinic is currently not operating).

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Total students served in Laney Wellness I (Tower-250)
1303, this is up from 1273 in 2017-18

Data collected through sign in sheets and medicat (electronic medical record system) indicate that our clients for Laney Wellness I in the Tower are:

- 45 % Asian-American
- 16 % African-American
- 12% Caucasian
- 9.5% Hispanic/Lan
- 7.5% other
- 7% unknown

The top 5 reasons for students coming to the wellness center are:

- 37% supplies
- 27% Acupuncture/massage
- 11% mental health
- 4% eye voucher program
- 2% health check ups

Age ranges for users of Wellness I are:

- 6% < 18 years
- 28% 19-24 years
- 32% 25-35 years
- 14% 36-46 years
- 10 % 47-58 years
- 4% > 59
- 9% unknown

Gender:

68% female

29% male
1% other
2% unknown

Total student served in the Laney Wellness II in the Student Center 910 (this does not include multiple inquiries which were not "captured")

For Laney Wellness II, in the student center, operated by one of our community partners:

36% Asian-American
28% African-American
13% Caucasian
16% Hispanic/Latino
6% biracial/multi-racial
1% other

Top 5 reasons for Laney Wellness II:

39% Health/wellness check up (weight, physical exam, temperature check, follow up to first appointment)
21% flu vaccination
20% injury care
19% STI/HIV testing
7% pregnancy testing

Age ranges:

3% < 18
46% 19-24 years
14% 25-35 years
17% 36-46 years
3% 47-58 years
6% > 59
16% unknown

Gender:

63% female
37% male

Innovation/program development: Wellness Wednesdays

There were needs identified in the needs assessment in the HAPPY Surveys (Health Assessment Planning Pathways Yielding Success). 453 surveys were returned and the top three areas were stress management, weight management, and finance; thus, we began Wellness Wednesdays in the fall of 2018 to manage stress and address other areas identified by students: financial literacy, depression/anxiety, lack of exercise, and much more. Wellness Wednesdays were offered in 10 sessions and a total of 138 students attended. The various topics were:

- General Self Care
- Communication
- Healthy Relationships
- Mental Health
- Spiritual Wellness
- Freedom from Smoking & Other Addictions
- Financial Wellness
- Freedom from Depression & Anxiety
- Changing Your Mindset (Evening)
- Improving Sleep
- Overcoming Obstacles

The surveys were given pre and post sessions, asking questions like (please see below for percentage changes):

- I have a positive mood.

- â€¢ I feel supported.
- â€¢ I feel hopeful about my future.
- â€¢ I feel connected to others.
- â€¢ I will be successful at Laney.
- â€¢ I have learned something about the particular subject matter.

All Wellness Wednesdays have stress management along with the following topics:

| | Pre | Post |
|--|-----|------|
| General Self Care | 79% | 86% |
| Communication | 78% | 90% |
| Healthy Relationships | 72% | 82% |
| Spiritual Wellness | 70% | 85% |
| Freedom From Addictions | 75% | 80% |
| Changing Your Mindset (Evening) | 70% | 83% |
| Freedom from Depression & Anxiety | 82% | 89% |
| General Self Care, Finance, & Anger Management (Evening) | 80% | 93% |
| Improving Sleep | 80% | 93% |
| Overcoming Obstacles | 74% | 89% |

| Average Total Percentage | |
|--------------------------|-------|
| Pre | Post |
| 76.0% | 87.2% |

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

We did not have clearly articulated SLOs, so we will continue to work in this area.

For the upcoming year, our SLOs will be:

To accomplish our mission, Student Health Services has identified the following Student Learning Outcome statements to guide our program services:

â€¢ Students will maintain and improve their health, as evidenced by increased attendance to health education workshops like Wellness Wednesdays.

â€¢ Students will demonstrate personal responsibility by taking actions to improve their health, and the health of others; as evidenced by increased clinic visits and interviewing student health services personnel regarding students follow up actions.

â€¢ Students will demonstrate increased self-awareness, confidence and communication skills; as evidenced by pre and post survey results in programs like Wellness Wednesday.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
| | | | |

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|------------------------------|---|--------------------|---------------------------|
| Maintain Wellness Wednesdays | we would like to maintain Wellness Wednesdays a stress management program for students. | 8/1/2020 | Dean Jean Paul Schumacher |

Resource Request

| Other | Description/ Justification | Estimated Cost |
|-------|--|----------------|
| | This request is for food. This program has increased in size and we each week do pre and post surveys to assess students feedback which is very positive. Students comment that this program helps them manage stress which is the number one health concern of students during our every other year needs assessment surveys. Students comment that a hot lunch is the only hot meal they may have for days and eating together builds community. | 7200 |

Resource Request

| Other | Description/ Justification | Estimated Cost |
|-------|--|----------------|
| | This request is for guest speakers spend (\$1,996), ICC contracts(\$2,000) and supplies.(\$500) this program has increased in size and we each week do pre and post surveys to assess students feedback which is very positive. Students comment that this program helps them manage stress which is the number one health concern of students during our every other year needs assessment surveys. Occasionally, the nurse does not have expertise in specific stress management and some health promotion techniques. Guest speakers will be brought in according to student need. For example, in the past, hypnotherapists have been brought in for Wellness Wednesday topic of the day: addiction. | 4496 |

Resource Request Summary

Total Cost: \$11696
 Total Resource Request: 2

Program Update
 Personnel
 No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

| Type | Descripon/ Jusfic aon | Esmaàted Cost |
|---------------------------|---|---------------|
| | This request is for food. This program has increased in size and we each week do pre and post surveys to assess students feedback which is very positiv e. Students comment that this program helps them manage stress which is the number one health concern of students during our every other year needs assessment surveys. Students comment that a hot lunch is the only hot meal they may have for days and eang t ogether builds community. | 7200 |
| | This request is for guest speakers spend (\$1,996), ICC c ontracts(\$2,000) and supplies.(\$500) this program has increased in size and we each week do pre and post surveys to assess students feedback which is very positiv e. Students comment that this program helps them manage stress which is the number one health concern of students during our every other year needs assessment surveys. Occasionally, the nurse does not have experse in specific s tress management and some health promoon t echniques. Guest speakers will be brought in according to student need. For example, in the past, hypnotherapists have been brought in for Wellness Wednesday topic of the day: addicon. | 4496 |
| Sub-Total: \$11696 | | |

Sign and Submit

Please provide the list of members who parcipa ted in compleng this pr ogram review.

Test

Please enter the name of the person subming this pr ogram review.

Test



Welcome to Program Review

Laney College - 2019

Health Services & Wellness Centers - Service Area or Special Program

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

PLEASE NOTE: Indra Thadani has submitted her portion of the APR, however it is not showing up on this system. The following is Mental Health portion of the APR .

Program Total Faculty and/or Staff

Full Time

Lisa Sawadogo, Mental Health Counselor

Part Time

Claire Crosetti, Mental Health Counselor
A'Sharee Brown, Faculty Diversity Intern

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Increase direct mental health services for students by hiring staff, recruiting trainees/interns, and building up partnerships in the community for quality referrals.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Engage and Leverage Partners

Create a strategic plan to effectively utilize mental health grant fund money to reduce stigma of mental health across campus, promote suicide intervention awareness, and build up partnerships across the county.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

Revise trainee/intern orientation that is offered every August to ensure up-to-date policies around HIPAA compliance and mental health related laws and regulations.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Strengthen Accountability, Innovation and Collaboration

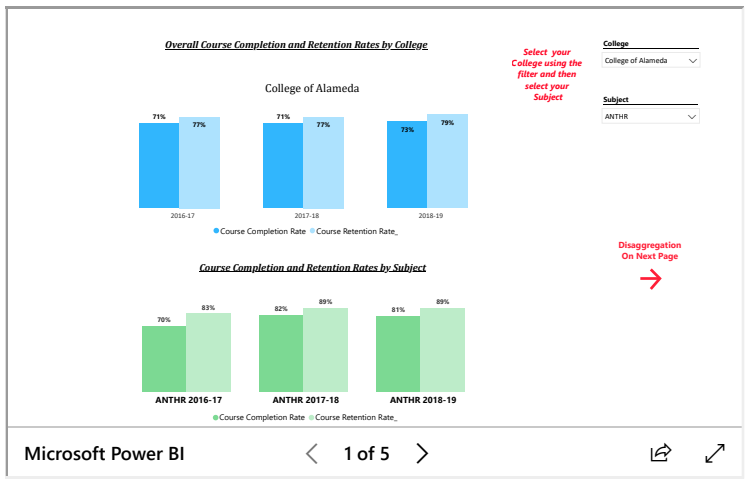
Describe your current utilization of facilities, including labs and other space

Tower office 210 - Utilized by Full-Time Mental Health Counselor
Tower office 212 - Utilized by Part-time Mental Health Counselor 2 days per week and a Faculty Diversity Mental Health Intern 1 day per week

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Mental Health Services on Laney College's campus does not use dashboard. All of health and mental health services data are captured by our current electronic health record system called Medicat.

Data below highlights full-time mental health counselor 30 hours per week and intern providing services 16 hours per week. Please note that part-time mental health counselor only worked 20 hours per week during the spring 2019. Data represents the Fall 2018 - Spring 2019 academic school year:
Mental Health Counselors: Lisa Sawadogo, LPCC, NCC, Claire Crose, MFT and Andrea Melano, MFT trainee from St. Mary's

OVERALL DATA TOTALS:

Number of available appointments: 855
Number of utilized appointments: 743
Total % of utilization: 87%

TYPES OF APPOINTMENTS:

Mental Health (anxiety, depression, trauma, etc.): 687 appointments
Drop-ins: 56 drop-ins only seen 1 time (referrals for longer term support or Psychiatric evaluations, resources, or directions on how to access support on campus like Disability Services, Academic Counseling, EOPS, etc)
DSPS evaluations completed for 15 students.
International student leaders of support for 9 students.
Crisis appointments for 14 students as defined by a faculty calling and requesting an urgent assessment or urgent student walk-in around suicidal/homicidal ideation or a student experiencing a manic or psychotic episode in distress.

REPORTED ETHNICITY OF STUDENTS SEEN ON AN ON-GOING BASIS:

Black/African American: 67 students
Asian: 36 students
Latino: 41 students
Native American: 4 students
Middle Eastern: 2 students
White: 13 students
More than one race: 17 students
Declined to state: 17 students

TOP CONCERNS NOTED BY STUDENTS:

1. Anxiety Concerns
2. Depression Concerns
3. Trauma Concerns

AGE RANGE:

-18 and under: 4 students
-19-25: 76 students
-26-30: 46 students
-31-40: 40 students
-41-50: 23 students
- 50+: 7 students

GENDER:

Females: 120 students
Males: 64 students
Transgender: 3 students identified as transgender and the number was included into the Male/Female numbers for anonymity
Gender fluid: 2 students

Gender non-binary: 2 student

Non-binary: 2 student

Declined to state: 7 students

Employment status:

Unemployed: 63 students

Part time employment: 58 students

Full time employment: 12 students

Declined to answer: 42 students

REPORTED ANNUAL GROSS INCOME:

0-5k: 58 students

6-15k: 19 students

16-30k: 10 students

31-50k: 3 students

50k+: none

Declined to answer: 53 students

HOUSING STATUS:

Stable housing: 67 students

At risk of losing housing: 27 students

Couch surfing: 5 students

Homeless: 7 students

Declined to answer: 69 students

HOW DID YOU HEAR ABOUT LANEY MENTAL HEALTH SERVICES?

Presentaon: 13 s tudents

Counselor: 31 students

Other faculty/staff: 29 students

Flyer/brochure: 12 students

Online search: 4 students

Wrote in: police officer (2 students), friend (6 students), coach (3 students), Restoring Our Communities (6 s tudents)

Declined to answer: 73 students

CIRCLED BEING A PART OF THE FOLLOWING COMMUNITIES:

Living with a disability: 49 students

Single parent: 18 students

Former foster care: 10 students

Formerly incarcerated: 7 students

Veteran: 2 students

LGBTQQIA+: 22 students

Internaonal s tudent: 10 students

*Provided consultaon, crisis in tervenon, and/ or resources/referral informaon 28 mes f or faculty members and administrators.

REFLECTION ON THE DATA

There connues t o be a growing need for direct mental health services, and currently a limited number of mental health providers. Services connue t o be more uliz ed by female idenfied s tudents, however, there has been an increase in the amount of male idenfied s tudents accessing services. There has also been an increase in students engaging in services over the age of 25 years old. A large number of students idenf y as having a disability. I noced thaàt we need a more uniform way of capturing data across mental health counselors since training varied and there didnâ€™t seem to be a clear picture of data gathering expectaons.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrav e Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or cerfic ate, please describe the department progress on Program Learning Outcomes (PLOs).

There are currently no defined student learning outcomes for mental health. There is a need to review the collected data, surveys, and evaluaons. We are looking to adapt College of Alamedaâ€™s established mental health surveys and evaluaons.

Describe the outcomes and accomplishments from previous yearâ€™s funded resource allocaon r equest.

| Brief descripon of funded r equest | Source (any additional aàward outside your base allocaon) | Total Award Amount | Outcome/Accomplishment |
|------------------------------------|---|--------------------|------------------------|
|------------------------------------|---|--------------------|------------------------|

In the boxes below, please add improvement acons and r esource requests that are directly related to the quesons ans wered in this secon. If ther e are no improvement acons or r esource requested in this area, leave blank.

| | |
|---------------------|--------------------|
| Improvement Actions | Improvement Action |
|---------------------|--------------------|

Improvement Acon

| Action Item | Description | To be completed By | Responsible Person |
|--|--|--------------------|--------------------|
| Increase office space for mental health services | Guaranteed three (3) office spaces five (5) days a week to ensure enough room for full-time licensed mental health counselor, part-time licensed mental health counselor, and two (2) interns/trainees | 12/31/2021 | JP Schumacher |

Resource Request

Facilities

Offices

Description/ Justification

Mental health needs continue to grow at Laney College, consistent space/offices are needed for at least three (3) mental health counselors. Right now, there is only consistent space for one (1) full-time counselor and one (1) part-time counselor.

Estimated Cost

0

Resource Request Summary

Total Cost: \$0

Total Resource Request: 1

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

| Type | Description/ Justification | Estimated Cost |
|-----------------------|--|----------------|
| Offices | Mental health needs continue to grow at Laney College, consistent space/offices are needed for at least three (3) mental health counselors. Right now, there is only consistent space for one (1) full-time counselor and one (1) part-time counselor. | 0 |
| Sub-Total: \$0 | | |

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Indra Thadani
Lisa Sawadogo
JP Schumacher

Please enter the name of the person submitting this program review.

JP Schumacher on behalf of Lisa Sawadogo



Welcome to Program Review

Laney College - 2019

HIST - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

To provide students with the creative and intellectual challenges, opportunities, and support that will lead to individual and social growth.

Program Total Faculty and/or Staff

Full Time

Blake Johnson
Paul Bolick

Part Time

Yusra Oweis

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Spearhead cross-departmental, cross-program, cross-college, and community partnerships to improve and strengthen departmental, program, and college student learning and experience.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Engage and Leverage Partners

Maintain and build high-quality, consistent, and effective face-to-face and DE instruction.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

Defining, developing, and supporting "student success" and "student equity" in the context of the Social Sciences and across the College, District, and community.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

District Goal

Advance Student Access, Equity, and Success

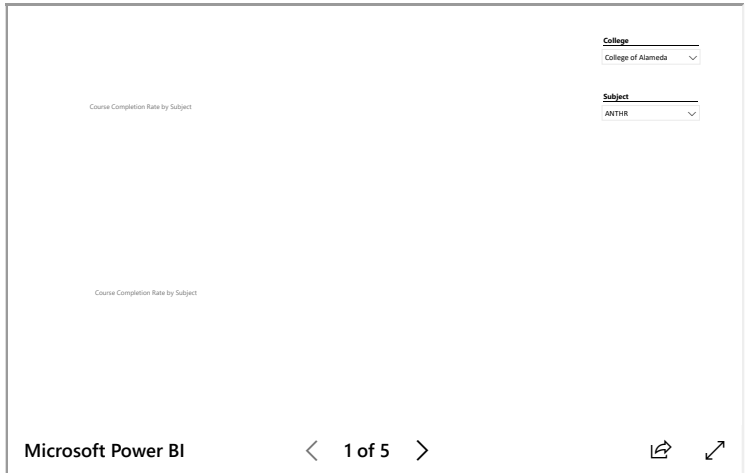
Describe your current utilization of facilities, including labs and other space

No Lab secons.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

We can note that initially productivity dropped in Fall 2018 due to a lack of preparation for expanding course offerings and delays in altering the course schedule that subsequently as the department has moved toward additional online and hybrid class offerings and smart scheduling of avoiding duplicate classes (same classes on same day/me and/ or not scheduling elective classes the same semester as other colleges).

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Progress has been slow on getting faculty investment in assessment as currently constituted at the College. There is some skepticism regarding assessment which has been difficult to address because of a lack of information or evidence regarding the effectiveness of assessment (or lack thereof). More successful has been efforts made to focus on more tangible data such as course success rates, course retention rates, and grade distribution.

Describe the outcomes and accomplishments from previous years' funded resource allocation request.

| Brief description of funded request | Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|-------------------------------------|--|--------------------|------------------------|
|-------------------------------------|--|--------------------|------------------------|

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions No Actions/Requests

Resource Request Summary

Total Cost: \$0
 Total Resource Request: 0

Program Update
 Personnel
 No Resources found for this category

Professional Development
 No Resources found for this category

Technology and Equipment
 No Resources found for this category

Supplies
 No Resources found for this category

Facilities
 No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Tarek ElJarrari

Please enter the name of the person submitting this program review.

Tarek ElJarrari



Welcome to Program Review

Laney College - 2019

HUMAN - Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The primary goals and objectives of the Humanities-Philosophy department is to familiarize students with the study of fundamental questions that arise from different areas of human experience through an integrated approach. The program's main objective is to expose students to the modes of reflection and expression. The former encompasses such areas as philosophy, religion, sociology, politics, psychology and history; and, the latter encompasses the visual arts, which include expressions such as painting, sculpture, architecture, photography, film, the performing arts, music, theater, dance, poetry and prose. In short, the mission of the Humanities-Philosophy program is to give a sense of wholeness to human experience and provide opportunities in the way of self-development through a synoptic worldview and critical reasoning skills. Also, the program offers an AA Degree in Humanities and an AA-T degree in Philosophy. In addition, the full-time instructor is in the process of developing a local AA degree in Religious Studies.

Program Total Faculty and/or Staff

Full Time

1

Part Time

6

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

The following are the goals set by the department. It is hoped that that the goals will be met and completed by the Fall semester of 2020.

- 1.To update and make current all Philosophy and Humanities Courses
- 2. To update and make current both the philosophy and Humanities programs
- 3. To create new course and send before the curriculum committee for review and approval
- 4. To create an AA degree in Religious Studies.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Advance Student Access, Equity, and Success

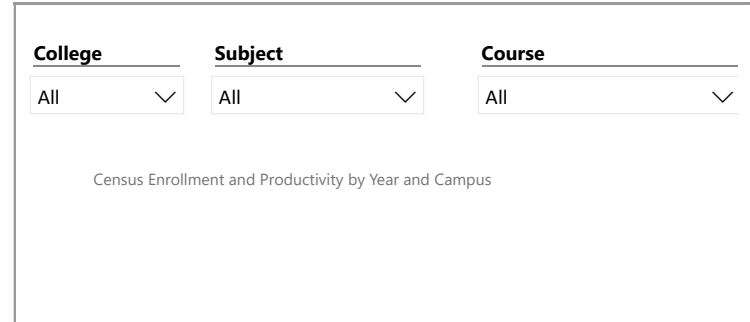
Describe your current utilization of facilities, including labs and other space

All the department's faculty have office spaces, access to technology and teach in smart classroom.

Enrollment Trends

College Level - Program and Department comparison

Chart





Microsoft Power BI < 1 of 2 >  

Compare

| College | Subject | Course |
|---------|---------|--------|
| All | All | All |

Census Enrollment and Productivity by Year and Campus

Microsoft Power BI < 1 of 2 >  

Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your program compare to the overall college trend? What factors could be aribung t o this trend?

The department remains consistently strong in enrollment, retention, course completion and productivity. It is hoped that as the department will show even better numbers as it grows in its course offering as well as hiring additional instructors, both full time and part time.

It must, however, be noted that in the 2017-19, the department lost fifteen sections due to budgetary issues which then impacted the enrollment; simply because in many ways the department was made irrelevant.

The issues facing the Laney Humanities-Philosophy department are as follows:

- 1) It will be difficult, if not altogether impossible to retrieve the lost sections anytime soon in order to once again make the department relevant.
- 2) It will be difficult to compete with neighboring colleges that have a stronger Humanities-Philosophy program.
- 3) It will be difficult to bring back students who do not find varied Hum-Phil classes at Laney.
- 4) The notions of success and viability of the department are meaningless to a program that has lost so many sections.
- 5) Add to all the mentioned complexities, the many difficulties that the department chair has had with the Curriculum Committee for the past four years regarding updating courses and proposing new courses. Despite the many complaints raised by the department chair to the Curriculum Committee, its chairs, and various administrators, there is no improvement to the manner in which the Curriculum Committee has approached the department chair and/or reviewing Humanities-Philosophy courses, and degree program updates in a timely manner.

Finally, it must be stated that the philosophy-Humanities classes are some of the most popular offerings on campus.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

All departments faculty are encouraged towards student-centered teaching pedagogy. That is, to make sure all subjects and topics are in some shape or form related to students so that they could directly become involved and engaged in learning the subject at hand as well as themselves.

Some twenty-five hundred years ago, Plato said that philosophy begins with a sense of awe and wonder, and I believe that we all have, to some extent, experienced this sense of awe, wonder and fascination, regardless of how short-lived those experiences may have been. One of the many reasons for the existence of these elements is because of the age-old inquiries that haunt every human individual at one point or another: What is the meaning of life? What does it mean to be a human being? How are we to live? How should our relationship be with other people? What is happiness? What is that nature of good and evil? What is death? What is the difference between knowledge and opinion? It is this sense of awe and wonder that transcends cultural differences and, at the same time, unifies them. Also, every culture provides its own unique responses to such perennial inquiries. Therefore, a classroom of sixty students, each from a unique culture and background, is in reality a classroom of sixty novice philosophers who have pondered about such inquiries at one time or another. But the art of teaching lies not in simply regurgitating information and expecting students to memorize them, but rather, to teach in a way that brings to life the student's sense of awe, wonder and curiosity. This, I believe, is one of the most powerful ways the art of critical thinking can come into play. Indeed, the most rewarding and challenging classroom environment is when these elements of awe and wonder come to be present, for then, the entire classroom participates and becomes engaged in the subject at hand, and hence, there is collaborative learning. This environment in which there is collaborative learning, however, demands only one quality from its students and teachers-- Presence. A quality in which lies the elements of listening, observing, thinking, critiquing, learning, and teaching. I believe each student brings with him or herself a unique personality and each personality has its own different and unique background of experiences that help make up his/her beliefs and world-views. Student participation is an act of sharing that not only opens the door and invites other members of the class to enter and experience a different outlook regarding an issue, but in addition to learning, it also allows the members of the class to challenge those outlooks and ideas. Thus everyone becomes engaged in the act of learning from one another. In short, participation allows the class members to not only play the role of students but teachers as well. The late Indian sage/philosopher, Krishnamurti would say, "if the teacher is passionate about the subject matter, the students too will become passionate."

How is technology used by the discipline, department?

All the department's faculty have access to technology and teach in smart classroom. The department also offers several online classes by both full time and part time instructors.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Currently, the Humanities curriculum includes: Humanities 6 (Introduction to New Testament), Humanities 7 (Introduction to Old Testament), Humanities 16 (Islam), Humanities 30 A (Human Values: Ethics), Humanities 30 B (Human Values: Aesthetics), Humanities 31 A (Arts and Ideas of Western Culture), Humanities 40 (World Religions), all of which meet Social Science requirements.

The following are the Humanities courses that have been offered for the past two years on a regular and consistent basis: Humanities 6 (New Testament), Humanities 7 (Old Testament), Humanities 16 (Islam), Humanities 30A (Ethics), Humanities 30B (Aesthetics), Humanities 31A (Arts and Ideas of Western Culture), and Humanities 40 (Religions of the world).

It is hoped that with the fading of the budget crises, the Humanities-Philosophy program will once again have the means to offer more courses in order to meet the needs, demands and interests of students. This would not only help in the growth of the Humanities-Philosophy program, but also, help create an active and lively department.

The curriculum is current and effective. Since there are no prerequisites or corequisites to any of the courses offered by the Humanities-Philosophy department, students can enroll in any class that interest them.

A review of the curriculum course outlines was conducted by the full-time faculty of ALL of the department's course offerings and the following course outlines were updated and approved by the Curriculum Committee that began in the Spring semester of 2014-16 academic year:

- 1) Humanities 6: Introduction to the New Testament
- 2) Humanities 7: Introduction to the Old Testament
- 3) Humanities 16: Introduction to Islam
- 4) Humanities 30A: Human Values- Ethics
- 5) Humanities 30B: Human Values- Aesthetics
- 6) Humanities 31A/B: Arts and Ideas of Western Culture
- 7) Humanities 40: Religions of the World

SLOs and Assessments

Currently, the program has incorporated student-learning outcome for the following courses:

- 1) Humanities 6: Introduction to the New Testament
- 2) Humanities 7: Introduction to the Old Testament
- 3) Humanities 16: Introduction to Islam
- 4) Humanities 30A: Human Values- Ethics
- 5) Humanities 30B: Human Values- Aesthetics
- 6) Humanities 31A/B: Arts and Ideas of Western Culture
- 7) Humanities 40: Religions of the World

The full-time instructor has assessed the Student Learning Outcomes for the following courses through descriptive and expository writing assignments and essay exams. The student success rate is approximately 75%.

- 1) Humanities 16: Introduction to Islam
- 2) Humanities 30A: Human Values- Ethics
- 3) Humanities 40: Religions of the World

It is hoped that the student learning outcomes at the program level will be aligned with the institutional outcomes in the way of assisting students in possessing a breadth of knowledge and experiences from the areas of the social and natural sciences so that they can act critically, responsibly, intelligently and ethically, resulting in success in both their private as well as social lives.

New course curriculum

The full-time instructor has developed the following new course curricula in the Spring semester of the 2018 academic year. The following courses are currently pending review and approval by the Curriculum Committee.

- 1) Humanities 10: Introduction to the History of God and Satan
- 2) Humanities 11: Introduction to the Study of Religion
- 3) Humanities 12: Introduction to Sufism

It is hoped that the department will grow as it continues to offer new and interesting courses in the semesters to come.

Currently the program offers an AA degree in Humanities and an AA degree in Philosophy. The full-time instructor has developed an AA degree in Religious Studies which will soon go before the Curriculum Committee.

Currently there are three separate and distinct Program Learning Outcomes for both Humanities and Philosophy. The PLOs for programs have been going through rigorous and continuous assessment since the spring semester of 2016. These assessments have been through persuasive, descriptive and expository writing assignments, essay exams and multiple-choice quizzes. Currently, the full and part-time instructors are collaborating to find ways to make the programs more interesting and accessible to students.

It must, however, be noted that assessing student learning is a difficult task, since learning resembles seeds that are planted and require time to sprout and grow into maturity. Therefore, one cannot predict when and how this takes place. One of the difficulties pertaining to the fields of humanities and philosophy classes is their existential and multidimensional aspects that can make assessment of any kind enormously challenging.

Education, after all, like any other material good, if not packaged according to desires, capacities and needs of the consumer—the student—will ultimately be indigestible and hence rejected. This, however, does not suggest that the imparted knowledge cannot be parroted back by the pupil. The suggestion here is: Regurgitation of information cannot be an adequate means and measure of assessing success or failure. It is the digestibility of information and its practical utility and not regurgitation that defines success.

The goal of the Humanities-Philosophy department at both the course and program level regarding the assessment of student learning is twofold: First, to create an environment where collaborative learning takes place. Once this environment is created, it is hoped that it will bring forth the element of “presence” which carries within it the qualities of listening, observing, thinking, critiquing, learning, and teaching. These are invaluable tools that will provide enormous assistance to students who decide to further their education.

Aside from attendance, which could demonstrate student’s interest in the course, they are also evaluated on their engagement in the course and their completion of course work.

Attendance is not only an important part of the evaluation process but is also crucial to the student’s understanding of the course materials, which are needed in doing the course work. Without a firm understanding of the course materials it would be impossible to become properly involved in the course work which could result in a poor course-work performance. Also, without attendance, there can be no participation, and thus, no contribution.

Although every instructor assesses student learning according to his/her own teaching pedagogy, the goal is to have modes of assignments (presentation, papers, quizzes, etc.) where students can demonstrate the areas in which they are most comfortable, qualified and confident. In this way, students are evaluated not only on their knowledge of the course materials, but also their creativity in the way of presenting them.

In addition, learning and understanding is a gradual process and students naturally reveal their understanding and knowledge of the course materials throughout the semester. And, of course to what degree they have matured will be revealed by the ideas they share in the classroom and through their written works.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

| Name | Last updated date | Semester and Year | To be updated on | To be deactivated on |
|--------------------------------------|-------------------------|-------------------|---------------------------------|----------------------|
| HUMAN 030A - Human Values/Ethics | March, 26 2018 12:56:01 | Fall 2019 - 20 | 12/4/2020 Improve my program | |
| HUMAN 006 - Introduction to the N... | March, 26 2018 12:51:54 | Fall 2019 - 20 | 12/4/2020 Improve my program | |
| HUMAN 007 - Introduction to the O... | March, 26 2018 12:52:48 | Fall 2019 - 20 | 12/4/2020 Improve my program | |
| HUMAN 016 - Introduction to Islam | March, 26 2018 12:54:04 | Fall 2019 - 20 | 12/4/2020 Improve my program | |
| HUMAN 030B - Human Values/Aest... | March, 26 2018 12:57:04 | Fall 2019 - 20 | 12/4/2020 Improve my program | |
| HUMAN 031A - Arts and Ideas of W... | March, 26 2018 12:58:39 | Fall 2019 - 20 | 12/4/2020 Improve my program | |

HUMAN 040 - Religions of the World

Fall

12/4/2020

2019 - 20

Improve my program

Please summarize your plans for curriculum improvement/development, including details on specific courses or programs you plan to improve/develop.

The full-me instructor has developed the following new course curricula in the Spring semester of the 2018 academic year. The following courses are currently pending review and approval by the Curriculum Committee.

- 1) Humanities 10: Introduction to the History of God and Satan
- 2) Humanities 11: Introduction to the Study of Religion
- 3) Humanities 12: Introduction to Sufism

The full-me instructor has developed an AA degree in Religious Studies which will soon go before the Curriculum Committee.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Instructor - Assessment

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

| Course | Student Learning Outcomes (SLO) | Last date Assessed | Planned Assessment Date | Attachments |
|----------------------------------|---|--------------------|-------------------------|-------------|
| HUMAN 030A - Human Values/Ethics | Demonstrate knowledge of major ethical theories, including Kantianism and Utilitarianism. | 12/1/2017 | 12/4/2020 | |

| | | | |
|---|--|-----------|-----------|
| HUMAN 030A - Human Values/Ethics | Apply knowledge of major ethical theories to moral problems. | 12/1/2017 | 12/4/2020 |
| HUMAN 030A - Human Values/Ethics | Compare and contrast competing ethical theories and subject them to critical analysis. | 12/1/2017 | 12/4/2020 |
| HUMAN 006 - Introduction to the New Testament | Describe the cultural and historical context of the New Testament period. | 12/1/2017 | 12/4/2020 |
| HUMAN 006 - Introduction to the New Testament | Analyze, compare and contrast the identity of Jesus and his teachings in the Canonized texts, Matthew, Mark, Luke and John. | 12/1/2017 | 12/4/2020 |
| HUMAN 006 - Introduction to the New Testament | Analyze the apocalyptic literature as found in both the New Testament and Christian Gnostic tradition. | 12/1/2017 | 12/4/2020 |
| HUMAN 006 - Introduction to the New Testament | Describe, compare and contrast the portrayal of Jesus in the Gnostic Gospels to that of the canonized Gospels. | 12/1/2017 | 12/4/2020 |
| HUMAN 007 - Introduction to the Old Testament | Describe the key terms in the Old Testament in their cultural and political context. | 12/1/2017 | 12/4/2020 |
| HUMAN 007 - Introduction to the Old Testament | Examine and evaluate the Yahwist, Elohist, Deuteronomist and Priestly authorship styles and their theological, social and political message as found in the Old Testament. | 12/1/2017 | 12/4/2020 |
| HUMAN 007 - Introduction to the Old Testament | Explain and discuss the parallels between the ancient myths and the Old Testament stories. | 12/1/2017 | 12/4/2020 |

| | | | |
|---|--|-----------|-----------|
| HUMAN 007 - Introduction to the Old Testament | Describe and analyze the stories of the major figures of the Old Testament. | 12/1/2017 | 12/4/2020 |
| HUMAN 007 - Introduction to the Old Testament | Analyze and evaluate the God's omniscience and omnipotence and the problem of evil. | 12/1/2017 | 12/4/2020 |
| HUMAN 007 - Introduction to the Old Testament | Describe the emergence and the teachings of rabbinical and mystical traditions in Judaism. | 12/1/2017 | 12/4/2020 |
| HUMAN 016 - Introduction to Islam | Discuss the pre-Islam Arabic religious, social and political values. | 12/1/2017 | 12/4/2020 |
| HUMAN 016 - Introduction to Islam | Describe the factors that led to the emergence of Islam and its similarities as well as differences with Judaism and Christianity. | 12/1/2017 | 12/4/2020 |
| HUMAN 016 - Introduction to Islam | Define and evaluate the Basic Beliefs and Worship Practices of Islam. | 12/1/2017 | 12/4/2020 |
| HUMAN 016 - Introduction to Islam | Describe and analyze the cause of schism between the Sunni and the Shi'a and the mystical traditions of both branches. | 12/1/2017 | 12/4/2020 |
| HUMAN 016 - Introduction to Islam | Analyze the role of Islam in the modern world. | 12/1/2017 | 12/4/2020 |
| HUMAN 030B - Human Values/Aesthetics | Analyze, compare and contrast Eastern and Western perspectives towards art. | 12/1/2017 | 12/4/2020 |
| HUMAN 030B - Human Values/Aesthetics | Demonstrate an ability to analyze and articulate the various forms of art and their aesthetic value. | 12/1/2017 | 12/4/2020 |

| | | | |
|--|--|-----------|-----------|
| HUMAN 030B - Human Values/Aesthetics | Analyze and evaluate the ways in which art and morality are related. | 12/1/2017 | 12/4/2020 |
| HUMAN 030B - Human Values/Aesthetics | Compare and contrast the various philosophical ideas and definitions of art for consistency, relevance, and truth. | 12/1/2017 | 12/4/2020 |
| HUMAN 031A - Arts and Ideas of Western Culture | Demonstrate a basic understanding of artistic and philosophical expressions from the ancient world to the medieval world. | 12/1/2017 | 12/4/2020 |
| HUMAN 031A - Arts and Ideas of Western Culture | Demonstrate an ability to articulate artistic and philosophical themes from the ancient world to the medieval world. | 12/1/2017 | 12/4/2020 |
| HUMAN 031A - Arts and Ideas of Western Culture | Analyze the artistic and philosophical themes and expressions from the ancient world to the medieval world. | 12/1/2017 | 12/4/2020 |
| HUMAN 031A - Arts and Ideas of Western Culture | Compare and contrast artistic and philosophical themes and expressions from the ancient world to the medieval world. | 12/1/2017 | 12/4/2020 |
| HUMAN 040 - Religions of the World | Demonstrate an understanding of the basic tenets of each of the major religious traditions. | 12/1/2017 | 12/4/2020 |
| HUMAN 040 - Religions of the World | Demonstrate an ability to articulate the philosophical, theological and spiritual beliefs and ideas of each of the major religious traditions. | 12/1/2017 | 12/4/2020 |
| HUMAN 040 - Religions of the World | Evaluate and analyze the philosophical, theological and spiritual beliefs and ideas of each of the major religious traditions. | 12/1/2017 | 12/4/2020 |

HUMAN 040 - Religions of the World

Compare and contrast the philosophical, theological and spiritual beliefs and ideas of each of the major religious traditions.

12/1/2017

12/4/2020

How has your department worked together on assessment? Provide examples on collaboration, leadership, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

The department has worked on assessment. The department's faculty have gathered in order to share the various ways assessments have been performed. This collaboration has created a healthy department and community.

The goal of the department at both the course and program level regarding the assessment of student learning is twofold: First, to create an environment where collaborative learning takes place. It is hoped that this environment will bring forth the element of "presence" which carries within it the qualities of listening, observing, thinking, critiquing, learning, and teaching. These are invaluable tools that will provide enormous assistance to students who decide to further their education.

Aside from attendance, which could demonstrate their interest in the course, students are also evaluated on their engagement in the course and their completion of course work.

Attendance is not only an important part of the evaluation process, but is also crucial to the student's understanding of the course materials, which are needed in doing the course work. Without a firm understanding of the course materials it would be impossible to become properly involved in the course work which could result in a poor course-work performance. Also, without attendance, there can be no participation, and thus, no contribution.

Although every instructor assesses student learning according to his/her own teaching pedagogy, the goal is to have modes of assignments (presentations, papers, quizzes, etc.) where students can demonstrate the areas in which they are most comfortable, qualified and confident. In this way, students are evaluated not only on their knowledge of the course materials, but also their creativity in the way of presenting them.

In addition, learning and understanding is a gradual process and students naturally reveal their understanding and knowledge of the course materials throughout the semester. And, of course to what degree they have matured will be revealed by the ideas they share in the classroom and through their written works.

Finally, there is currently one full-time and four part-time instructors, all with profoundly diverse academic backgrounds and expertise. The part-time instructors are observed and evaluated in their first semester of teaching at Laney and every three years thereafter. Instructors are responsible in adopting and using text or texts that best suit not only their needs for the course, but also, one that fulfills the requirements as stated in the course outline.

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

Finding various ways to make the subject matter and the assessment relevant to student's lives.

What sort of philosophy of education can best serve a society and its citizens? Without this important tool: education- no member of any society can truly be a healthy and a functioning citizen. This is simply because a thoughtful human existence demands and requires layers of decision-making moments. And what sort of fruits will be born from those decisions will entirely depend on the extent to which the decision-maker has been educated. Let us be clear though. Education here is not simply meant or defined as "Institutions of Higher Learning", where one enters into an environment specifically designed to "teach". The term education here is defined as any environment that promotes and encourages reflection, creativity, critical examination of the most basic to the most complicated ingredients of life. Only such an environment will bestow upon her students the adequate decision making tools. Hence, it is only through education that people are able to live with and through awareness, understanding, forgiveness and compassion- components that are essential to a harmonious and meaningful existence for both the individual and society.

One of the enormous challenges facing the instructors in the Humanities-Philosophy department is student's reading, critical and analytical abilities, which are crucial in helping student's success not just in philosophy and humanities courses, but in academia altogether. There are currently no tutors available in the Humanities-Philosophy department at this time except for the presence of the full-time and part-time instructors. However, for part-time instructors to have paid-office-hours, they must have at least two teaching assignments, equivalent to six hours, which is not possible due to the budget crises. This, in turn, leaves students without the assistance outside of the scheduled class-time. In addition, the student learning center is not sufficiently staffed leaving student's academic needs unfulfilled.

One way that this challenge could be met, is by offering more classes in Logic (Philosophy 10), and also, closely working with the English department in helping link the Logic course to the Critical Thinking course that is offered through them.

Perhaps the two most important keys in assuring the departments success in the way of supporting its students is hiring an additional Full-Time instructor, and also, being provided a budget for a student assistant.

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or Curriculum Meta.

In progress. The department is currently working with Heather Sisneros to revise, refine and update the SLOs and PLO's.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

NA

Does your department participate in your college's Instructional Learning Outcomes (ILOs) assessment?

Yes

If Yes, Please describe your departments participation in assessing Instructional Learning Outcomes.

In progress. The department is currently working the curriculum department in the way of assessing SIOs, PLOs and ILOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Making sure that the department does not lose any more seconds. Especially the classes that are being assessed.

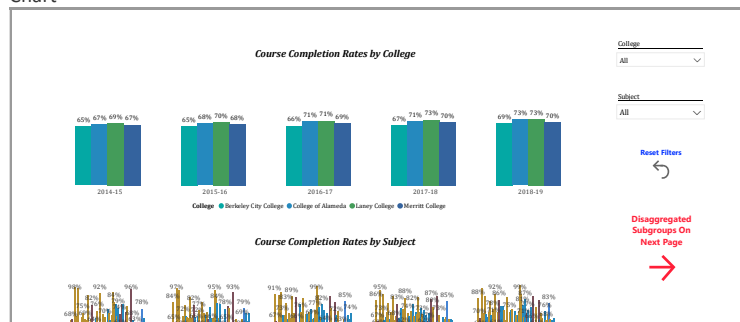
In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

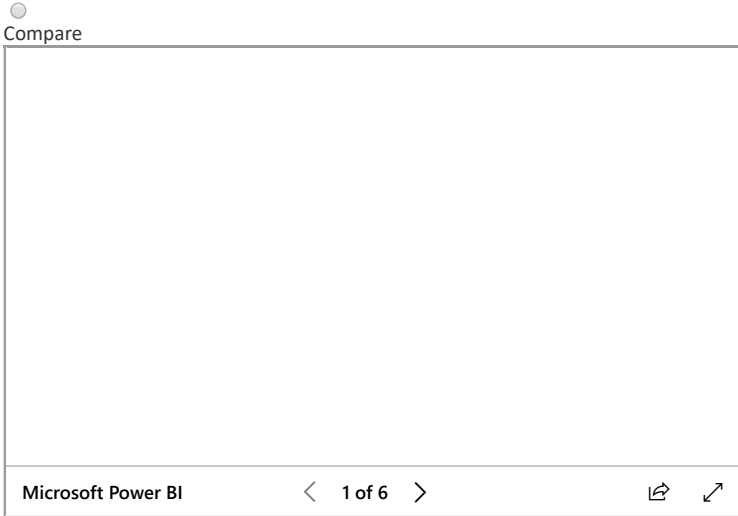
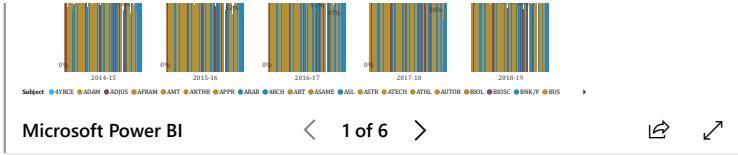
Improvement Actions Choose your Action

Course Completion

College Level - Program and Department comparison

Chart





Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

| Name | 2016 - 17 Completion Rate (%) | 2017 - 18 Completion Rate (%) | 2018 - 19 Completion Rate (%) |
|-----------------------------------|-------------------------------|-------------------------------|-------------------------------|
| HUMAN 16 INTRO TO ISLAM | 73 | 84 | 84 |
| HUMAN 30A HUMAN VALUES/ETHICS | 68 | 76 | 64 |
| HUMAN 30B HUMAN VALUES/AESTHETICS | 66 | 67 | 70 |
| HUMAN 31A ARTS/IDEAS/WEST CUL | 63 | 71 | 57 |

| | | | |
|-----------------------------|-----|----|----|
| HUMAN 40 RELIGIONS OF WORLD | 75 | 77 | 69 |
| HUMAN 49 I/S - HUMANITIES | 100 | | |
| HUMAN 6 INTRO/NEW TESTAMENT | 86 | 89 | 75 |

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

- Age
 - Yes
 - No
- Ethnicity
 - Yes
 - No
- Gender
 - Yes
 - No
- Foster Youth Status
 - Yes
 - No
- Disability Status
 - Yes
 - No
- Low Income Status
 - Yes
 - No
- Veteran Status
 - Yes
 - No

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

How do the course completion rates for your program or discipline compare to your college's Institutional Standard for course completion?

The completion rates are adequate. However, the department's faculty members are working to find ways to raise the completion rates to approximately 75%.

Nevertheless, it is hoped that the completion rates are aligned with the Institutional Standard for course completion. Finally, the program desires to assist students in the way of assisting students in possessing a breadth of knowledge and experiences from the areas of the social and natural sciences so that they can act critically, responsibly, intelligently and ethically, resulting in success in both their private as well as social lives.

How do the department's Hybrid course completion rates compare to the college course completion standard?

NA

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

There are some minor differences that can be detected in the face-to-face courses as opposed to distance education. The department's faculty are working to find ways to bring the numbers between these two different modes of instruction together. One of the reasons for the discrepancy existing in the department's distance education courses and face-to-face courses lies in the fact that online classes happen to require more work from students than face-to-face. At the same time online courses are much more in demand simply because they allow students easy access to classes and at the same time observe the various demands that life imposes on them. It should be added that the department's courses, regardless of whether they are face-to-face or online are, very successful in enrollment completion and retention rates.

Finally, whether it is a face to face or an online setting, it is hoped that students will be able to apply their classroom experience in the way of applying them to their private as well as social lives.

Describe the course retention rates over the last three years. If your college has an Institutional Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The retention rates for the program is as follows
2016-17 was 79%
2017-18 was 83 %
2018-19 was 80%

The department retention rates are above Institutional Standard for course retention

What has the discipline, department, or program done to improve course completion and retention rates?

To make the classes more interesting and engaging in the way of relevance to students' lives and interests.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

Degrees and Certificates

College Level - Program and Department comparison



Chart



Compare





What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

It is also noteworthy that 41 students obtained degree and certificates and Humanities in 2018-19. In 2017-18 approximately 32 students obtained degrees and certificates in Humanities.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

To offer more varied classes. Also, to help the department grow and to ensure that the curriculum responds to the needs of the constituencies that it serves, the full-time instructor has and will continue to meet with the faculty and the Chair persons of the Humanities and Philosophy Departments of various four-year institutions such as CSU San Francisco, CSU Hayward, CSU San Jose, UC Berkeley and UC Davis to not only make necessary refinement to the Laney Humanities-Philosophy program, but also, to adequately prepare students for both lower and upper division courses in the fields of humanities and philosophy.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resources requested in this area, leave blank.

Improvement Actions

Engagement

Discuss how faculty and staff have engaged in instuonal e fforts such as commi ees, presentaons, and departmen tal acvies. Please list the commi ees that full-me f aculty participa te in.

The full me f aculty attends the following events:
department and division meengs
Faculty Senate meengs
On hiring and tenure commi ees

Finally, the full me f aculty created a Philosophy Club where many students who have found the departmentâ€™s course offering refreshingly interesng and inspiring g ather to connue with their philosophic al curiosies. This has helped in the growth of the department not only in an increased interest in the humanities and v arious schools of philosophy amongst students, but also, a rise in class enrollment.

Discuss how faculty and staff have engaged in community acvies, partner ships and/or collaboraons.

Currently, the department has no connecon t o the industry, with the excepon of a handful of s tudents who every semester are required to enroll in Humanities 30A (Human V alues- Ethics). Since this course offers variety of perspecv es regarding contemporary dilemmas in the polic al, social and the environmental spheres, some employers require their employees to enroll in such classes in order to attain a greater awareness pertaining to their field of experse.

Since humanities and philosoph y courses fulfill certain categories of the general educaon thaàt every student must complete, in parcular , Philosophy 10 (Logic), it is hoped that after compleng a c ource in the humanities and philosoph y program, students leave with a better understanding of themselves and the world in which they live.

All of the Philosophy and Humanities c ourses meet the general educaon r equirements for both AA degree and transfer to four-year instuons. The Philosoph y and humanities c ourses also meet the undergraduate requirement for a Bachelorâ€™s degree in both Philosophy and Humanities. The pr ogram offers an AA Degree in Humanities. Curr ently, the full-me ins tructor has developed an AA degree in Philosophy and also Religious Studies both of which are under review by the Curriculum Commi e.

To help the department grow and to ensure that the curriculum responds to the needs of the constuencies thaàt it serves, the full-me ins tructor has and will connue t o meet with the faculty and the Chair persons of the Humanities and Philosophy Departments of various four-year instuon such as CSU San Fr ancisco, CSU Hayward, CSU San Jose, UC Berkeley and UC Davis to not only make necessary refinement to the Laney Humanities-Philosoph y program, but also, to adequately prepare students for both lower and upper division courses in the fields of humanities and philosoph y.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

All faculty members are encouraged to participa te in various acvies tha t are created by the Philosophy-Club, team-teach, share their syllabus as well as insights regarding teaching and learning. All faculty members have a say in how many and what classes they prefer to teach.

In the boxes below, please add improvement acons and r esource requests that are directly related to the quesons ans wered in this secon. If ther e are no improvement acons or r esource requested in this area, leave blank.

Choose your Action

Improvement Actions

Acon Plan Summary and New Program Goals

Total Improvement Plans: 0

Total Resource Request: 0

Review, add or modify the following acon plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The acon plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head Description

Instruction

Engagement

New and Continuing Goals

Discipline, Department or Program Goal

College Goal

PCCD Goal

The full-me instructor has developed the following new course curricula in the Spring semester of the 2019 academic year. They will be submitted to the Curriculum Committee by the middle of the Spring 20 semester

- 1) Philosophy 7: Introduction to Philosophy through Film
- 2) Philosophy 8: Introduction to Philosophy of Love
- 3) Philosophy 11: Introduction to the Philosophy of Education
- 4) Philosophy 15: Introduction to Philosophy of Women in Western Cultures
- 5) Philosophy 30: Contemporary Philosophy
- 6) Humanities 10: Introduction to the History of God and Satan
- 7) Humanities 11: Introduction to the Study of Religion
- 8) Humanities 12: Introduction to Sufism

It is hoped that the department will grow as it continues to offer new and interesting courses in the semesters to come.

Currently the program offers an AA degree in Humanities and an AA degree in Philosophy. The full-me instructor has developed an AA degree in Religious Studies which will soon go before the Curriculum Committee.

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

Advance Student Access, Equity, and Success

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Instructor

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Amir Sabzevary

Please enter the name of the person submitting this program review.

Amir Sabzevary



Welcome to Program Review

Laney College - 2019

Information Technology - Administrative Unit

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The mission of the Information Technology department is to provide a secure, reliable and effective technology infrastructure in order to support the delivery of instruction and the effective use of technology across the college, while integrating instructional and district strategic planning goals.

The Laney IT department strives to achieve the following:

- Provide support to improve the Faculty, Staff and Student technology experience
- Provide high level of technology support services
- Promote effective user adoption of technology
- Follow a shared governance model to drive innovation
- Effectively use IT resources to provide campus wide support

Program Total Faculty and/or Staff

Full Time

Staff: Vu Phan, Will Jones, Tuan Doan- Support Network Specialists ; Roxana Post -Tech Support Specialist Administrator:
Rupinder Bhatia- Director of College IT Services
Gerald Casey- Department Network Coordinator
Total: 6

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Consolidate IT personnel resources to provide efficient campus-wide support

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

In-Progress

College Goal

Promote equity

District Goal

Develop and Manage Resources to Advance Our Mission

Track Equipment and Software inventory

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

In-Progress

College Goal

Promote a collaborative institutional culture for communication, governance and decision-making

District Goal

Develop and Manage Resources to Advance Our Mission

Modernize Technology Infrastructure

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Offer students the highest quality curriculum and services

District Goal

Strengthen Accountability, Innovation and Collaboration

Create user adoption of technology

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

District Goal

Strengthen Accountability, Innovation and Collaboration

Create efficiencies for staff by automation

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Cultivate a culture of belonging, pride and self-reflection for continuous improvement

District Goal

Strengthen Accountability, Innovation and Collaboration

Describe your current utilization of facilities, including labs and other space

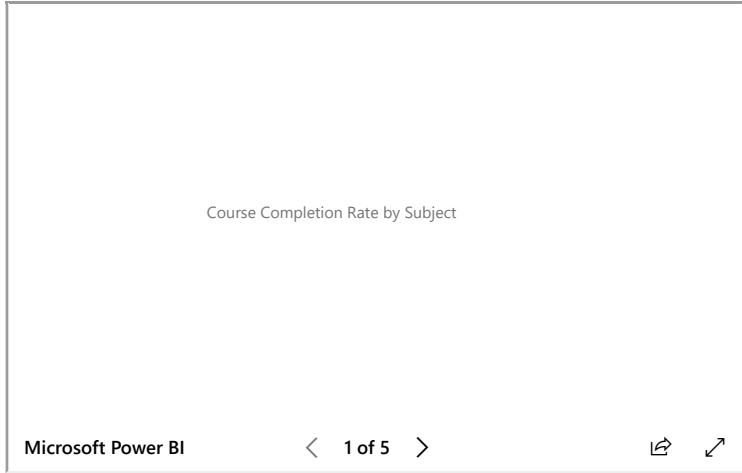
Currently IT occupies the following space on campus:

- 1. Tower-651- shared with: Office of the Director, College IT Services and the Tech Support Specialist
- 2. One Office space on second floor of Laney Tower, T-207- housing 2 staff
- 3. Tower 9th floor- used for storage of IT equipment
- 4. CIS lab- one staff member
- 5. A152- partly used for equipment storage
- 6. A190- used as office space by one staff

Program Update

Semester End Enrollment/Usage Pa. ern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impact ed students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

IT at a glance in terms of data:

Number of computers/devices supported campus-wide= approx 2500
Number of Laney help desk tickets addressed in the last 12 months= approx 2600
Number of users- including students, Faculty and staff supported annually= approx 12,000
Number of Smart Classrooms supported annually= 135

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

AUO's from last year:

1. Consolidate IT personnel resources to provide efficient campus-wide support:

- a. Worked with HR to revise old IT job descriptions and get approval from HR
- b. Moved 2 F/T Technology staff to IT department (Re-assigned from other areas)
- 3. Moved budget to IT from other locations as a result of staff re-assignments

2. Track Equipment and Software inventory

- a. Create Equipment Inventory/Refresh Cycle for PC's, laptops and printers in the Solar Winds helpdesk system
- b. Tracking all Campus-wide Software Licensing/Support using data from OnePeralta and Purchasing
- c. Tracked all obsolete hardware (PC's and printers) and successfully disposed of e-waste

3. Modernize Infrastructure

- a. Number of classrooms equipped with Smart Classroom technology = 135
- b. WiFi network completed for installation of Smart locks on doors
- c. Emergency blue phones project with 11 new phones installed
- d. New computers installed in DSPS and Bursars office

4. Create user adoption of technology and create efficiencies for staff by automation

- a. Setup online payments for Facilities Rentals
- b. Tech Tuesdays series launched with monthly training sessions

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request

Source (any additional award outside your base allocation)

Total Award Amount

Outcome/Accomplishment

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|--------------------------------------|---|--------------------|--------------------|
| Timely assistance for IT emergencies | Overrun funds needed for handling IT emergencies=\$10,000 | 6/30/2020 | |

Resource Request

| Personnel | Classified Staff | Estimated Annual Salary Costs | Estimated Annual Benefits Costs |
|-------------|---|-------------------------------|---------------------------------|
| % Time | Description/ Justification | | |
| 10 | Overrun funds needed for handling IT emergencies=\$10,000 | | |
| Total Costs | | | |
| 10000 | | | |

Improvement Action

| Action Item | Description | To be completed By | Responsible Person |
|----------------------|--|--------------------|--------------------|
| Enhance IT knowledge | Training budget needed to train IT staff | 6/30/2020 | Rupinder Bhaa |

Resource Request

Professional Development

Department-wide PD needed

Description/ Justification

Training budget needed to train IT staff on Accessibility requirements, Information Security , Apple/Windows support.

Estimated Cost

10000

Resource Request

Professional Development

Individual/personal PD needed

Description/ Justification

Budget for attending annual Chief Information Officer s training summit in California for the Director of IT

Estimated Cost

1200

Resource Request

Supplies

Books, Magazines and Periodicals

Description/ Justification

Subscription for online IT training

Estimated Cost

2000

Improvement Action

Action Item

Effectively troubleshoot IT issues and improve IT opera. ...

Description

IT needs remote desktop troubleshooting software in order to help users more effectively. Also need Misc supplies to run IT operations

To be completed By

7/1/2020

Responsible Person

Resource Request

| | | |
|--|----------|---------------|
| Supplies | Software | |
| Descripon/ Jusfic aon | | Esmaàted Cost |
| IT needs remote desktop troubleshooting software in order to help users more effectv ely without spending too much me g oing around campus | | 10000 |

Resource Request

| | | |
|---|-----|---------------|
| Technology and Equipment | New | |
| Descripon/ Jusfic aon | | Esmaàted Cost |
| Many mes t echnology repairs are needed to fix computers, laptops, servers, printers etc. Technology supplies like cables, extra power supplies for laptops, hard drives, bar code scanners (for inventory management when new equipment is scanned into our inventory system) are needed to be in stock. | | 6000 |

Resource Request

| | | |
|--|---------|---------------|
| Facilities | Offices | |
| Descripon/ Jusfic aon | | Esmaàted Cost |
| Need office space for IT staff so that they are in a single central locaon on c ampus for be er co-ordinaon and communicaon of user r equests. | | 20000 |

Resource Request

| | | |
|----------|---|--|
| Supplies | Noninstructional Supplies and Materials | |
|----------|---|--|

Descripon/ Jusfic aon
Need budget for IT office supplies

Esmaàted Cost
2000

Improvement Acon

Acon It em
Campus-wide sow are licensing in IT budget

Descripon
Budget needed to pay for campus-wide software:
Turnin , Adobe Cr eav e
Cloud, Jamf for iOS Apple devices

To be completed By
6/30/2020

Responsible Person
IT

Resource Request

Supplies

Software

Descripon/ Jusfic aon
Budget needed to pay for campus-wide software: Turnin (22,000) Adobe Cr eav e (22,000), Cloud Jamf for iOS
Apple devices (15,000)

Esmaàted Cost
69000

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon
Addional budg et for paying for large mul funcon Caltr onics printers lease

Esmaàted Cost
30000

Improvement Acon

| | | | |
|--|---|---|----------------------------------|
| <p>Acon Item Enhance IT infrastructure</p> | <p>Description Need new Air Conditioners for the Laney MDF (Data Center). Need generator for the Laney Data Center in case of Power outage.</p> | <p>To be completed By 6/30/2020</p> | <p>Responsible Person IT</p> |
|--|---|---|----------------------------------|

Resource Request

| | | | |
|---|--------------------|---------------------------------|--|
| <p>Technology and Equipment</p> | <p>Replacement</p> | | |
| <p>Description/ Justification Need new Air Conditioners for the Laney MDF (Data Center) and other IDF closets (10 closets @ \$6000 per + installaon). A/Cs are often breaking down. There should also be a maintenance contract for these A/Cs.</p> | | <p>Estimated Cost 85000</p> | |

Resource Request

| | | | |
|---|------------|---------------------------------|--|
| <p>Technology and Equipment</p> | <p>New</p> | | |
| <p>Description/ Justification Need generator for the Laney Data Center in case of power outage.</p> | | <p>Estimated Cost 25000</p> | |

Resource Request

| | | | |
|---|--------------------|----------------------------------|--|
| <p>Technology and Equipment</p> | <p>Replacement</p> | | |
| <p>Description/ Justification Need new computers in Tech Center, Math Lab. Employee replacement PCs, laptops, printers for Campus-wide hardware refresh</p> | | <p>Estimated Cost 500000</p> | |

Resource Request

Technology and Equipment

Replacement

Description/ Justification

Replace/Maintain security cameras on campus

Estimated Cost

100000

Resource Request

Technology and Equipment

Replacement

Description/ Justification

Need new WiFi infrastructure as the current one is at its end of life. Need better coverage in open areas like breezeways and quad.

Estimated Cost

1000000

Resource Request

Technology and Equipment

New

Description/ Justification

Cell signal boosters at Laney College to improve cell phone coverage in Tower Building basement and breezeways

Estimated Cost

100000

Resource Request

Technology and Equipment

Replacement

Description/ Justification

Replacement of UPS (backup power) units in all IT closets. The current UPS units are at the end of their life.

Estimated Cost

150000

Resource Request Summary

Total Cost: \$2120200
 Total Resource Request: 17

| Program Update Personnel | | | | | |
|---------------------------|--------|--|------------------------------|--------------------------------|-------------|
| Type | % Time | Descripon/ Jusfic aon | Esmaàted Annual Salary Costs | Esmaàted Annual Benefits Costs | Total Costs |
| Classified Staff | 10 | Overme funds needed f or handling IT emergencies= \$10,000 | | | 10000 |
| Sub-Total: \$10000 | | | | | |

| Professional Development | | |
|-------------------------------|---|---------------|
| Type | Descripon/ Jusfic aon | Esmaàted Cost |
| Department-wide PD needed | Training budget needed to train IT staff on Accessibility requirements, Informaon Security , Apple/Windows support. | 10000 |
| Individual/personal PD needed | Budget for a. ending annual Chief Informaon Officer s training summit in California for the Director of IT | 1200 |
| Sub-Total: \$11200 | | |

| Technology and Equipment | | |
|--------------------------|---|---------------|
| Type | Descripon/ Jusfic aon | Esmaàted Cost |
| New | Many mes t echnology repairs are needed to fix computers, laptops, servers, printers etc. Technology supplies like cables, extra power supplies for laptops, hard drives, bar code scanners (for inventory management when new equipment is scanned into our inventory system) are needed to be in stock. | 6000 |
| New | Additional budg et for paying for large mul funcon Caltr onics printers lease | 30000 |
| Replacement | Need new Air Conditioner s for the Laney MDF (Data Center) and other IDF closets (10 closets @ \$6000 per + installaon). A/Cs ar e oÄen breaking down. There should also be a maintenance contract for these A/Cs. | 85000 |
| New | Need generator for the Laney Data Center in case of power outage. | 25000 |
| Replacement | Need new computers in Tech Center, Math Lab. Employee replacement PCs, laptops, printers for Campus-wide hardware refresh | 500000 |
| Replacement | Replace/Maintain security cameras on campus | 100000 |
| Replacement | Need new WiFi infrastructure as the current one is at it's end of life. Need better coverage in open areas like breezeways and quad. | 1000000 |
| New | Cell signal boosters at Laney College to Improve cell phone coverage in Tower Building basement and breezeways | 100000 |

| | | |
|-------------|--|--------|
| Replacement | Replacement of UPS (backup power) units in all IT closets. The current UPS units are at the end of their life. | 150000 |
|-------------|--|--------|

Sub-Total: \$1996000

| | | |
|---|---|----------------|
| Supplies | | |
| Type | Description/ Justification | Estimated Cost |
| Books, Magazines and Periodicals | Subscription for online IT training | 2000 |
| Software | IT needs remote desktop troubleshooting software in order to help users more effectively without spending too much time going around campus | 10000 |
| Noninstructional Supplies and Materials | Need budget for IT office supplies | 2000 |
| Software | Budget needed to pay for campus-wide software: Turnin (22,000) Adobe Creative Cloud (22,000), Cloud Jamf for iOS Apple devices (15,000) | 69000 |

Sub-Total: \$83000

| | | |
|-------------------|--|----------------|
| Facilities | | |
| Type | Description/ Justification | Estimated Cost |
| Offices | Need office space for IT staff so that they are in a single central location on campus for better coordination and communication of user requests. | 20000 |

Sub-Total: \$20000

Library
No Resources found for this category

Other
No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Rupinder Bhaa

Please enter the name of the person submitting this program review.

Rupinder Bhaaà