



Welcome to Program Review

Laney College - 2019

JAPAN - 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

Part Time

Akemi Uchima Decena
Satoko Piett
Shiori Greller

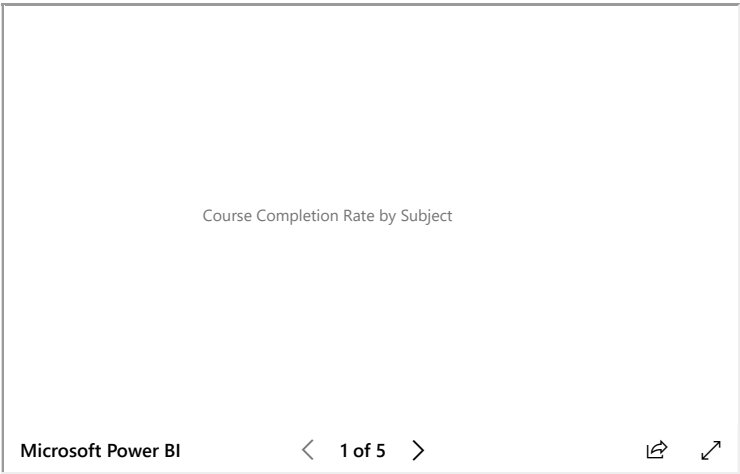
The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up 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 65%
Retenon 78 %
The Japanese Program will try to improve its compleon and r etenon.

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

Improvement Action

Improvement Action

Action Item

Description

To be completed By

Responsible Person

Resource Request

Library

Other

Description/ Justification

5 Japanese Textbook to be kept by instructors at the part-time's Office (E-201 C)

Estimated Cost

200

Improvement Action

Action Item

Description

To be completed By

Responsible Person

Resource Request

Other

Choose an Option

Resource Request Summary

Total Cost: \$200
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	Type	Descripon/ Jusfic aon	Esmaàted Cost
Other		5 Japanese Textbook to be kept by instructors at the part-Timer's Office (E-201 C)	200
Sub-Total: \$200			

Other	Type	Descripon/ Jusfic aon	Esmaàted Cost
Other			
Sub-Total: \$0			

Sign and Submit

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

Arturo DÃ¡vila-SÃ¡nchez

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

Arturo Davila-Sanchez



Welcome to Program Review

Laney College - 2019

JOURN - 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 Journalism Department offers practical news experience and academic preparation for students entering the workforce or seeking transfer to four-year institutions. Emphasis is placed on new technologies and preparation for media jobs in a computer-oriented society. Additional areas of study include journalism history, ethics, law, and the role of the press in our society.

Program Total Faculty and/or Staff

Full Time

Eleni Gastis (Tenured English faculty but assigned to journalism)

Part Time

Padmini Parthasarathy (teaches dual enrollment courses)

Drew Costley (teaches dual enrollment courses)

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.

Boost Enrollment; improve equity and diversity of students enrolled in journalism classes

Status
In-Progress

College Goal
Increase awareness and access to disproportionately impacted communities

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

District Goal
Advance Student Access, Equity, and Success

Update Curriculum

Status
Completed

College Goal
Offer students the highest quality curriculum and services

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Deactivation of outdated course: Social Media for Journalists JOURN 65; replaced with new course: Multimedia Reporting for Journalists, JOURN 69

District Goal
Build Programs of Distinction

Canceled F2F section of JOURN 62, Survey of Mass Media, which had an enrollment of 12 and created an online version that drew 35+ students district-wide in Fall 2019

Changed course content and scheduling of News Production course, JOURN 18 to streamline delivery of lecture and lab components; increased by one unit to mirror standard; scheduled twice a week hybrid course to help accommodate student schedules

Updated courses to reflect new texts, new lecture material

Created DE addendums for all courses -- now offering all courses in hybrid or fully online format.

Created Dual enrollment courses to create journalism "pipeline" of HS students to join our program

Partner with Industry insiders to inform our curriculum and help provide pathways to industry for our students

Status

Completed

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

College Goal

Offer students the highest quality curriculum and services

- John Diaz, Editorial Page Editor of the San Francisco Chronicle
- Marn Reynolds, Co-Executive Director, External Affairs and Funding at the Maynard Institute
- Joaquin Alvarado, Founder of StudioToBe
- Jane Tyska, Photojournalist at the Bay Area News Group
- Blake Eskin, Associate Professor of Journalism+Design, The New School
- Yvonne Daley, Professor Emeritus, San Francisco State Journalism Department
- Erin Ivie, Senior Communications Counselor, Full Court Press
- Duncan Sinfield, Digital Producer, FOX KTVU
- Kristofer Noceda, Social Media Editor, NBC Bay Area
- Burt Dragin, Laney College Journalism Professor (retired)
- David DeBolt, Pulitzer Prize-winning Reporter, The Bay Area News Group

District Goal

Engage and Leverage Partners

Apply for/Join Strong Workforce and Perkins programs to access funding

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Applications submitted and our department was awarded both Strong Workforce and Perkins funding: \$26,500.
Funding went toward upgrading our lab, purchasing new equipment and classroom materials.

College Goal

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

District Goal

Develop and Manage Resources to Advance Our Mission

Upgrade our publication website; rebrand the publication; attract students from other colleges; enhance coverage to include all campuses and district

Status
Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Rebranding complete, new website almost complete. Our publication is now called The Citizen.

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

Our lab, G233, is our newsroom. There, students in the journalism program meet for class and also work on their stories. We completed a major upgrade and overhaul of this space with new flooring, paint, furniture and computers. The space was completed on October 21. Our main concern is now that our department is growing and enrollment is boosted, we might need more furniture to accommodate students. We could not be happier with our 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.

It should be noted that I took over this department (Eleni Gass) in August of 2019, so the changes I have made and the positive effects of those changes have not yet been integrated to these data sets. Having seen data in the past, the most immediate concern for me was the fact that students of color do not enroll into journalism courses. If I am being honest, the previous faculty in this department have not taken steps or prioritized access and equity in their work. Enrollment overall was a priority for the previous chair and adjunct faculty, but they did not have the resources or drive to recruit students in a modern, relevant way. I have made it one of my program goals and have already seen positive changes within one semester. Also of concern is the fact that previous curriculum did not accurately reflect aspects of the industry and learning that are compelling for students, so I have done my best to integrate more modern curriculum. I am positive that the next APU will reflect the boost in enrollment and amount of disproportionately impacted students that have joined our program.

Utilizing Dual Enrollment courses, set to launch in Spring 2020, I hope to create a pipeline of students interested in media from OUSD who will come to enroll at Laney and take more classes with us.

Overall retention and success -- which are the next "steps" after enrollment -- are also a priority for me. I hope that with changes in staffing, a robust social media marketing campaign (ongoing) and publicizing all of our revitalization efforts students will have a sense of pride in belonging to the journalism department.

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).

I recently took over this program and I was disappointed to see the lack of assessment for the last decade by the previous instructors. I have made a plan to assess all courses (JOURN18, 62, 21) in Spring 2020.

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
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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
Publication/procedure funds for 2020/2021	Our department stopped publishing a printed newspaper in August 2019. We have now moved to an online publishing platform and a new website. Our ability to maintain and update our website still relies on this funding. Instead of giving this money to a print publisher, we will now have to give this money to our webmaster. Our digital presence is directly tied to our enrollment, equity and program goals, ensuring students are able to publish the content they learn how to produce in our program.	6/30/2020	Eleni Gass

Resource Request

Other	Other
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Descripon/ Jusfic aon	Esmaàted Cost
Funds for Independent webmaster to update, maintain and push SEO for our website, peraltaciz en.com annually	5000

Resource Request Summary

Total Cost: \$5000

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

No Resources found for this category

Library

No Resources found for this category

Other

Type	Descripon/ Jusfic aon	Esmaàted Cost
	Funds for Independent webmaster to update, maintain and push SEO for our website, peraltaciz en.com annually	5000

Sub-Total: \$5000

Sign and Submit

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

Eleni Gass

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

Eleni Gass



Welcome to Program Review

Laney College - 2019

KIN - 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 primary goal of the Laney College Kinesiology, Sport Fitness, Health Educaon & Athletic Departmen t is to serve and meet the needs of a diverse and varied capacity community populaon, b y providing physical and mental health educaon and aawareness. We offer classes to a populaon thaàt includes a wide range of ages, skill levels, interest in recreaon and lif e development skills or participaon in ààthlecs. We e provide classes that are oriented to the parcular needs of specialty groups, like seniors and special needs populaon. We also have many students at Laney who are trying to move on to a four-year university, who take Kinesiology classes to complete their academic programs, or simply to have a break in their academic day. Our classes also provide a social seng and g àathering place for students and families who wish to expand their commuines. Finally , a large part of the students who we offer classes to are athletes in our athlec pr ograms, taking classes in theory and learning skills of our seven intercollegiate sports.

Our objecv e is to offer a varied and smulaang Kinesiology pr ogram that includes classes at many different mes thr oughout the day, to appeal to the parcular needs of each of our sub-populaons. This includes early morning class mes, lunch hour s, day, evening classes. We offer Kinesiology classes in different venues: the pool, tennis courts, gym, classrooms, the estuary, fields and in our fitness center.

Unique characteriscs, degr ees and cerfic ates that are currently offered first aid CPR, introducon t o athlec tr aining, and an online health classes. We have been running a Personal Trainer Cerfic ate Program for several years and have finalized our Kinesiology Transfer Degree Program. We also have a holisc health pr ogram that focuses on diet, stress management, healthy living. The Fitness Center has become our most popular class, with well over 600 students enrolled each semester. The fitness center is open from 6 am to 2 pm and 4 pm to 8 pm, Monday through Thursday, and has been open on Fridays and Saturdays as well. Our fitness center allows student flexibility to come in any meà during the day or week. Some students come in mulple mes in a da y. The fitness center is staffed by a variety of instructors who have different and unique training backgrounds and areas of experse. Studen ts are able to pick the instructor that best meets his or her needs, and try different training methods. Our transfer degree will give students who want to focus on Kinesiology an opportunity to complete their preparaon f or prerequisites for a 4-year degree program in Kinesiology. Kinesiology is one of the top 10 majors in the State, and we will be able to expand our current courses to include an AA- Transfer Degree to prepare students for this popular major.

We have seven full me f aculty. Additionally , we have a large conng ent of adjunct part me f aculty with unique skills to enhance our offerings for specific areas of focus, such as yoga, tennis, aquacs, eàtc. Our faculty also uliz e different training backgrounds and techniques that they bring to the fitness center and other acvity c ourses. Our faculty is quite diverse ethnically, culturally and age wise, reflecng the v ariaoon in our c ommunity. Our faculty matches the diverse populaon we e service. We are a mirror of our community.

Laney College is one of the few community colleges where Kinesiology is not mandatory. The CSU system does require Physical Educaon/Kinesiology as part of their under graduate degree, and in order for our department to accommodate their requirements, it would be be. er for us to have Kinesiology as a mandatory requirement for graduaon. Pr eviously, we have passed a resoluon with the Ac ademic Senate to require one unit of Kinesiology, Health or Dance as a graduaon r equirement. Unfortunately, it did not move past the district Academic Senate.

Laney College Athlec Departmen t mission statement: The Athlec Departmen t of Laney College is commiÀed to providing challenging, compev e, and rewarding educaonal and ààthlec opportunies f or diverse men and women student-athletes to grow and develop academically, athlec ally, physically, and socially. Coaches, administrators, and support staff are dedicated to offering the best quality athlec pr ograms that teaches, mov ates, and inslls positiv e character and sportsmanship to student-athletes. Our goal is for student-athletes to transfer to four-year universies and c olleges, where they may connue t o pursue their academic and professional goals.

We currently offer 8 sports; baseball and football for men, and womenâ€™s cross country, basketball, volleyball, swimming & diving, water polo, and track & field. We service approximately 200 student-athletes. The typical student-athlete takes 18 units per semester. Our student-athletes transfer or graduate at close to a 90% rate. Our athlec t eams play at a high level, such as our football team winning a state championship, track & field team winning two state championships, and our baseball and basketball teams winning conference championships. Of our 8 teams, 3 have full me c oaches; baseball, football, and track & field. We have 1 athlec tr ainer for all 8 teams that is 50% athlec tr aining and 50% equipment manager. We have 1 athlec specialis t that also does eligibility, sports informaon, budg et management and scheduling.

We are the only program on campus that has not lost student enrollment and over the last 5 years our enrollment has steadily increased. We are the most visible, successful and diverse student cohort on the campus, represenng the college through compeon and ac ademic achievement. We have the greatest reflecon of the div ersity within our campus. Our athlec departmen t has mulple c ommunity partnerships with track, swimming, football, soccer, lacrosse, rugby, basketball and volleyball. We truly are integrated in the Oakland community.

Program Total Faculty and/or Staff

Full Time

Joshua Ramos; Heather Sisneros; Kim Bretz; John Beam; Jeffrey Haagenson; Francisco Zapata; Robert Crowley

Part Time

Sarah K. Stretch; Marcia S. Benjamin; Ronald M. Williams; Susan Valentine; Derrick Gardner; Donald White; Bryan Coughlan; Kevin Evans; Brian Hernandez; Dawn M. James; Rebecca Cisneros; Vince Bordelon; Bobby T. Pope; Ronald Davidson; Greg Smith; Dustin Cheyne; KC Adams; Adam Robinson; Richard Becker; David Linarez; Turshika Bennett; I. Alcantar; Precious Gerardo

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 Kinesiology and Athletics Department is heavily dependent on facilities to run our programs and classes. We have a large footprint on the Laney Campus that utilizes the following areas as part of our indoor and outdoor classrooms:

• Fieldhouse (2 classrooms/ 1 conference room / offices/ team weight room/ team locker rooms/ athletic training room)

• Football Field/ Track

• Grass Field

• Baseball Field

• Swimming Pool (8 lane competition pool and 3 lane shallow pool)

• Rm C100 • multipurpose space for indoor cycling/yoga/team activities

• Rm C102 • Fitness Center

• Women's Locker room

• Men's Locker room/ women's training room/ team rooms

• Gymnasium

• Tennis Courts

The Fieldhouse is used primarily by our athletic teams and team classes, as well as providing office space for coaches. There is a large weight room and locker rooms for our men's teams and some of the women's teams. There is also an athletic training room that services all of the athletic teams. Our classrooms are used by other Laney classes as well as meetings and conferences.

The Football field and surrounding track are home to 150 athletes from the football and track and field programs. These large programs daily use the track and the football field for much of the day. We also partner with the community for track, lacrosse, rugby, ultimate frisbee, and other community events that bring in an additional 200 - 300 participants yearly.

The Baseball field is utilized by the Laney baseball team as well as, rental groups that use the fields daily.

C102 Fitness Center • Is home to about 600 students each semester and is used from 6am-2pm and 4pm- 8pm and night plus Fridays and Saturday. This is a highly used facility space and has a large base of equipment that has unique maintenance and repair needs.

C100 • is a diverse space that is home to indoor cycling classes, core training and yoga classes as well as fitness center overflow and team activities.

The gymnasium is host to the women's volleyball and basketball teams as well as a variety of classes such as aerobics, badminton, and skill classes in basketball and volleyball.

Our Tennis Courts have not been available to the college community for the last 4 years and is one of the best tennis courts in the city of Oakland. We have not been able to get any answers or reasons on why they have not been available to the Laney College students and community.

Pool - in our Aquatics area, we have 28 hours of classes plus 14 hours of Athletic classes in the pool. Plus we have a rental group who uses our pools 10 hours per week.

Unfortunately, many of our facilities are not getting the main maintenance or repairs that are needed to function properly. In our fitness center alone, we had broken equipment down for over a year before we could get instructional equipment money allocated to us to get some of the equipment fixed or replaced. This delay affected the 600 students that attend our fitness center as they had equipment shortages and had to use equipment with torn up padding, squeaking parts, or dirty and unsanitary conditions. The electrical system needs to be upgraded to safely accommodate all of the electrical needs in the fitness center.

In Aquatics, with all of the hours of aquatic programming, our pool takes a lot of stress. In the last year we have had a renovation of our heating and chlorination systems. The pool has had a myriad of issues in the last year as there have been sand filter problems, chemical balancing issues, heaters down, broken diving boards, broken grates on deck, lights out in the pool and overhead, bathroom closures, electrical conduit broken, and our pool covers and pool cover reels are on their last legs. These issues have caused multiple class cancellations and pool closures multiple times throughout the year. The pool closures create a lack of trust in our facilities with our students and prevent them from learning as they cannot attend their class due to closures.

The pool systems have been renovated in the last year, but these problems have not yet been resolved due to unfinished connections and systems not fully integrated or repaired.

The Locker Rooms have been on our program reviews renovation lists for the last 10 years, but not until there was an OCR investigation regarding our women's locker and team rooms did the locker rooms get any attention. The OCR investigation has led to a "locker room project" that initially covered the team rooms and needs, but was expanded to include the general locker rooms as well. At this point in time, the project has gone through initial architectural design and input from stakeholders, however it has stalled out at DGS as there were project manager complications, as well as budgetary concerns. Students complain about the "dungeon" appearance of our locker rooms and the poor cleanliness conditions that they are forced to shower and change in. The appearance and cleanliness factors affect our students by decreasing the level of commitment toward taking classes that will benefit their health and well-being and lower stress in their lives.

Our baseball field has reached its life expectancy and the turf needs to be replaced, as well as safety pads around the perimeter.

The grass field has not been maintained on a regular basis, and the uneven surface has created a safety issue for those using the facility. Regular maintenance of fertilizing and seeding the grass is required.

At the stadium, the scoreboard and sound system need to be updated. Both systems are approaching over 20 years of age.

The gym floor needs to be replaced and the bleachers need replacement. The bleachers are the original bleachers from when the school opened in the 1960s.

Improving facilities conditions will improve the community's perception of our college as our footprint is very visible to the public and surrounding community. It will also provide sanitary and pleasant environments for our students to successfully learn and improve their health and wellness. It may also improve student retention and increase enrollment as more students have a positive experience, they tell other students.

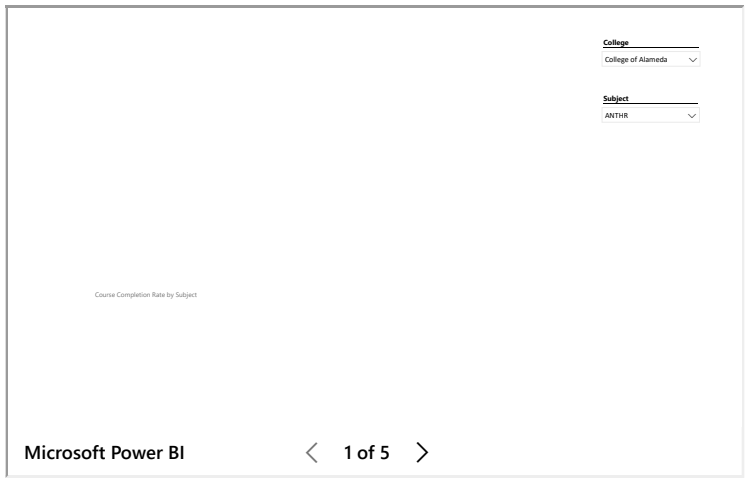
The department of Kinesiology and Athletics is heavily dependent on instructional equipment to run our courses. In this age of rapid technological advances, it is hard to keep up with current industry standards. Unfortunately, we are not able to move along with advances in equipment as we are not even able to maintain what we currently have due to lack of resources to repair and replace our current equipment. We have very diverse venues on the campus with a fitness center and weight rooms, 2 pools, football and baseball fields, a gymnasium as well as locker rooms and classrooms. These venues require a variety of instructional equipment to serve our students. To stay competitive in attracting student athletes and promoting their academic success, we need a variety of IT solutions to improve our method of instruction and communication. With over 200 student athletes, these technologies impact a large group of the student population as well as the general student population who take our classes. Having updated technologies help prepare our students for real world application and exposure to various methods of instructional technology. Our activity classes rely on equipment to complete course requirements and to promote their individual health and fitness. In our fitness center alone, there are 18 pieces of Cardio Equipment and more than 17 pieces of strength training equipment plus benches and free weights. In addition, there are 30 spin bikes in our cycling room. These pieces of equipment need maintenance and need to be replaced on a regular schedule due to the heavy usage from over 600 students who use our fitness center. If we do not have working equipment, students get the impression that they are not important because we do not care about them. Fixing this equipment and improving their equipment. With proper

students who use our fitness center. If we do not have working equipment, students get the impression that they are not important because at no one is fixing their equipment and improving their environment. With proper maintenance and updated equipment, it contributes to our students feeling of wellbeing, and they feel they are able to have a special experience while in our classes, which makes them feel important, cared for, and gives them the ability to pursue their individual skill acquisition, fitness and health goals in an effective and safer environment. The weight room in the Athletic Field House needs regular maintenance as well as our fitness center to maintain high health and safety standards for 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.

Descripon/ Jusfic aon

Weight room floor is buckling and is a serious health and safety hazard. We have had numerous people get hurt tripping while holding weights or exercising. When it rains the garage door leaks and floods the weight room as well.

Esmaàted Cost

60000

Improvement Acon

Acon It em

Lon Jump Pit Covers

Descripon

We need covers for the long jump pits.

To be completed By

5/31/2020

Responsible Person

Josh Ramos, John Beam & Robert Crowley

Resource Request

Supplies

Instructional Supplies and Materials

Descripon/ Jusfic aon

2 weighted covers for long jump pit.

Esmaàted Cost

1500

Improvement Acon

Acon It em

Pole Vault Pit Covers

Descripon

We need covers for the pole volt pit.

To be completed By

5/31/2020

Responsible Person

Josh Ramos, John Beam & Robert Crowley

Resource Request

Supplies

Instructional Supplies and Materials

Descripon/ Jusfic aon
Cover for pole vault pit.

Esmaàted Cost
3000

Improvement Acon

Acon It em
High Jump Pit Cover

Descripon
We need a cover for the high jump pit.

To be completed By
5/31/2020

Responsible Person
Josh Ramos, John Beam & Robert Crowley

Resource Request

Supplies

Instructional Supplies and Materials

Descripon/ Jusfic aon
Cover for high jump pit.

Esmaàted Cost
1500

Improvement Acon

Acon It em
Football Helmets

Descripon
Helmets used to record and track mulple head hits and traumas. We need to make sure our athletes are protected.

To be completed By
5/31/2020

Responsible Person
Josh Ramos & John Beam

Resource Request

Supplies

Instructional Supplies and Materials

Descripon/ Jusfic aon
30 new insite helmets used to record and track mulple head hits and tr aumas. We need to make sure our athletes are protected.

Esmaàted Cost
16500

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Bumper Plates	Bumper plates for safety of our students in the weight room. Old weights are 8 years old and cracking.	5/31/2020	Josh Ramos & John Beam

Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusfic aon
New bumper plates for safety of our students in the weight room. Old weights are 8 years old and cracking.

Esmaàted Cost
15000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Computers	Athlec Specialis t needs a replacement computer with two monitors. Athlec T rainer needs 2 new computers for online medical record keeping and records of all injuries. A new laptop computer for the weight training classroom.	5/31/2020	Josh Ramos & John Beam

Resource Request

Technology and Equipment Replacement

Descripon/ Jusfic aon Athlec Specialis t needs a replacement computer with two monitors. It is over 6 years old. Athlec T rainer needs 2 new computers for online medical record keeping and records of all injuries. A new laptop computer for the weight training classroom.	Esmaàted Cost 4800
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Improvement Acon

Acon It em TV Monitor	Descripon TV monitor installed in Athlec T raining Room in Field House. Will be used for health and safety messages, larger display when analyzing injuries, and concussion tesng pr otocols.	To be completed By 5/31/2020	Responsible Person Josh Ramos & John Beam
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Resource Request

Technology and Equipment	New	
Descripon/ Jusfic aon TV monitor installed in Athlec T raining Room in Field House. Will be used for health and safety messages, larger display when analyzing injuries, and concussion tesng pr otocols.	Esmaàted Cost 2000	

Improvement Acon

Acon It em Social Worker	Descripon Athlecs Social W orker. Work with our student-athletes.	To be completed By 5/31/2020	Responsible Person Josh Ramos & John Beam
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Resource Request

Personnel	Classified Staff
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% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
40	Athlecs Social W orker. We need an individual to help and work with our student-athletes.	25000	
Total Costs			
25000			

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Hudl Sow are	Our athlec t eams use this program for athlec/film development and to send highlight films to Universies to get scholarships.	5/31/2020	Josh Ramos & John Beam

Resource Request

Supplies	Software	Esmaàted Cost
Descripon/ Jusfic aon		6000
Hudl-Film Breakdown. Our athlec t eams use this program for athlec/film deçvelopment and to send highlight films to Universies t o get scholarships. This program is vital for our student-athletes.		

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Fitness Center/Weight Room Equipment	All equipment	5/31/2020	Josh Ramos, John Beam & Dusn Cheayne

Resource Request

Supplies	Instructional Supplies and Materials
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Descripon/ Jusfic aon	Esmaàted Cost
Fitness Center/Weight Room Equipment:	300000
Rollers	
Mas	
Bands	
Jump Rope	
Med Balls	
Bosu Balls	
KB Balls	
Treadmills -	
Elliptical	
Stair-master	
Bikes	
Rubber Plates	
Bands	
Clock-Cross Training	

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Deluxe Round Noodles	Aquacs equipmen t	5/31/2020	Josh Ramos & Kim Bretz

Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusfic aon	Esmaàted Cost
Deluxe Round Noodles	100

Improvement Acon

Acon It em Whiteboard	Descripon 2 Whiteboard Easel	To be completed By 5/31/2020	Responsible Person Josh Ramos & Kim Bretz
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Resource Request

Supplies	Instructional Supplies and Materials
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Descripon/ 2 Whiteboard Easel

Esmaàted Cost 1800

Improvement Acon

Acon It em Portable Sound System	Descripon To use in different classes throughout the college for the KASH classes.	To be completed By 5/31/2020	Responsible Person Josh Ramos & Kim Bretz
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Resource Request

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

Descripon/ Portable Sound System

Esmaàted Cost 3100

Improvement Acon

Acon It em Extension S Hook	Descripon Aquacs E quipment	To be completed By 5/31/2020	Responsible Person Josh Ramos & Kim Bretz
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Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusficion
Extension S Hook

Esmaàted Cost
100

Improvement Acon

Acon It em
Fins & Kickboards

Descripon
Aquacs E quipment

To be completed By
5/31/2020

Responsible Person
Josh Ramos & Kim Bretz

Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusficion
Fin & Kickboards

Esmaàted Cost
550

Improvement Acon

Acon It em
Sound System

Descripon
Sound system for room C100

To be completed By
5/31/2020

Responsible Person
Josh Ramos & Kim Bretz

Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusfic aon

C100 Sound System Jusfic aon (\$8000 parts / \$3700 labor): R oom C100 is used for yoga classes, cycling, core and other mulpurpose uses within the departmen t and even the Laney Health center. The current sound system is only a small portable box with 1 speaker, and it is undersized and not effecv e for the room, which has caused it to blow out some of the sound quality. We need to have a built in system sized for the room with a wireless portable microphone in order for students to properly hear direcons and saãfety cues as well as music for the classes.

Esmaãted Cost

12000

Improvement Acon

Acon It em

Main Locker Rooms

Descripon

Renovate the Menã€™s and Womenã€™s Locker rooms

To be completed By

12/31/2020

Responsible Person

Josh Ramos, Kim Bretz, Heather Sisneros, Francisco Zap...

Resource Request

Facilities

Other

Descripon/ Jusficon

LOCKER ROOMS:

â€ Renovate the Menâ€™s and Womenâ€™s Locker rooms to provide a better environment for our students and to provide Womenâ€™s team rooms and to get into compliance with Title IX regulaons for equivalent men's and women's athlec facilities. There has already been an OCR lawsuit concerning the locker rooms and equality between men's and women's facilities. There have been plans drawn up and end user input, however due to district project manager problems and budgetary issues, the project has stalled. Currently our locker rooms are from the 1950's and many of the lockers are broken or rusted out. The facilities are not ADA compliant and the current Men's locker rooms have the team rooms and an athlec training room, but they are not conducive for the women as they are located on the men's side as well as needing serious upgrades to be inhabitable for the women's teams. Currently the locker rooms serve all of our Kinesiology classes, and 4 of our women's athlec teams.

â€ Refurbish the Menâ€™s and Womenâ€™s Faculty Locker rooms to provide a safer, more sanitary environment for our faculty members. Currently our faculty locker room floors are chipped and torn up in spots and all have damage from an overflow from the sewer. This puts us at risk for a tripping hazard and opens the school up for a lawsuit. The paint is chipped and marked up and has not been repainted possibly since it's original conception from 40 years or more. The locker rooms serve the Kinesiology and Athlecs faculty and other faculty members who work out and need to change/shower

Esmaated Cost

7000000

Improvement Acon

Acon Item	Descripon	To be completed By	Responsible Person
Baseball Field	Replacement and Signage	5/31/2020	Josh Ramos, John Beam & Francisco Zapata

Resource Request

Facilities	Classrooms
------------	------------

Descripon/ Jusfic aon

BASEBALL FIELD:

â€¢ Baseball Field Signage â€œ Field Use Guidelines/ Rules of Field/ Safety/ Bathroom locaon, eqtc. There is no signage currently, and it is creang pr oblems with improper field usage and management of facilities.

â€¢ Plan for Baseball field replacement in the next 2 years. Current lifespan is 15-20 years from 2010 â€œ if one team was using the field; but as 3 teams are using the field connuously , it reduces field lifespan to about 7 years.

Esmaàted Cost

200000

Improvement Acon

Acon It em

Fitness Center

Descripon

Renovate the C102 Fitness Center

To be completed By

12/31/2020

Responsible Person

Josh Ramos & Dush Cheyney

Resource Request

Facilities

Classrooms

Descripon/ Jusfic aon

FITNESS CENTER:

â€¢ Renovate the C102 Fitness Center â€œOver 600 students use the fitness center from 6am - 8pm daily. The fitness center is about 15 years old and needs renovaon t o fix several issues. Despite all the leak remediaon attempts, there is sill w ater leaking into the room when it rains. It oÃen causes a hazard as water ends up by our electrical equipment and is also a slip and fall hazard. Our electrical circuits are not up to code to handle the load of our cardio equipment and oÃen trip our circuits. We are unable to add new equipment as our circuits cannot handle the load. We need air condioning , as we only have fans, and the room temperature is too difficult to regulate for healthy workout condions it is unsaãfe to have warm temperatures. Many of the windows are not operaonal, and ther e are different colored glass. The doors also need to be sealed and new paint is needed to cover scuff marks from weights and where a large secon of mirr ors were removed.

Esmaàted Cost

2000000

Improvement Acon

Descripon/ Jusfic aon

A fingerprint or card (student ID card) reader scanning system for the fitness center to check students in/out. Currently over 600 students use one computer to check in by entering their ID # to check in and out. They oÅen have to wait in line as it takes me f or students to enter their numbers. Visually impaired students struggle with transferring informaon fr om their ID cards to the computer. Student fraud can also occur if a non-enrolled student enters another students ID number, creang a liability and saðfety risk for the college. Having a personalized scanner/reader will reduce the chance that non-enrolled students are accessing the facility.

Esmaàted Cost

15000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Gym Bleachers	Replace Gym Bleachers	5/31/2020	Josh Ramos & John Beam

Resource Request

Facilities	Classrooms
------------	------------

Descripon/ Jusfic aon

Gym Bleachers. This is a safety issue that needs to be addressed.

Esmaàted Cost

100000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Gym Floor	Replace Gym Floor	5/31/2020	Josh Ramos & John Beam

Resource Request

Facilities

Classrooms

Descripon/ Jusfic aon

Replace Gym Floor. This is a safety issue that needs to be addressed.

Esmaàted Cost

120000

Improvement Acon

Acon It em

Video message boards

Descripon

Video message boards installed on the outside of the Field House and on the stadium.

To be completed By

5/31/2020

Responsible Person

Josh Ramos & John Beam

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

Video message boards installed on the outside of the Field House and on the stadium. We currently have Laney students and outside groups come through this area. This would be away to help increase enrollment and deliver messages to current and potenal Laneę College Students..

Esmaàted Cost

400000

Improvement Acon

Acon It em

TV

Descripon

4 TVâ€™s for Fitness Center

To be completed By

5/31/2020

Responsible Person

Josh Ramos & Dusrn Chegyne

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

4 TVs for Fitness Center for Informaon, workouts, instructional videos. There are none currently. This area services 600 students. This is a great way to get informaon to our student body.

Esmaàted Cost

8000

Improvement Acon

Acon It em

TV

Descripon

TV purchased and installed in the Fieldhouse weight room (including HDMI cabling).

To be completed By

5/31/2020

Responsible Person

Josh Ramos & John Beam

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

An additional TV purchased and installed in the Fieldhouse weight room (including HDMI cabling). Currently there is one TV that the instructors post up class and team workouts from a computer. This is now problematic as there are often 2 classes in the weight room at the same time, and only one of the classes gets to use the overhead resource. These classes are a vital part of football, baseball, and track and field programs as well as serving the general student population in strength training classes.

Esmaàted Cost

17500

Improvement Acon

Acon It em

Ipads/ tablets

Descripon

40 Ipads/ tablets for Athletics study hall in the Fieldhouse.

To be completed By

5/31/2020

Responsible Person

Josh Ramos & John Beam

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

40 Ipads/ tablets for Athlec s tudy hall in the Fieldhouse. Many of the student athletes have online classes as well as standard classes that require the use of internet capable or word processing programs. As part of the athlec pr ogram, athletes are involved in a study hall period where they can complete schoolwork. Many of the athletes do not have access to a computer at home, nor are there any space for or access to computers in the Fieldhouse. Ipads/ tablets would help serve the teams involved in study hall. There are so many students involved in study hall that they uliz e 2 classrooms, a conference room, and even team locker rooms to complete their studies.

Esmaàted Cost

34000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Office Supplies	We have no office supplies.	5/31/2020	Josh Ramos & Dusrn Cheqyne

Resource Request

Other

Other

Descripon/ Jusfic aon

Office Supplies. We have no office supplies. We need to be completely restocked with office supplies. Paper, binder, card stock, etc.

Esmaàted Cost

10000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Computers	New computers for all full-me ins tructors (7)	5/31/2020	Josh Ramos, John Beam, Heather Sisneros, Kim Bretz, Fr...

Resource Request

Technology and Equipment

Replacement

Description/ Justification

New computers for all full-time instructors (7). All of our instructors are using out-dated or broken computers. It makes it very difficult for instructors to perform their jobs. Most of our instructors teach online.

Estimated Cost

9000

Improvement Action

Action Item

PD Money for Kin Instructors and PD Money for Athletic ...

Description

For full-time instructors who also coach, PD money is needed as both an instructor of a Kinesiology class, as well as for their coaching profession so they can stay up to date in both fields rather than choosing one or the other.

To be completed By

5/31/2020

Responsible Person

Josh Ramos & John Beam

Resource Request

Professional Development

Individual/personal PD needed

Description/ Justification

PD Money for Kin Instructors and PD Money for Athletic Coaches. For full-time instructors who also coach, PD money is needed as both an instructor of a Kinesiology class, as well as for their coaching profession so they can stay up to date in both fields rather than choosing one or the other.

Estimated Cost

7000

Improvement Action

Action Item

PD Money for Kin Instructors and PD Money for Athletic ...

Description

This would be used to bring in guest speakers for the entire department or for staffs to increase our knowledge base in the given field.

To be completed By

5/31/2020

Responsible Person

Josh Ramos & Dustin Cheyney

Resource Request

Professional Development

Department-wide PD needed

Description/ Justification

PD Money for Kin Instructors and PD Money for Athletic Coaches. This would be used to bring in guest speakers for the entire department or for staffs to increase our knowledge base in the given field.

Estimated Cost

3000

Improvement Action

Action Item

Kinesiology Instructor and Women's Coach

Description

Kinesiology Instructor and Women's Coach

To be completed By

8/17/2020

Responsible Person

Josh Ramos & John Beam

Resource Request

Personnel

Full-time Faculty

% Time

100

Description/ Justification

Kinesiology Instructor and Women's Coach

Estimated Annual Salary Costs

60000

Estimated Annual Benefits Costs

20000

Total Costs

80000

Improvement Action

Action Item

Student Workers

Description

10 Student Workers at 10 hours per week at \$16 an hour.

To be completed By

5/31/2020

Responsible Person

Josh Ramos & John Beam

Resource Request

Personnel	Student Worker		
% Time	Descripon/ Jusfic aon 10 Student Workers at 10 hours per week at \$16 an hour.	Esmaàted Annual Salary Costs 48000	Esmaàted Annual Benefits Costs
Total Costs			
48000			

Improvement Acon

Acon It em Athlec Specialis t-Support Staff	Descripon Athlec Specialis t-Support Staff	To be completed By 8/17/2020	Responsible Person Josh Ramos & Dusrn Chegyne
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Resource Request

Personnel	Classified Staff		
% Time	Descripon/ Jusfic aon Athlec Specialis t-Support Staff	Esmaàted Annual Salary Costs 45000	Esmaàted Annual Benefits Costs 15000
100			
Total Costs			
60000			

Improvement Acon

Acon It em
50% Athlec T rainer 50% Equipment Manager.

Descripon
This posion will support our s tudent-athletes. We are currently not fully supponng the s tudent-athletes in terms of medically because we do not have a 100% load trainer.

To be completed By
8/17/2020

Responsible Person
Josh Ramos & John Beam

Resource Request

Personnel	Classified Staff		
% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	50% Athlec T rainer 50% Equipment Manager. This posion will support our s tudent-athletes. We are currently not fully supponng the s tudent-athletes in terms of medically because we do not have a 100% load trainer.	45000	15000
Total Costs			
60000			

Improvement Acon

Acon It em
Locker Room A. endant - Athlec Field House.

Descripon
We currently do not have a locker room attendant for the four locker rooms we have in the athlec field house. Students can not use the locker rooms unless a coach is available to let them in.

To be completed By
8/17/2020

Responsible Person
Josh Ramos & John Beam

Resource Request

Personnel	Classified Staff
-----------	------------------

% Time
100

Descripon/ Jusfic aon
Locker Room Attendant - Athlec Field House. W e currently do not have a locker room attendant for the four locker rooms we have in the athlec field house. Students can not use the locker rooms unless a coach is available to let them in.

Esmaàted Annual Salary Costs
45000

Esmaàted Annual Benefits Costs
15000

Total Costs
60000

Improvement Acon

Acon It em
Locker Room Attendant-Main Campus

Descripon
Men's & Women Locker Room Attendant-Main Campus.We do not have full coverage through the day. We offer classes from 6am-9pm and we only have coverage for half of the day. When we do not have coverage students are unable to use the locker room.

To be completed By
8/17/2020

Responsible Person
Josh Ramos & Dusrn Cheyenne

Resource Request

Personnel

Classified Staff

% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	Men's Locker Room Attendant-Main Campus.We do not have full coverage through the day. We offer classes from 6am-9pm and we only have coverage for half of the day. When we do not have coverage students are unable to use the locker room.	45000	15000

Total Costs
60000

Resource Request

Personnel	Classified Staff		
% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	Women's Locker Room Attendant-Main Campus. We do not have full coverage through the day. We offer classes from 6am-9pm and we only have coverage for half of the day. When we do not have coverage students are unable to use the locker room.	45000	15000

Total Costs
60000

Resource Request Summary

Total Cost: \$10001950
Total Resource Request: 40

Program Update					
Personnel					
Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs

Classified Staff	100	Women's Locker Room Attendant- Main Campus	45000	15000	60000
Classified Staff	100	Men's Locker Room Attendant-Main Campus	45000	15000	60000
Classified Staff	100	Locker Room Attendant - Athletic Field House	45000	1500	46500
Classified Staff	100	50% Athletic Trainer 50% Equipment Manager	45000	15000	60000
Classified Staff	100	Athletic Specialist-Support Staff	45000	15000	60000
Student Worker		10 Student Workers at 10 hours per week at \$16 an hour.	48000		48000
Full-time Faculty	100	Kinesiology Instructor and Women's Coach	60000	20000	80000
Classified Staff	40	Athletic Social Worker	25000		25000
Sub-Total: \$439500					

Professional Development

Type	Description/ Justification	Estimated Cost
Department-wide PD needed	PD Money for Kin Instructors and PD Money for Athletic Coaches. This would be used to bring in guest speakers for the entire department or for staffs to increase our knowledge base in the given field.	3000
Individual/personal PD needed	PD Money for Kin Instructors and PD Money for Athletic Coaches. For full-time instructors who also coach, PD money is needed as both an instructor of a Kinesiology class, as well as for their coaching profession so they can stay up to date in both fields rather than choosing one or the other.	7000
Sub-Total: \$10000		

Technology and Equipment

Type	Description/ Justification	Estimated Cost
Replacement	New computers for all full-time instructors	9000

New	40 Ipads/ tablets for Athlec s tudy hall in the Fieldhouse. Many of the student athletes have online classes as well as standard classes that require the use of internet capable or word processing programs. As part of the athlec program, athletes are involved in a study hall period where they can complete schoolwork. Many of the athletes do not have access to a computer at home, nor are there any space for or access to computers in the Fieldhouse. Ipads/ tablets would help serve the teams involved in study hall. There are so many students involved in study hall that they uliz e 2 classrooms, a conference room, and even team locker rooms to complete their studies.	34000
New	An additional TV pur chased and installed in the Fieldhouse weight room (including HDMI cabling). Currently there is one TV that the instructors post up class and team workouts from a computer. This is now problematic as there are oÅen 2 classes in the weight room at the same me, and only oneq of the classes gets to use the overhead resource. These classes are a vital part of football, baseball, and track and field programs as well as serving the general student populaon in s trength training classes.	17500
New	2 TVâ€™s for Fitness Center â€œ for Informaon, w orkouts, instruconal videos. There are none currently.	4000
New	Video message boards installed on the outside of the Field House and on the stadium.	400000
New	TV monitor installed in Athlec T raining Room in Field House. Will be used for health and safety messages, larger display when analyzing injuries, and concussion tesng pr otocols.	2000
Replacement	Athlec Specialis t needs a replacement computer with two monitors. It is over 6 years old. Athlec T rainer needs 2 new computers for online medical record keeping and records of all injuries. A new laptop computer for the weight training classroom.	4800
Replacement	Ambulance cart to transport injured athletes on and off the playing field.	15000

Sub-Total: \$486300

Supplies Type	Descripon/ Jusfic aon	Esmaàted Cost
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Noninstruconal Supplies and Materials	A fingerprint or card (student ID card) reader scanning system for the fitness center to check students in/out. Currently over 600 students use one computer to check in by entering their ID # to check in and out. They often have to wait in line as it takes time for students to enter their numbers. Visually impaired students struggle with transferring information from their ID cards to the computer. Student fraud can also occur if a non-enrolled student enters another student's ID number, creating a liability and safety risk for the college. Having a personalized scanner/reader will reduce the chance that non-enrolled students are accessing the facility.	15000
Noninstruconal Supplies and Materials	Preventative Maintenance Contracts - For our Fitness Center and Athletic Field House, we need to have regular annual funding established to support a preventative maintenance contract for our fitness equipment, as there has not been one for the last 2 years. Industry standards dictate monthly or at least quarterly maintenance contracts, and we are creating a safety risk for our students by not maintaining our equipment, as well as severely decreasing the lifespan of our equipment by not maintaining it properly.	10000
Instruconal Supplies and Materials	C100 Sound System Justification (\$8000 parts / \$3700 labor): Room C100 is used for yoga classes, cycling, core and other multipurpose uses within the department and even the Laney Health center. The current sound system is only a small portable box with 1 speaker, and it is undersized and not effective for the room, which has caused it to blow out some of the sound quality. We need to have a built-in system sized for the room with a wireless portable microphone in order for students to properly hear directions and safety cues as well as music for the classes.	12000
Instruconal Supplies and Materials	Fin & Kickboards	550
Noninstruconal Supplies and Materials	Extension S Hook	100
Instruconal Supplies and Materials	Portable Sound System	3100
Noninstruconal Supplies and Materials	2 Whiteboard Easel	1800
Instruconal Supplies and Materials	Deluxe Round Noodles	100
Instruconal Supplies and Materials	Fitness Center/Weight Room Equipment: Rollers Mas Bands Jump Rope Med Balls Bosu Balls KB Balls Treadmills - Rubber Plates Bands Clock-Cross Training	300000
Software	Hudl-Film Breakdown	6000
Instruconal Supplies and Materials	New bumper plates for safety of our students in the weight room. Old weights are 8 years old and cracking.	15000

Instruconal Supplies and Maaterials	30 new insite helmets used to record and track mulple head hits and traumas.	16500
Instruconal Supplies and Maaterials	Cover for high jump pit.	1500
Instruconal Supplies and Maaterials	Cover for pole vault pit.	3000
Instruconal Supplies and Maaterials	2 weighted covers for long jump pit.	1500

Sub-Total: \$386150

Facilies Type	Descripon/ Jusfic aon	Esmaated Cost
Classrooms	Replace Gym Floor	120000
Classrooms	Gym Bleachers	100000
Classrooms	FITNESS CENTER: â€¢ Renovate the C102 Fitness Center â€œOver 600 students use the fitness center from 6am - 8pm daily. The fitness center is about 12 years old and needs renovaon t o fix several issues. Despite all the leak remediaon aattempts, there is sill w ater leaking into the room when it rains. It oAen causes a hazard as water ends up by our electrical equipment and is also a slip and fall hazard. Our electrical circuits are not up to code to handle the load of our cardio equipment and oAen trip our circuits. We are unable to add new equipment as our circuits cannot handle the load. We need air conditioning , as we only have fans, and the room temperature is too difficult to regulate for healthy workout condions` it is unsafe to have warm temperatures. Many of the windows are not operaonal, and ther e are different colored glass. The doors also need to be sealed and new paint is needed to cover scuff marks from weights and where a large secon of mirrors were removed.	1000000
Classrooms	BASEBALL FIELD: â€¢ Baseball Field Signage â€œ Field Use Guidelines/ Rules of Field/ Safety/ Bathroom locaon, eãtc. There is no signage currently, and it is creang pr oblems with improper field usage and management of facilies. â€¢ C Plan for Baseball field replacement in the next 2 years. Current lifespan is 15-20 years from 2010 â€œ if one team was using the field; but as 3 teams are using the field connuously , it reduces field lifespan to about 7 years.	200000

Classrooms	<p>LOCKER ROOMS: â€¢ Renovate the Menâ€™s and Womenâ€™s Locker rooms to provide a better environment for our students and to provide Womenâ€™s team rooms and to get into compliance with Title IX regulaons f or equivalent men's and women's athlec f acilities. There has already been an OCR lawsuit concerning the locker rooms and equality between men's and women's facilities. There have been plans drawn up and end user input, however due to district project manager problems and budgetary issues, the project has stalled. Currently our locker rooms are from the 1950's and many of the lockers are broken or rusted out. The facilities ar e not ADA compliant and the current Men's locker rooms have the team rooms and an athlec tr aining room, but they are not conducive for the women as they are located on the men's side as well as needing serious upgrades to be inhabitable for the women's teams. Currently the locker rooms serve all of our Kinesiology classes, and 4 of our women's athlec t eams. â€¢ Refurbish the Menâ€™s and Womenâ€™s Faculty Locker rooms to provide a safer, more sanitary environment for our faculty members. Currently our faculty locker room floors are chipped and torn up in spots and sll haâve damage from an overflow from the sewer. This puts us at risk for a tripping hazard and opens the school up for a lawsuit. The paint is chipped and marked up and has not been repainted possibly since it's original concepon fr om 40 years or more. The locker rooms serve the Kinesiology and Athlecs f aculty and other faculty members who work out and need to change/ shower</p>	7000000
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Classrooms	<p>Weight room floor is buckling and is a serious health and safety hazard. We have had numerous people get hurt tripping while holding weights or exercising. When it rains the garage door leaks and floods the weight room as well.</p>	60000
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Sub-Total: \$8480000

Library
No Resources found for this category

Other		
Type	Descripon/ Jusfic aon	Esmaàted Cost
	Office Supplies. We have no office supplies. We need to be completely restocked with office supplies. Paper, binder, card stock, etc.	10000

Sub-Total: \$10000

Sign and Submit

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

Test
John Beam
Robert Crowley

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

Josh Ramos



Welcome to Program Review

Laney College - 2019

LABST - 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 offer both background and current trends in labor, community and social justice organizing, including labor-management issues and relations, union, worker collective and community organizing and social justice movement building.

Program Total Faculty and/or Staff

Full Time

Part Time

Vanessa Lucia Rhodes
Craig Flanery

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 and maintain up-to-date and high quality 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

Build Programs of Distinction

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

Promote equity

District Goal

Advance Student Access, Equity, and Success

Develop and maintain a common, active, ongoing, and effective Assessment Cycle.

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

Strengthen Accountability, Innovation and Collaboration

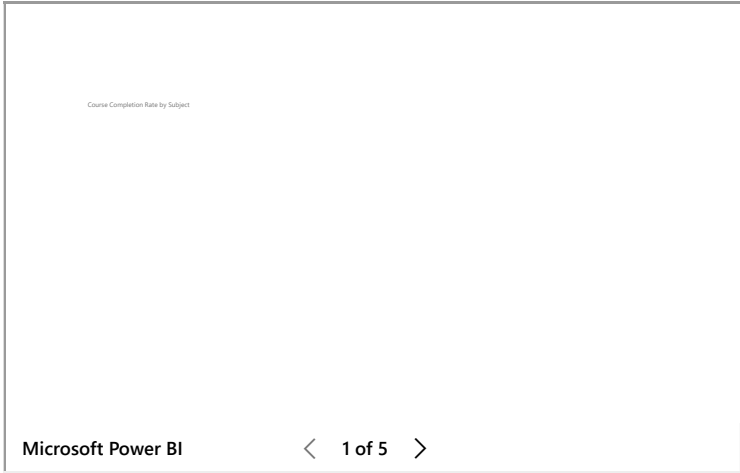
Describe your current utilization of facilities, including labs and other space

No Lab requirement.

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 high course completion and retention rates are misleading. The Labor Studies department has been challenged by low enrollment numbers and limited course offerings, in part due to restricted FTEF allocation. According to Power BI, Labor Studies had a total "headcount" of 19 students for the academic year 2017-2018, and 18 students for 2018-2019.

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 division is currently working to update and improve the Labor Studies program, including courses, SLOs, and degree requirements.

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
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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

LCI - 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 LCI program is being redefined.
We received a CTE Grant.
Monique Dascha Inciarte
Angela Zawadzki and
Arturo D'Álviz S are working on the grant (2019-2020)

Program Total Faculty and/or Staff

Full Time

Part Time

Angela Zawadzki
Monique Dascha Inciarte

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.

We are redesigning the program.
A grant was given to us and we updated to LCI 4 courses with
the CC and proposed a Certificate of Achievement.

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

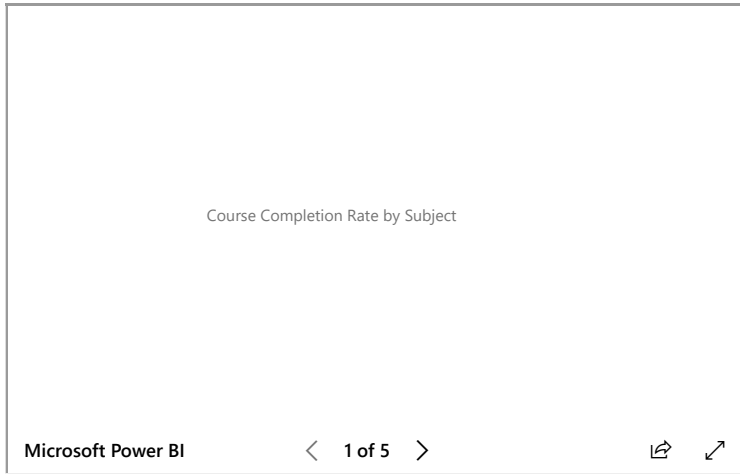
Describe your current utilization of facilities, including labs and other space

LCI program Part-Time Instructors hold office hours at the EV-3 (Lan x Cultrual Center)

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.

Compleon 82%
 Retenon 83 %
 Meets the standards at Laney College

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 are designing a a new
 Translaon and In terpretaon Certific ate of Achievement

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

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

See Spanish program for Department Funds request

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
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Resource Request

Choose an Option

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
Angela Zawadzki
Monique Dascha Inciarte

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

Arturo Davila-Sanchez



Welcome to Program Review

Laney College - 2019

LIS - Service Area with Instruction - Library

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 library adopted a new mission statement in September to replace its previous mission. The new language better aligns with the simplicity of the college's new mission statement. The new statement is copied below.

Laney College Library:

•

• Teaches students how to find and critically evaluate information.

• Provides an inclusive, equitable, and accessible space for inquiry, discovery, and reflection.

• Provides resources to support research and information needs for both onsite and distance learning.

Adopted September 2019

Program Total Faculty and/or Staff

Full Time

Evelyn Lord, Head Librarian
 Reginald Constant, Public Services Librarian
 Autumn Sullivan, Acquisitions & Technical Services Librarian
 YiPing Wang, Media & Instruction Librarian
 [Full-Time Librarian Vacancy]
 Andrew Skinner-Demps, Principal Library Technician (Public Services)
 Michael Wright, Principal Library Technician (Technical Services)
 Randle Wasson, Senior Library Technician
 Lily Leung, Library Technician II
 Douglas Banks, Library Technician II
 Dominique Dozier, Library Technician II
 May Shum, Library Network Coordinator
 Agustin Rodriguez, Instructional Assistant

Part Time

Linda Jolivet, Hourly Librarian
 Francis Howard, Hourly Librarian
 Mary K Holland, Hourly Librarian
 Emily Odza, Hourly Librarian
 Shirley Coaston, Hourly Librarian
 Colleen Kensinger, Hourly Librarian
 Amelie Brown, Hourly Librarian

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.

Improve collection of library data for assessment purposes.

Library implemented a new method of data collection for one-on-one reference assistance. The new online method allows us to capture more information about what students need. Librarians have begun analyzing this information.

One side of the aging security gate is broken. This is a big ticket purchase, but in the meantime we need to have a way to get a more accurate gate count. Library is investigating and purchasing and installation of a people counter system to replace this functionality on the old gate.

Library is now collecting data of students that have participated in library orientations. We want to find out how these students performed compared to the general population. We will request this analysis from our college researcher.

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

Increase the number of students receiving instruction in information competency (orientations, courses and one-on-one)

In 2018-19, the library added new non-credit curriculum: a Research Skills certificate made up of 3 2-hour courses.

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

Improve consistency of delivery of embedded information competency instruction in associate degree threshold courses (English 1A and ESOL 52)

In 2018-19, the library added new non-credit curriculum: a Research Skills certificate made up of 3 2-hour courses.

Library implemented new library request form that asks faculty to select outcomes. If faculty select more than 2 outcomes, they must sign up for more than one orientation.

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

Create flexible, comfortable learning space for library orientaons.

In 2018-19, college set up new computers in L-110 and L101. Both rooms also got smart classroom treatment: instrucon s taon, ceiling moun ted projector and speakers, new screen, removal of some power poles that obstructed line-of-sight. There is sll a need f or new furniture in both rooms.

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

Improve study space environment for students

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

College Goal Promote equity Furniture was delivered to 3rd and 4th floors in June 2019 after elevator was repaired. The furniture allowed the library to reconfigure study space so that there is more space for collaborav e learning. Talking is now allowed anywhere on the 3rd floor. The 4th floor is strictly quiet. Noise complaints on the 4th floor have gone down dramac ally. The furniture is well used. The study areas are busy. The 3rd floor study spaces oÄen have a buzz from groups working together. In regular rounds, librarians now report very few issues of noise on the 4th floor. The library will be asking students about study space in the next survey and will have an opportunity to compare results with previous surveys.

District Goal Advance Student Access, Equity, and Success

Parcipaäte in library and educaon pr ofessional development acvies

In a field that is highly dependent on technology, this is an ongoing goal. This past year librarians have been parcularly f ocused on training for the new statewide library services platform (Alma and Primo VE).

Status

In-Progress

College Goal

Promote equity

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?

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

The library is in relatively good condition compared to last year.

The sole library elevator, which was out of order from June 2018 - April 2019, is now working again. In June 2019, the college installed new study furniture on the 3rd and 4th floors of the library. This has transformed the space for students. Students have plenty of charging and new options for studying, including tables, cushioned chairs, lounge chairs, and two kinds of carrels. The library was able to reconfigure study space so that the 4th floor is a strictly quiet floor and the 3rd floor is a collaborative floor, where students can talk in groups. So far, the reconfiguration is working remarkably well. The 4th floor has stayed quiet and students have more options for working together, previously limited to 4 study rooms. The new study space was packed during finals week this fall.

There are two spaces that need special attention so that we can further improve charging options. On the 2nd floor, the reference area carrels need electrical wiring work so that the wires are not nested at students' feet. On the 3rd floor, the table area needs a line of electricity so that the tables can be hooked up for charging.

The Library Orientation Room (L-104) and the Listening & Viewing Center (L-101) both need new furniture. Librarians worked with the vendor KI last year and identified new furniture that would allow us to accommodate more students in L-104. The furniture in L-101 is literally shaky and needs to be replaced. The librarians identified furniture and equipment that would transform the room into a space that students could use to view physical and streaming media, in addition to working at computers. The room could also be doubled-up for use as an overflow library orientation room. Although the furniture plan was completed, the college did not proceed with either project.

The library blinds are original to the building...almost 50 years old! Although the college has replaced classroom blinds several times, the library was not included in these projects. The current blinds are broken and do not allow staff to control the lighting. Often there is glaring lights that pour in, disrupting the study environment. The library also loses out on pleasant natural light because some blinds are permanently closed.

The carpet throughout the library has not been maintained and is filthy. Deep cleaning only offers superficial improvement. The library does not have sufficient seating for students. Students often end up sitting on the floor. The carpet needs to be replaced.

The 4th floor restrooms have never been upgraded. The college did not renovate these restrooms because the ADA only required upgrading of restrooms on every other floor. Both restrooms have issues with fixtures and partitions. Both should be upgraded to ADA standards.

The handrails in the stairwells are loose. The library has submitted work orders but has been unsuccessful in getting these tightened.

Carpeting squares in some areas (e.g. 3rd floor near L-306) are loose and need to be taped down.

Many of the library staff task chairs are broken. Staff work at computers all day. The chairs need to be replaced with quality ergonomic task chairs. Staff would like to be involved in the process of selecting these chairs.

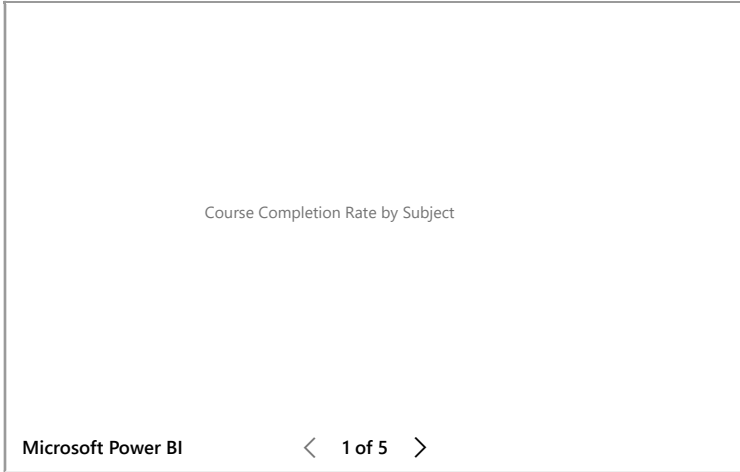
The library's staff computers are more than 6 years old. Many of the computers are on the verge of failing and need to be replaced immediately. The library printers are even older and do not work with the library's new Library Services Platform which requires email enabled printers.

The library's security gate is broken. This has affected the library's ability to secure materials. In addition, the library is unable to get accurate statistics on the number of students using the library, a state reporting requirement. The library is interested in pursuing a relatively inexpensive people counter until the college is able to purchase a new security gate.

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.

There is no online annual program review template set up to capture library data. For data on library services, please see: <https://laney.libguides.com/annualreport2018-19>

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).

Librarians assess instructional and service outcomes annually.

EXAMPLES:

OUTCOME: The library is a resource for supporting academic success.

In 2018, the library launched a new method of capturing data from reference questions. Rather than just recording numbers, librarians enter information about what students and faculty are asking for. Librarians analyzed this data and shared a presentation at the August 2019 library department meeting. As a result of the analysis, librarians are developing an online FAQ (Frequently Asked Questions) page,

OUTCOME: The library provides information resources that are of sufficient quality and quantity to augment course textbooks throughout a multidisciplinary college curriculum.

The library conducts an annual assessment of the age of collection. The summer 2019 analysis showed that, despite extensive weeding, the library had not made improvements in the overall age of collection. A shocking 80% of the collection is more than 20 years old, the same ratio as the previous year. This lack of progress is connected to a dramatic decline in funding for new library materials.

OUTCOME: The library offers information literacy instruction that leads to student success across the curriculum.

In 2018-19, the library developed and received approval for a new non-credit certificate of competency in Research Skills. The certificate responds to faculty concerns about students have to take (and pay for) too many units and that there is not enough class time to sufficiently cover the information literacy needs of students. The non-credit course is free to students, does not take up valuable class time and is scaffolded--progressively builds skill levels--a best practice in the field,

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
Funding for library databases	IELM	25,000	The library provides information resources that are of sufficient quality and quantity to augment course textbooks throughout a multidisciplinary college curriculum. Library was able to purchase databases including Kanopy and Films on Demand, two streaming video resources that are expensive but used extensively for instruction.

Funding for textbooks	IELM	5000	The library provides information resources that are of sufficient quality and quantity to augment course textbooks throughout a multidisciplinary college curriculum. Library was able to purchase textbooks for summer and fall.
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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
The library offer information literacy instruction that lea...	Hire Librarians	8/10/2020	VPI Besikof

Resource Request

Personnel	Full-time Faculty		
% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	Hire Instruction & Online Learning Librarian to replace vacant librarian position (Caldeira, deceased). Early this semester, long-time instruction librarian Phillippa Caldeira passed away unexpectedly. The library now has a vacancy and a desperate need for a full-time librarian. With the loss of Phillippa, Laney has just 4 full-time librarians. The other colleges in the district all have 3 full-time librarians. The other colleges have about 1/2 the number of students and also provide instructional support for substantially fewer sections.	65000	30000

This position is essential for library services. The library is unable to maintain its current level of instructional support services without this position.

Furthermore, the library has adjusted work assignments to enable this position to focus more on developing online information literacy tools which will allow the library to better support the growing number of online courses and provide more convenient access to information literacy instruction for students with the work and financial demands that limit their time on campus. This position will also support the roll-out of the library's new non-credit Research Skills certificate.

The library's role in student success is well documented. (See Academic Library Impact on Student Success: Findings from the Assessment in Action Team Projects. May 2017.

http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/value/findings_y3.pdf) Students who use the library are more successful in college. They get better grades and are more likely to complete their courses and programs. Student success is a central component of the college's educational master plan, strategic plan and equity plan. Additionally, library programs and services are prominently featured in the facilities and technology master plans.

ACCJC accreditation standards require colleges to include information competency in all programs. This position directly supports this requirement.

Total Costs
95000

Resource Request

Personnel	Full-time Faculty		
% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	Hire Equity Outreach Librarian This request would allow the library to proactively	60000	30000

engage with college learning communities and pathways. The position would focus on developing structured orientation workshops and non-credit programs that will respond to the needs of students who are underprepared in information competency skills but lack the money or funds to take additional coursework under new state credit and funding restrictions.

Modern libraries are highly reliant on technology, instruction and service. Due to the high degree of specialization (and specialized training) in the profession, full-time community college librarians typically are assigned both general (primarily reference, with instruction as needed) and specialized duties. Hourly librarians are usually assigned general duties only. The need to hire full-time librarians with full-time specialist librarians is necessary if the library is ever to regain full footing with regard to accomplishing our mission within the college. With the implementation of Guided Pathways and the desire to increase student success outcomes at the college, this position is even more critical.

The library currently has 2 FTE of hourly faculty; this represents a head-count of 6 part-time librarians. Coordinating the scheduling, training, evaluation, etc. of this many part-time librarians is burdensome from a management perspective. Additionally, from a library services perspective, the extensive reliance on part-time librarians is neither advisable nor sustainable. Typically, librarians are employed full-time during the day. Other than references, it is difficult to find librarians with availability during the day. In recent years, the library has benefited from hired PCCD librarians to staff the library during the day. Of our current crew of six hourly librarians, five are references. This position would also allow the library to support student success for an increasing number of students enrolled in distance education instruction, making this position especially critical given the implementation of Canvas and the college's desire to build on our distance

center and the college's desire to build on our distance education program while improving student success outcomes. (See discussion of student success and library under Enrollment, Criterion 3). After significantly increasing orientations annually as the library hired new librarians (the number of orientations has increased 62% since 2012/13, the library has reached capacity and the number of sessions has plateaued. This position would allow the library to explore new ways of reaching students in a changing educational environment with a specific focus on embedding library instruction in learning communities and guided pathways.

Total Costs
90000

Improvement Acon

Acon It em
The library is a resource for supporting academic success.

Descripon
Provision of quality, accessible, technology-infused learning environment that meets the need of 21st century students.

To be completed By
8/24/2020

Responsible Person
VPI

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon Replace library security gate. Gate is used to secure library collecon and pr ovide count of number of library visitors. Security of library materials and equipment is required by accreditaon s tandards. Gate count is required stas c on annual daàta survey from State Chancellor's Office. Security gate ensures that library resources are available for all students. Library has been requesng this f or many years.	Esmaàted Cost 20000
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Resource Request

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

Descripon/ Jusfic aon Replace library staff computers. Staff computers have not been replaced since 2011. Virtually all library work is managed through computers. Library is migrang t o a new statewide library services platform. Computers have started to fail. This is a cric al need. Computers need to be high quality and allow staff to conduct video conference calls. Library has been requesng this in plans f or many years.	Esmaàted Cost 100000
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Resource Request

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

Descripon/ Jusfic aon Librarians Laptops -- The full-me libr arians rely on laptops to conduct their work anyme, an ywhere. The laptops are at least 6 years old and strarng t o fail.	Esmaàted Cost 10000
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Resource Request

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

Descripon/ Jusfic aon	Esmaàted Cost
Staff Computers -- Staff comptuers are at least six years old and have started to fail. All of the library's work is centered on computers.	50000

Resource Request

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

Descripon/ Jusfic aon	Esmaàted Cost
Printers -- The library needs all new printers. The current printers are at least 10 years old and no longer work with the new Library Services Platform. Printers must be email-enabled. We are unable to provide students with receipts, print informaonal r ecords from the new system, etc. Included should be two heavy duty printers for student use.	75000

Resource Request

Supplies	Noninstructional Supplies and Materials
----------	-----------------------------------------

Descripon/ Jusfic aon	Esmaàted Cost
The library needs annual supplies budget for processing library materials, as well as office supplies to support library service to students and faculty.	11000

Resource Request

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

<p>Descripon/ Jusfic aon Laptops Anyme Dispenser with 12 Lap tops -- Laney students rely on the library for study space. Many work long hours or live in cramped or noisy quarters and the library provides the best opportunity to sit and focus on college work. In todayâ€™s educaonal environment which emphasizes technology, students need to be able to study with a laptop. Many Laney students cannot afford to buy laptop computers. They rely on the library and computer labs on campus to access computers. They also oÃen resort to using their phones as mini-computers, compromising their ability to study and complete assignments.</p>	<p>Esmaàted Cost 60000</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------

The Laptops Anyme c onfiguraon allo ws the library to securely checkout (and recharge) laptops for students. Among the important benefits:

- â€¢ Secure means of checking out laptops to students.
- â€¢ Machine takes photo of laptop borrower.
- â€¢ Laptop works only in library.
- â€¢ Laptops charge while in staon.
- â€¢ Works with library circulaon s ystem.

Resource Request

<p>Technology and Equipment</p> <p>Descripon/ Jusfic aon New Security Gate â€” The current security gate is more than 10 years old. Some funcons ar e no longer supported under the current service agreement. The gate count is no longer working on one side of the gate, which means that the library is no longer able to provide accurate data to the state on library visits. Thus far, the security system of the gate is sll w orking. If this fails, we will lose the ability to ensure the security of our collecons. In addion t o being fiscally prudent, this is a requirement of the ACCJC.</p>	<p>Replacement</p> <p>Esmaàted Cost 20000</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon

Staff Chairs â€” The libraryâ€™s ergonomic staff chairs were purchased about 10 years ago. Several of the chairs have started to fail. The library needs new staff chairs before more chairs fail. Given the extended periods of me thaàt staff are working at computers, quality ergonomic chairs are essenal.

Esmaàted Cost

30000

Resource Request

Facilities

Other

Descripon/ Jusfic aon

Window shades â€” The window shades in the library are original to the building. The shades are mostly broken. The sunlight that pours into the library interferes with students who are studying in the library. Other mes it is too dark. The library needs new, modern window shades that allow the library to block out the sun. The library also needs shades that allow filtered light to enter the library to create a comfortable study environment.

Esmaàted Cost

80000

Resource Request

Facilities

Labs

Descripon/ Jusfic aon

New furniture for L-101 “ The tables are shaky and dangerous and there is a risk of heavy equipment falling. The furniture is ugly and piecemeal and not designed for computers. It is very inconvenient for tech staff. The furniture does not allow students to charge devices. The furniture is depressing and sends a message that the college does not respect students who study. The room could accommodate many more students with new furniture. New furniture could also support shared media viewing capabilities. Several outlets in the room are no longer working (since ceiling projector was installed). The room needs new chairs that roll.

Esmaàted Cost

100000

Resource Request

Facilities

Labs

Descripon/ Jusfic aon

New furniture for L-104 “ The furniture is old and inflexible. The room could accommodate many more students with new furniture. The furniture is very inconvenient for tech staff. The furniture was designed for a different type of use. The current fixed furniture layout is not conducive to group learning. The current fixed furniture layout creates too much distance from the screen for most of the seats. The room needs new chairs that roll.

Esmaàted Cost

100000

Resource Request

Facilities

Other

Descripon/ Jusfic aon

Security Alarm needed at service desks. We need a push-button that allows us to directly contact sheriffs. We have these buttons and staff continue to use them even though they are broken

Esmaàted Cost

5000

Resource Request

Choose an Option

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

People Counter system- this would allow us to track library usage relav ely inexpensively and also improve security since we would know if there were sll people hiding in the libr ary at closing.

Esmaàted Cost

5000

Improvement Acon

Acon It em

The library provides informaon r esources that are of s...

Descripon

Provision of books, print periodicals, textbooks, media and digital resources.

To be completed By

3/16/2020

Responsible Person

VPI

Resource Request

Library

Library materials

Descripon/ Jusfic aon

The library needs an annual allocaon aàt the start of the year for library materials.

Esmaàted Cost

400000

Spending on library materials has declined dramac ally--nearly 40%--over the last 3 years. The library has had to cancel longstanding database subscripons thaàt support special populaons, including s tudents with lower reading levels and Career Educaon pr ograms. Print periodicals, which require an up-front commitment, have been especially hard hit. The library has had to reduce these subscripons fr om 104 to just 29 subscripons. In 2018-19, the college spent just \$10,519 on college library books. As a result, the library is unable to purchase the ties thaàt faculty and students request. Despite an aggressive weeding project, 80% of the library's collecon is sll mor e than 20 years old.

In order to meet the needs of 21st century students, the library needs to update the library book collecon. We also need to dramac ally improve the digital resources we offer to students and faculty to support of the curriculum and improve learning. Faculty have eagerly adopted streaming media into their in-person and online teaching environments. Although the expectaon f or these resources is there, the funding is not.

Libraries are the ulmaàte equity provider. The library provides cric al access to resources to all students. Library materials are a crucial component of these resources.

The library materials request is broken down as follows:

- Books (print and electronic): \$70,000 per year
- Periodicals (print and electronic): \$20,000 per year
- Textbooks (print and electronic): \$50,000 per year
- Research Databases: \$180,000 per year
- Media (including streaming video and audio): \$80,000 per year

Note on drop-down menu: Library materials are library collecons. This needs t o be cleaned up.

Improvement Acon

Acon Item	Description	To be completed By	Responsible Person
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Resource Request

Choose an Option

Improvement Acon

Acon Item	Description	To be completed By	Responsible Person
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Resource Request

Choose an Option

Resource Request Summary

Total Cost: \$705000

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	Hire Instruction & Online Learning Librarian to replace vacant librarian position (Caldeira, deceased). Early this semester, long-time instruction librarian Phillippa Caldeira passed away unexpectedly. The library now has a vacancy and a desperate need for a full-time librarian. With the loss of Phillippa, Laney has just 4 full-time librarians. The other colleges in the district all have 2 full-time librarians.	65000	30000	95000

district all have 3 full-time librarians. The other colleges have about 1/2 the number of students and also provide instructional support for substantially fewer sections. This position is essential for library services. The library is unable to maintain its current level of instructional support services without this position. Furthermore, the library has adjusted work assignments to enable this position to focus more on developing online information literacy tools which will allow the library to better support the growing number of online courses and provide more convenient access to information literacy instruction for students with the work and financial demands that limit their time on campus. This position will also support the roll-out of the library's new non-credit Research Skills certificate. The library's role in student success is well documented. (See Academic Library Impact on Student Success: Findings from the Assessment in Action Team Projects. May 2017.

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/findings_y3.pdf

Students who use the library are more successful in college. They get better grades and are more likely to complete their courses and programs. Student success is a central component of the college's educational master plan, strategic plan and equity plan. Additionally, library programs and services are prominently featured in the facilities and technology master plans. ACCJC

Full-time Faculty	100	<p>accreditation standards require colleges to include information competency in all programs. This position directly supports this requirement.</p>	60000	30000	90000
		<p>Hire Equity Outreach Librarian This request would allow the library to proactively engage with college learning communities and pathways. The position would focus on developing structured orientation workshops and non-credit programs that will respond to the needs of students who are underprepared in information competency skills but lack the time or funds to take additional coursework under new state credit and funding restrictions. Modern libraries are highly reliant on technology, instruction and service. Due to the high degree of specialization (and specialized training) in the profession, full-time community college librarians typically are assigned both general (primarily reference, with instruction as needed) and specialized duties. Hourly librarians are usually assigned general duties only. The need to hire full-time librarians with full-time specialist librarians is necessary if the library is ever to regain full footing with regard to accomplishing our mission within the college. With the implementation of Guided Pathways and the desire to increase student success outcomes at the college, this position is even more critical. The library currently has 2 FTE of hourly faculty; this represents a head-count</p>			

of 6 part-time librarians. Coordinating the scheduling, training, evaluation, etc. of this many part-time librarians is burdensome from a management perspective. Additionally, from a library services perspective, the extensive reliance on part-time librarians is neither advisable nor sustainable. Typically, librarians are employed full-time during the day. Other than references, it is difficult to find librarians with availability during the day. In recent years, the library has benefited from hired PCCD librarians to staff the library during the day. Of our current crew of six hourly librarians, five are references. This position would also allow the library to support student success for an increasing number of students enrolled in distance education instruction, making this position especially critical given the implementation of Canvas and the college's desire to build on our distance education program while improving student success outcomes. (See discussion of student success and library under Enrollment, Criterion 3). After significantly increasing orientations annually as the library hired new librarians (the number of orientations has increased 62% since 2012/13, the library has reached capacity and the number of sessions has plateaued. This position would allow the library to explore new ways of reaching students in a changing educational environment with a specific focus on embedding library instruction in learning

library instruction in learning communities and guided pathways.

Sub-Total: \$185000

Professional Development

No Resources found for this category

Technology and Equipment

Type	Description/ Justification	Estimated Cost
Replacement	Replace library security gate. Gate is used to secure library collection and provide count of number of library visitors. Security of library materials and equipment is required by accreditation standards. Gate count is required statistic on annual data survey from State Chancellor's Office. Security gate ensures that library resources are available for all students. Library has been requesting this for many years.	20000
Replacement	Replace library staff computers. Staff computers have not been replaced since 2011. Virtually all library work is managed through computers. Library is migrating to a new statewide library services platform. Computers have started to fail. This is a critical need. Computers need to be high quality and allow staff to conduct video conference calls. Library has been requesting this in plans for many years.	100000

Sub-Total: \$120000

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

Type	Description/ Justification	Estimated Cost
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Library materials

The library needs an annual allocation at the start of the year for library materials. Spending on library materials has declined dramatically--nearly 40%--over the last 3 years. The library has had to cancel longstanding database subscriptions that support special populations, including students with lower reading levels and Career Education programs. Print periodicals, which require an up-front commitment, have been especially hard hit. The library has had to reduce these subscriptions from 104 to just 29 subscriptions. In 2018-19, the college spent just \$10,519 on college library books. As a result, the library is unable to purchase the titles that faculty and students request. Despite an aggressive weeding project, 80% of the library's collection is still more than 20 years old. In order to meet the needs of 21st century students, the library needs to update the library book collection. We also need to dramatically improve the digital resources we offer to students and faculty to support of the curriculum and improve learning. Faculty have eagerly adopted streaming media into their in-person and online teaching environments. Although the expectation for these resources is there, the funding is not. Libraries are the ultimate equity provider. The library provides critical access to resources to all students. Library materials are a crucial component of these resources. The library materials request is broken down as follows: Books (print and electronic): \$70,000 per year Periodicals (print and electronic): \$20,000 per year Textbooks (print and electronic): \$50,000 per year Research Databases: \$180,000 per year Media (including streaming video and audio): \$80,000 per year Note on drop-down menu: Library materials are library collections. This needs to be cleaned up.

400000

Sub-Total: \$400000

Other

No Resources found for this category

Sign and Submit

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

Evelyn Lord (only one person could enter data)

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

Evelyn Lord



Welcome to Program Review

Laney College - 2019

MACH - 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 Machine Technology Department is to position our students at a level of technical literacy that enables them to advance to the highest level of the trade as a machinist or industrial maintenance mechanic. For Machine technology and Industrial Maintenance technical literacy means competency in use of manual or CNC machines, digital software, Mathematics, technical research, and communicating (speaking, reading, and writing) in the language of the trade and the repair of industrial equipment.

Program Total Faculty and/or Staff

Full Time

Louis Quindlen
Adam Balogh

Part Time

Edward Lloyd
Elise Moss
Peder Aune
Marcus Langston

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.

Machine Technology Program Goals

1. Develop and maintain curriculum, facilities, and technology that engages local industry, meets their needs, and provides our students with opportunities for high wage employment in those industries.

Goal is in progress. Machine Technology is working on several new certificates and continuously upgrading classes. Over the past three years we have purchased \$200K in new equipment and software that has upgraded our capacity to support industry and expand student opportunities. We are still purchasing equipment and software to expand our ability to train students. Evidence of progress is the department's role as a key resource for wide variety of companies and institutions such as Livermore Naonal Lab, TESLA, FM Industries, EBMUD, and SFPUC to act as the training institution for their apprenticeships and interns.

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

2. Continue to work with the state and local industry to develop and implement apprenticeship and internships. We are committed to the "earn and learn" partnership between education and industry. The department is also committed to improving access to apprenticeships and high paying jobs for underserved communities. The department continues to develop pathways to good high paying jobs through apprenticeships and internships.

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

3. Continue and expand student support through scholarships and book purchasing strategies. In 2018-2019 the department awarded \$52,000 in scholarships to 62 students. The department also purchased books for five different classes so all students would have the books the first day of class, then student could pay for the books over the course of the semester.

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

4. Develop planning and training for a smooth transition from our just retired and soon to be retired faculty to our incoming faculty that ensures continued development of our program's strong relationship with industry, continued creation of opportunity for our students, and active participation of the department in shared governance and leadership at the college. The department ranked first on the Laney Faculty Prioritization list and has developed a pool of candidates for the position. Our new full time faculty is performing at an outstanding level and already contributing in the shared governance process.

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

5. Work with the Laney Fab Lab to develop a certificate in Advanced Digital Manufacturing that supports sustainability for the Fab Lab and creates a pathway into the department from local high schools.

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

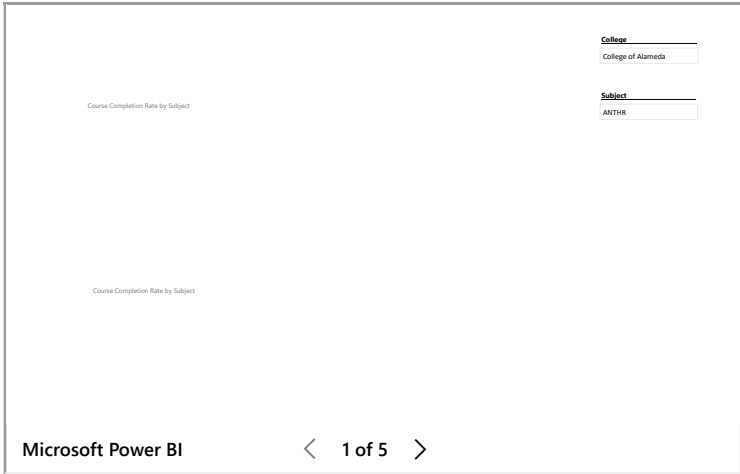
Describe your current utilization of facilities, including labs and other space

The Machine Technology Lab in G100/G120/G101b is currently used for classes from 8:00 AM to 10:00PM Monday through Thursday. When class is not meeting, the classrooms and computer labs are open to students for studying, use of computers for homework or job applications or communications. Classes are also held from 9:00 AM to 2:00 PM on Saturdays in G100. The use of G130 will expand as our Advanced Industrial Maintenance program is rolled out. Currently mach 206, Mach 207, Mach 208 from the Industrial Maintenance program are held in G130. The space is also used by the Laney Engineering Club and the site of various workshops outside of the regular curriculum.

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 the department performs equal to or slightly better than the college as a whole in the area of retention and completion. This is true for all three years of data. For disproportionality impacted students the department scored equal to or slightly better than the college as a whole except for low income students. The one area the department needs to address is the low enrollment of Black/African American students. College wide the Black/African American population is roughly 30% of the student body, while in Machine Technology it is about 8%. Hopefully efforts to build the Fab Lab Pathway into our CTE programs will improve Black/African American numbers in the Machine Technology program.

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 was in CPR last year. An assessment plan was created for course-level outcomes. The department has a designated assessment coordinator, Adam Balogh. Adam was trained in the assessment process during CPR. He is comfortable with SLO assessment and is conning to learn the PLO assessment and the program review/update processes.

Here’s how our system works. The assessment coordinator requests informaon from faculty each semester based on the assessment plan. The requested items are:

- Data:
- The course second’s 5-digit class number
- Assessment method: coursework which demonstrates the designated student learning outcome
- Type of assessment method (ie exam, paper assignment, project, lab report, performance, demonstraon, discussion, speech, ob servaon, sur vey, etc.)
- How many students were enrolled in the course
- How many students were actually assessed by the provided coursework (ie how many took the test, submi ed the assignment, completed the project, etc.)
- How many students met the success criteria of the provided coursework

- Analysis:
- What was the assessment goal (for example, more than 70% of students should achieve 70% or better on a graded test)?
- Did students meet the assessment goal?
- Was the goal appropriate (ie not so easy or so difficult for students to achieve that it was meaningless)?
- What do the numbers mean in context of your course?
- What learning gaps were idenfied?
- What acons will you implement to meet the assessment goals next me ar ound?
- If you implemented acon plans from previous assessments, were they successful in helping to meet assessment goals?

The assessment coordinator then enters this informaon into curriQunet/META.

The department is behind on SLO assessment. About 75% of assessment data has been gathered and about 50% of assessments have been submi ed. We will connue working to close the gap.

- Reasons for the delay include:
- Because of course updates, some of the department’s SLO’s are under review.
- It is generally difficult to get assessment data from part-mer s and to convince them of the importance of assessment.
- Previous assessments have not been parcularly thorough and we are working to figure out a system which can streamline data gathering and submission as well as make assessments more meaningful.

The department has not yet begun assessing program-level outcomes. We will begin that process once we’ve caught up with course-level outcomes. We are and have been doing enough course assessment to be able to assess the program, but the quality of assessment data from previous semesters is not quite as high as would make them very useful for program assessment.

Describe the outcomes and accomplishments from previous year’s funded resource allocaon request.

Brief descripon of funded request	Source (any additional award outside your base allocaon)	Total Award Amount	Outcome/Accomplishment
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4 Bridgeport mills.	Strong Workforce and Proposion 39	\$65/ 2 year	We removed several older machines and are in the process of moving them into high schools to support pathways into our program. The newer machines will provide more access to the vertical mill projects where a backlog on projects existed. They will also hold higher tolerances allowing students to do better work.
5 axis capacity on our CNC mills.	Strong workforce (regional funds)	\$35K	The department has initiated 5 axis machining and is in the process of rewriting and upgrading our CNC curriculum and adding a new certificate in multi-axis machining.
Equipment for Machine 207 (Mechanical Drives class)	Strong Workforce	\$15K	Over the summer and fall of 2019, Adam Balogh built a dynamic balancing machine, a chain and sprocket drive trainer, a V-belt trainer, and projects and curriculum for these projects. We feel these strongly differentiate us from many programs that are using scaled down trainers that would have cost over \$60,000 and not provided our students with industry level training.
Electric Pallet Lifter	Strong Workforce	\$4K	Allows us to organize and store heavy equipment overhead in G130. A forklift can not get into that room

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
Hire full time faculty	Hire full time faculty to replace retiring faculty.	6/30/2020	Faculty prioritization committee
Resource Request			
Personnel	Full-time Faculty		

% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	The Machine Technology instructor may not re-apply until next year if the District initiates a faculty hiring freeze. The department is currently ranked first on the Laney faculty prioritization list. The department can not continue to grow and serve industry, build apprenticeship, promote interns, and support our students through scholarships with one full-time faculty.	70000	35000

Total Costs
105000

Resource Request

Personnel	Student Worker		
% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
25	TA's are needed for safety reasons and to support student success, completion, and graduation. The department had its lowest completion percentage in many years because of the loss of instructional support. In our end of semester surveys almost all students asked for more instructional support.	25000	2000

Total Costs
27000

Improvement Action

<p>Acon It em Upgrade equipment to industry standards</p>	<p>Descripon Advanced Manufacturing is becoming dominated by mul-aaxis machining. Laney Machine Technology has iniaated 5 axis machining through the use of a small trunnion. This is not enough equipment to maintain classes in this are of manufacturing. We will need to write the curriculum for this new cerfic ate and purchase a 5 axis machine along with a mul-aaxis lathe</p>	<p>To be completed By 7/1/2021</p>	<p>Responsible Person Department Chair/Dean</p>
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Resource Request

<p>Technology and Equipment</p>	<p>New</p>	<p>Esmaated Cost 200000</p>
<p>Descripon/ Jusfic aon A 5 axis milling machine and mul-aaxis lathe with live tooling</p>		

Resource Request

<p>Technology and Equipment</p>	<p>New</p>	<p>Esmaated Cost</p>
<p>Descripon/ Jusfic aon 5 axis fixturing. We are already exploring 5 axis tooling and fixturing based on our trunnion. We also have the capacity for 4 axis milling and have some tooling for that. Our current round three funding contains regional funding for these acvies, so no addional funding should be necessar y.</p>		

Improvement Acon

<p>Acon It em Replacement of instructors workstaon leavel laptops an...</p>	<p>Descripon Current laptops and computers are seven years old. Currently we are running three simulaon and solid modeling sow are. the old computers are crashing on a regular basis. Laptops are the priority</p>	<p>To be completed By 4/1/2020</p>	<p>Responsible Person Department Chair/Instruconal E quipment Committee</p>
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Resource Request

Technology and Equipment

Replacement

Description/ Justification

Two instructor laptops need to be replaced. Instructors are running heavy simulation and solid modeling programs. A high end graphic card is necessary.

Estimated Cost

10000

Resource Request

Technology and Equipment

Replacement

Description/ Justification

Replace the workstations in our computer lab. They are performing solid modeling and simulation. High end graphic cards and processors are necessary. This should be a bond fund expenditure.

Estimated Cost

Improvement Action

Action Item

Support machining activities with metal and tooling supplies...

Description

Steel, aluminum, stainless steel and other materials are necessary for machining projects. Cutting tools including carbide and high speed tools are also necessary. We are currently funded through May/2020 with supply money

To be completed By

7/1/2020

Responsible Person

Department Chair/Budget Committee

Resource Request

Supplies

Instructional Supplies and Materials

Description/ Justification

Metal, primarily steel, aluminum, and stainless steel for student projects. Cutting tools including high speed tools and carbide tools and inserts.

Estimated Cost

12000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Reorganize shop for more efficient use of space	Space needs to be evaluated for increased efficiency. Possibilities of r emoving two non load bearing walls to create more machine space. possibility of moving computer lab to a larger lab in G building creang spacea for increase class size. Another possible bond project	7/1/2021	Department chair/Facilities Committee

Resource Request

Choose an Option

Resource Request Summary

Total Cost: \$354000
 Total Resource Request: 8

Program Update Personnel		Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Type	% Time				
Full-me Faculty	100	The Machine Technology instructor may not rer e unl neaxt year if the District iniaàtes a faculty hiring freeze. The department is currently ranked first on the Laney faculty prioritiz aon lis t. The department can not connue t o grow and serve industry, build apprenceship, promote interns, and support our students through scholarships with one full me f aculty.	70000	35000	105000

Student Worker	25	TA's are needed for safety reasons and to support student success, completion, and graduation. The department had its lowest completion percentage in many years because of the loss of instructional support. In our end of semester surveys almost all students asked for more instructional support.	25000	2000	27000
Sub-Total: \$132000					

Professional Development
No Resources found for this category

Technology and Equipment

Type	Description/ Justification	Estimated Cost
New	A 5 axis milling machine and multi-axis lathe with live tooling	200000
New	5 axis fixturing. We are already exploring 5 axis tooling and fixturing based on our curriculum. We also have the capacity for 4 axis milling and have some tooling for that. Our current round three funding contains regional funding for these activities, so no additional funding should be necessary.	
Replacement	Two instructor laptops need to be replaced. Instructors are running heavy simulation and solid modeling programs. A high end graphics card is necessary.	10000
Replacement	Replace the workstations in our computer lab. They are performing solid modeling and simulation. High end graphics cards and processors are necessary. This should be a bond fund expenditure.	
Sub-Total: \$210000		

Type	Description/ Justification	Estimated Cost
Instructional Supplies and Materials	Metal, primarily steel, aluminum, and stainless steel for student projects. Cutting tools including high speed tools and carbide tools and inserts.	12000
Sub-Total: \$12000		

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.

Louis Quindlen, Adam Balogh

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

Louis Quindlen



Welcome to Program Review

Laney College - 2019

MATH - 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 Mathematics Department offers a rich curriculum to meet the diverse needs of students at Laney College. Our course offerings include those transferable to four-year colleges/universities, those tailored for programs in career and technical education, along with those designed to help students strengthen their basic skills.

Program Total Faculty and/or Staff

Full Time

Tracy Camp
Kathy Williamson
Christine Will
Rina Santos
Fred Bourgoin
Derrick Smith
In Park
Hungwen Chang
Nick Shaposhnikov
David Ross

Part Time

Joseph Almeida
Oscar Bascara
Otto Bischof
Julie Chung
Flor Feldman
Kathy Fung
Jen Gerry
Matt Hubbard
Seth Lavender
Bill Lepowsky
Weijian Liang
Munlok Lum
Chris Okpalaugo
Efrem Rensi
Calvin Rouse
Danielle Ta
Nigus Teklehaymanot
Tony Tran
Van Tran
Anna Werner
Timothy Wutke
John Yee

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. Re-examine the purpose of Math 221

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

2. Update Course Outlines of Record (CORs) on a regular basis.

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

3. Obtain C-ID designation for all courses with C-ID descriptors

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

4. Increase hybrid offerings

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

5. Redesign the developmental mathematics 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
Advance Student Access, Equity, and Success

6. Complete assessment cycles for SLOs in all courses

Status
In-Progress

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

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

District Goal
Advance Student Access, Equity, and Success

7. Change our Program Learning Outcomes (PLOs)

Status
In-Progress

College Goal
Offer students the highest quality curriculum and services

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

District Goal
Advance Student Access, Equity, and Success

8. Increase instructor hours in the Math Lab, and reinstate Friday hours

Status
In-Progress

College Goal
Offer students the highest quality curriculum and services

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

District Goal
Advance Student Access, Equity, and Success

9. Hire additional instructional assistants for the Math 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

Advance Student Access, Equity, and Success

10. Make use of in-class tutors

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

11. Increase computer access for students

Status
In-Progress

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

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

District Goal
Advance Student Access, Equity, and Success

12. Create instructor-directed study groups with tutors (especially for hybrid courses)

Status
In-Progress

College Goal
Offer students the highest quality curriculum and services

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

District Goal
Advance Student Access, Equity, and Success

13. Create in-house tutor training program

Status
In-Progress

College Goal
Offer students the highest quality curriculum and services

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

District Goal
Advance Student Access, Equity, and Success

14. Increase attendance at conferences

Status
In-Progress
College Goal
Promote a collaborative institutional culture for communication, governance and decision-making
District Goal
Strengthen Accountability, Innovation and Collaboration

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

15. Investigate zero-unit courses

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?
We have created enhanced non-credit support courses plus the Workforce Development course (Math 504) - expected to be offered fall 2020.

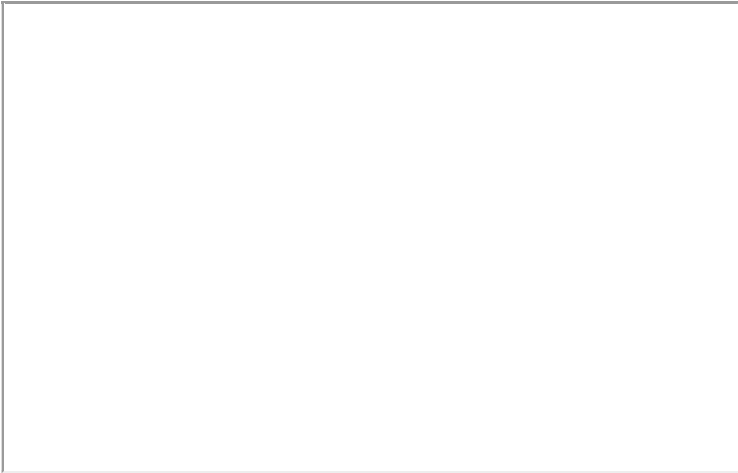
Describe your current utilization of facilities, including labs and other space

While Mathematics courses are held all over campus, the majority are grouped in the G-complex, in G 203 - to G 211. The Math Lab (a tutoring center, and resource center for students taking self-paced Algebra and Math for the Trades courses) occupies G 201; it contains about 30 computers for students to access the internet. G 201 also is equipped with a ceiling mounted projector and computer station like many of the smart classrooms on campus. G 202 is a small room that connects G 201 with G 203 and houses 4 computers plus a large laser printer for classified and faculty use. Several faculty members have offices in the west wing of the 5th floor of the Tower building, and some faculty members have office space in the G 201-212 quad area. A small office space, G 204, has been set up as additional space (to G 202) for part-time faculty.

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.

On average, retention in Laney Math classes was very similar to college-wide retention. Completion in Math mirrored increases in college-wide completion, but note, the level of completion was below college-wide completion on average by about 8 percentage points. This difference between subject area completion and college-wide completion is almost identical to the same comparisons at the other 3 Peralta campuses, however Laney college enjoys the highest average completion of the 4 campuses.

Completion data by age reveal that 16 to 18 year olds perform at a slightly higher level than 19 to 29 year olds, then the completion really starts going up in the various categories, with a major exception being the 55 to 64 year old category, which showed a 3 year decline. But then ages 65 and above showed radically high rates of completion.

Certainly performance gaps exist among identified ethnicities; consider the completion rates for the most recent academic year: American Indian 40%, Asian 78%, African American 51%, Hispanic 54%, Pacific Islander 57%, and White 74%. And performance gaps exist in the other noted categories: DSP&S 67%, Foster Youth 68%, Low Income 74%, and Veterans 68%.

The most significant changes in Community College Math will come in the '19-'20 academic year, when the full impact on completion (i.e. success) will be seen. Based on experiences from other colleges who have piloted the placement strategies that are now mandated by AB 705, we are expecting completion rates in transfer level courses to plummet to about 40-50%. While this sounds dire, data have shown that students have a higher chance of eventually passing a transfer level class (with "support", as recommended) compared to the historic model of placing a student in a basic skills course that is considered prerequisite to the transfer level course.

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 lecture courses in the Mathematics Department contain 3 SLOs each. The reasoning for 3 SLOs/course is that, with a prescribed 3-year SLO Assessment cycle, one SLO would be chosen to be assessed each academic year. The Department has been on top of SLO assessment and reporting for all its courses, as described in the plan above, with results, reflections, and action plans entered into the online program curriQunet. PLO data, which had been loaded into Taskstream (a previous online program which was used for housing SLO/PLO data) is now no longer retrievable. The Department plans to continue PLO assessment as soon as practical.

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
Hire a full-time instructor	Faculty allocation/prioritization	One instructor	The screening committee is in process, with the expectation to forward finalists to the college President in early November.

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
Make sure faculty members have the resources to help ...	Instructional supplies	1/1/2020	Ronald Asseko

Resource Request

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

Descripon/ Jusfic aon
Non-toxic white board markers for all faculty members

Esmaàted Cost
1000

Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusfic aon
Paper for printing

Esmaàted Cost
50

Improvement Acon

Acon It em
To provide faculty members with tools needed to maxi...

Descripon
Replacement of faculty computers

To be completed By
5/1/2020

Responsible Person
David Ross

Resource Request

Technology and Equipment Replacement

Descripon/ Jusfic aon
Replace obsolete faculty supplied computers

Esmaàted Cost
5000

Resource Request Summary

Total Cost: \$6050
Total Resource Request: 3
Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

Type	Descripon/ Jusfic aon	Esmaàted Cost
Replacement	Replace obsolete faculty supplied computers	5000

Sub-Total: \$5000

Supplies

Type	Descripon/ Jusfic aon	Esmaàted Cost
Instruconal Supplies and Maàterials	Non-toxic white board markers for all faculty members	1000
Instruconal Supplies and Maàterials	Paper for prinng	50

Sub-Total: \$1050

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.

David Ross

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

David Ross



Welcome to Program Review

Laney College - 2019

MEDIA - 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 BROADCAST MEDIA COMMUNICATIONS MISSION STATEMENT

The Laney College Media Communications Department offers quality video production classes for students seeking degrees, certificates, transfer, or a career-technical education in audio/video production. Utilizing the latest industry advances and equipment, this hands-on discipline focuses on foundation skills through advanced techniques in preproduction, production and post production for digital video, as well as, feature film production, radio and the broadcast arts. These courses cover the gamut of authoring, producing, editing and distributing creative content for the continually evolving communications technologies. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Program Total Faculty and/or Staff

Full Time

Marla Leech

Part Time

Vina Cera
Steve Shlisky
Koina Freeman
Dale Nabeta
Noemi Zeigler
David Santamaria
Franklin Miller
Jake Schoneker
Sagesse Graham

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.

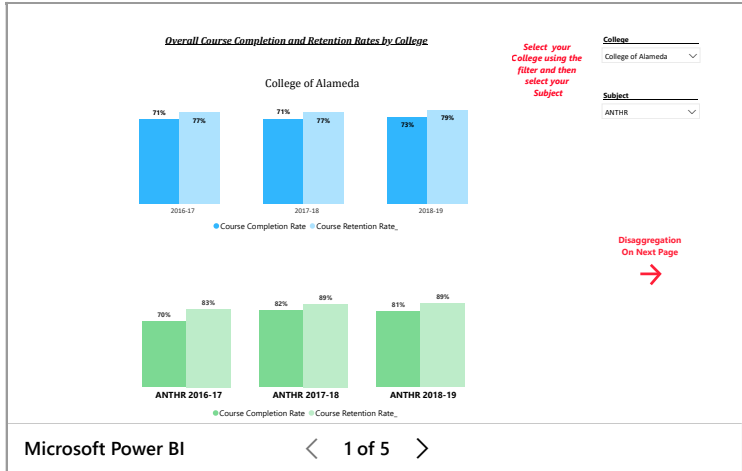
Describe your current utilization of facilities, including laboratories and other space

Classes are held in the two classrooms in the Theatre Building - TH319 & TH426. There are also two studios (one on the third floor and one on the fourth floor) and an edit suite with 8 iMac workstations. Since many of our classes involve video production, students will use the whole Laney Campus for video/audio recording sites. This campus provides a superior "real world" student learning environment.?? Some of our classes are held in the Technology Center F-170 and our students will drop in to complete their projects during open labs.

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.

-Media average at or above Laney average
 rising slightly past 2 years

~7.5% incr in retenon, 14% in c ompleons haàve kept pace w/college rate

Sig Changes: AV, XR programs - meaning: at the cusp of rapidly changing technology industry standards, so students are well prepared for current job market

AV companies are contacng us f or poss. graduates to employ & will parcipaàte in a career exploraoon f air in Nov.

-In process of deacv ang seǵveral courses this academic year: course no longer significant in the industry; new courses as yet untaught;

-

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).

-Media Department Retreat on October 22 for a workshop on inping Assessmen t Data into Meta.

-Revised Mission Statement

-Co-Chairs met regularly to discuss and input data

-Chairs to assess PLOs at the end of 2019-2020 Academic Year

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
Drones Purchase	SWP	\$2000	2 High School Workshops, Faculty Workshop During Flex Day, Woman's Workshop, Collaborav e Drone Program with MerriÃ
XR Program	SWP	\$175,000	Oui ed Laney XR Lab, Refreshed the Mac Lab in Tech Center with high speed Macs. Fully enrolled Program.
AV	SWP	\$10,000	Supported two new classes
Video Producon E quipment	SWP & Perkins	\$5000	Updated/Purchased Equipment

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
Student Workers	Lab Assistance, Storeroom Maintenance		Vina Cera, Steve Shlisky

Resource Request

Personnel	Student Worker		
% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
25	Instructional Help in Labs	2700	
Total Costs			
2700			

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Equipment			

Resource Request

Supplies	Instructional Supplies and Materials

Descripon/ Jusfic aon
5 - Replacement Camera Ba eries Panasonic Cameras

Esmaàted Cost
1000

Many of our exisng baà eries are 10+ years old and will not hold full charges. We need to replace our aging supply.

Resource Request

Technology and Equipment Replacement

Descripon/ Jusfic aon
2 - Lenovo (WIndows) Laptop for Flight Simulators/student video eding

Esmaàted Cost
3400

Key part of shoong /eding w orkflow for Drone classes

Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusfic aon
20 - Ba eries for Portable Lights - Sony

Esmaàted Cost
2000

Exisng baà eries no longer hold a charge. They are more than 10 years old.

Resource Request

Supplies Instructional Supplies and Materials

Descripon/ Jusfic aon
6 - Drone Replacement Ba eries

Esmaàted Cost
300

Extra Ba eries for new drone purchase

Resource Request

Technology and Equipment	New	
Descripon/ Jusfic aon		Esmaàted Cost
2 - Apple iPods		1000
Used in controlling/monitoring Drone flights		

Resource Request

Technology and Equipment	New	
Descripon/ Jusfic aon		Esmaàted Cost
4 - iPod Cases		150
Protecon f or iPods		

Resource Request

Technology and Equipment	New	
Descripon/ Jusfic aon		Esmaàted Cost
1 - Mavic Pro 2 Zoom		1500
Drone Upgrade, new technology		

Resource Request

Technology and Equipment	New	
Descripon/ Jusfic aon		Esmaàted Cost
2 - DJI Smart Controller		1500
Screen Controller for exisng Dr one Fleet		

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

4 - Zoom Livetrack L20

Esmaàted Cost

4000

Upgrade digital audio mixer/controller. Equipment upgrade for audio and A/V classes

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon

5 - Dual Battery Chargers (Lights)

Esmaàted Cost

500

Batteries allow lights to be used in the field away from wall sockets. Old charges no longer charge batteries.

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon

5 - Tripods

Esmaàted Cost

4000

5 replacement tripods to replace failing existing equipment. Tripods are in heavy use and wear out after a couple of years.

Resource Request

Technology and Equipment

Replacement

Technology and Equipment

New

Description/ Justification
1 - Zoom F8n

Estimated Cost
1100

Industry standard 8 input field audio recorder. Necessary for recording live bands in studio or on location when wall power is not available.

Resource Request

Technology and Equipment

Replacement

Description/ Justification
2 - Zoom H6n

Estimated Cost
700

Replacement for 2 failed Zoom H4n units. H4n units are no longer in production this is an upgrade of the failed units.

Resource Request

Technology and Equipment

Replacement

Description/ Justification
3 - Shotgun Microphone DSLR with Boom Pole Kits

Estimated Cost
2000

Replacement for aging microphones. These will work for our fleet of DSLR cameras as well for our larger format cameras and audio recorders.

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon	Esmaàted Cost
5 - Microphone stands	300

We only have a couple of microphone stands, there is not enough at the moment to survive our audio and music video classes.

Resource Request

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

Descripon/ Jusfic aon	Esmaàted Cost
2 - A@enuator Box (Rolls DB225 Direct In Box)	200

For assuring clean audio signal for recordings

Resource Request

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

Descripon/ Jusfic aon	Esmaàted Cost
1 - Audio Technica AT 2022 x/y stereo microphone	300

Replacement upgrade for failed microphone. Generally for recording in stereo music recordings.

Resource Request

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

Descripon/ Jusfic aon	Esmaàted Cost
4 - USB SD Card Readers	100

Replacement for old card readers which have bent pins and no long work.

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon
6 - Head phone spliÄers

Esmaàted Cost

150

Connects audio recorders to mulple outputs f or monitoring. Item department has never owned.

Improvement Acon

Acon It em
Industry Conferences

Descripon
Industry Relevant

To be completed By
5/15/2020

Responsible Person
Vina Cera/Steve Shlisky

Resource Request

Professional Development

Individual/personal PD needed

Descripon/ Jusfic aon
Industry Relevant Informaon - t o keep current and changing future technology

Esmaàted Cost

2000

Improvement Acon

Acon It em
Classroom Maintenance

Descripon
Transformer removed from Room TH??

To be completed By
5/15/2020

Responsible Person

Resource Request

Facilities

Classrooms

Descripon/ Jusfic aon

Transformer removed from Room TH??

Esmaàted Cost

2000

Resource Request Summary

Total Cost: \$33350

Total Resource Request: 26

Program Update

Personnel

Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Student Worker	25	Instruconal Help in Lab s	2700		2700
Sub-Total: \$2700					

Professional Development

Type	Descripon/ Jusfic aon	Esmaàted Cost
Individual/personal PD needed	Industry Relevant Informaon - t o keep current and changing future technology	2000
Sub-Total: \$2000		

Technology and Equipment

Type	Descripon/ Jusfic aon	Esmaàted Cost
Replacement	2 - Lenovo (WIndows) Laptop for Flight Simulators/student video eding` Key part of shoong /eding w orkflow for Drone classes	3400
New	2 - Apple iPods Used in controlling/monitoring Drone flights	1000
New	4 - iPod Cases Protecon f or iPods	150
New	1 - Mavic Pro 2 Zoom Drone Upgrade, new technology	1500
New	2 - DJI Smart Controller Screen Controller for exisng Dr one Fleet	1500
New	4 - Zoom Livetrack L20 Upgrade digital audio mixer/controller. Equipment upgrade for audio and A/V classes	4000
Replacement	5 - Dual Ba. ery Chargers (Lights) Batteries allow lights to be used in the field away from wall sockets. Old charges no longer charge batteries.	500

Replacement	5 - Tripods 5 replacement tripods to replace failing existing equipment. Tripods are in heavy use and wear out after a couple of years.	4000
Replacement	5 - Boom Poles 5 replacement boom poles to replace failing existing equipment. Boompoles are in heavy use and wear out after a couple of years.	1000
Replacement	5 - Microphone Mounts for Boom Poles Replacement Mounts hold microphones to Boom Poles, replacement as a set to replaced Boom Poles	200
Replacement	5 - Panasonic Battery Chargers To replace our aging camera battery chargers.	1200
New	1 - Zoom F8n Industry standard 8 input field audio recorder. Necessary for recording live bands in studio or on location when wall power is not available.	1100
Replacement	2 - Zoom H6n Replacement for 2 failed Zoom H4n units. H4n units are no longer in production this is an upgrade of the failed units.	700
Replacement	3 - Shotgun Microphone DSLR with Boom Pole Kits Replacement for aging microphones. These will work for our fleet of DSLR cameras as well for our larger format cameras and audio recorders.	2000
New	5 - Microphone stands We only have a couple of microphone stands, there is not enough at the moment to survive our audio and music video classes.	300
New	2 - Attenuator Box (Rolls DB225 Direct In Box) For assuring clean audio signal for recordings	200
Replacement	1 - Audio Technica AT 2022 x/y stereo microphone Replacement upgrade for failed microphone. Generally for recording in stereo music recordings.	300
Replacement	4 - USB SD Card Readers Replacement for old card readers which have bent pins and no longer work.	100
New	6 - Head phone splitters Connects audio recorders to multiple outputs for monitoring. Item department has never owned.	150

Sub-Total: \$23300

Supplies Type	Description/ Justification	Estimated Cost
Instruconal Supplies and Materials	5 - Replacement Camera Batteries Panasonic Cameras Many of our existing batteries are 10+ years old and will not hold full charges. We need to replace our aging supply.	1000
Instruconal Supplies and Materials	20 - Batteries for Portable Lights - Sony Existing batteries no longer hold a charge. They are more than 10 years old.	2000
Instruconal Supplies and Materials	6 - Drone Replacement Batteries Extra Batteries for new drone purchase	300
Instruconal Supplies and Materials	72 - AA Batteries Batteries for our microphones and audio recorders. We are almost out.	50

Sub-Total: \$3350

Facilities

Type	Descripon/ Jusfic aon	Esmaàted Cost
Classrooms	Transformer removed from Room TH??	2000

Sub-Total: \$2000

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.

Vina Cera, Steve Shlisky

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

Steve Shlisky, Vina Cera



Welcome to Program Review

Laney College - 2019

Office of the President - 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.

To provide leadership for ensuring institutional effectiveness and robust participatory governance, by creating a culture of data-driven decision-making that fosters engagement and high-quality educational offerings through campus-wide coordination, communication, and research & marketing that aligns with the College's mission, vision and strategic plan.

Program Total Faculty and/or Staff

Full Time

Tammeil Gilkerson, College President
Maisha Jameson, Executive Assistant
Arlene Lontoc, Staff Assistant
Clifton Coleman, Research and Systems Technology Analyst
Larena Baldazo, Public Information Officer

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.

Foster greater visibility and inclusivity among the campus community by supporting initiatives that support students, faculty, and staff, and advocate for groups that are underrepresented on campus.

Status

Completed

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

* Classified Professional Development Support

Completed

College Goal

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

District Goal

Advance Student Access, Equity, and Success

The College president provides \$9000 in funding for the professional development of classified staff. These funds are carved out of the President's Office budget to support the growth of the college's professional growth.

* More work on supporting housing and food insecure students

The College president serves on the CA Community College Leagues' Affordability Food & Housing Access Taskforce, where State and community college leaders proactively engage in discussions and interventions to alleviate these insecurities that affect our students

The College is working to partner with the County of Alameda in order to expand resource offerings to the Laney College students. Meeting scheduled for January 2020.

The College has tapped into her membership with the Oakland Rotary to leverage Oakland Rotary volunteers coming to provide regular help for all of the College's scheduled Food Give-Away days. Now able to do weekly produce give-aways given this partnership.

The #RealCollegeCalifornia Basic Needs Summit was hosted by Laney College on 12/6. The Summit drew over 240 attendees from across the State to discuss how Colleges can meet the needs of their students who basic needs insecure.

The College President partnered with the community activist Patricia Lewis and Berkeley Rotary Club's joint Solo Mio Project to create and distribute care packets (with toiletry items) for homeless students/community members.

* Work to better serve and support under-represented Laney students/prospect students/employees

The College's PIO did a lot of marketing and outreach related to the re-birth of the Laney College Puente Program

Through the College president's work with the Catalyst Grant/Immigrants Rising Group, she works to co-design and facilitate trainings across the State for Financial Aid & Admissions staff to better serve the undocumented student population. The Northern CA training was held at Laney College on 11/18/19.

The College president has worked with the Taskforce Supporting Undocumented and Mixed Status Students at Laney College to develop recommendations. The Recommendations were approved through the Laney College Council and work to implement them has begun.

The College president has worked with the Lavender Project to develop activities/events and new practices to support and provide better access to the College's LGBTQ population. Some examples include: first Queer Prom, Laney LGBTQ Logo, gender supportive bathroom signs, updated the Laney Catalog with gender-neutral pronouns, held first Trans Day of Remembrance, supported Queer Brunches and National Coming-Out Day (President's Office did the Tower building display), supported the Laney Booth at the Oakland Pride event.)

Promoted the Next UP Program for foster youth on social media this summer and fall. Program was featured in

Chancellor's Office video. Another round of promotion will occur during spring term.

Adopted two new SOPs to support the College's disabled students/staff Chair liability form list, non-discriminatory restroom facilities and greater inclusion for LGBTQ+ individuals
https://laney.edu/business_office/wp-content/uploads/sites/68/2019/08/SOP6.95_NondiscriminatoryRestroomFacilityAccess_Aug2019.pdf

https://laney.edu/business_office/wp-content/uploads/sites/68/2019/08/SOP6.65_TheaterMusicList_Update-Aug2019.pdf

* To explore what we can do to address tracking these populations for needed services.
The Research Analyst did a lot of work to support the disaggregation of the data for the Equity Plan

A dashboard will be introduced in January 2020 that will allow users create contacts lists based on a set of variables (i.e. African American, 3.0+ GPA, enrolled in fall 2019).

* "We Rise" Awards

Completed the 2nd year of facilitating the process for the College to select its "We Rise" Awardees. Create & put out survey, then compile survey data for President's Cabinet to inform the final decision. Communicate and acknowledge winners campus-wide and at the College's Staff Appreciation Event & within the Graduation Program, and order/present actual awards for them.

Create a comprehensive communication strategy to keep the college community informed about essential matters and participatory governance decision-making.

Status
Completed

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

District Goal
Strengthen Accountability, Innovation and Collaboration

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
* Implement BoardDocs college-wide to provide the structure for the College's shared governance bodies. Provide BoardDocs training to help the Committee Chairs manage their committees.
The College President's Office budgeted for and secured the BoardDocs Pro platform that allows for use of BoardDocs for multiple committees. The Executive Assistant coordinated the College-wide transition to BoardDocs and worked with BoardDocs to schedule training on Sept. 18-19. The Executive Assistant, as the College's Super Publisher for BoardDocs, continues to provide on-going training to staff as needed. The following committees have piloted and already converted to BoardDocs: College Council, Distance Education, Professional Development, Student Success & Equity Committee. Strategic Enrollment Management. Curriculum. Budget Advisory. Classified Senate. Institutional

Equity Committee, Strategic Enrollment Management, Sustainability, Budget Review, Student Success, Institutional Effectiveness, Technology Planning Committee. The remaining committees will move to BoardDocs Spring 2020. BoardDocs helps the College track committee work towards the College's strategic goals.

* Complete the updating of the Participatory Governance Organization Manual (PGOM) and get it approved through College Council

During 2018-19 AY, the Executive Assistant worked with the College committees and coordinated the review and update of all of the committee information within the PGOM, and ensured that all committees brought any necessary or appropriate updates through College Council for approval. The College president worked to update the layout of the manual for a more efficient presentation. The updated and current manual was sent out to all faculty and staff and is posted and maintained current on the College's website.

* Improve shared governance representative follow-up/communication with their constituencies to facilitate a more informed campus community

The College president created a Constituency Report Back Form and presented it to College Council. Provides regular reminders for use of these forms to help facilitate better communication between shared governance reps and their constituencies. To begin having copies ready at College Council and President's Cabinet meetings.

* Shared Governance Committee Chairs Training/Meeting with the College President

The Executive Assistant works to ensure that the College president meets at least twice annually with the College's Committee Chairs/Leads to establish a venue for regular check-ins on best practices and procedures, and to ensure that the Committees Chairs are completing the work according to their roles, i.e. ensuring goals are set and that regular assessment is occurring, appropriate maintenance of committee documents and website, filling seats for all constituencies - faculty, classified, administrators and students, etc..

* Keep College-community informed

Increased the number of regular College-wide announcements of events and updated website with all College events.

Provided Flex Day and ongoing informal trainings for faculty and staff on how to add their events to the website.

Increase regular updates sent out College-wide about the College facilities

Now include link to College Council website with regular reminders to College community about the College Council meetings. Now publish College Council End of the Year Reports listing all actions that are approved through the Council on behalf of the College.

- Create a comprehensive online factbook (interactive data dashboards)
- Create an end-of-semester faculty/discipline overview report

Status
Completed

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

District Goal
Strengthen Accountability, Innovation and Collaboration

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
 * Develop a detailed department factbooks with dashboards for data needed for assessment and program review. AND Research Analyst and PIO to work together to create "How-To" videos related to the factbook usage. Worked with District Instructional Research (IR) Department to revamp their website. Created a comprehensive online factbook that includes most of the data that people regularly request. College president and research analyst did trainings at the October and August Flex Days related to effective usage of the factbook and District IR website.

* Create "Semester Snapshot" report for dissemination around Flex Day every primary term and summer as well. AND To do a Flex Workshop showing faculty how to use the data. The Research Analyst completed the first End-of-Semester Discipline Faculty Overview, and they were sent out to all faculty September 2019.

* Build a campaign around annual commitments to individual goals that map back to the College's Strategic Plan. Build culture around doing this. Use Snapshots to inform goals moving forward. Look into an online system to track input from campus community on actions and progress made towards the strategic plan. Could we have someone build us a database (in Access) - ideally connected to the PR system? (Tammie to reach out to Irfran Ortak and Johnnie Williams.) The President held a College-wide Planning Retreat in April 2019 where there was a focus on working to implement the College's Strategic Plan. All attendees were asked to participate in an activity that asked them to set individual/department goals that mapped back to the College's strategic goals. Shared Governance Committees were asked to do the same.

The College's Instructional Effectiveness Committee's Charge was updated to include facilitation and coordination of the tracking of the College's progress towards the Strategic Plan.

Design and sponsor all-employee engagement activities that foster a campus culture of teamwork and fun.

Status

Completed

College Goal

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

District Goal

Strengthen Accountability, Innovation and Collaboration

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

* All Employee Appreciation Event
The College President convened a planning committee to plan and carry out an all-employee appreciation event in May that was very well attended. The event was held in the Laney Fieldhouse. Great reviews came from the event. This will be an annual event that unifies the appreciation events for all College staff.

* New Year/Beginning of the Semester Open House/Meet & Greet Dessert Event - President's Offices will remain open, food in conference rooms.
New Year/Beginning of the Semester Open House/Meet & Greet Reception scheduled for January 29, 2020. To also serve as a meet for the campus to welcome the new Chancellor.

* PCCD or Laney Intranet or Online community for unofficial postings and helpful instructional information. This can be a place with staff share personal requests or suggestions for events/items of interest. To help build community. College president started creating an internal learning community hub on the Laney website via share-point. To be accessible by Laney staff only where they can find helpful internal information. This can help with the employee orientation content.

* Love Laney Campaign. To order more T-shirts. Social Media #LANEYLOVE contest to raise funds to place in foundation - to benefit students.
A LaneyLove campaign was held and promoted by the College president via social media. \$800 was raised to support Laney students. Discussion will be held on whether to make this a regular (annual/semester) campaign.

- Develop and implement a new employee orientation
- Collaborate with Classified Senate to foster and sponsor ongoing professional development opportunities for classified staff

Status
Completed

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

District Goal
Strengthen Accountability, Innovation and Collaboration

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
* Continue Tuesdays with Tammeil
The College President has continued to hold monthly Tuesdays with Tammeil sessions.

* Classified Professional Development Support
The College president provided \$9,000.00 in funding for the professional development of classified staff. In 2018-2019, the Classified Senate spent \$ 9,285.78 in total to support professional development opportunities. The funding was allocated to support Classified Professionals Fall & October Flex Day activities, 4C's State-Wide Classified Leadership Institute Conference attendance and purchasing of the Laney Classified Table Covers. These funds are carved out of the President's Office budget to support the growth of the college's professional growth.

The College president encourages all of the College's managers to allow their classified staff off to attend these, as well as other professional development activities.

The College President worked with the College's Professional Development Committee Chairs to include Classified staff activities in the Flex Day workshops, which have historically been designed for faculty. During the Fall 2019 Flex Day, workshops were added that were either designed for classified staff, or could be for both faculty and classified (i.e. Purchasing Guidelines, Website Training, Film & Discussion "The Mask You Live In", Office 365/Peralta Portal Training, Accreditation Presentation, How to Support the Emotionally Distressed Student Session)

The College president is working with the "Student Success Advocates" (trained by the College's investment in InsideTrack coaching, in order to leverage the training they received. The plan is for these certified and trained classified professionals to provide training to the other classified professionals in order to share the knowledge and skills learned, etc.)

- Create collateral materials that promote the College and its programs and services
- Provide greater access to multi-lingual materials and information

Status
Completed

College Goal
Increase awareness and access to disproportionately impacted communities

District Goal
Advance Student Access, Equity, and Success

Increase back-end support for targeted student outreach strategies and interventions

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
* PIO to develop and increase the College's strategic outreach and marketing, especially to these communities.
Examples: "We are Laney" updates, iEnroll campaign, develop new advertisements developed, AC Transit bus ads, updated brochures, etc.. Look into how much it costs to advertise on the buses/Bart, budget for it, etc.. Look into purchasing a digital billboard on the Laney parking lot land. Price it out.
The College president has worked with the CTE Dean to supplement President's Office funding for Bart and Bus advertisements. Some President's Office funds have been allocated as well. President's Office staff got an ICC in place. Worked with a graphic designed on the Bart ads.
The PIO has worked to promote the Next Step Program for foster youth.
PIO working with CTE Dean on a Facebook Ad to target the Laney community.

* Increase multi-lingual outreach and marketing collateral materials.
The College has increased its investment in providing multi-lingual collateral materials (ex. brochures, handouts, etc.) Working to secure more multi-lingual ads at the Fruitvale Bart station in the fall to affect spring 2020 enrollment.

Status
Completed

College Goal
Promote equity

District Goal
Advance Student Access, Equity, and Success

Work with community-based organizations and industry partners to strengthen and leverage relationships that benefit the campus community.

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
The College Researcher pulled data on the Laney students who indicated "declined to state" (related to their ethnicity) within the system and worked with other President's Office staff to conduct a call campaign to attempt to gather more details information about these students so that the College has more accurate data, and hence will be able to better serve them. A process was designed for students to be able to update their ethnicity. Were able to get about 50 students updated.

Status

Completed

College Goal

Offer students the highest quality curriculum and services

District Goal

Engage and Leverage Partners

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

* Tammeil to travel more and serve on more boards, commissions, task forces, etc..
The College President serves on the following external boards/taskforces: CA Community College Leagues' Affordability Food & Housing Access Taskforce, Oakland Dialogue, State Chancellor's Office Distance Education & Education Technology Advisory Committee, Catalyst Fund Advisory Board, Bay Area Workforce Funders Collaborative Equity at Work Council, Northern Alameda County Regional Consortium for Adult Education, Rotary Club of Oakland. She travels much more to participate in these groups, as well as to support community programs, events.

The College president secured and solidified the following partnerships with the following groups: Last Chance U (raised \$50K), Oakland Rotary, Union Bank, Berkeley Rotary Club Solo Mio, Oakland Roots (raised \$400K), working to secure another partnership with the Alameda County Administrators Office.

The College president has secured some donations/ grants for the College: \$10K from the Equity at Work Council, another \$10K from the Tanklage Family Foundation to go towards the College's CTE Programs, and the \$125K Catalyst Grant to position the College to better support undocumented students. \$1,000 Honorarium from Immigrants Rising for leading/designing trainings to better support undocumented students for college financial aid and admissions teams throughout California.

* The College President partnered with the community activist Patricia Lewis and Berkeley Rotary Club's joint Solo Mio Project to create and distribute care packets (with toiletry items) for homeless students/community members. The College is working to partner with the County of Alameda in order to expand resource offerings to the Laney College students. Meeting scheduled for January 2020

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

The Laney College President's Office utilizes a total of 5.5 offices on the 8th floor - plus 1 storage room on the 9th floor - of the Laney Tower/Administration building. The specific offices designated for the Office of the President are listed below:

T-810 --> President's Office + (0.5) outer office space that doubles as a small meeting space, copy room and waiting room for the President's Office guests.

T-806 --> Office for the Executive Assistant to the President's Office

T-804 --> Office for the Staff Assistant to the President's Office

T-807 --> Office for the Public Information Officer

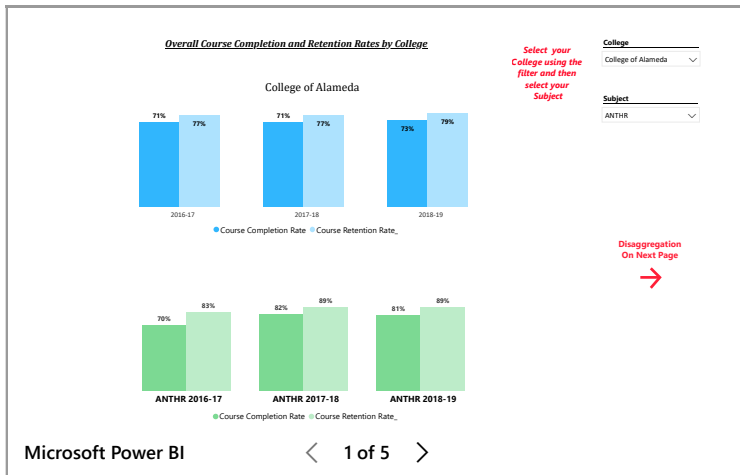
T-809 --> Office for the Research and Systems Technology Analyst

T-910 --> President's Office Storage Room

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.

* View data listed below in attached Exhibits

Data is for the time period of: Feb. 2019-Dec. 2019.

Public Information 2019 Data

- Total views of Schedule of Classes on Laney website: 165,378
- Total views of mass emails to students, faculty & staff: 2.53M
- Total clicks on links embedded in mass emails: 36.1% engagement rate
- Total followers on Laney social media sites (Facebook, Twitter & LinkedIn): 15,606
- New advertisements for Laney College: 17 (Facebook, Instagram, Bart, Digital Bulletin)
- New multilingual pieces of promotional collateral: 1 Bart Ad

Research & Planning 2019 Data

- Data presentations to committees/faculty: 9
- Data training sessions: 3 (1 flex day dashboard training; 2 additional dashboard trainings; 1 CPR/APR training)
- Data/research requests fulfilled: 58
- Comprehensive online factbooks (interactive data dashboards) created: assisted District Instructional Research in redesign and layout of website and factbook. 15 dashboards are now currently available on the District IR website. An additional 2 Laney-specific dashboards were created within Power BI and Tableau for ESOL placement data and a time series of course enrollment. An additional Power BI dashboard for customized contact lists will be launched in early January 2020.
- End-of-semester faculty/discipline overview reports created: 1700+ overview reports (semester snapshots) with disaggregated success and retention data by class were sent to faculty in October 2019. A snapshot was sent to each faculty for each class section in Spring 2019 and Summer 2019.

President's Office General

- Total shared governance recommendations passed through College Council: 36
- Total shared governance committees transitioned over to BoardDocs: 10
- Orientations to Shared Governance Leadership: 4
- College-wide engagement activities/ events that foster a campus culture of teamwork and fun (Feb. 2019-Dec.19): 2
- Professional Development opportunities for classified staff: 18
- Estimated number of items that came through the President's Office for approval (Feb. 2019-Dec.19): 110
- Average turn-around time of documents routed through the President's Office for approval: Same day - 1 day
- External funds secured to support Laney's program and service offerings for students: \$146,000
- External funds secured via institutional partnerships to support Laney's program and service offerings for students: \$450,000 + Union Bank \$TBD
- Number of external (local, statewide, nationwide) affiliations - boards, taskforces, committees - the College President serves on: 7
- President's Office Administrative Unit Outcomes (AUOs) Effectiveness Survey Results: Respondents rated the President's Office an average of 3.64-3.73/5 on fulfillment of its mission and AUOs (see section below for full results)

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 Administrative Unit Outcomes (AUOs) for the Office of the President are noted below:

The Office of the President will:

The Office of the President will:

1. Provide timely and accurate data to faculty, administrators, staff, and students that will enable them to make data-informed decisions.

Example assessment methods:

- o Attendance at trainings
- o Tickets/requests fulfilled
- o Presence of data resources on our website

2. Provide effective marketing and communication that promotes the College, informs internal stakeholders, and advances the College's strategic goals.

Example assessment methods:

- o Development of campus-wide and external communication strategies
- o Increased email open rates regarding participatory governance decision-making
- o Views and downloads of multilingual materials and information

3. Provide timely and accurate support for all day-to-day administrative and budgetary requiring the Office of the President's support or approval.

Example assessment methods:

- o Staff response measures
- o Surveys and other data collection/analysis

4. Provide effective leadership in support of all College strategic goals and initiatives.

Example assessment methods:

- o Increases in underrepresented student support
- o Funds secured to support Laney programs and services
- o Improved campus climate
- o Participation at professional development and events
- o Increased participation and effectiveness of participatory governance bodies

In December 2019, the President's Office conducted a survey distributed to 91 administrators, department chairs, committee chairs, and faculty/classified leaders. 22 responses were received (24%).

The survey asked respondents to rate whether they believe the President's Office fulfills its stated mission and each of its AUOs on the following scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree or Disagree
- 4 = Agree
- 5 = Strongly Agree

Success benchmark: a range of (4) Agree with a standard deviation of 1 for each question

Benchmark met: no

Results:

The President's Office received a range of 3.64-3.73 for fulfillment of its mission and each of its AUOs. Range had a standard deviation of 1.39-1.46, meaning the typical response was roughly between 2 and 5. Based on our benchmark, we would have liked to see an average of 4 and most responses range from 3 to 5.

Mission:

Average: 3.73

SD: 1.45

AUO 1:

Average: 3.64

SD: 1.4

AUO 2:

Average: 3.68

SD: 1.39

AUO 3:

Average: 3.64

SD: 1.4

AUO 4:

Average: 3.68

SD: 1.46

The comments section for each question provided some insights into what the President's Office is doing well as well as possible areas for improvement:

Mission:

Positives:

Strong engagement and leadership

Possible Improvement:

Addressing the part-time staff cut impact on classified professionals and their ability to participate in campus discussions

Engaging the college in discussions about FTEF cuts

AUO 1:

Positives:

President provides campus community with up-to-date information
Data is thorough and on topic

Possible Improvement:

Disseminate and engage staff and students in data discussions
Sending the semester snapshot earlier (planned for spring 2020)

AUO 2:

Positives:

Improvements in marketing
Presence on social media

Possible Improvement:

More marketing and outreach to the community, particularly for CTE areas (banners, ads)
A coherent messaging strategy to the community

AUO 3:

Positives:

It is clear the President has students, faculty and staff at heart
President has helped build productive relationships

Possible Improvement:

It is sometimes difficult to locate budgetary data

AUO 4:

Positives:

President and President's Office staff are responsive and have helped create an inclusive culture

Possible Improvement:

More interaction with campus community may help foster a better environment for workers

Conclusion:

The results show we did not reach our benchmark and there are some clear areas for improvement (noted above). It is possible that some respondents' ratings may be based on their general feelings about the campus and district and not the questions asked. Most respondents rated all questions the same and none deviated from their average response by more than one point. In addition, given the statements in the mission and AUOs are multi-barreled, it is difficult to determine all needed areas of improvement based solely on the ratings. The President's Office will work toward creating methods that more directly assess the components of the mission and AUOs in the coming year.

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
Laptop for Research & Systems Technology Analyst for data work and in-person trainings, workshops and presentations.	The Laney College IT Unit covered the cost.	\$1,500	Laptop received. The laptop improved work efficiency for the Research & Systems Technology Analyst by providing the capability to run software and data tools while mobile (i.e. meetings, trainings, conferences). It also provided him the flexibility to run both Mac and PC software.

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	<table border="1"> <thead> <tr> <th data-bbox="378 885 525 917">Action Item</th> <th data-bbox="525 885 1050 917">Description</th> <th data-bbox="1050 885 1554 917">To be completed By</th> <th data-bbox="1554 885 2068 917">Responsible Person</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 917 525 1218">Stabilize the funding for the salary of the College Public ...</td> <td data-bbox="525 917 1050 1218">Moving the PIO's salary to Fund 01 will return this position to the college's fully funded, ongoing, permanent positions. The position is currently funded by multiple sources, most of which are categorical funds and which are dependent upon several factors. The PIO position is a necessary position of the College and should be a funding priority. The existence of this position should not be dependent upon categorical dollars. Additionally, if this position is returned to the College's Fund 01 budget, the Equity and SSSP dollars will be freed up to be put towards other necessary purposes/initiatives.</td> <td data-bbox="1050 917 1554 1218">7/1/2020</td> <td data-bbox="1554 917 2068 1218">Tammeil Gilkerson</td> </tr> </tbody> </table>	Action Item	Description	To be completed By	Responsible Person	Stabilize the funding for the salary of the College Public ...	Moving the PIO's salary to Fund 01 will return this position to the college's fully funded, ongoing, permanent positions. The position is currently funded by multiple sources, most of which are categorical funds and which are dependent upon several factors. The PIO position is a necessary position of the College and should be a funding priority. The existence of this position should not be dependent upon categorical dollars. Additionally, if this position is returned to the College's Fund 01 budget, the Equity and SSSP dollars will be freed up to be put towards other necessary purposes/initiatives.	7/1/2020	Tammeil Gilkerson
Action Item	Description	To be completed By	Responsible Person						
Stabilize the funding for the salary of the College Public ...	Moving the PIO's salary to Fund 01 will return this position to the college's fully funded, ongoing, permanent positions. The position is currently funded by multiple sources, most of which are categorical funds and which are dependent upon several factors. The PIO position is a necessary position of the College and should be a funding priority. The existence of this position should not be dependent upon categorical dollars. Additionally, if this position is returned to the College's Fund 01 budget, the Equity and SSSP dollars will be freed up to be put towards other necessary purposes/initiatives.	7/1/2020	Tammeil Gilkerson						

Resource Request

Personnel	Classified Staff		
% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	<p>Move PIO salary and benefits allocation to Fund 01 (Currently funded via supplemental funding from Equity and SSSP)</p> <p>Justification: Funding for the Public Information Officer position is currently being supplemented with a majority of so fund dollars (Equity & SSSP). This position is critical to the effectiveness of the College maintaining/ increasing its student enrollment. It is also a position that was recommended by the ACCJC in order for the college to maintain regular and transparent communication within both the college community and external community on important matters.</p> <p>Goals 1.3, 2.1, 2.2, 5.1 & 5.2</p>	70000	31906
Total Costs			
101906			

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Increase the capacity of the Laney College research office	Increase the capacity of our research office so that all the college's research and data needs can be fulfilled in a timely manner.	7/1/2020	Tammeil Gilkerson

Resource Request

Personnel	Classified Staff
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% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
60	Part-time, Permanent	55000	56501

Research and Systems Technology Analyst (.6)
 Justification: The Research and Planning Office is a new unit of the College that falls under the Office of the President. Currently, this office consists of one Research and Systems Technology Analyst to support all of the College's initiatives, grants, and strategic goals. The needs for research at the College exceed what this one position can provide, especially as the College begins its upcoming institutional self-evaluation.
 Goals 1.1 - 5.3

Total Costs
 111501

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Increase capacity of the Laney College Public Information ...	Sufficiently staff the Laney College Public Information Office with a part-time Graphic Designer and student workers	7/1/2020	Tammeil Gilkerson

Resource Request

Personnel	Classified Staff
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% Time	100	Description/ Justification 1 student workers to provide full-time support for the Public Information Office (Currently funded by Fund 10) Justification: The student worker is needed to assist with minor graphic design projects, writing, proofreading, creation of College event and class flyers, and to assist PIO with video and photography tasks at events. The job of managing the public information of the College is greater than for one person alone, and hence additional support is required in order to expand and leverage the capacity of this office. A student worker is crucial to the effectiveness of the PIO's content strategy, with a focus on writing, proofing, photography, video, and graphics design as needed. Goals 1.3, 2.1, 2.2, 5.1 & 5.2	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
			15000	0

Total Costs
15000

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Institutionalize and stabilize professional development f...	The funding that is currently allocated for Classified staff professional development is only able to be provided because the College currently has supplemental revenue coming in from facilities rentals. An ongoing, permanent funding commitment is needed in the College's budget to ensure that the College's classified staff are developing professionally in order to effectively and efficiently serve the institutional mission and student body,	7/1/2020	Tammeil Gilkerson

Resource Request

Professional Development

Department-wide PD needed

Description/ Justification

Permanent Funding for Classified Staff Professional Development (college-wide). (Currently funded by Fund 10 + other units through-out the College).

Justification: In order to increase institutional effectiveness, classified professionals should be brought under the umbrella of those requiring and benefiting from ongoing professional development. An informed and professionally developed staff will also directly benefit the students' experiences. Given the insufficient staffing levels for a college of Laney's size, it is often necessary for many of our staff to be cross-trained, support multiple areas, and/or serve in multiple capacities. Also, as technology is changing and upgrading, so should the associated training be offered to our existing staff. This funding request does not meet the need of the cost of professional development for the classified at Laney College, but it is a start.

Goals 1.3, 2.1, 2.3 & 4.2

Estimated Cost

10000

Resource Request

Professional Development

Individual/personal PD needed

Description/ Justification

Ability for PIO to attend and participate in Community College Public Relations Organization (CCPRO) events and trainings.

Justification: Information shared through CCPRO includes, the latest college communication tools and trends, best practices for college communications, and networking with PIOs from other colleges to discuss problems and solutions to campus communications needs. Social media marketing and overall communications trends are constantly evolving and staying on top of these trends is essential for reputation & brand management. Such events and trainings give the Laney PIO the necessary tools and connections, to properly maintain the college's communications strategy.

Goals 1.3, 2.1, 2.2, 5.1 & 5.2

Estimated Cost

1200

Improvement Action

Action Item

Improve Laney's ability to conduct survey research

Description

Create and consistently administer industry-standard surveys to gather insights regarding enrollment, student success, and campus climate from students, faculty staff.

To be completed By

7/1/2020

Responsible Person

Clifton Coleman

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon

Qualtrics single-user license for Research & Systems Technology Analyst.

Jusfic aon: Qualtrics is an indus try/research-standard survey platform. Its advanced funcons will allo w Laney to conduct survey research that aggregates and connects responses with demographic and enrollment informaon " similar t o studies conducted by CTEOS, NCES and other educaonal r esearch bodies. It also offers text message surveys and a variety of advanced setup and reporgng f eatures.

Goals 1.1 - 5.3

Esmaàted Cost

5000

Improvement Acon

Acon It em

Increase supply budget to provide for the addion of a' ...

Descripon

Additional funds ar e required to provide office supplies for both the Public Informaon Office and the Office of the Research Systems & Technology Analyst. Currently, Currently, Fund 10 supplements the Presidentâ€™s Office budget to allow spending for supplies needed for the essenal daày to day running of the Presidentâ€™s Office. Addionally , given that the Presidentâ€™s Office is located in the closest proximity to the 8th floor conference rooms (which are used by the enr e college), we oÄen provide pens, flip chart paper, addional chair s and technology needed for events/meengs held ther e.

To be completed By

7/1/2020

Responsible Person

Tammeil Gilkerson

Resource Request

Supplies

Noninstructional Supplies and Materials

Descripon/ Jusfic aon Additional funding r equired for supplies for the Presidentâ€™s Office (Currently funded by Fund 10) Jusfic aon: The Office of the Pr esident now includes the Public Informaon Office and the Office of thea Research and Systems Technology Analyst and hence requires more supplies to support the work in these areas. Goals 1.1 - 5.3	Esmaàted Cost 5000
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Improvement Acon

Acon It em Increase markeng and outr each to boost enrollment	Descripon Overall visibility for Laney College needs to be increased to drive student enrollment. The additional funds f or outreach and adversting w ould effecv ely communicate key deadlines and events, such as Spring, Summer & Fall enrollment, new course additions, eqvents, when to peon f or graduaon.` The funds would be used for ads across the following channels: Spof y, radio, iHeart Music App, Facebook, Pandora, digital billboards, BART, and printed markeng materials.	To be completed By 7/1/2020	Responsible Person Larena Baldazo
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Resource Request

Other Descripon/ Jusfic aon Additional Funds f or Outreach and Adversting including Public aon/Prin ng Cos ts (Currently funded by Fund 10 + other units through-out the College) Jusfic aon: Laneay College is currently experiencing a decline in student enrollment. To reverse this trend, Laney requires more items to be produced and printed for markeng and outr each. Targeted adversting of Laneayâ€™s programs is also necessary to ar act students to our campus. Adversting c ampaigns require funds to help cover expenses such as postage for mailing markeng c ollateral to target populaons; incr ease adversting on social media and on popular radio digital platforms such as Spof y & Pandora. The District Office does not support these sort of markeng eqfforts therefore, the College must execute these strategies and campaigns. Laney must also provide adequate numbers of printed class schedules and college catalogs to students and staff. Goals 1.3, 2.1. 2.2, 5.1 & 5.2	Other Esmaàted Cost 50000
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Expand capacity of the President's Office to address coll...	In order to increase the capacity of the Laney President's Office, additional s taff are required, yet much of the work can and should be done by external consultants/contracts given that the work is most oÄen inconsistent/ seasonal.	7/1/2020	Tammeil Gilkerson

Resource Request

Other	Other	Esmaàted Cost
Additional Funds f or Consultants/Contracts for College Needs (Currently funded by Fund 10 + other units throughout the College)		60000
Jusfic aon: Gener ally, with the lack of District funds to create and fund new posions aàt the colleges, or approve extended temporary posions, ther e is a need to fill the gap of the Collegeâ€™s staffing needs. Contractors are brought on to complete adhoc projects that do not fall under the purview of exisng s taff. Some examples include the following: â€¢ Webmaster Support â€¢ Graphic Design â€¢ Conflict Resoluon & Mediaàon â€¢ Focus Group Facilitaon â€¢ Professional Development Training â€¢ Data Research & Strategic Planning In addition t o ongoing consultant/contracts, College needs may vary from term-to-term, hence having dedicated funds to support unforeseen exigences as they arise is required. Goals 1.3, 2.1. 2.2, 4.2, 5.1 & 5.2		

Improvement Acon

Action Item	Description	To be completed By	Responsible Person
Increase the number and scope of College-wide events ...	Much of the funding that is currently allocated for College-wide events is only able to be provided because the College currently has supplemental revenue coming in from facilities rentals. An ongoing, permanent funding commitment is needed in the College's budget to ensure that the College is able to create a unified college community that fosters a sense of belonging and pride.	7/1/2020	Tammeil Gilkerson

Resource Request

Other	Other	Estimated Cost
<p>Additional Funds for College-wide Events and Staff Appreciation, Professional Development, Special Convenings, etc. (Currently funded by Fund 10 + other units through-out the College)</p> <p>Justification: With a College as large as Laney, the College-wide events that are held, usually include a larger participating body. This yields a higher per person cost for the events. Additionally, the College President is working to build a sense of community amongst the College staff to inspire collaboration across units, and hence ultimately leading to increased leveraging of the insufficient human resources the College has.</p> <p>Goals 1.3, 2.2 & 4.2</p>		25000

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improve the College President's visibility and involvement...	Increasing the Office of the President's travel budget will allow the College president to better represent the College by attending more state and nation-wide convenings. In addition the additional travel funds will allow the president to gain new leadership skills and to connect and collaborate with other leaders. This will ideally lead to more partnerships that will result in an expanded capacity for the College.	7/1/2020	Tammeil Gilkerson

Resource Request

Other

Other

Descripon/ Jusfic aon

Additional Funds for President's Travel - Non-Local. (Currently funded by Fund 10)

Jusfic aon: In addition to representing Laneay College, the President is working to build and foster partnerships with community-based organizations, industry partners and state-wide/national entities in order to strengthen and leverage relationships that benefit the campus community. In order to do so, an increased travel budget is needed to attend the sessions, some local, but also state and national.

Goals 1.3 & 5.3

Estimated Cost

15000

Improvement Acon

Acon Item

Expand capacity of existing staff to address the needs of...

Descripon

Much of the funding that is currently allocated for staff overhead is only able to be provided because the College currently has supplemental revenue coming in from facilities rentals. An ongoing, permanent funding commitment is needed in the College President's budget to ensure that the Office is able to keep up with operational demands of the largest College in the District.

To be completed By

7/1/2020

Responsible Person

Tammeil Gilkerson

Resource Request

Other

Other

Descripon/ Jusfic aon

Additional Funds for Staff Overme. (Curr ently funded by Fund 10)

Jusfic aon: Ther e are several factors leading to the need for additional funding t o compensate staff who work overme. With a Colleg e as large as Laney, there are simply more staff/students/funds to tend to. This oÅen leads to almost twice the work to complete the same tasks that one of the smaller colleges would require. Some examples include the work that goes into recruitment of new staff, communicaon with departmen t chairs, or the annual expending of funds. Additionally , with the overall lack of District funds to create and fund new posions aàt the colleges, or approve extended temporary posions, ther e is a need to fill the gap of the Collegeâ€™s staffing needs. Overme is o en required to complete the volume of work that needs to be completed, especially when there are gh t melines pr ovided to turn-around deliverables.

Goals 1.3, 2.1, 2.2, 2.3, 4.2, 5.1, 5.2 & 5.3

Esmaàted Cost

15000

Improvement Acon

Acon It em

Increase College's memberships and professional conne...

Descripon

To ensure the Collegeâ€™s ability to stay professionally connected with other community organizaons. Maintenance of other membership partnerships that could benefit the College include: American Council on Educaon, The R otary Club, The Oakland Restaurants Associaon, Americ an Associaon of Community Colleges, Council for Higher Educaon Accr editaon Membership, Studentâ€™s Right to Know Subscripon, Survey Monkey, Western Region/Naonal Council on Black American Affairs, Presidentâ€™s Roundtable, Oakland Chinatown Chamber of Commerce, Oakland Metropolitan Chamber of Commerce, Hanover Research, East Bay Economic Development Agency.

To be completed By

7/1/2020

Responsible Person

Tammeil Gilkerson

Resource Request

Other

Other

Descripon/ Jusfic aon

Additional Funds for Membership Dues. (Currently funded by Fund 10)

Jusfic aon: In order to strengthen and leverage relationships that benefit the campus community, maintaining memberships in various community-based organizations and state entities is recommended. There are many resources that the College is left out of when we do not maintain our membership relationships. We are currently only funded for one (1) mandated membership, the Accrediting Commission for Community and Junior Colleges (ACCJC), but would like to maintain others that could benefit the College. Some examples include: American Council on Education, The Rotary Club, The Oakland Restaurants Association, American Association of Community Colleges, Council for Higher Education Accreditation Membership, Student's Right to Know Subscription, Survey Monkey, Western Region/National Council on Black American Affairs, President's Roundtable, Oakland Chinatown Chamber of Commerce, Oakland Metropolitan Chamber of Commerce, Hanover Research, East Bay Economic Development Agency.
Goals 1.3, 2.3, 4.2, & 5.3

Esmaàted Cost

6000

Resource Request Summary

Total Cost: \$463395

Total Resource Request: 14

Program Update

Personnel

Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
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Classified Staff	100	<p>Move PIO salary and benefits allocation to Fund 01 (Currently funded via supplemental funding from Equity and SSSP) Justification: Funding for the Public Information Officer position is currently being supplemented with a majority of so-called fund dollars (Equity & SSSP). This position is critical to the effectiveness of the College maintaining/increasing its student enrollment. It is also a position that was recommended by the ACCJC in order for the college to maintain regular and transparent communication within both the college community and external community on important matters. Goals 1.3, 2.1, 2.2, 5.1 & 5.2</p>	70000	31906	101906
Classified Staff	60	<p>Part-time, Permanent Research and Systems Technology Analyst (.6) Justification: The Research and Planning Office is a new unit of the College that falls under the Office of the President. Currently, this office consists of one Research and Systems Technology Analyst to support all of the College's initiatives, grants, and strategic goals. The needs for research at the College exceed what this one position can provide, especially as the College begins its upcoming institutional self-evaluation. Goals 1.1 - 5.3</p>	55000	56501	111501

Classified Staff

60

Part-time, Permanent Graphic Designer to meet campus-wide needs (.6 FTE position). Currently, the Office of the President pays contracted graphic designers for needed deliverables. These contractors are paid per project, and over time this can get very expensive. With the amount of collateral and advertising that will be needed to help boost enrollment (including meeting the goals of the new Strategic Enrollment Management Plan) hiring a part-time graphic designer will be more cost-effective. In addition, graphic design needs exist campus-wide among faculty, staff, students, and administrators (i.e. creation of class, event, and informational flyers; graphic elements for reports and presentations, etc.). The number of projects that call for graphic design work will rise exponentially as different communication and outreach strategies are executed. Furthermore, the College has taken on the full responsibility for producing and printing the class schedules and college catalogs due to the lack of support and capacity at the District. This responsibility also calls for a graphic designer who can assist the PIO with these projects, and ensuring that the College produces high quality and accurate publications. Goals 1.1 - 5.3

40000

2788

42788

Student Worker	100	<p>1 student workers to provide full-meag support for the Public Informaon Office (Currently funded by Fund 10)</p> <p>Jusfic aon: The s tudent worker is needed to assist with minor graphic design projects, wring , proofreading, creaon of Colleg e event and class flyers, and to assist PIO with video and photography tasks at events. The job of managing the public informaon of the Colleg e is greater than for one person alone, and hence addional support is required in order to expand and leverage the capacity of this office. A student worker is crucial to the effecv eness of the PIOâ€™s content strategy, with a focus on wring , proofing, photography, video, and graphics design as needed. Goals 1.3, 2.1. 2.2, 5.1 & 5.2</p> <p>Sub-Total: \$271195</p>	15000	15000
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Professional Development Type	Descripon/ Jusfic aon	Esmaàted Cost
Department-wide PD needed	<p>Permanent Funding for Classified Staff Professional Development (college-wide). (Currently funded by Fund 10 + other units through-out the College).</p> <p>Jusfic aon: In order to increase instuonal eã ffecv eness, classified professionals should be brought under the umbrella of those requiring and benefiting fr om ongoing professional development. An informed and professionally developed staff will also directly benefit the studentsâ€™ experiences. Given the insufficient staffing levels for a college of Laneyâ€™s size, it is oãen necessary for many of our staff to be cross-trained, support mulple ar eas, and/or serve in mulple c apacities. Also , as technology is changing and upgrading, so should the associated training be offered to our exisng s taff. This funding request does not meet the need of the cost of professional development for the classified at Laney College, but it is a start.</p> <p>Goals 1.3, 2.1, 2.3 & 4.2</p>	10000

Individual/personal PD needed	Ability for PIO to attend and participate in Community College Public Relations Organization (CCPRO) events and trainings. Justification: In formation shared through CCPRO includes, the latest college communication tools and trends, best practices for college communications, and networking with PIOs from other colleges to discuss problems and solutions to campus communication needs. Social media marketing and overall communication trends are constantly evolving and staying on top of these trends is essential for reputation & brand management. Such events and trainings give the Laney PIO the necessary tools and connections, to properly maintain the college's communication strategy. Goals 1.3, 2.1, 2.2, 5.1 & 5.2	1200
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Sub-Total: \$11200

Technology and Equipment

Type	Description/ Justification	Estimated Cost
New	Qualtrics single-user license for Research & Systems Technology Analyst. Justification: Qualtrics is an industry/research-standard survey platform. Its advanced functions will allow Laney to conduct survey research that aggregates and connects responses with demographic and enrollment information similar to studies conducted by CTEOS, NCES and other educational research bodies. It also offers text message surveys and a variety of advanced setup and reporting features. Goals 1.1 - 5.3	5000

Sub-Total: \$5000

Supplies Type	Description/ Justification	Estimated Cost
Noninstructional Supplies and Materials	Additional funding required for supplies for the President's Office (Currently funded by Fund 10) Justification: The Office of the President now includes the Public Information Office and the Office of the Research and Systems Technology Analyst and hence requires more supplies to support the work in these areas. Goals 1.1 - 5.3	5000

Sub-Total: \$5000

Facilities
No Resources found for this category

Library
No Resources found for this category

Other Type	Description/ Justification	Estimated Cost

<p>Additional Funds for Outreach and Advertising including Publication/Printing Costs (Currently funded by Fund 10 + other units through-out the College) Justification: Laney College is currently experiencing a decline in student enrollment. To reverse this trend, Laney requires more items to be produced and printed for marketing and outreach. Targeted advertising of Laney's programs is also necessary to attract students to our campus. Advertising campaigns require funds to help cover expenses such as postage for mailing marketing collateral to target populations; increase advertising on social media and on popular radio digital platforms such as Spotify & Pandora. The District Office does not support these sort of marketing efforts therefore, the College must execute these strategies and campaigns. Laney must also provide adequate numbers of printed class schedules and college catalogs to students and staff. Goals 1.3, 2.1, 2.2, 5.1 & 5.2</p>	50000
<p>Additional Funds for Consultants/Contracts for College Needs (Currently funded by Fund 10 + other units throughout the College) Justification: Generally, with the lack of District funds to create and fund new positions at the colleges, or approve extended temporary positions, there is a need to fill the gap of the College's staffing needs. Contractors are brought on to complete adhoc projects that do not fall under the purview of existing staff. Some examples include the following: Webmaster Support Graphic Design Conflict Resolution & Mediation Focus Group Facilitation Professional Development Training Data Research & Strategic Planning In addition to ongoing consultant/contracts, College needs may vary from term-to-term, hence having dedicated funds to support unforeseen exigences as they arise is required. Goals 1.3, 2.1, 2.2, 4.2, 5.1 & 5.2</p>	60000
<p>Additional Funds for College-wide Events Staff Appreciation, Professional Development, Special Convenings, etc. (Currently funded by Fund 10 + other units through-out the College) Justification: With a College as large as Laney, the College-wide events that are held, usually include a larger participating body. This yields a higher per person cost for the events. Additionally, the College President is working to build a sense of community amongst the College staff to inspire collaboration across units, and hence ultimately leading to increased leveraging of the insufficient human resources the College has. Goals 1.3, 2.2 & 4.2</p>	25000

Additional Funds for President's Travel - Non-Local. (Currently funded by Fund 10) Justification: In addition to representing Laney College, the President is working to build and foster partnerships with community-based organizations, industry partners and state-wide/national entities in order to strengthen and leverage relationships that benefit the campus community. In order to do so, an increased travel budget is needed to attend the sessions, some local, but also state and national wide. Goals 1.3 & 5.3

15000

Additional Funds for Staff Overtime. (Currently funded by Fund 10) Justification: There are several factors leading to the need for additional funding to compensate staff who work overtime. With a College as large as Laney, there are simply more staff/students/funds to tend to. This often leads to almost twice the work to complete the same tasks that one of the smaller colleges would require. Some examples include the work that goes into recruitment of new staff, communication with department chairs, or the annual expending of funds. Additionally, with the overall lack of District funds to create and fund new positions at the colleges, or approve extended temporary positions, there is a need to fill the gap of the College's staffing needs. Overtime is often required to complete the volume of work that needs to be completed, especially when there are tight timelines provided to turn-around deliverables. Goals 1.3, 2.1, 2.2, 2.3, 4.2, 5.1, 5.2 & 5.3

15000

Additional Funds for Membership Dues. (Currently funded by Fund 10) Justification: In order to strengthen and leverage relationships that benefit the campus community, maintaining memberships in various community-based organizations and state entities is recommended. There are many resources that the Colleges is left out of when we do not maintain our membership relationships. We are currently only funded for one (1) mandated membership, the Accrediting Commission for Community and Junior Colleges (ACCJC), but would like to maintain others that could benefit the College. Some examples include: American Council on Education, The Rotary Club, The Oakland Restaurants Association, American Association of Community Colleges, Council for Higher Education Accreditation Membership, Student's Right to Know Subscription, Survey Monkey, Western Region/National Council on Black American Affairs, President's Roundtable, Oakland Chinatown Chamber of Commerce, Oakland Metropolitan Chamber of Commerce, Hanover Research, East Bay Economic Development Agency. Goals 1.3, 2.3, 4.2, & 5.3

6000

Sub-Total: \$171000

Sign and Submit

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

Clifton Coleman
Maisha Jameson
Arlene Lontoc
Larena Baldazo
Tammeil Gilkerson

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

Maisha Jameson



Welcome to Program Review

Laney College - 2019

Office of Vice President of 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.

The Office of the Vice President of Student Services is committed to serving students, campus and community partners by providing a warm, welcoming and professional environment. We believe in providing efficient services, in accordance with campus processes and procedures and information on available campus resources.

Program Total Faculty and/or Staff

Full Time

Vicki Ferguson
Hope Lane

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: Update outdated forms to reflect the current regulations/policies and procedures of the district, state and federal guidelines.

Status
Completed

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

District Goal
Strengthen Accountability, Innovation and Collaboration

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Updated grievance forms and dispersed to the campus departments. The forms are located in the Office of Student Services and on the Laney College Office of Student Services website.
The goal was measured by using the grievance forms through management council and deans meeting by getting their feedback, resulting in clear communication about the grievance process and appropriate forms to disperse to students upon request. Next semester, the Office of Student Services will send out a satisfaction survey on how effective are the grievance forms.

Goal 2: Utilize technology and file management to improve overall office efficiency.

Status
In-Progress

College Goal
Offer students the highest quality curriculum and services

District Goal
Strengthen Accountability, Innovation and Collaboration

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

Goal 3: Provide professional development for staff to ensure currency with office technology and cultural sensitivity and relations when it comes to serving our student populations.

Status
Completed

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

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?
Staff Assistant participated in attending the Classified Leadership Institute (workshops included a focus on student equity, guided pathways and leadership skill development), enrolled and completed Microsoft Excel Business Courses at Laney College (enhance skill-set with creating spreadsheets), enhanced skills and knowledge with WordPress (ability to create and update web pages for the Office of Student Services, the Strategic Enrollment Management Committee, and the Laney Care Team).
Vice President participated in the NASPA New Vice President of Student Affairs Institute to enhance cultural and community awareness in the role of vice president.

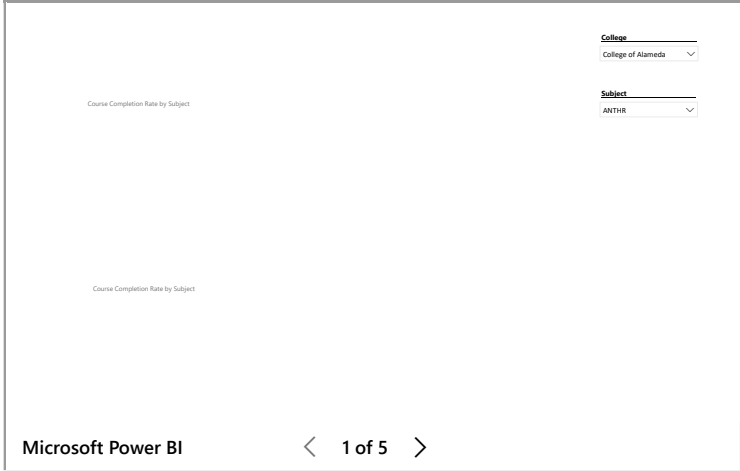
Describe your current utilization of facilities, including labs and other space

The unit utilizes meeting conference rooms to host division and committee meetings and interviews.

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.

N/A

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 unit identified two Administrative Unit Outcomes (AUO):
 1. Improve efficiency and tracking of the type of services the office provides by using SARS Track.

Update on AUO 1.:
 The unit collaborated with the Information Technology Department during the spring 2019 semester to have the SARS Track system set-up in the office. SARS Tracking would account for tracking of services of guest who entered the office. As a result, see the types of services rendered below:

- Course Repeat, 7
- Grievance, 10
- Health Fee Exemptions, 9
- Late Additions, 9
- Flyer Postings, 15
- Scheduled Appointments, 7
- Transportation Exemptions, 4
- Miscellaneous, 3

The SARS Tracking system was set-up from May 3-November 2019. The unit analyzed the findings and recognized the need to ensure all visitors who are seeking assistance need to sign-in. Due to the numbers indicated above, the unit realized that all visitors had not signed into the system. The unit will develop a process to ensure visitors are signing in correctly. In addition, the unit will include in the process how to document services that may be delivered via email to ensure accuracy of the tracking system.

2. Increase satisfaction with overall services and experiences in the Office of Student Services by 5% each year.
 Update on AUO 2.:

The unit created a student satisfaction survey to determine the level of overall service in the Office of Student Services. It should be noted that a baseline needed to be established in order to assess efficiency and progress. During March 13-November 4, 2019, 132 students who had visited the Office of Student Services, was sent a satisfaction survey through their Peralta email account on December 6, 2019. As a result, only two surveys were completed. The unit determined that due to the low completion of surveys, alternative communication methods would need to be implemented. Therefore, the unit will collaborate with the PIO and request the satisfaction surveys be sent out to students personal emails and possibly through text messaging. In addition, the unit will print copies of the survey and distribute to visitors once they have completed office business. These methods will ensure a larger sample for the unit to analyze in order to improve overall services and experiences moving forward. The unit will also send out satisfaction surveys to the campus community by the end of each semester.

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
Hire student workers	N/A	\$22,000	The unit hired two student workers for the office. They provided front desk coverage, answered phone, and file/document management.

Professional Development for office staff	N/A	\$2,500	VP was able to attend California Chancellor's Office workshops on the Student Equity and Achievement Program. Staff Assistant enrolled in Microso Excel course and Classified Leadership Instut e.
Supplies-Books, Periodicals, etc	N/A	\$300	Funds were used to purchase materials on legal cases related toTitle IX.
Supplies- Non-Instruconal	N/A	\$4,500	Funds were used to purchase standard office supplies and supplies to support other student services programs and materials for One-Stop Saturday Enrollment events and meengs with c ommunity partners.
Technology	N/A	\$1,700	Funds were used to purchase a laptop for the Staff Assistant for improved efficiency when note-taking for shared governance commiÃees and regular student services meengs.

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

Acon It em	Descripon	To be completed By	Responsible Person
Distribute sas facon sur veys to office visitors and cam...	To improve office efficiency and overall all services, uliz e a sas facon sur vey to gather data on overall services and experience with the Office of Student Services.	4/30/2021	Vicki Ferguson and Hope Lane

Resource Request

Personnel	Student Worker		
% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	Support Office of Vice President of Student Services: answer phone, run errands, scan and copy forms, ensure visitors sign-in the SARS Track system, & other duties as assigned.	22000	0
Total Costs			
22000			

Resource Request

Professional Development	Individual/personal PD needed		
Description/ Justification		Estimated Cost	
Support VPSS attendance of the annual CSSO Conference and other leadership institute that will enhance knowledge and skill-set. Support Staff Assistant attendance in the Classified Leaders Institute and other PD opportunities that will increase knowledge base of job responsibilities.		5000	

Resource Request

Supplies	Books, Magazines and Periodicals		
Description/ Justification		Estimated Cost	
The unit subscribes to the Center for Education and Employment Law in order to stay current with Title IX regulations.		300	

Resource Request

Supplies Noninstructional Supplies and Materials

Descripon/ Jusfic aon
 Basic office supplies and equipment for the unit and promoon c ampus and community events.

Esmaàted Cost
4500

Resource Request

Technology and Equipment New

Descripon/ Jusfic aon
 The unit would like to implement DocuSign. This will allow students the ability to sign forms online. This sow are will enhance support services for distance educaon/ online student populaon.
 The unit would like to implement Maxient (DW effort). Maxient is a case management sow are for record keeping informaon r elated to student conduct, Title IX cases, Mental Health, referral to the Laney Care Team, etc.

Esmaàted Cost
15000

Resource Request Summary

Total Cost: \$46800

Total Resource Request: 5

Program Update

Personnel

Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Student Worker	100	Support Office of Vice President of Student Services: answer phone, run errands, scan and copy forms, ensure visitors sign-in the SARS Track system, & other dues as assigned.	22000		22000
Sub-Total: \$22000					

Professional Development

Type	Descripon/ Jusfic aon	Esmaàted Cost
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Individual/personal PD needed	Support VPSS attendance of the annual CSSO Conference and other leadership institute that will enhance knowledge and skill-set. Support Staff Assistant attendance in the Classified Leaders Institute and other PD opportunities that will increase knowledge base of job responsibilities.	5000
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Sub-Total: \$5000

Technology and Equipment

Type	Description/ Justification	Estimated Cost
New	The unit would like to implement DocuSign. This will allow students the ability to sign forms online. This software will enhance support services for distance education/ online student population. The unit would like to implement Maxient (DW effort). Maxient is a case management software for record keeping information related to student conduct, Title IX cases, Mental Health, referral to the Laney Care Team, etc.	15000

Sub-Total: \$15000

Supplies

Type	Description/ Justification	Estimated Cost
Books, Magazines and Periodicals	The unit subscribes to the Center for Education and Employment Law in order to stay current with Title IX regulations.	300
Noninstructional Supplies and Materials	Basic office supplies and equipment for the unit and promote on campus and community events.	4500

Sub-Total: \$4800

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.

Hope Lane
Vicki Ferguson

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

Vicki Ferguson



Welcome to Program Review

Laney College - 2019

PHIL - 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



Microsoft Power BI < 1 of 2 >  

Compare

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 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 fascinaon, r egardless of how short-lived those experience 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 relaonship be with other people? Whaàt 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 me, 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 me or another . But the art of teaching lies not in simply regurgitang in formaon and eàxpecng 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 cric al thinking can come into play. Indeed, the most fantasc, r ewarding and challenging classroom environment is when these elements of awe and wonder come to be present, for then, the enr e classroom participaàtes and becomes engaged in the subject at hand, and hence, there is collaborav e learning. This environment in which there is collaborang learning , however, demands only one quality from its students and teachers-- Presence. A quality in which lies the elements of listening, observing, thinking, criquing , 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. Students participaàon is an act of sharing thaàt not only opens the door and invites other members of the class to enter and experience a different outlook regarding an issue, but in addion t o 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, participaàon allo ws the class members to not only play the role of students but teachers as well. The late Indian sage/philosopher, Krishnamur w ould oÀen 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 departmentâ€™s faculty have access to technology and teach in smart classroom. The department also offers several online classes by both full me and part me ins tructors.

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?

Currently, the Philosophy curriculum includes: Philosophy 1 (Introducon t o Philosophy), Philosophy 2 (Social and Polic al Philosophy), Philosophy 4 (Philosophy of Religion), Philosophy 6 (Introducon t o the Philosophy of Self and Emoons), Philosoph y 10 (Logic), Philosophy 14 (Introducon t o the Philosophy of Death), 20 A-B (History of Philosophy), and Philosophy 37 (Asian Philosophy), all of which meet the Social Science requirements.

The following are the philosophy courses that have been offered for the past two years on a regular and consistent basis: Introducon t o Philosophy (Phil.1), Social and Polic al Philosophy (Phil. 2), Philosophy 4 (Philosophy of Religion), Philosophy 6 (Philosophy of Self and Emoon), Philosoph y 14 (Introducon t o the Philosophy of Death), Philosophy 20 A (Greek Philosophy)and, Philosophy 20 B (History of Modern European Philosophy).

All the courses with the excepon of tw o can be taught online.

It is hoped that with the fading of the budget crises, the Humanities-Philosoph y 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-Philosoph y program, but also, help create an ar acv e and lively department.

The curriculum is current and efferv e. Since there are no prerequisites or corequisites to any of the courses offered by the Humanities-Philosonh v department students can enroll in any class that interest them

The curriculum is current and effective since there are no prerequisites or corequisites to any of the courses offered by the Philosophy department; students can enroll in any class that interests 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) Philosophy 1: Introduction to Philosophy
- 2) Philosophy 2: Social and Political Philosophy
- 3) Philosophy 4: Philosophy of Religion
- 4) Philosophy 6: Introduction to the Philosophy of Self and Emotions
- 5) Philosophy 10: Logic
- 6) Philosophy 14 (Introduction to the Philosophy of Death
- 7) Philosophy 20 B: History of Philosophy
- 8) Philosophy 37: Asian Philosophy

SLOs and Assessments

Currently, the program has incorporated student-learning outcome for the following courses:

- 1) Philosophy 1: Introduction to Philosophy
- 2) Philosophy 2: Social and Political Philosophy
- 3) Philosophy 4: Philosophy of Religion
- 4) Philosophy 6: Introduction to the Philosophy of Self and Emotions
- 5) Philosophy 10: Logic
- 6) Philosophy 14: Introduction to the Philosophy of Death
- 7) Philosophy 20 B: History of Philosophy
- 8) Philosophy 37: Asian Philosophy

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) Philosophy 1: Introduction to Philosophy
- 2) Philosophy 2: Social and Political Philosophy
- 3) Philosophy 10: Logic
- 4) Philosophy 37: Asian Philosophy

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) 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

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.

Improvement Actions

Choose your Action

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
PHIL 014 - Introduction to the Philo...	March, 21 2018 09:39:26	Fall 2019 - 20	12/4/2020 Improve my program	
PHIL 004 - Philosophy of Religion	March, 21 2018 09:36:35	Fall 2019 - 20	12/4/2020 Improve my program	
PHIL 020B - History of Modern Euro...	March, 21 2018 09:43:01	Fall 2019 - 20	12/4/2020 Improve my program	
PHIL 002 - Social and Political Philos...	March, 21 2018 09:35:01	Fall 2019 - 20	12/4/2020 Improve my program	
PHIL 010 - Logic	September, 20 2019 18:36:08	Fall 2019 - 20	12/4/2020 Improve my program	

PHIL 001 - Introduction to Philosophy	March, 21 2018 09:32:11	Fall	12/4/2020
		2019 - 20	Improve my program
PHIL 020A - History of Ancient Gree...	March, 21 2018 09:43:25	Fall	12/4/2020
		2019 - 20	Improve my program
PHIL 037 - Introduction to Asian Phil...	March, 21 2018 09:45:18	Fall	12/4/2020
		2019 - 20	Improve my program
PHIL 006 - Introduction to the Philo...	October, 09 2018 17:00:55	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-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) 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

The full-time 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 resources requested in this area, leave blank.

Choose your Action

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
PHIL 014 - Introduction to the Philosophy of Death	Describe the Western as well as non-Western, and the Medieval as well as the contemporary philosophies of death.	12/8/2017	12/4/2020	
PHIL 014 - Introduction to the Philosophy of Death	Analyze, compare and contrast the Western as well as non-Western, and the Medieval as well as the contemporary philosophies of death.	12/8/2017	12/4/2020	
PHIL 014 - Introduction to the Philosophy of Death	Describe and analyze the history of philosophies of afterlife from prehistoric times to modernity.	12/8/2017	12/4/2020	
PHIL 004 - Philosophy of Religion	1. Describe, compare and contrast the various arguments for the knowledge and existence of God, immortality of the soul.	12/8/2017	12/4/2020	
PHIL 004 - Philosophy of Religion	Describe, compare and contrast the arguments for and against the omniscience and omnipotence of God and the problem of evil.	12/8/2017	12/4/2020	

PHIL 004 - Philosophy of Religion	Describe, compare and contrast religious claims to truth versus those of science.	12/8/2017	12/4/2020
PHIL 020B - History of Modern European Philosophy	Describe the historical background and circumstances that gave rise to the birth of Contemporary Science out of Ancient and Scholastic philosophies	12/8/2017	12/4/2020
PHIL 020B - History of Modern European Philosophy	Describe the continuity between the epistemological and metaphysical systems of the Rationalists (Descartes, Spinoza, and Leibniz) and the Empiricists (Locke, Berkeley and Hume)	12/8/2017	12/4/2020
PHIL 020B - History of Modern European Philosophy	Explain Kant's metaphysics and epistemology as a synthesis of rationalism and empiricism.	12/8/2017	12/4/2020
PHIL 002 - Social and Political Philosophy	Demonstrate an understanding of the basic classical as well as modern social and political ideas.	12/8/2017	12/4/2020
PHIL 002 - Social and Political Philosophy	Demonstrate a basic understanding of the basic social and political themes in Eastern as well as Western religious traditions.	12/8/2017	12/4/2020
PHIL 002 - Social and Political Philosophy	Demonstrate an ability to articulate sacred as well as secular social and political ideas.	12/8/2017	12/4/2020
PHIL 002 - Social and Political Philosophy	Evaluate, compare and contrast sacred as well as secular social and political ideas.	12/8/2017	12/4/2020

PHIL 010 - Logic	Describe the relationship between language and logic, and identify fallacies in argument structures.	12/7/2018	12/4/2020
PHIL 010 - Logic	Describe, construct and evaluate, inductive and deductive arguments.	12/7/2018	12/4/2020
PHIL 010 - Logic	Analyze and evaluate among truth, validity, strength, soundness and cogency.	12/7/2018	12/4/2020
PHIL 010 - Logic	Describe and analyze the symbolization and semantics of arguments and test them for validity.	12/7/2018	12/4/2020
PHIL 001 - Introduction to Philosophy	Discuss and evaluate inductive and deductive arguments and the manner through which arguments are tested for relevancy, cogency and truth.	12/7/2018	12/4/2020
PHIL 001 - Introduction to Philosophy	Explain, evaluate, compare and contrast the various positions regarding the nature and limits of knowledge.	12/7/2018	12/4/2020
PHIL 001 - Introduction to Philosophy	Analyze and evaluate, compare and contrast the various positions regarding the nature of reality.	12/8/2017	12/4/2020
PHIL 001 - Introduction to Philosophy	Explain the problem of Evil and compare and contrast the various arguments regarding the existence of God.	12/7/2018	12/4/2020
PHIL 001 - Introduction to Philosophy	Discuss and analyze the various philosophical positions concerning body-mind problem.	12/7/2018	12/4/2020

PHIL 001 - Introduction to Philosophy	Analyze and explain the various perspectives on freedom and determinism.	12/7/2018	12/4/2020
PHIL 001 - Introduction to Philosophy	Discuss and evaluate, compare and contrast the various philosophical positions regarding ethics and moral behavior.	12/7/2018	12/4/2020
PHIL 001 - Introduction to Philosophy	Discuss and evaluate, compare and contrast the various philosophical perspectives regarding social and political theories.	12/7/2018	12/4/2020
PHIL 020A - History of Ancient Greek Philosophy	Describe, compare and contrast the varying accounts human nature and of the composition of Reality according to the Pre-Socratics, Ionians, Eleatics, Atomists and Pythagorean philosophers.	12/7/2018	12/4/2020
PHIL 020A - History of Ancient Greek Philosophy	Describe and analyze the epistemological, Metaphysical, Ethical and social and political philosophies of Socrates and Plato.	12/7/2018	12/4/2020
PHIL 020A - History of Ancient Greek Philosophy	Describe and analyze the epistemological, Metaphysical, Ethical and social and political philosophies of Aristotle.	12/7/2018	12/4/2020
PHIL 020A - History of Ancient Greek Philosophy	Compare and contrast Plato's epistemological, Metaphysical, Ethical and social and political theories to those of Aristotle's.	12/7/2018	12/4/2020
PHIL 020A - History of Ancient Greek Philosophy	Describe, compare and contrast the Stoic, Skeptic, Epicurean and Platonist's approach to epistemology, Metaphysics, Ethics and social and political issues.	12/7/2018	12/4/2020

PHIL 037 - Introduction to Asian Philosophy	Describe and evaluate the epistemological, metaphysical, ethical and political teachings of Hinduism, Jainism, Sikhism, Buddhism, Taoism, Confucianism, Shintoism and Islam.	12/7/2018	12/4/2020
PHIL 037 - Introduction to Asian Philosophy	Compare and contrast the beliefs regarding the soul and transcendence in Hinduism, Jainism, Sikhism, Buddhism, Taoism, Confucianism, Shintoism and Islam.	12/7/2018	12/4/2020
PHIL 037 - Introduction to Asian Philosophy	Analyze, compare and contrast the nature of self in Hinduism, Jainism, Sikhism, Buddhism, Taoism, Confucianism, Shintoism and Islam.	12/7/2018	12/4/2020
PHIL 037 - Introduction to Asian Philosophy	Compare and contrast the beliefs regarding the relationship of self to society in Hinduism, Jainism, Sikhism, Buddhism, Taoism, Confucianism, Shintoism and Islam.	12/7/2018	12/4/2020
PHIL 006 - Introduction to the Philosophy of Self and Emotions	Describe and evaluate, compare and contrast the anatomy of emotions through religious as well as non-religious perspectives.	12/7/2018	12/4/2020
PHIL 006 - Introduction to the Philosophy of Self and Emotions	Explain and analyze, compare and contrast the philosophical, religious, existential perspectives on the nature of self and identity.	12/7/2018	12/4/2020
PHIL 006 - Introduction to the Philosophy of Self and Emotions	Explain and analyze the evolution of human identity and emotions within the context of the rise of the industrial revolution and modern capitalism.	12/7/2018	12/4/2020

PHIL 006 - Introduction to the Philosophy of Self and Emotions

Describe and evaluate how different cultures and their philosophical, religious, existential, social and political history and its interpretations create and influence specific emotions.

12/7/2018

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 (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.

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, PLO's as well as ILOs.

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 department's participation in assessing Instructional Learning Outcomes.

In progress. The department is currently working with 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



Microsoft Power BI

Compare



Microsoft Power BI

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 (%)
PHIL 1 INTRO TO PHILOSOPHY	65	65	63
PHIL 10 LOGIC	70	64	64

PHIL 14 Intro to Philosophy of Death	62		
PHIL 2 SOC & POLITICAL PHIL	55	57	70
PHIL 20A HIST OF ANCIENT GREEK PHIL		62	76
PHIL 20B HIST OF MOD EUROPEAN PHIL	64	93	81
PHIL 37 INTRO ASIAN PHIL			76
PHIL 4 PHIL OF RELIGION			67
PHIL 49 I/S-PHILOSOPHY	100		
PHIL 6 Introducon t o the Philosophy	68	76	56

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	PHIL 001 - Introduction to Philosophy		
	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
Face-to-Face	63	67	60
Hybrid			
100% Online	54	67	70
Dual Enrollment			
Day/Evening	64	64	61
Evening			

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 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 74%
2017-18 was 80 %
2018-19 was 81%

The department retention rate 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.

Improvement Actions

Degrees and Certificates

College Level - Program and Department comparison



Chart

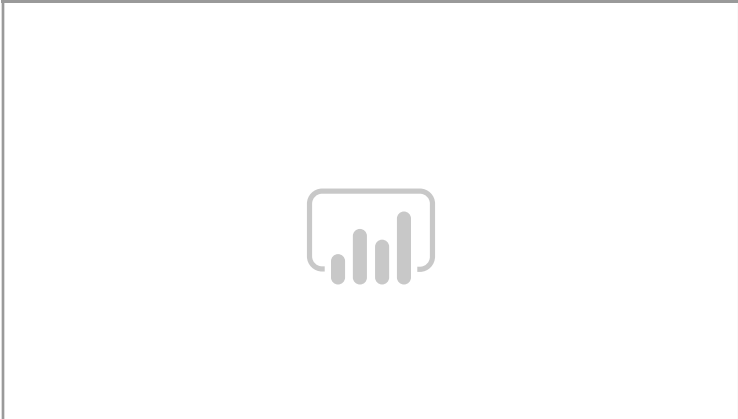


Microsoft Power BI

< 1 of 2 >



Compare



Microsoft Power BI

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 department offers a AA-T degree which was developed only two years ago. Because it is still such a young degree, only 3 students in 2018-19 earned AA-T degree in philosophy.

Undoubtedly, as the department grows, it will capture the interest of more students who will excitedly pursue a AA-T degree in philosophy.

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 resource requested in this area, leave blank.

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.

The full time faculty attends the following events:
department and division meetings
Faculty Senate meetings
On hiring and tenure committees

Finally, the full time faculty created a Philosophy Club where many students who have found the department's course offering refreshingly interesting and inspiring gather to continue with their philosophical curiosities. This has helped in the growth of the department not only in an increased interest in the humanities and various schools of philosophy amongst students, but also, a rise in class enrollment.

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

Currently, the department has no connection to the industry, with the exception of a handful of students who every semester are required to enroll in Humanities 30A (Human Values- Ethics). Since this course offers variety of perspectives regarding contemporary dilemmas in the political, 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 expertise.

Since humanities and philosophy courses fulfill certain categories of the general education that every student must complete, in particular, Philosophy 10 (Logic), it is hoped that after completing a course in the humanities and philosophy program, students leave with a better understanding of themselves and the world in which they live.

All of the Philosophy and Humanities courses meet the general education requirements for both AA degree and transfer to four-year institutions. The Philosophy and humanities courses also meet the undergraduate requirement for a Bachelor's degree in both Philosophy and Humanities. The program offers an AA Degree in Humanities. Currently, the full-time instructor has developed an AA degree in Philosophy and also Religious Studies both of which are under review by the Curriculum Committee.

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, adequately prepare students for both lower and upper division courses in the fields of humanities and philosophy.

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

All faculty members are encouraged to participate in various activities that 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 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

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
Instrucon	
Engagement	

New and Connuing Goals

Discipline, Department or Program Goal	College Goal	PCCD 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.	Offer students the highest quality curriculum and services	Build Programs of Distinction

Resource Request Summary

Total Cost: \$0
Total Resource Request: 0

Instrucon
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

PHOTO - 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 Photography Department aligns to our college mission statement. We inspire, support, and educate students to excel in an inclusive and diverse learning environment rooted in social justice by:

1. Providing inspiration and encouragement through leadership and mentoring.
2. Developing a safe and respectful space.
2. Educating and supporting through interactive projects, lectures and practicum.
3. Guiding students toward employment goals.

Program Total Faculty and/or Staff

Full Time

Part Time

Joan Bobkoff
Franklin Avery
Dean Freeman
Mike Moya
Michael Mejia
Joan Bobkoff
Dean Freeman

Jan Bobkoff, Dean Freeman, Franklin Avery, Mike Moya, Michael Mejia

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 courses and programs, continue dual enrollment

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

Hire a new full time instructor

Status: Completed
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
The Full time position was taken away from the Photo Department

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

District Goal: Develop and Manage Resources to Advance Our Mission

Get caught up on assessments

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 loaner equipment to students, analog and digital

Status

Completed

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

The purchase of 15 new cameras for loaners is complete. Students without cameras may use these in class and special assignment.

College Goal

Promote equity

District Goal

Advance Student Access, Equity, and Success

Contribute to the campus as student photographers

Status

Completed

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

We have served 23 departments in support of PR goals and serving student needs at Laney and Alameda Colleges, provided exhaustive imagery for events and archives for the PIO for PR and Schedules both printed and online. We have saved Laney/Peralta 10s of thousands of dollars by our services. The service is ongoing.

College Goal

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

District Goal

Develop and Manage Resources to Advance Our Mission

Consolidate and improve physical space

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

Redevelop equipment storage for superior operation, safety and security

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

The STUDIO has been cleared of old furnishings with 9&12 seamless paper hung on the wall for a less cluttered floor, critical for utility and safety. This facilitates convertibility of the studio to the variety of photographic needs: set sizes, lighting sources, safety.. This 900 sq/ studio combines with the adjacent 900 sq/ Classroom for an 1800 sq. . clear span. Walls have been repaired by photo faculty and painted for use as backdrops.

The CLASSROOM has received new rolling desks that can be moved to create an 1800 sq/ shooting space or rearranged for teaching styles. A new 84" LCD provides a presentation of superior color, contrast and sharpness, replacing our old projector. While the LCD unit has failed, its replacement has arrived is awaiting installation. The LCD is tethered to a computer on a new lectern creating a superior presentation facility.

The NEW COMPUTER LAB has been developed with an enlarged 270 sq/ space. We now have a total of 22 iMacs and 2 laptops as computers have increased in number and replaced with updated versions through StrongWorkforce funds. This has provided another ADA compliant classroom at no cost to Laney/Peralta. The Lab, replacing the Darkroom/Film system, is now the seminal facility serving all of the shooting classes in the program which represents 90% of our curriculum. It is a far superior teaching space than the former classroom across campus in F-170D and places new students in direct proximity to other enriching classes in our program, fostering future enrollment. We continue to acquire more computers a few at a time. We would like to add a smaller LCD to our Computer Lab to improve instruction there even more.

FILM-DARKROOM/PROCESSING & CHEMICAL STORAGE . As predicted in 2015, vocational/ avocational and market forces have caused subscription to our Film-related classes to plummet to just 9% of our enrollment, success rates of 30-45% and Retention rates of 18%. Whether a function of instructional staffing or the nature of interest of film aspirants, it simply isn't viable and costs the production benefits from other classes. No film-related classes will be given in Spring 2020. That the film-related facilities, developed in the early 1970s, occupy 30% of our total space is problematic. However, in the short term, we are using several of the processing rooms for supply & materials storage and enhancing storage for Film/darkroom-related support equipment and cameras. Currently the Darkroom facility only supports the Darkroom Club. We might offer focused workshops to specialized attendees to put the Darkroom to use.

EQUIPMENT/PROPS/MATERIALS are constantly updated. We continue to purchase strong entry-level cameras for loners to those who cannot afford them. Updated light meters and Speedlights (on-camera flashes), a key part of our enriched curriculum, have just arrived as well as specialty lenses. 3-Strobe & 5-Continuous light source systems have been enhanced or completed through battery, and other appliance purchases; so boxes, pans, dishes, barn-doors, umbrellas, grids, adapters, fresnels, light tents. A new battery powered strobe system has been purchased to allow for simpler location shooting. Basic studio support gear like flags/scrimms, apple boxes, ladders, reflectors, filters and sandbags have been purchased as have rolls of seamless paper for sets and stronger light stands. This volume, and migration away from film, has charged us to rethink our storage around issues of access, security, and safety. Several schemes are in a developmental process.

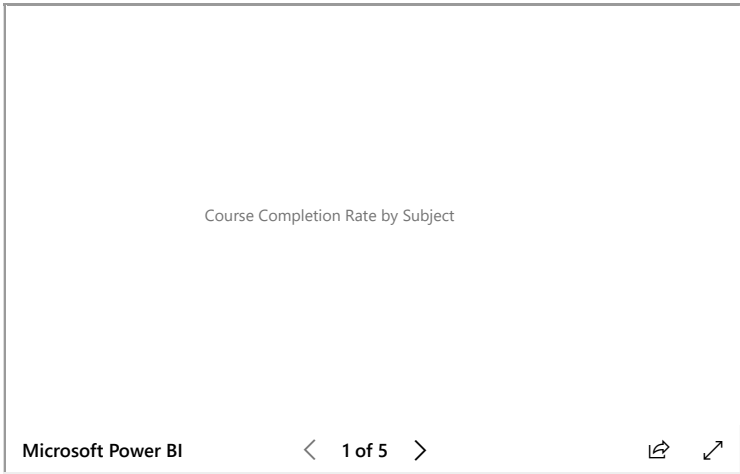
GALLERY. In the last 4 years this has not been the PR magnet we had hoped. It will return to a student/classroom display area. This will illustrate the excitement of the photo experience we provide through direct student performance and be a direct PR point for enrollment.

FACULTY OFFICE. Old fixtures and detritus is being removed to improve utility and our professional workspace appearance.

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 Photo Department has demonstrated success with enriched flowing curriculum, with increased Enrollment, Completion and Retention. Through effective use of funding the facility has been revised and developed to great advantage for students and faculty.

Enrollment in the Photography department has been steady, in keeping with other departments, Gr Arts and Architecture, while Laney enrollment has declined. Machine, Art, Welding, Dance, and Humanities have declined. Any meaningful reduction in our enrollment is due to class cuts as District administration implemented State mandates.

Photo Department Completion and Retention rates, unlike Laney averages which have gone unchanged, have improved over the last three years 11% & 12% respectively. Within that, our Disproportionately Impacted Students (DIS) have fared well in our work, many groups improving at a greater rate than our department in general.

Traditional Gender performance has held relatively steady with females enrolling at a greater rate than males in keeping with Laney enrollment proportions. While Night and weekend Pro courses have outstripped the Day program in the

Last 2 years, anecdotal evidence suggests that women are wary of attending Laney Night classes and traveling by BART at night.

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New energies from a major re-orientation gave opportunity to refine curriculum flow and revise an impractical degree. Improved curriculum connectivity drives improved class performance, higher enrollments, and productivity along with student/faculty satisfaction. With a successful development of P30 (Art & Design), which had withered under reduced instruction, we developed a strong departmental culture invested in itself. It enriches the experience for all.

Strong Workforce funding has allowed the purchase of loaner cameras supporting (DIS) African American, Hispanic and Low Income groups. We built a strong Computer Lab within the Department; the lab formerly used was across campus. So our most influential Entry-level Digital students are in direct contact with all of our other classes. It provides in-class processing for all digital classes which make up 90% of our curriculum. This funding has supported a building of the Student Worker program. Skilled students-in-training provide an extra hand with equipment and an adept method of support for students.

The combination of Loaner cameras, a new Computer Lab, and Student Workers made new efficiencies possible. Students are now better equipped. With improved comprehensive support we have a smoother, more successful experience. It has made our program more accurate, driving success rates upward. Well-supported instructors stay on top of issues as they arise, bringing success to a broader variety of students.

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Data Harvest

This data has been extracted from the BI tool at a granular level along multiple modalities: African American, Hispanic, 2 or more Ethnic Groups, Veterans, Foster Students, Unknown Gender, Unknown Ethnic groups, Day Program, Evening Program, Male, female, Enrollment, Completion and Retention. Unfortunately this document format does not allow graphs that illuminate this analysis.

African American and Hispanic (52% CE), show steady and improved enrollment percentages with completion and retention rates rising to within 3% of departmental norms.

Anecdotally, it has been suggested that the 38% enrollment, 16% Completion, and 6% retention increases of Hispanic students may have been effected by the presence of a Hispanic instructor in critical classes.

Low income group enrollment has declined to 40% CE but completion and retention rates have risen with the department.

Veterans, Foster students and Students of Unknown gender, comprising 11%, are performing at or above departmental norms. First Generation enrollment is 32% CE and declining, with performance on a par with Dept norms.

DSPS, American Indian and Pacific Islander are valued students but make up only 1-2 percent of our enrollment.

Machine, Art, Welding, Dance, and Humanities have declined 27% and English 33%.

Laney enrollment has declined 17% since 2015.

Due to class cuts as District administration implemented State mandates driving us down to 3% from 2015 and down from an all-time high in 2017 of +16%.

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: With a realignment of SLOs, the connections between classes are better understood. Using this as an orienting tool, a student's flow through the curriculum is smoother with more programmatic integrity. New Loaner Cameras, a complete Computer lab that actually resides in the department, and collegial interactions around classes and development of methods have clearly improved the student experience. PLO: Demonstrate Technical Proficiency.

Curriculum: SLOs show overlap, redundancies, poor sequencing, and an adherence to old ideas about our program as a result of poor leadership in the past 2 years. They will have to be revisited. Independent of that students, with improved alignment of course sequencing, have a more active program, driving success rates upward. Our flow has been severely truncated and undermined by drastic class cut leaving us at 35% of our former offerings. We currently support 4 Dual enrolment classes in Partnerships with OUSD schools; Oakland, Fremont and McClymonds High schools. We will start the first second year DE class this spring at Oakland High. DE promotes equity and access. SLOs are in their annual review. PLO: Demonstrate Technical Proficiency.

Instructor: We have lost the Full Time position to another department. As a fully Part Time department this has pressed us to work much harder to maintain communications. Focus for instructor depends upon exact understanding of sequencing and alignment for the Degree. Further, we are working with other departments to create intersections and sharing of curricula for mutual support, degrees and certificates. PLO: Ethical and Professional Behavior.

The Degree: The revised degree has been updated and installed for Sp 2020. However, Leadership in the last 2 years has shown a poor understanding of a vocational curriculum, both as it stands and its future. The degree embodies much of the same old-school thinking and lacks a full devotion to an actual vocational focus. Further, path to a degree has been severely truncated and undermined by drastic class cut leaving us at 35% of our former offerings. It sabotages degree acquisition. PLO: Demonstrate Technical Proficiency.

Student Success and Equity: We currently support 4 Dual enrolment classes in Partnerships with OUSD schools; Oakland, Fremont and McClymonds High schools. We will start the first second year DE class this spring at Oakland High. DE promotes equity and access. Outreach continues through ROP here in the East bay. Strong Workforce funding has been key to improving Student success is supported through loaner equipment and a new Computer Lab. The Student Worker program promotes Student success by providing paid occupation, a specialized curriculum through intense and specialized involvement with Instructors. At the same time the presence of Student Workers in the classroom provides unique and comprehensive support to assure Student Success. The development of our Student Worker program promotes Student Success. PLO: Problem solving skills.

Professional Development, Institutional & Professional Engagement, and Partnerships: Our work building relationships has strengthened bonds with other departments. We provide them imaging services, including extensive imaging for our Course Catalogue and promotional pieces. We are reaching out into the community with our photographers working with Chinatown, City of Oakland, the Golden State Warriors. We outreach to sister colleges within Peralta and outside the district to evaluate best practices. After years of distance we are establishing positive relationship with Berkeley Community College. PLO: Ethical and Professional Behavior

Other Program Improvement Objectives or AUOs: Our current studio infrastructure has the bones it needs to succeed. With funding we have enriched our equipment and built a new Computer Lab. We have removed archaic furnishings, replaced desks, and added a computer-tethered 84" LCD for superior presentations. This spring we will repurpose our storage for greater efficiency and install the appropriate shelving for safety and security. Our much-improved digital capacities serve 90% of our classes. Currently there are no Film-oriented classes leaving no classes for the Darkroom which occupies 30% of our total space. We will repurpose some of the support rooms in that area for other uses. Student Workers will participate in support of developing hands-on studio management skill. PLO: Demonstrate Technical Proficiency.

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
Purchase Loaner Cameras	StrongWorkforce	\$12000	Completed
Purchase Smartscreen for computer lab	StrongWorkforce	\$12000	Researched. Target 12/10/20
Purchase Mirrorless Cameras	General Fund		Researched. Target 12/10/20
Chemistry, ink, paper, film, flashdrives	StrongWorkforce	\$12000	in process
Office Supplies:paper, printer ink, tape, scissors, whiteout, monitor wipes.	StrongWorkforce	\$12000	in process
Repair: Lab Rooms:Redcoat sinks, replace faucets and temperature regulators. Parts & Labor	General Fund	15000	Researched. Target 12/10/20
Studio Work Tables	StrongWorkforce	2500	In research
Equipment Storage Shelving	StrongWorkforce	2000	In design.

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

Item	Description	To be completed By	Responsible Person
Studio Work Tables	1 4x8 and 4 4x4 rolling & nesting tables	12/10/2020	Departmental Chair

Resource Request

Facilities	Labs	Estimated Cost
Description/ Justification Strong and portable tables. Essential for photo sets often in dark setting. Mobility & nesting required to clear spaces for adjacent use.		2500

Improvement Action

Item	Description	To be completed By	Responsible Person
Equipment Storage Shelving	5-8 x 6 shelves	12/10/2020	Departmental Chair

Resource Request

Facilities	Other

Descripon/ Jusfic aon
Shelving for cameras, lighng s ystems, grip, darkroom gear. Safe, convenient, secure

Esmaàted Cost
2000

Resource Request Summary

Total Cost: \$4500

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

Type	Descripon/ Jusfic aon	Esmaàted Cost
Labs	Strong and portable tables. Essenal f or photo sets often in dark seng. Mobility & nesng r equired to clear spaces for adjuncv e use.	2500
Other	Shelving for cameras, lighng s ystems, grip, darkroom gear. Safe, convenient, secure	2000

Sub-Total: \$4500

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.

Michael Mejia
Franklin Avery
Joan Bobkoff

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

Michael Mejia



Welcome to Program Review

Laney College - 2019

POSCI - 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.

With an understanding of the political system, and the role of people within that system, students will be able to identify the sources of political problems and the ways to make their communities a better place.

Program Total Faculty and/or Staff

Full Time

Felipe Wilson
Scott Godfrey

Part Time

Michael Lin
Andrea Slater

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 and maintain a common, active, ongoing, and effective Assessment Cycle.

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

Strengthen Accountability, Innovation and Collaboration

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

Increase awareness and access to disproportionately impacted communities

District Goal

Advance Student Access, Equity, and Success

Develop and maintain up-to-date and high quality 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

Build Programs of Distinction

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

No Lab requirements.

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’ve seen small increases in productivity that indicate that we can reach and exceed the baseline 17.5 productivity target when enrollments increase in the District as a whole. Conversely we can see that Political Science productivity decreases when enrollments decrease in the District.

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 have ongoing conversations and support for faculty—especially adjunct faculty—seeking to boost student learning and performance outcomes.

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.

Tarek ElJarrari

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

Tarek ElJarrari



Welcome to Program Review

Laney College - 2019

PSYCH - 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 goal of the Social Sciences Department at Laney is to give students a holistic understanding of how human behavior shapes their place in the local community, the state, the nation, and the global community.

Program Total Faculty and/or Staff

Full Time

Kimberly King
Jennifer Iljas
Tarek ElJarrari

Part Time

Rima Najm-Briscoe
Kamela Peart
Mary Johnson
Jennifer Ounjian
Crystal Crowley
Farshid Moshrefi
Rachel Varaiya

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 and maintain a common, active, ongoing, and effective Assessment Cycle.

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

Develop and maintain up-to-date and high quality 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

Build Programs of Distinction

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

Increase awareness and access to disproportionately impacted communities

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

Increase awareness and access to disproportionately impacted communities

District Goal

Advance Student Access, Equity, and Success

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

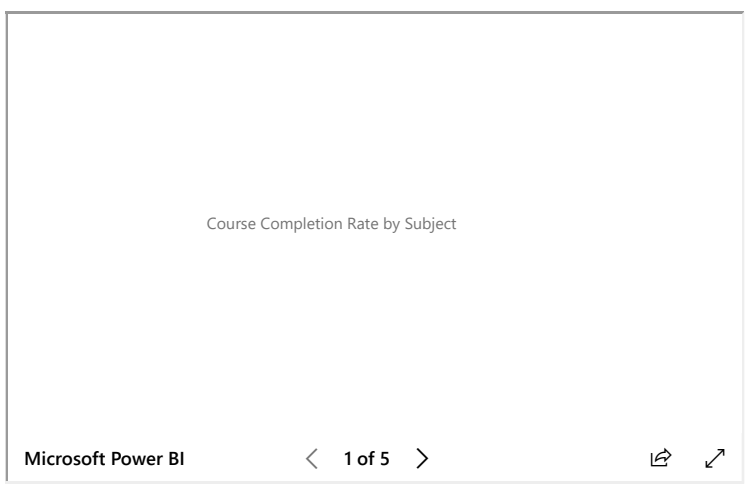
Describe your current utilization of facilities, including labs and other space

No Lab requirements.

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 Spring 2017 due to a lack of preparation for expanding course offerings and delays in altering the course schedule to accommodate new faculty and that subsequently as the department has moved toward additional online 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 on SLO, PLO, and ILO assessment is inadequate as the program continues to struggle with faculty engagement regarding assessing SLOs, PLOs, and ILOs. We are hopeful that as a session moves from results-oriented, or summative, assessment of student learning outcomes via analysis and evaluation of success, retention, and grade distribution we can increase our focus on the formative assessments we are required to perform for SLO, PLOs, and ILOs.

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.

Tarek ElJarrari

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

Tarek ElJarrari



Welcome to Program Review

Laney College - 2019

Restoring Our Communities (ROC) - 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.

Designed for and by formerly incarcerated students, Restoring Our Communities (ROC) is an academic support program that pathways students into certificates, Career and Technical Education degrees, and four-year university transfer.

Program Total Faculty and/or Staff

Full Time

Roger Chung, Faculty Lead
Alejandra Bautista, Student Services Specialist
Vincent Garrett, Student 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.

Program Goal 1: To deliver research informed academic support services to formerly incarcerated students.

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

Program Goal 2: To assess service delivery through a variety of academic indicators.

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

Program Goal 3: To institutionalize service by hiring formerly incarcerated classified staff

Status

Completed

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

Both Student Services Specialists were officially hired as Classified Staff in 2019. Since, they have participated in campus activities, such as leading a Professional Development workshop, are active participants in the Adult Education Consortium, and work closely with community partners like the Alameda County Public Defender, Roots Community Clinic, Five Keys Schools and Rubicon Programs.

College Goal

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

District Goal

Strengthen Accountability, Innovation and Collaboration

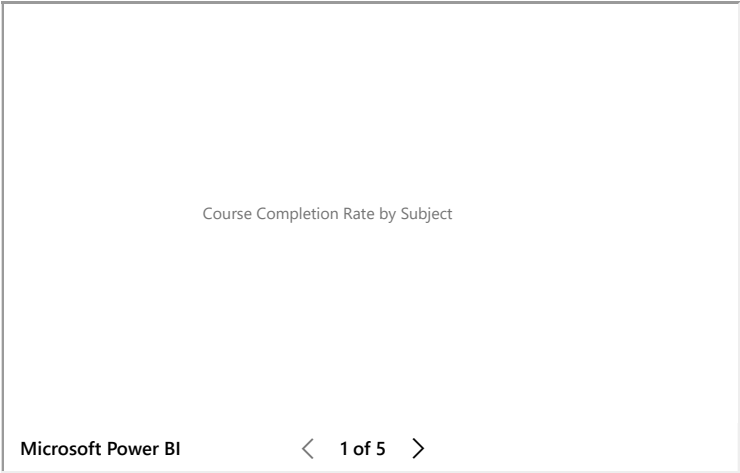
Describe your current utilization of facilities, including labs and other space

Restoring Our Communities is located in room E-203, which houses 2 computers for staff, 4 computers for students and 1 computer for student check in (SARS). While ROC serves over 100 students with varying degrees of utilization, the room capacity is limited to 15 people or less at one time. For events, workshops and special programming, ROC reserves space across campus.

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.

Because ROC students are not currently assigned into student groups, data must be accessed through college research. The following data is derived from a research request provided by the college. Formerly Incarcerated Students, understood as the ROC student group or SG-15 in MIS, are considered disproportionately impacted (DI) students and named in the college's newest SEAP. Therefore two specific points are relevant: 1) How ROC performs with respect to the general students body, and how DI groups within ROC perform against DI groups outside of ROC.

All Laney College Students in the 2018-19 year:

Completion Success: 73%

Retention: 83%

For ROC in the 2018-19 year:

Completion Success: 63%

Retention: 75%

In comparing ROC students against the general college success and retention trends, a statistically significant gap continues, affirming ROC students as a DI population. According to research data, ROC has welcomed 114 new to Peralta students since fall of 2016. A combination of being new to Peralta and being impacted by incarceration may contribute to the achievement disparity, compared to, for example, students already at Peralta who have been impacted by the criminal justice system. However, when comparing a disaggregated ROC population, for example African Americans, there is no statistically significant difference:

African American Students at Laney College in the 2018-2019 year:

Completion Success: 63%

Retention: 78%

Formerly incarcerated students should not be expected to perform as well as their never-incarcerated counterparts. Therefore ROC has contributed to the closing of achievement gaps within the racial group.

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).

ROC is currently developing SLOs and AOU's and will also be in the process of developing an assessment plan for them.

In Dra:

Administrative Unit Outcomes:

ROC shall provide case management for formerly incarcerated students using up-to-date technological platforms

ROC shall collect and provide data of progress for formerly incarcerated students to the Student Services Division

ROC faculty and Staff will participate in on-going professional development and training to improve services for formerly incarcerated students

In Dra:

Student Learning Outcomes:

After participating in ROC for at least one semester, students will be able to:

Examine their experiences as formerly incarcerated persons within the larger context of the justice system

Build a sense of community with other ROC peers

Create a pathway to transition to the workforce or a 4-year college

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 Acon

Acon It em Developing SLOs and AOUs	Descripon outcomes will be informed by the 2018 data; for example, there should be strong focus on course success as well as retenon	To be completed By 6/30/2020	Responsible Person Roger Chung
----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------	-----------------------------------

Resource Request

Personnel	Full-time Faculty		
% Time .4	Descripon/ Jusfic aon Dedicated Counselor to Develop Student Educaon Plans	Esmaàted Annual Salary Costs 40000	Esmaàted Annual Benefits Costs 20000
Total Costs 60000			

Resource Request Summary

Total Cost: \$60000
Total Resource Request: 1

Program Update		Personnel			
Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Full-me F aculty	.4	Dedicated Counselor to Develop Student Educaon Plans	40000	20000	60000
Sub-Total: \$60000					

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.

Roger Chung

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

Roger Chung



Welcome to Program Review

Laney College - 2019

SOC - 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.

Sociology is built on the premise that understanding how societies function is a necessary prerequisite for creating social change.

Program Total Faculty and/or Staff

Full Time

Nathaniel Pyle

Part Time

Cynthia Mahabir
Beverly West
Sadie Reynolds
Marcia Douglass

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 and maintain a common, active, ongoing, and effective Assessment Cycle.

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

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

Promote equity

District Goal

Strengthen Accountability, Innovation and Collaboration

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

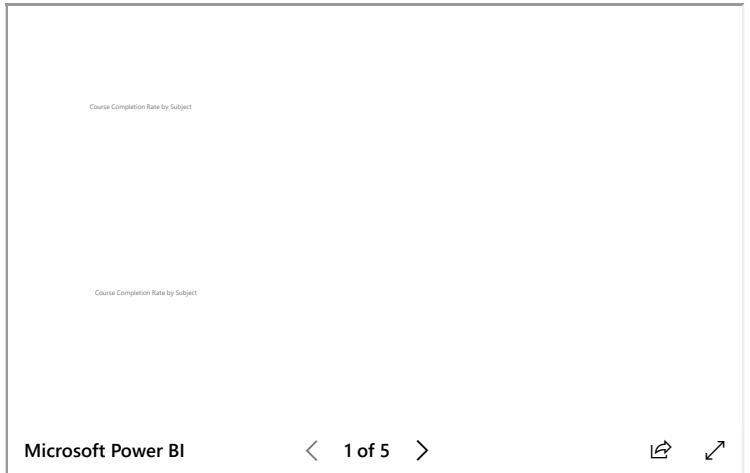
Describe your current utilization of facilities, including labs and other space

No Lab component.

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.

There is no disaggregaon f or specific class offerings (course, instructor, me of daày, day of week, etc.) so itâ€™s extremely difficult, and dangerously misleading, to derive trend analysis from such a poor sample. Barring additional daàta, the most meaningful trend to derive from the above data is that more secons seem t o increase number of students enrolled while negativ ely impacng pr oducvity .

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 on SLO, PLO, and ILO assessment is poor as the program continues to struggle with faculty engagement regarding assessing SLOs, PLOs, and ILOs. Where there has been traction is sharing and discussing student retention and success rates and grade distributions and faculty have been discussing those issues in the pursuit of strengthening student learning and outcomes.

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.

Tarek ElJarrari

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

Tarek ElJarrari



Welcome to Program Review

Laney College - 2019

SPAN - 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

Arturo Davila Sanchez
Zujian Zhang
Lin Wang

Part Time

Eusebio Rodríguez
Satoko Piatt
Akemi Uchima Decena
Shiori Greller
Shuyu Liu
Han Lu
Gaye Ying
Leah Demathieu
Angela Zawadzki
Monique Dascha Inciarte
Heather McMichael
Silvia Lopez
Rosa Lourdes Parra

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.

Our most important goal in the Spanish Program is to become an HSI,
We are very close. We count with a Latin population of 23.9 and we want to get to 25% or more to be able to apply for State funds and grants.

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

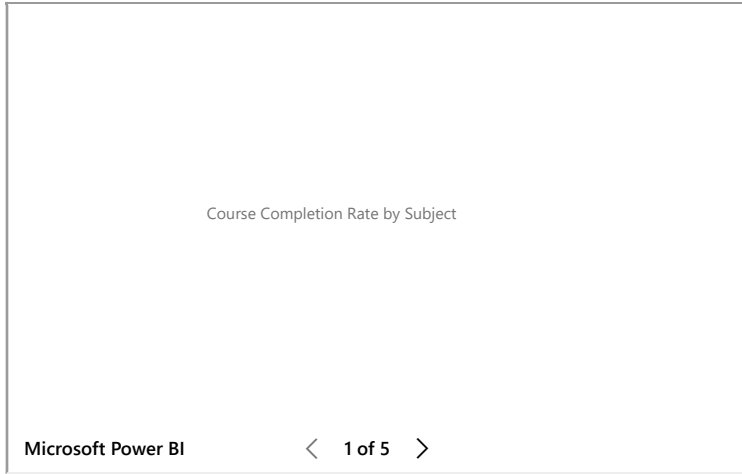
Describe your current utilization of facilities, including labs and other space

We have created the Lan x Cultural Center (EV-3) and we have been operang ther e since Spring 2018.
This Fall 2019 we also have the Puente Program and tutoring services (Spanish, Math, and English)
We are collaborang with D ACA students, recruing s tudents for the ESOL non-credit courses, LCI program, Tutoring services, Outreach, GED, etc.

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 disporonality 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.

For 2018-2019 the Spanish Program has 825 students. The completion rate is 70% The retention rate is 82% It only varied one or two points from 207-2018 (69% completion - 84 % retention). It's one point below the Laney College Average. It's been stable in the last three years.

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 have measured the SLO's for Spanish 1A Sp 1B and Sp 2A especially on grammar and pronunciation skills. 70% of students have obtained an 80% or better in both skills. We are accomplishing our objective. Our AAT Degree in Spanish was recently accepted during Spring 2019. We will start measuring it as soon as we get the first students to get it.

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
Laney Cultural Center	Equity		We finally got a place to be. The Laney Cultural Center is located in Eagle Village -3. Thank you for your support.
Laney Staff Assistant		?	We would like to have a staff coordinator that can be at the Laney especially in the evenings when students want to have services and there is no one to help them after 5 pm.
Puente Program			Finally we brought back the Puente Program to Laney College. We had our first group this Fall 2019.

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	
We want to become a HSI	At present we are 23.9% Latin student population. We would like to get to 25%	12/18/2020	Arturo Davila / Laura Gomes contreras / Latin Cultural ...	

Resource Request				
Personnel	Classified Staff			
% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	
50	Latin Staff Assistant	0		
Total Costs				
0				

Resource Request				
Professional Development	Department-wide PD needed			

Descripon/ Jusfic aon

The Lan x Cultural Center is preparing to celebrate 2 events during Spring 2020. in collaboraon qith OUSD and Diane Wu Chang, Associate Dean, Educaonal Success:

Esmaàted Cost

5000.00

Cesar Chavez & Dolores Huerta Celebraon (Mar ch 31st)

5 de Mayo.

We will also collaborate with the CTE fair on April 25.

Starnq April 27 and un l Maày 16 we will have a campaign called "Lan x to School" to inform, register and support the Lan x community interested in coming to our college.

We will have an evening night with the film "Dolores Huerta"and another evening with the Ballet Folclorico de Carlos Moreno.

The Lan x clubs, Puente Program, and student workers will help with the organizaon and pr omoon of theq events.

We are also promong Indig enous languages classes. At present we have a Nuaatl Workshop on Tuesdays. On Saturdays, we have a Mam workshop and a Spanish 1A with more than 25 students registered one month before classes start.

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon
Lexmark MX620 MX622adhe Laser Mulfuncon Prin ter

Esmaàted Cost
1730.00

All prices quoted from Office Depot

hp s://www.officedepot.com/a/products/6068379/Lexmark-MX620-MX622adhe-Laser-Mulfuncon-Prin ter/

Resource Request

Technology and Equipment

New

Descripon/ Jusfic aon
Office Depot / Amazon

Esmaàted Cost
3290

â—□ 5 Ipads - Apple iPad Pro - Apple iPad Pro (10.5-inch, Wi-Fi, 256GB) - Space Gray
(Previous Model) \$658.00

The tablets will be used by or Student Workers at the Lan x Cultural Center. When the students are working outside the office, during outreach events, One Step-Super Saturdays, registraon me, w e would like to have tablets to facilitate registraon, send in formaon, cr eate e-mail lists, etc.

Resource Request

Supplies

Noninstructional Supplies and Materials

Descripon/ Jusfic aon
Lan x Cultural Center Supplies for 2020

Esmaàted Cost
1160.00

- â—□ 5 boxes of white printer paper
\$ 150
- â—□ 4 Printer toners \$ 200
- â—□ 5 packs black and blue pens
\$ 200
- â—□ 5 packs of red pens \$ 100
- â—□ 5 packs of dry erase marker kits
\$ 100
- â—□ 5 Scissors \$ 20
- â—□ 2 electronic staplers \$ 110
- â—□ 2 Electric pencil sharpeners \$ 50
- â—□ 5 packs of staples \$ 40
- â—□ 5 packs paper clips \$ 40
- â—□ 10 packs of post it notes \$ 50
- â—□ Clorox cleaning wipes \$ 30
- â—□ Computer cleaning spray \$ 30
- â—□ AA baeries & AAA baeries \$ 40

Resource Request

Supplies

Instructional Supplies and Materials

Descripon/ Jusfic aon	Esmaàted Cost
Supplies for the Dept. of Modern Languages Part-Timer Offices 2020	1110.00

- â—□ 3 boxes of white printer paper
\$ 100
- â—□ 4 Printer toners \$ 200
- â—□ 5 packs black and blue pens
\$ 200
- â—□ 5 packs of red pens \$ 100
- â—□ 5 packs of dry erase marker kits
\$ 100
- â—□ 5 Scissors \$ 20
- â—□ 2 electronic staplers \$ 110
- â—□ 2 Electric pencil sharpeners \$ 50
- â—□ 5 packs of staples \$ 40
- â—□ 5 packs paper clips \$ 40
- â—□ 10 packs of post it notes \$ 50
- â—□ Clorox cleaning wipes \$ 30
- â—□ Computer cleaning spray \$ 30
- â—□ AA ba eries & AAA ba eries \$ 40

Resource Request

Facilities	Offices	
Descripon/ Jusfic aon		Esmaàted Cost
Lan x Cultural Center / Keeping the space clean		500
A vacuum cleaner \$ 150		
3 book shelves \$ 350		

Resource Request

Library

Library materials

Descripción/ Justificación
Books:

Estimated Cost

817

La Tinsua. Poetas latinoamericanos in the USA. Nota preliminar y seleccion de Arturo Davila \$ 20.

Series : Catulinarías ; Poemas para ser leídos en el metro ; La cuerda floja. Arturo Davila. Madrid: Hiperion, 2017.
\$ 20

5 Japanese Textbooks (Refer to Ms. Satoko Pie, Japanese Part-Time instructor for title of books).
\$ 200.00

Films / DVDs

Dir. Luis Bunuel 7 DVD Silver Pack (Nazarin, Los Olvidados, La Hija Del Engaño, El Río Y La Muerte, Subida Al Cielo, La Ilusión Viaja En Tranvía & El Gran Calavera) [NTSC/REGION 1 & 4 DVD. Import-Lan America] \$ 300

- o Viridiana (The Criterion Collection) \$ 18
- o Simon of the Desert (The Criterion Collection) \$ 18
- o The Exterminating Angel (The Criterion Collection) [Blu-ray] \$ 27
- o Luis Bunuel Collection 3 dvd boxset vol. 3: Belle de Jour (Bella de día) / Cet obscur objet du desir (Ese Oscuro Objeto del Deseo) / La mort en ce jardin (La Muerte en este Jardín) [NTSC/Region 1&4 dvd. Import - Lan America] (Spanish subtitles) by Luis Bunuel
\$ 119

- o También La Lluvia (2010) Director: Iciar Bollain. (Spanish audio). \$ 20

Dir. Paolo Sorrentino

- o The Great Beauty (Criterion Collection) \$ 15
- o Il Divo \$ 15
- o Youth \$ 15

Dir. Peter Bra - Dolor es \$ 15

Dir. Diego Luna - Cesar Chavez \$ 15

Resource Request

Supplies

Noninstructional Supplies and Materials

Descripon/ Jusfic aon

For recruing and In formaon purposes, the Laàn x is requesng 2 c anopies and banners that will help us have a more visible presence in the College::

Esmaàted Cost

895

- â—□ 2 - Pyramidâ,,ç 10 x 10 Mul Color Prin t Tent w/ Steel Frame \$299.99+ tax from (Island Adversing)
- â—□ Banners - 2 Lay Flat Vinyl Banner (2x6)Ft. \$61.20+ tax (Island Adversing)
- â—□ Table cloths - 2 Flat Poly/CoÃon 3-sided Table Cover - fits 8' standard table \$224.00 (Island adversing)
- â—□ Dry Erase Stand - Safco Products Write Way Rectangle Message Sign 4117BL, Black, Magneç Dual-Sided Dry Erase Board, Indoor and Outdoor Use - \$70.71 (amazon)

Resource Request Summary

Total Cost: \$14502
 Total Resource Request: 9

Program Update Personnel

Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Classified Staff	50	Lan x Staff Assistant			
Sub-Total: \$0					

Professional Development

Type	Descripon/ Jusfic aon	Esmaàted Cost
Department-wide PD needed	The Lan x Cultural Center is preparing to celebrate 2 events during Spring 2020. in collaboraon qith OUSD and Diane Wu Chang, Associate Dean, Educaonal Success: Cesar Chavez & Dolores Huerta Celebraon (Mar ch 31st) 5 de Mayo. We will also collaborate with the CTE fair on April 25. Starng April 27 and unl Maày 16 we will have a campaign called "Lan x to School" to inform, register and support the Lan x community interested in coming to our college. We will have an evening night with the film "Dolores Huerta"and another evening with the Ballet Folclorico de Carlos Moreno. The Lan x clubs, Puente Program, and student workers will help with the organizaon and promoon of the eàvents. We are also promong Indig enous languages classes. At present we have a Nauatl Workshop on Tuesdays. On Saturdays, we have a Mam workshop and a Spanish 1A with more than 25 students registered one month before classes start.	5000.00
Sub-Total: \$5000		

Technology and Equipment

Type	Descripon/ Jusfic aon	Esmaàted Cost
New	Lexmark MX620 MX622adhe Laser Mulfuncon P rinter All prices quoted from Office Depot hp s://www.officedepot.com/a/products/6068379/Lexmark-MX620-MX622adhe-Laser-Mulfuncon-P rinter/	1730.00
New	Office Depot / Amazon â— 5 Ipads - Apple iPad Pro - Apple iPad Pro (10.5-inch, Wi-Fi, 256GB) - Space Gray (Previous Model) \$658.00 The tablets will be used by or Student Workers at the Lan x Cultural Center. When the students are working outside the office, during outreach events, One Step-Super Saturdays, registraon me, w e would like to have tablets to facilitate registraon, send in formaon, cr eate e-mail lists, etc.	3290

Sub-Total: \$5020

Supplies		
Type	Descripon/ Jusfic aon	Esmaàted Cost
Noninstruconal Supplies and Materials	Lan x Cultural Center Supplies for 2020 â—□ 5 boxes of white printer paper \$ 150 â—□ 4 Printer toners \$ 200 â—□ 5 packs black and blue pens \$ 200 â—□ 5 packs of red pens \$ 100 â—□ 5 packs of dry erase marker kits \$ 100 â—□ 5 Scissors \$ 20 â—□ 2 electronic staplers \$ 110 â—□ 2 Electric pencil sharpeners \$ 50 â—□ 5 packs of staples \$ 40 â—□ 5 packs paper clips \$ 40 â—□ 10 packs of post it notes \$ 50 â—□ Clorox cleaning wipes \$ 30 â—□ Computer cleaning spray \$ 30 â—□ AA ba. eries & AAA batteries \$ 40	1160.00
Instruconal Supplies and Maàterials	Supplies for the Dept. of Modern Languages Part-Timer Offices 2020 â—□ 3 boxes of white printer paper \$ 100 â—□ 4 Printer toners \$ 200 â—□ 5 packs black and blue pens \$ 200 â—□ 5 packs of red pens \$ 100 â—□ 5 packs of dry erase marker kits \$ 100 â—□ 5 Scissors \$ 20 â—□ 2 electronic staplers \$ 110 â—□ 2 Electric pencil sharpeners \$ 50 â—□ 5 packs of staples \$ 40 â—□ 5 packs paper clips \$ 40 â—□ 10 packs of post it notes \$ 50 â—□ Clorox cleaning wipes \$ 30 â—□ Computer cleaning spray \$ 30 â—□ AA batteries & AAA batteries \$ 40	1110.00
Noninstruconal Supplies and Materials	For recruing and In formaon purposes, the Laàn x is requesng 2 c anopies and banners that will help us have a more visible presence in the College:: â—□ 2 - Pyramidâ,,ç 10 x 10 Mul Color P rint Tent w/ Steel Frame \$299.99+ tax from (Island Adversing) â— □ Banners - 2 Lay Flat Vinyl Banner (2x6)Ft. \$61.20+ tax (Island Adversing) â— □ Table cloths - 2 Flat Poly/CoÃon 3-sided Table Cover - fits 8' standard table \$224.00 (Island adversing) â— □ Dry Erase Stand - Safco Products Write Way Rectangle Message Sign 4117BL, Black, Magneç Dual-Sided Dr y Erase Board, Indoor and Outdoor Use - \$70.71 (amazon)	895

Sub-Total: \$3165

Facilies		
Type	Descripon/ Jusfic aon	Esmaàted Cost
Offices	Lan x Cultural Center / Keeping the space clean A vacuum cleaner \$ 150 3 book shelves \$ 350	500

Sub-Total: \$500

Library		
Type	Descripon/ Jusfic aon	Esmaàted Cost

Library materials

Books: La Tinusa. Poetas latinoamericanos in the USA. Nota preliminar y selección de Arturo Davila \$ 20. SÃ¡nchez : Catulnarias ; Poemas para ser leidos en el metro ; La cuerda floja. Arturo Davila. Madrid: Hiperion, 2017. \$ 20 5 Japanese Textbooks (Refer to Ms. Satoko Pie, Japanese Part-Time instructor for title of books). \$ 200.00 Films / DVDs Dir. Luis Bunuel 7 DVD Silver Pack (Nazarin, Los Olvidados, La Hija Del EngaÃ±o, El Rio Y La Muerte, Subida Al Cielo, La Ilusion Viaja En Tranvia & El Gran Calavera) [NTSC/REGION 1 & 4 DVD. Import-Lan America] \$ 300 o Viridiana (The Criterion Collecon) \$ 18 o Simon of the Desert (The Criterion Collecon) \$ 18 o The Exterminang Angel (The Criterion Collecon) [Blu-ray] \$ 27 o Luis Bunuel Collecon 3 dvd boxset vol. 3: Belle de Jour (Bella de dia) / Cet obscur objet du desir (Ese Oscuro Objeto del Deseo) / La mort en ce jardin (La Muerte en este Jardin) [NTSC/Region 1&4 dvd. Import - Lan America] (Spanish subtles) by Luis Bunuel \$ 119 o Tambien La Lluvia (2010) Director: Iciar Bollain. (Spanish audio). \$ 20 Dir. Paolo Sorrenno o The Great Beauty (Criterion Collecon) \$ 15 o Il Divo \$ 15 o Youth \$ 15 Dir. Peter Bra - Dolor es \$ 15 Dir. Diego Luna - Cesar Chavez \$ 15

817

Sub-Total: \$817

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
Laura GÃ¡mez Contreras
Omega Jules

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

Arturo Davila-Sanchez



Welcome to Program Review

Laney College - 2019

Student Activities and Campus Life - 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 Office of Student Activities and Campus Life (SACL), in collaboration with the campus community, provides opportunities for the development of the whole student through "outside the classroom" activities by offering a variety of educational, wellness and social programs.

Program Total Faculty and/or Staff

Full Time

Part Time

Staff Assistant

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 intentional programs to enhance students' leadership skills and competency

Status
Completed

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

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?
During the Summer of 2019, in collaboration with the Associated Students from Merritt College, Berkeley City College and College of Alameda, the Directors of Student Life hosted 3 days of student leadership trainings. The trainings covered the following topics to help develop student leadership skills: budget management, soft skills, team building, event(s) planning, assessment, social justice, and shared governance. Further, we invited certified parliamentarians, Tamara Dunning and Lorenzo Cuesta, to facilitate parliamentary procedures, the Brown Act, and mock board meetings. Prior to summer training, student leaders were given a survey to assess their knowledge on the outlined topics, as well as a post training survey to assess their knowledge and give student leaders an opportunity to provide feedback and reflect on their experience.

Associated Students are required to sign-up for at least one shared governance committee, in which they are encouraged to actively participate and ask questions. During ASL C's weekly meetings student leaders provide updates on their particular shared governance meeting and allow others to provide feedback.

Market and brand Student Life on campus to increase student knowledge of Student Life by 30%

Status
In-Progress

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

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?

Develop programs and initiatives that meet students' basic needs.

Status
 Completed

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

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?
 The Office of Student Life has continued to cultivate partnerships that help meet students' basic needs. During Fall 2019 we developed a partnership with the Oakland Rotary Club to expand our fresh produce offering through the Alameda County Community Food Bank from twice a month to every Tuesday of each month. As such, we have provided over 25,000 pounds of fresh produce to over 3000 families. Further, we developed a partnership with Patricia Lewis, Founder of Solo Mio, where the college volunteers package toiletry bags for students and homeless individuals. The toiletry bags include items such as toothbrushes, deodorant, loon, soap, mouth wash, etc... Toiletry bags are essential for our students that may be experiencing homelessness and need to utilize our campus shower facilities. Another basic needs initiative includes providing book vouchers for students who do not qualify for books through campus specific programs. During Fall 2019 the Office of Student Life gave over \$11,000 to 200 students for book voucher scholarships. At the conclusion of the semester, students are required to return the books to the Office of Student Life, in which the books are loaned back out to another student.

On December 6, 2019 the Office of Student Life supported the President's Office in hosting the state-wide #RealCollegeCalifornia Basic Needs Summit at Laney College. The conference brought together over 250 practitioners in learning best practices to support students' basic needs.

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

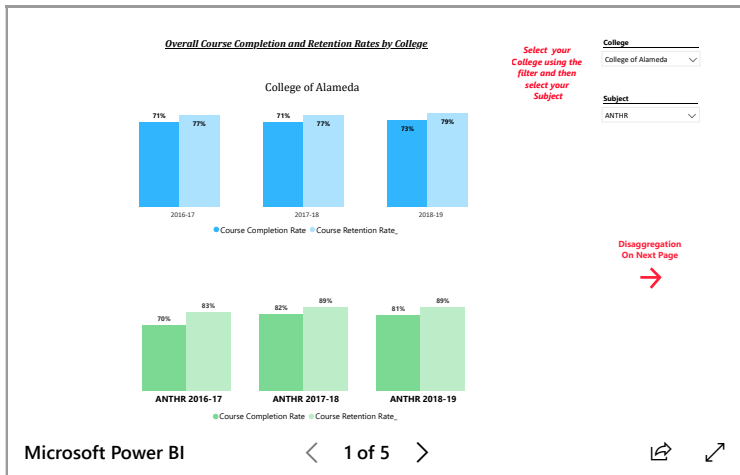
SACL generally utilizes the student center and the quad to provide the campus community social, educational, and wellness. These events include Black History Month, Women's History Month, Chinese New Year Celebration, Fall and Spring Welcome Back Week, Laney History Month, Laney Pride Day, Fresh Produce distribution, Thanksgiving Feast, Mardi Gras Celebration, and Teach-In Workshop Series "Poor People's Campaign". In addition, the student center is home to the Eagles Pantry which provides resources for Laney students that are experiencing food insecurity.

With consistent traffic throughout the building, this past year the Associated Students hired a substitute custodian solely for the student center. However, with the student center remaining open until 10pm there needs to be swing shift available to upkeep the building. Further, the building is deteriorating and is in need of constant repairs. Since Fall 2018, the Office of Student Life has had to move 4 times due to power outages, electrical issues, and elevator malfunctions. Constant movement has displaced services housed in the student center and has hindered the quality of services offered to 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 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.

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

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 Item	Description	To be completed By	Responsible Person
Student Center Update	<p>• Many lights are out – several fixtures need new ballasts.</p> <p>• Repair all outlets</p> <p>• Nonfunctioning drinking fountain needs to be removed.</p> <p>• Install microwave stand for multiple microwaves along the back wall closest to the kitchen sliding doors (opposite wall of the vending machines)</p> <p>• Install hand wash sink on the wall next to the water station in the women bathroom side (this should be allowed by health department but need to check. May be as simple as to indicate “hand wash only”). Would also need paper towel dispenser (school standard) and gojo dispenser.</p> <p>• Repair / replaces locks / hardware on the kiosk door. Currently from cafeteria to kiosk is a slide lock (no key lock on the cafeteria side to the kiosk). Safety and code compliance concern.</p> <p>• Several outlets are not working</p> <p>• Fix wires hanging down to TVs and whatever else that are serving.</p> <p>• Replace missing baseboard.</p> <p>• Office 301 – ceiling tile missing and a loud “whizzing” noise coming from the ceiling making it distracting to work in this office.</p> <p>• Women’s restroom, handicap stall door warped and hard to close.</p> <p>• Women’s restroom, handicap stall needs new seat cover dispenser</p> <p>• Women’s restroom, purse / coat hook on handicap stall is broken</p> <p>• Women’s restroom, 2 light lens covers are missing</p> <p>• Women’s restroom, one toilet not working and bagged up</p>	8/15/2020	

â€¢ Main open area â€” several outlets on 3rd floor are not working
â€¢ Main open area â€” several lights out need ballasts replaced.
â€¢ Main open area â€” some light lens covers are missing
â€¢ Main open area â€” need bigger, more visible emergency exit signs
â€¢ Wires are hanging off the wall just around the corner from the veteranâ€™s office.
â€¢ One toilet out of order and bagged.
â€¢ Outlets for microwave and flow water machine needs to be repaired / replaced.
â€¢ Custodial sink is clogged.
â€¢ Leak from ceiling near the rear exit doors
â€¢ Breaker panel cover doesnâ€™t close all the way.
â€¢ Wire / conduit hanging down from an open juncon box

â€¢ Reinstall piece of baseboard trim by stair well that is laying on the ground.
â€¢ Reinstall light lens cover that have fallen and replace the missing light lens covers
â€¢ Replace missing and/or damaged ceiling les
â€¢ Repair the door closer at the top of the 4th floor, closest to Roots Wellness Center II.
â€¢ Repair the toilet in the womenâ€™s bathroom that is currently bagged up.
â€¢ Repair / replace all of the ballast that are out and replace bulbs as needed.
â€¢ Remove wire / rope and metal brace closest to the menâ€™s bathroom.
â€¢ Repair the ceiling damage and leak in the fourth floor menâ€™s bathroom
â€¢ Replace the light lens cover in the menâ€™s bathroom.
â€¢ Repair the sprinkler head in the menâ€™s bathroom. It may just be the cover ring but it needs to be adjusted / repaired.
â€¢ Patch / paint where sign was removed in menâ€™s

restroom.

â€¢ Repair light switch in safety aide office. Users were getting shocked when turning lights on/off. Switch is taped over and had a "danger do not touch" sign on it. Now it's just totally taped over.

â€¢ Safety Aide office: convert to club room (see Gary Albury / ASLC).

â€¢ Check all bathroom dispensers (toilet paper, paper towel, seat cover, napkin, soap) to be sure they all function (and are present)

â€¢ Repair / replace / install purse / coat / backpack hooks in all restrooms

â€¢ Check the door lock latches on all bathroom stall and repair / replace as needed

â€¢ Replace all damaged and/or missing light lens covers

â€¢ Replace and/or add garbage receptacles

â€¢ Remove graffiti.

â€¢ Repair air conditioning

â€¢ Repair / replace all non-functioning ballasts and replace lights as needed (several are marked)

â€¢ Repair / replace all non-functioning outlets

â€¢ Repair / replace all missing ceiling tiles

â€¢ Install TV screens (4) where designated.

â€¢ Chipped floor tiles throughout

â€¢ Repair or replace remaining drinking fountains

â€¢ Remove excess furniture (to be identified)

â€¢ Remove graffiti.

â€¢ Repair / replace the front entry doors to the student center.

â€¢ Repair / replace the lower double doors to the student center (near the dumpster / construction canopy).

â€¢ Repair / replace the back door to the bookstore

â€¢ Re-key ASLC offices and other identified doors (See Gary Albury).

Resource Request

Facilities

Other

Description/ Justification

Estimated Cost

• Many lights are out • several fixtures need new ballasts.

1000000

• Repair all outlets

• Nonfunctioning drinking fountain needs to be removed.

• Install microwave stand for multiple microwaves along the back wall closest to the kitchen sliding doors (opposite wall of the vending machines)

• Install hand wash sink on the wall next to the water station on the women bathroom side (this should be allowed by health department but need to check. May be as simple as to indicate "hand wash only").

Would also need paper towel dispenser (school standard) and soap dispenser.

• Repair / replaces locks / hardware on the kiosk door. Currently from cafeteria to kiosk is a slide lock (no key lock on the cafeteria side to the kiosk). Safety and code compliance concern.

• Several outlets are not working

• Fix wires hanging down to TVs and whatever else that are serving.

• Replace missing baseboard.

• Office 301 • ceiling tile missing and a loud • whizzing • noise coming from the ceiling making it distracting to work in this office.

• Women's restroom, handicap stall door warped and hard to close.

• Women's restroom, handicap stall needs new seat cover dispenser

• Women's restroom, purse / coat hook on handicap stall is broken

• Women's restroom, 2 light lens covers are missing

• Women's restroom, one toilet not working and bagged up

• Main open area • several outlets on 3rd floor are not working

• Main open area • several lights out need ballasts replaced.

• Main open area • some light lens covers are missing

• Main open area • need bigger, more visible emergency exit signs

• Wires are hanging off the wall just around the corner from the veteran's office.

• One toilet out of order and bagged.

• Outlets for microwave and flow water machine needs to be repaired / replaced.

• Custodial sink is clogged.

• Leak from ceiling near the rear exit doors

• Breaker panel cover doesn't close all the way.

• Wire / conduit hanging down from an open junction box

- â€¢ Reinstall piece of baseboard trim by stair well that is laying on the ground.
- â€¢ Reinstall light lens cover that have fallen and replace the missing light lens covers
- â€¢ Replace missing and/or damaged ceiling les
- â€¢ Repair the door closer at the top of the 4th floor, closest to Roots Wellness Center II.
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- â€¢ Repair the sprinkler head in the menâ€™s bathroom. It may just be the cover ring but it needs to be adjusted / repaired.
- â€¢ Patch / paint where sign was removed in menâ€™s restroom.
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- â€¢ Check all bathroom dispensers (toilet paper, paper towel, seat cover, napkin, soap) to be sure they all function (and are present)
- â€¢ Repair / replace / install purse / coat / backpack hooks in all restrooms
- â€¢ Check the door lock latches on all bathroom stall and repair / replace as needed
- â€¢ Replace all damaged and/or missing light lens covers
- â€¢ Replace and/or add garbage receptacles
- â€¢ Remove graffiti.
- â€¢ Repair air conditioning
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- â€¢ Remove graffiti.
- â€¢ Repair / replace the front entry doors to the student center.
- â€¢ Repair / replace the lower double doors to the student center (near the dumpster / construction canopy).
- â€¢ Repair / replace the back door to the bookstore
- â€¢ Re-key ASLC offices and other identified doors (See Gary Albury).

Resource Request

Supplies

Noninstructional Supplies and Materials

Descripon/ Jusfic aon

60' round tables & 400 white banquet chairs. each year the Office of Student Life spends over \$1000 renng equipment to support campus-wide programming(honors banquet, graduaon, c onferences, etc...), however it would be cost effecv e to the college to invest in purchasing these items.

Esmaàted Cost

8000

Resource Request Summary

Total Cost: \$1008000

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

Type

Noninstruconal Supplies and Materials

Descripon/ Jusfic aon

60' round tables & 400 white banquet chairs. each year the Office of Student Life spends over \$1000 renng equipmen t to support campus-wide programming(honors banquet, graduaon, c onferences, etc...), however it would be cost effecv e to the college to invest in purchasing these items.

Esmaàted Cost

8000

Sub-Total: \$8000

Facilies

Type

Other

Descripon/ Jusfic aon

â€¢ Many lights are out â€” several fixtures need new ballasts. â€¢ Repair all outlets â€¢ Nonfunconing drinking fountain needs to be removed. â€¢ Install microwave stand for mulple microwaves along the back wall closest to the kitchen sliding doors (opposite wall of the vending machines) â€¢ Install hand wash sink on the wall next to the water staon on the w omen bathroom side (this should be allowed by health department but need to check. May be as simple as to indicate â€œhand wash onlyâ€. Would also need paper towel dispenser (school standard) and gojo dispenser. â€¢ Repair / replaces locks / hardware on the kiosk door. Currently from cafeteria to kiosk is a slide lock (no

Esmaàted Cost

1000000

hardware on the kiosk door. currently from cafeteria to kiosk is a slide lock (the key lock on the cafeteria side to the kiosk). Safety and code compliance concern. • Several outlets are not working • Fix wires hanging down to TVs and whatever else that are serving. • Replace missing baseboard. • Office 301 ceiling tile missing and a loud whizzing noise coming from the ceiling making it distracting to work in this office. • Women's restroom, handicap stall door warped and hard to close. • Women's restroom, handicap stall needs new seat cover dispenser • Women's restroom, purse / coat hook on handicap stall is broken • Women's restroom, 2 light lens covers are missing • Women's restroom, one toilet not working and bagged up • Main open area several outlets on 3rd floor are not working • Main open area several lights out need ballasts replaced. • Main open area some light lens covers are missing • Main open area need bigger, more visible emergency exit signs • Wires are hanging off the wall just around the corner from the veteran's office. • One toilet out of order and bagged. • Outlets for microwave and flow water machine needs to be repaired / replaced. • Custodial sink is clogged. • Leak from ceiling near the rear exit doors • Breaker panel cover doesn't close all the way. • Wire / conduit hanging down from an open junction box • Reinstall piece of baseboard trim by stair well that is laying on the ground. • Reinstall light lens cover that have fallen and replace the missing light lens covers • Replace missing and/or damaged ceiling tiles • Repair the door closer at the top of the 4th floor, closest to Roots Wellness Center II. • Repair the toilet in the women's bathroom that is currently bagged up. • Repair / replace all of the ballast that are out and replace bulbs as needed. • Remove wire / rope and metal brace closest to the men's bathroom. • Repair the ceiling damage and leak in the fourth floor men's bathroom • Replace the light lens cover in the men's bathroom. • Repair the sprinkler head in the men's bathroom. It may just be the cover ring but it needs to be adjusted / repaired. • Patch / paint where sign was removed in men's restroom. • Repair light switch in safety aide office. Users were shocked when turning lights on/off. Switch is taped over and had a "danger do not touch" sign on it. Now it's just totally taped over. • Safety Aide office: convert to club room (see Gary Albury / ASLC). • Check all bathroom dispensers (toilet paper, paper towel, seat cover, napkin, soap) to be sure they all function (and are present) • Repair / replace / install purse / coat / backpack hooks in all restrooms • Check the door lock latches on all bathroom stall and repair / replace as needed • Replace all damaged and/or missing light lens covers • Replace and/or add garbage receptacles • Remove graffiti. • Repair air conditioning • Repair / replace all non-functioning ballasts and replace

lights as needed (several are marked) â€¢ Repair / replace all non-functioning outlets â€¢ Repair / replace all missing ceiling les â€¢ Ins tall TV screens (4) where designated. â€¢ Chipped floor les throughout â€¢ Repair or replace remaining drinking fountains â€¢ Remove excess furniture (to be identified) â€¢ Remove graffiti. â€¢ Repair / replace the front entry doors to the student center. â€¢ Repair / replace the lower double doors to the student center (near the dumpster / construction canopy). â€¢ Repair / replace the back door to the bookstore â€¢ Re-key ASLC offices and other identified doors (See Gary Albury).

Sub-Total: \$1000000

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.

Gary Albury, Director of Student Life
Evelyn Moreno, Staff Assistant

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

Gary Albury



Welcome to Program Review

Laney College - 2019

Transfer 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.

Laney College's Transfer Center continues to assist students in transferring to four year colleges/universities with an emphasis on helping underrepresented, low income, and first generation college students.

Program Total Faculty and/or Staff

Full Time

Cynthia Taing (25% Transfer Center)

Part Time

Laura Ramos

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.

Basics in Transferring: Having this workshop is important for students to be more prepared in transferring. It may also assist in increasing the transfer rate for 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

b. Transfer Admission Guarantee (TAG) Workshop: Many students do not know about Transfer Admission Guarantee to the University of California. Thus, having the TAG workshop will assist students in being more prepared for TAG since there are certain requirements students will have to meet in order to be qualified for TAG.

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

c. Private/Out of State Colleges Workshop: To inform students about the opportunities in transferring to private schools.

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

Associate Degree in Transfer Workshop: Many students are not aware of AD-T; thus having a workshop will inform students on the requirements and policies of AD-T.

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

Accepted Now What Workshop: I have seen students who have been accepted but forget to turn in their transcripts or IGETC/CSU certification. Thus, having this workshop will assist students in gaining more knowledge of what they need to do once they are accepted to 4-year institutions.

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
Advance Student Access, Equity, and Success

Concurrent/Cross Enrollment Program Workshop: Informing students about policy and procedure of cross enrolling at a 4-year college since many students are not aware of this program offered at 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

Build Programs of Distinction

To collaborate more with other Transfer Center Directors in the Peralta Community College District. For example, doing a joint college tour, holding transfer events, and having best practices meeting.

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

To collaborate with other student services program on campus so that I could present to their students about transferring. For example, collaborating with the E OPS, DSPS and CalWorks program to inform their students about transferring. Many of these students are first in their family to attend college, low income and are coming from a disenfranchised environment, therefore may not know what it means to transfer

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

College Tours: Providing more college tours to students so that they are able to learn about the different 4-year instuons in Calif ornia. See the environment of a 4-year instuon. T o get them mov ated to transfer out of Laney College.

Status

If Completed, What evidence supports compleon of this g oal? 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

Strengthen Accountability, Innovation and Collaboration

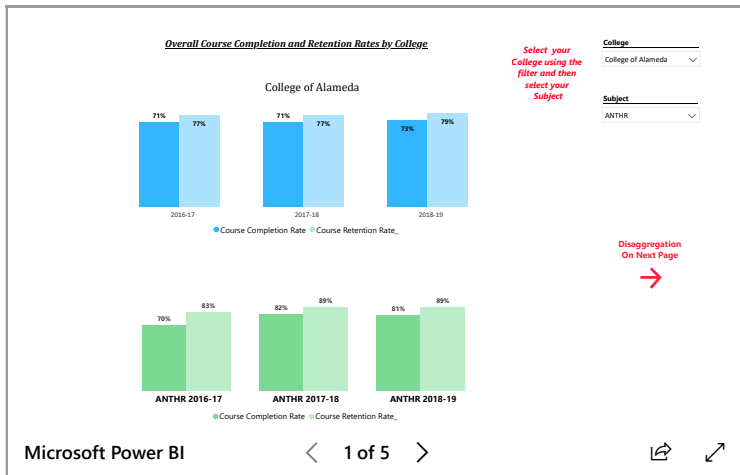
Describe your current uliz aon of f acilities, including lab s and other space

Currently the Transfer Center is co-located in T-201 with Employment Services. The Transfer Center uniz es the space in T-201 by offering transfer workshops in the computer lab area. If a workshop is not in session, students are able to use the computer lab to conduct transfer research, print out transfer resources, apply for transfer, etc. Employment Services also uses the computer lab for workshops, student use etc. The Transfer Center also has room T-212 shared with the Health Center, where four-year university representav es are able to meet with Laney College students one on one to go over the transfer process and their academics.

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 data provided by PCCD shows that Asian American students were the highest number of students accepted by both the CSU and UC systems, followed by African American, Hispanic and White for CSU. For UC the second group was White, followed by African American and Hispanic.

The data lacks a discon of subc ategories within the designaon of Asian Americ ans. Thus this limits the accuracy of this report. The numbers are lower for the UC system than for the CSU system. However there is a similarity in the pa ern within the totals: the number of African Americans is slightly higher than Hispanic/LanX s tudents in both the UC and CSU systems (the rao is higher in the CSU s ystem).

From comments made by students, it is clear that many students believe that the UC system is more costly than the CSU system and that they will not be able to afford a UC. Programs such as LanX, UMO JA/UBAKA, and APASS offer support to students by providing counseling, tutoring and workshops. In addion, the T ransfer Center could offer workshops on the affordability of college and educaonal financing. Another benea fit to students would be workshops concerning how to select a transfer college, emphasizing the academics and the strength of the major as a primary objecv e.

Our SARS data shows year end totals only. There is no breakdown by ethnicity. Campuses no longer have access to that informaon; the Dis tRICT Office controls access. Transfer Center annual total of students served is 1171.

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 following are the service area outcomes listed from last year's APR:

1. As a result of participating in a transfer workshop, students will evaluate that the information presented will help them meet their transfer goals.
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. Students using the Transfer Center will determine that they have a better understanding of the transfer process and can identify transfer resources available for them.

It does not appear that that surveys consistently captured whether students met outcomes #1 and #3. Further, it is difficult to meaningfully assess outcome #2. It is recommended that the dean, transfer center counselor, and clerical assistant hold a strategic planning that culminates in updated student learning outcomes and an evaluation plan to ensure the Transfer Center consistently captures student feedback after each workshop.

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
Improve the coordination of the Transfer Center.	Improving coordination is accomplished by hiring a full-time Transfer Center Director, a Program Specialist, and a Clerical Assistant, as well as student workers.	8/1/2020	JP Schumacher

Resource Request

Personnel	Full-time Faculty		
% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	â€œThe Transfer Center Directors Associaon recommends that at minimum, staffing consist of: One faculty director assigned full me t o the Transfer Center..."	90000	25000
Total Costs			
115000			

Resource Request

Personnel	Classified Staff		
% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	The Transfer Center Directors Associaon (T CDA) recommends one full me Pr ogram Specialist	56472	35315
Total Costs			
91787			

Resource Request

Personnel	Classified Staff
-----------	------------------

% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	TCDA recommends a full me Cleric al Assistant	41548	22651

Total Costs
64199

Resource Request

Personnel	Student Worker		
% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
60	Student workers provide services such as data entry and posng fly ers. In addion they learn valuable work and personal skills. Two student workers hired at 15 hr/week are paid through financial aid and will incur no cost to this department.		

Total Costs
0

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Update Technology Services in Transfer Center	To improve and update technology service by purchasing new computers and printers for the Transfer Center, and by making the computer lab into a smart classroom.	8/1/2020	JP Schumacher

Resource Request

Technology and Equipment

Replacement

Descripon/ Jusfic aon

Current equipment is more than 10 years old and is in need of upgrade. Workshops are offered in the computer lab in which there is no projector screen. Making the lab into a smart classroom would greatly improve the quality of the workshops and the studentsâ€™ abilities t o comprehend vital informaon.

In keeping with the State Chancellorâ€™s Office Guidelines, the Transfer Center must offer mely and accur ate informaon t o Laney students. Upgraded technology is vital for this objecv e.

Esmaàted Cost

15000

Improvement Acon

Acon It em

Facility

Descripon

Office Space

To be completed By

8/1/2020

Responsible Person

JP Schumacher

Resource Request

Facilities

Offices

Descripon/ Jusfic aon

To improve the coordinaon of the ser vices of the Transfer Center by increasing the space of the facility. The Transfer Center currently has one dedicated office for four-year representav es when they visit to meet one-on-one with students. It would be ideal to have two offices for the four-year reps as some reps schedule visits on the same day. Thus, if there is only one room available the Transfer Center would not be able to accommodate the other four-year representav e when they visit. The main area designated for the Transfer Center has been divided and is now shared with Employment Services. Both the main area of the Transfer Center and the computer lab are shared, which somemes mak es scheduling workshops difficult, especially if a workshop runs longer than expected.

A space dedicated solely for transfer is recommended by the TCDA (Transfer Center Directorâ€™s Associaon). Students are then able to peruse the library materials and ask quesons of the s taff at their leisure without feeling pressured by an overcrowded environment. The computer lab would be available on a daily basis unless it was being used for a transfer-related event.

Esmaàted Cost

0

Improvement Acon

Acon It em
Professional Development

Descripon
Implementng Departmen t wide Professional Development. (Conferences, TCDA regional meengs, and trainings, Transfer Center Advisory CommiÃee)

To be completed By
8/1/2020

Responsible Person
JP Schumacher

Resource Request

Professional Development

Department-wide PD needed

Descripon/ Jusfic aon There are connual chang es in educaon: r equirements for degrees, for transfer, by state law makers, etc. The faculty and staff of the Transfer Center must keep in step with every change if they are to properly serve students.	Esmaàted Cost 3000
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

Resource Request Summary

Total Cost: \$288986
 Total Resource Request: 7

Program Update

Personnel					
Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Full-me Faculty	100	â€œThe Transfer Center Directors Associaon r ecommends that at minimum, staffing consist of: One faculty director assigned full me t o the Transfer Center..."	90000	25000	115000
Classified Staff	100	The Transfer Center Directors Associaon (T CDA) recommends one full me P rogram Specialist	56472	35315	91787
Classified Staff	100	TCDA recommends a full me Cleric al Assistant	41548	22651	64199
Student Worker	60	Student workers provide services such as data entry and posng fly ers. In addion they learn valuable work and personal skills. Two student workers hired at 15 hr/week are paid through financial aid and will incur no cost to this department.			0
Sub-Total: \$270986					

Professional Development

Type Department-wide PD needed	Descripon/ Jusfic aon There are connual chang es in educaon: r equirements for degrees, for transfer, by state law makers, etc. The faculty and staff of the Transfer Center must keep in step with every change if they are to properly serve students.	Esmaàted Cost 3000
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Sub-Total: \$3000

Technology and Equipment

Type	Description/ Justification	Estimated Cost
Replacement	Current equipment is more than 10 years old and is in need of upgrade. Workshops are offered in the computer lab in which there is no projector screen. Making the lab into a smart classroom would greatly improve the quality of the workshops and the students' abilities to comprehend vital information. In keeping with the State Chancellor's Office Guidelines, the Transfer Center must offer timely and accurate information to Laney students. Upgraded technology is vital for this objective.	15000

Sub-Total: \$15000

Supplies

No Resources found for this category

Facilities

Type	Description/ Justification	Estimated Cost
Offices	To improve the coordination of the services of the Transfer Center by increasing the space of the facility. The Transfer Center currently has one dedicated office for four-year representatives when they visit to meet one-on-one with students. It would be ideal to have two offices for the four-year reps as some reps schedule visits on the same day. Thus, if there is only one room available the Transfer Center would not be able to accommodate the other four-year representative when they visit. The main area designated for the Transfer Center has been divided and is now shared with Employment Services. Both the main area of the Transfer Center and the computer lab are shared, which sometimes makes scheduling workshops difficult, especially if a workshop runs longer than expected. A space dedicated solely for transfer is recommended by the TCDA (Transfer Center Directors' Association). Students are then able to peruse the library materials and ask questions of the staff at their leisure without feeling pressured by an overcrowded environment. The computer lab would be available on a daily basis unless it was being used for a transfer-related event.	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.

Dennise Eskridge
Laura Ramos
JP Schumacher

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

Dennise Eskridge



Welcome to Program Review

Laney College - 2019

Tutoring Services - 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.

Empowers students to help one another learn how to be better college students through peer tutoring.

Program Total Faculty and/or Staff

Full Time

Part Time

Tutoring Coordinator
Instructional Assistants in Math Lab, Writing Center, Tutoring Resource Center
Peer tutors

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 support students' success in their classes.

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

To help students strengthen their academic skills.

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

Three established drop-in labs: Math Lab, Writing Center, Tutoring Resource Center
Many classes in English, Math, ESOL, and other subjects embed tutors in classes that utilize computer labs, or class sets of laptops, chromebooks, or tablets.

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.

n/a

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).

SLO's don't yet exist for tutoring. Here are our proposed SLOS:

1. Support students' success in their classes.
2. Help students strengthen their academic skills.

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
Provide drop-in tutoring to Laney students	Tutoring is an essential function of every college. Laney provides drop-in tutoring in the Writing Center, Math Lab, Tutoring Resource Center, DSPS, and other labs across the campus.	5/22/2020	Ian La. a

Resource Request

Personnel	Student Worker	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
% Time 50	<p>Description/ Justification</p> <p>Drop-In Tutoring is a resource Laney has provided to students for years. Offered in these various locations and formats across the campus, drop-in tutoring allows students to reach out and receive academic assistance on an on-going, as-needed basis throughout the semester.</p> <p>Drop-In Tutors</p> <p>The various location/types of drop-in tutoring are:</p> <ul style="list-style-type: none"> • James Oliver Community Writing Center B260 • Tutoring Resource Center: Chemistry, Physics, Spanish, Chinese (Also drop-in Canvas help) • Math Lab • Biology tutoring in Bio Lab 	131596	0

- â DSPS in High Tech Center
- â Umoja Learning Community
- â Athletes
- â Canvas/In-Person online tutoring
- â CTE tutoring
- â Net Tutor/Online Tutoring

Total Costs

131596

Resource Request

Personnel

Classified Staff

% Time
91

Descripon/ Jusfic aon
Instruconal Assis tants:
Currently two IAs help process hiring packets for the Math Lab and the Wring Cen ter only. These two posions ar e cric al and we want to connue these roles.

Deanâ€™s Staff Assistant:
Between drop-in tutors and embedded tutors,there will be over 100-150 unique tutors in the program at a given me. This includes all mesheeçts to process each month of the semester in addion to all the paperwork involved in seng up a neç w hire. There is a significant burden on a staff assistant to process this paperwork required for new hires, seng up eP AFS, tracking approvals, processing mesheeçts on a monthly basis and troubleshoong the ineçvitable roadblocks.

Esmaàted Annual Salary Costs
117400

Esmaàted Annual Benefits Costs

Total Costs

117400

Improvement Acon

Acon Item	Description	To be completed By	Responsible Person
Support English, Math, and ESOL students in accelerate...	Embedded tutoring is a recognized and proven strategy for supporting students in accelerated programs. In order to comply with the AB705 mandate, Laney will place the majority of new students directly into transfer-level courses in English and Math and provide the necessary support classes in these areas for those students who need assistance. These support classes depend heavily on embedded tutors for their success.	5/22/2020	Ian Latta

Resource Request

Personnel

Student Worker

% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
50	<p data-bbox="562 332 808 358">In-Class Embedded Tutoring</p> <p data-bbox="562 358 1029 527">Transfer level math classes (statistics, pre-calculus and trigonometry) as well as English 1A will offer support lab classes where students can get additional assistance with both faculty and tutors in the specific course content. Targeted ESOL classes will also receive this support, particularly the noncredit courses.</p> <p data-bbox="562 560 808 586">Workshops/Group Tutoring</p> <p data-bbox="562 586 1029 756">In addition to the in-class support, we've seen that it's effective to offer targeted workshops and group tutoring by the in-class tutor at pre-arranged times outside of class. This differs from regular drop-in tutoring in that the tutor is familiar to the students and the content of the tutoring session is taken from the specific class the tutors work in.</p>	86968	

Total Costs

86968

Resource Request Summary

Total Cost: \$335964

Total Resource Request: 3

Program Update

Personnel

Type	% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs
Student Worker	50	Drop-In Tutoring is a resource Laney has provided to students for years. Offered in these various locations and formats across the campus, drop-in tutoring allows students to reach out and receive academic assistance on an on-going, as-needed basis throughout the semester. Drop-In Tutors The various location/types of drop-in tutoring are: <ul style="list-style-type: none">James Oliver Community Writing CenterB260Tutoring Resource Center: Chemistry, Physics, Spanish, Chinese (Also drop-in Canvas help)Math LabBiology tutoring in Bio LabDSPS in High Tech CenterUmoja Learning CommunityAthletesCanvas/In-Person online tutoringCTE tutoringNet Tutor/Online Tutoring	131596		131596

Classified Staff

91

Instruconal Assis tants: Currently two IAs help process hiring packets for the Math Lab and the Wring Center only. These two posions ar e cric al and we want to connuea these roles. Deanâ€™s Staff Assistant: Between drop-in tutors and embedded tutors,there will be over 100-150 unique tutors in the program at a given me. This includes all mesheeats to process each month of the semester in addition t o all the paperwork involved in seng up aâ new hire. There is a significant burden on a staff assistant to process this paperwork required for new hires, seng up eP AFS, tracking approvals, processing mesheeats on a monthly basis and troubleshoong the inevitable roadblocks.

117400

117400

Student Worker	50	In-Class Embedded Tutoring Transfer level math classes (statistics, pre-calculus and trigonometry) as well as English 1A will offer support lab classes where students can get additional assistance with both faculty and tutors in the specific course content. Targeted ESOL classes will also receive this support, particularly the noncredit courses. Workshops/Group Tutoring In addition to the in-class support, we've seen that it's effective to offer targeted workshops and group tutoring by the in-class tutor at pre-arranged times outside of class. This differs from regular drop-in tutoring in that the tutor is familiar to the students and the content of the tutoring session is taken from the specific class the tutors work in.	86968	86968
		Sub-Total: \$335964		

- 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.

Ian Latta

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

Ian Latta



Welcome to Program Review

Laney College - 2019

Veterans Affairs Program - 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 mission of the Veteran Affairs Department (VA) is to ensure veteran students and their dependents receive the support services needed to complete their educational goals including complete certification of enrollment in compliance with the Department of Veteran Affairs and Federal and State mandated guidelines and regulations.

Program Total Faculty and/or Staff

Full Time

Jean Carey, Coordinator, Veteran Affairs (Designated Certifying Official)
Jean Carey Coordinator, Veteran Services

Part Time

Kimm Blackwell, Designated Veteran Counselor

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.

Program Goal 1: Provide a designed space to serve as the Veterans Resource Center (VRC).

Aligned with the College's Strategic Goal 4: Cultivate a culture of belonging, pride and self-reflection for continuous improvement. The new location is a space that emphasizes community building with an emphasis on academic achievement and social reintegration of veterans and their family. The VRC will collaborate with community agencies such as the Oakland Veterans Center and campus resources including mental health, Disabilities Student Resource Center and Tutorial Services to strengthen support for veterans.

Status

Completed

College Goal

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

District Goal

Build Programs of Distinction

Program Goal 2.: Support Veteran Students to engage in campus student life, commiÃee work, and classroom parcipaãon t o make Laney a veteran-friendly campus. Aligned with the Collegeâ€™s Strategic Goal 1: Promote Equity, the VRC staff and counselor encourage the veteran students to form Laneyâ€™s Veterans Club as part of Student Life, parcipaãte in Student Senate, and connue dialogues with the Colleg e both in and outside of class to share their life experience from military to college. Their story serves to educate the campus, build cultural humility and inclusiveness. As of 17-18, veteran students have formed their student club and members have parcipaãted in student senate. However, this connues t o be a goal to support the club and students with more acv e engagement on campus.

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal? In October 2019, the new VRC opened in building E260, providing a private, safe space for Veterans, their families, staff, and providers. Monthly workshops are held for veterans & dependents to develop and concentrate on common readjustment challenges that students and their families experience while transioning fr om military to college.

Status

In-Progress

College Goal

Promote equity

District Goal

Advance Student Access, Equity, and Success

Program Goal 3: Provide consistent support services through designated cerf ying official & designated counselor. Aligned with the Collegeâ€™s Strategic Goal 3, Veteran Affairs staff offer students the highest quality in services. The current full me Designaãted Cerf ying Official (Jean Carey) provides VA cerfic aon, o versees/coordinates the VRC and provides outreach to all onboarding veteran students and their dependents. In addion, Jean is the c onsistent person veteran students will approach for many of their personal needs that impact their academic performance. We have idenfied the Associaãte Dean as the backup cerf ying official as Jean is the only cerf ying official at Laney College. The backup cerf ying official will provide services as needed to prevent any delays in obtaining service for the veterans upon reentry.

If Completed, What evidence supports compleon of this g oal? How did you measure the achievement of this goal? The Veteran Resource Center has collaborated with (Associated Student) ASLC to host the following events: VRC Open House & Veterans Day Celebraon. The VR C has worked closely with ASLC to ensure Veteran students are engaged in student government planning. The VRC currently has two elected senators to the ASLC to advocate on behalf of Veteran students.

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

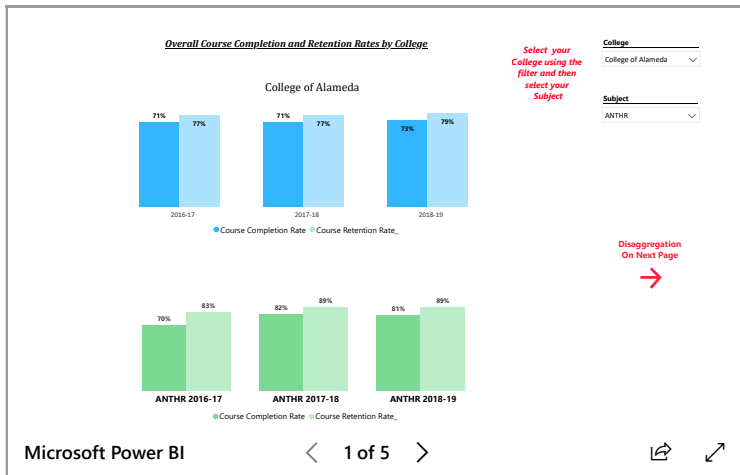
Describe your current utilization of facilities, including labs and other space

The Veteran Resource Center (VRC) is currently located in the E Building, Room 260. The new location consists of three private offices and a computer lab. The offices are occupied by the coordinator, our VA counselor/community partners. Two areas within the new VRC serve as multipurpose rooms. The computer lab consists of three computers, a printer, and also serves as a studying/tutoring area. While the front entry is used to host new Veteran student orientations as well as a social area for Veteran students and their families.

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.

According to the data for Veteran students, our program would benefit from focusing on services of African American males and females, as well as student Veterans between the ages of 55-64.

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).

- Completed: Hired a designated Veteran Counselor, 2016.
- In progress: Increase number of Veteran and dependent students.
- Completed: Receive funding to secure designated, private safe space to serve as Veteran Resource Center.
- In progress: Provide comprehensive counseling and certifying services for continuing and incoming Veteran and dependent students.
- In progress: Increase outreach to increase number of new Veteran and dependent students.

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

The following item is needed to initiate and provide an i...

Description

Psychological counseling services

To be completed By

8/20/2020

Responsible Person

Jean Carey

Resource Request

Personnel

Classified Staff

% Time	Description/ Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
100	A Staff Assistant is needed to assist with the enrollment process such as: Enrollment to Peralta Community College District, assistance with adding & dropping of classes, application for VA benefits, filing VA claims, scheduling appointments and other clerical duties as needed. We currently serve 278 veterans and I forecast an increase of 20-30 new veterans each semester.	48000	40000

Total Costs
88000

Resource Request

Personnel Full-time Faculty

% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	The assigned VA counselor works less than .25 hours in the Veteran Resource Center. Due to the lack of funding a full me c ounselor is needed for the following reasons: *Services Accessibility *Counseling Needs *Enrollment *ETC	95000	40000

Total Costs

135000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Security, Safety Awareness & Awareness	Due to the isolaon of the ar ea, the increase of the transient populaon the f ollowing safety measures needs to be in place for safety and security.	1/1/2020	Jean Carey

Resource Request

Facilities	Offices
------------	---------

Descripon/ Jusfic aon

The following items are needed to increase safety and awareness in the VRC area:

- *Working cameras
- * Moon ligh t/detectors
- * A panic buÅon in every office
- * Keyless lock (Preferably a FOB)
- * Security Badges

Esmaàted Cost

5000

Resource Request Summary

Total Cost: \$228000

Total Resource Request: 3

Program Update

Personnel

Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Classified Staff	100	A Staff Assistant is needed to assist with the enrollment process such as: Enrollment to Peralta Community College District, assistance with adding & dropping of classes, applicaon f or VA benefits, filing VA claims, scheduling appointments and other clerical dues as needed. We currently serve 278 veterans and I forecast an increase of 20-30 new veterans each semester.	48000	40000	88000
Full-me Faculty	100	The assigned VA counselor works less than .25 hours in the Veteran Resource Center. Due to the lack of funding a full me counselor is needed for the following reasons: *Services Accessibility *Counseling Needs *Enrollment *ETC	95000	40000	135000
Sub-Total: \$223000					

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		The following items are needed to increase safety and awareness in the VRC area: *Working cameras * Motion light/detectors * A panic button in every office * Keyless lock (Preferably a FOB) * Security Badges	5000
Sub-Total: \$5000			

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.

Kimm Blackwell, Jean Carey, Chandra Johnson

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

Jean Carey



Welcome to Program Review

Laney College - 2019

Welcome Center/Outreach Services - 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 Welcome Center mission is to support key elements of the matriculation process including registration, enrollment, assessment, campus tours and photo I.D.

Program Total Faculty and/or Staff

Full Time

Charles Bradford, Classified Staff, Staff Assistant

Part Time

Student Ambassadors, 8, PT (current students)

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 provide students with support navigating the SSSP enrollment process

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

To have students leave the Welcome Center feeling satisfied with the service they received.

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

To gauge students' view of the importance of the services provided by the Welcome Center

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

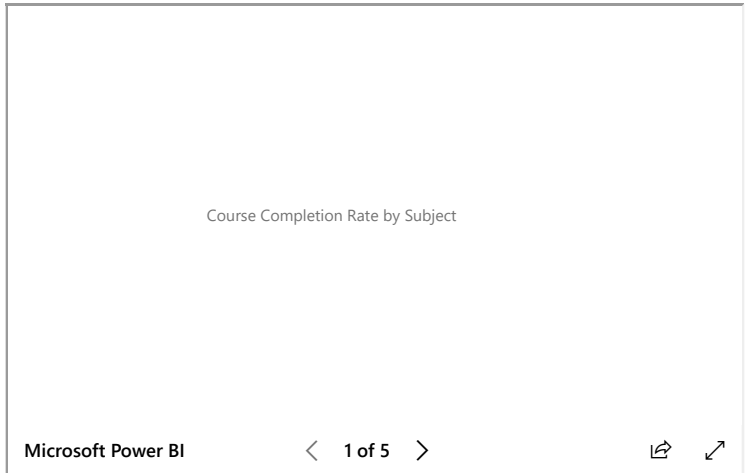
Describe your current utilization of facilities, including labs and other space

The Welcome Center is located in the "A" Building, Room 101 and has an information desk, computers for students to register, photo I.D. cubicle and office for staff. The Welcome Center serves over 30,000 student/community contacts during the academic year assisting them with one-on-one assistance to the online application, registration, financial aid application, Super Strong Interest Inventory, scholarships, photo I.D. and information to other on campus student support services and academic programs. There is one staff assistant and 8 student ambassadors who work in the 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.

This field is not applicable because its data points focus solely on instructional programs.

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).

Increased the number of Spanish speaking Student Ambassadors in the Welcome Center. The unit noted an increase in Spanish speaking students accessing the Welcome Center. Many students and counselors voiced concerns for the need to increase the number of Spanish speaking ambassadors in the Welcome Center.

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
Computers for the Welcome Center	Budget Committee	15,000	Computers have been ordered and we expect them to be delivered and set up after spring 2020 peak registration.

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

WELD - 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 a safe and competent environment for students to learn, and develop and or advance skills pertaining to welding, joining and other align processes.

Program Total Faculty and/or Staff

Full Time

Richard Hashimoto: Instructor
Dale Phillips: instrutor
Robert Clark: tool room keeper
HIRE: New full-time faculty to replace retiring Dale Phillips
HIRE: full time instructional assistant

Part Time

Javier Valencia: instructor
James Strucker, instructor spring 2020

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 queson r egarding how you measured the achievement of this goal.

Health & Safety and Security

The welding Department has a many issues that need t be addressed by Facilities:

Security:

Exterior doors to the laboratory need door lock cover plates to prevent prying/ jimmying the locks.

Rear door needs a strike plate (missing) and door closer and door alarm repaired. Door will not automatically (fire code) close and is not secure.

No lightning by the gas cage (two break-ins in 2019), per recommendation by the Sheriff's department.

Front door to laboratory, F150, Double door is constantly inoperable or difficult to open. Poses an egress hindrance and difficulty to enter the laboratory. Students have had to use alternate doors to get into the laboratory and faculty and staff have had to barricade/bar the door at night because they were unable to secure the doors.

Health & Safety:

The ventilation system needs to be balanced. The new motors are not able to be slowed to balance against make up air flow coming into the lab. VFD need to be added to the ventilation fan motor controls. As a consequence,

- windows are open to provide unfiltered make-up air.
- Negative pressure makes opening up exterior doors difficult and unsafe.
- Exterior dust is intruding into laboratory via open windows.

Make-up air ventilation system in down. quarter of the shop make up air is not coming into the lab.

Welding power supplies need to have dedicated grounds to prevent stray high voltage from flowing thru the vent hood super structure in the GTAW welding area. Students have reported electric shocks.

A pole for mounting a fume extractor needs to be engineered. The fume extractor will service two work stations.

Lighting needs to be installed in the gas cage to allow safe adjustments of regulators and gas cylinder changes in the evening hours.

Electrical Safety Disconnect boxes with fuses are needed to protect equipment and personnel. Many of the electrical disconnects are not fused or securely grounded. This poses a danger to the equipment because the main circuit breakers have a rating is much higher than the manufacturer's recommended fuse rating. Three welding power supplies(\$5,000.00 USD each) have been blown due to excessive current.

No parking signage near the gas cage is required to keep the area clear for deliveries of gas and for cage access.

There is no lighting in the gas cage. This makes tasks in the gas cage unsafe during evening hours, the laboratory is used 4 nights a week monday-thursday 11 9:00pm.'

Safety check/ routine maintenance for Flat bed Truck: Perform safety check of brakes, liquids, wipers, lubricate drivetrain etc.

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

Equipment: repair/maintenance/installation

Ventilation installation: Mounting pole needs to be engineered by the district to mount fume extractor, which is has been purchased, 2 years ago.

Plasma table installation: locate and Drill hole for 5ft grounding rod. Grounding rod need to prevent stray electrical currents from emanating from the power supply and for safety.

Shear blade sharpening and alignment for both of our large shears.

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

Find New Faculty to replace retiring Full Time Faculty

Dale Phillips has indicated that he intends to retire at the end of the 2019-20 academic year.

Recent full time instructor openings at nearby college, Chabot, Hayward CA, were filled by part-time faculty from Laney College and San Francisco Community College faculty. Since the search may take time, the posting of a full time position should be done as soon as possible. The urgency is further exacerbated by the fact that part-time faculty can only teach 1.5 sections without going into over load (current curriculum is composed of 2 hours lecture and 4 hours of laboratory per week per course) The loss of a full time faculty instructor will require 3 part-time faculty to cover our present load.

The search for welding CE faculty has proven difficult. There are few qualified applicants that have the requisite education, experience and instructional skills. Restrictions on the degree requirement have been a barrier for many applicants. The lack of equivalence criteria for a degree has put Peralta Colleges at a competitive disadvantage to hire CE instructors, who may be eligible to be employed at other colleges.

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

Additional support in the laboratory: Full time Instructional Aid
The Peralta Community College District has placed a freeze on part time Instructional aids. The loss of our part time aid has seriously impacted the way we conduct our laboratories. As a stop gap measure we are applying student help to fill the gap. A longer term solution would be to hire a full time instructional aid. This addition would enhance safety and increase student success.

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

Curriculum

The department has had a change in personnel and leadership. The CPR for the department was performed over the 2018-19 school year. Three New courses have been added and current curriculum is nearly all revised or reviewed. The program has also been revised and is in nearly complete.

While the addion of thr ee new courses: FCAW, metallurgy, and inspecon ar e complete, the offering of there courses is greatly dependent on the fiscal situaon of the our c ollege district. Another factor is finding part meã faculty to instruct these new courses.

The addion of non-cr edit mirror courses are being considered

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

Describe your current uliz aon of f acilities, including lab s and other space

The laboratory is being used four days a week and Saturday.

Fall:

11-2pm M-W

2-5pm M-T-W-Th

6-9pm M-T-W-Th

9-1pm Sat

Spring

2-5pm M-T-W-Th

6-9pm M-T-W-Th

9-1pm Sat

The Fall schedule laboratory hours exceed the tool room keeper hours per week. As a result, student workers are used and or comp me is t aken to make sure there is coverage.

The laboratory is supported by one tool-room keeper. Student aids and an instruconal assis tant have proven invaluable for the smooth operaon of the labor atory.

The Laboratory secons ar e limited by the number of hours the tool-room keeper is available for support during normal work hours. The use of student aids has been used to supplement the tool-room keeper .

An instruconal assis tant would provide increased supervision (safety) and instrucon and haàve contribute greatly to student success. The loss of part-me ins truconal aids haàve increased demands on the instructor. Student aids have have been able to assist in these areas but a lack of consistent /skilled aids have produced varying results.

Safer laboratory condions c an be created if large bulky materials could be stored outside in a fenced in area. also the flat bed pick could be stored in the same a locked sheltered area. A fenced in area next the laboratory would alleviate bulk storage 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.

Data Analysis

For 2018-19 The welding department as a whole has been able to maintain a consistent completion and retention rates that are at or above the College rate as a whole. Female students comprise about 10% of the population and unknown comprise about 8%. Retention rates for female students over all are about 10% lower than males while those for unknown (not specified) are 10% above that for males.

Low income females have completion and retention rates that are much lower than the department average, 58% and 55% respectively. Non-low income female retention and completion are both at 86%.

For 2018-19, low income black/African American have lower completion rates than other ethnic groups.

Course completion rates/ Retention rates for welding students were: 83%/83% for 2018-19. The completion rate increased 13% from 2017-8 while course retention fell 6% from 2017-18. Both are lower than the 2016-17 in which completion was 89% and retention was 95%. This may correspond to decreasing assistance in the laboratory, i.e. Instructional assistants.

Factors

To become a welder, a person must have the skill to manipulate welding equipment. Unlike other skills which are related to the use of equipment, skill of welding is more akin to learning how to play an instrument. The time required to develop these skills can be considerable for those with low dexterity and coordination. This learning process may lead students to drop out of a certain welding process or welding program altogether to pursue other areas of interest.

Starting costs for welding students are high because of the amount of Personal Protective Equipment, PPE, that students have to purchase. The high up front costs may deter low income students from starting the program.

The impact of losing female faculty (due to full time employment at another college) as well as a part-time female instructional assistant (due to district restrictions) member in the Spring 2019 has yet to be determined. Loss of part-time instructional assistant may have contributed to lower completion rates.

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).

Faculty have been able to develop SLO's and are in a good position to evaluate them. The Spring 2020 will be a good test bed as multiple instructors and for two of our courses. The SLO plan is being submitted at the end of Fall 2020.

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
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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
Replace front double door F150	Replace double door with new door to allow egress and ingress and security.	5/1/2019	District Facilities

Resource Request

Facilities	Labs	Estimated Cost
Description/ Justification Double door mechanism is damaged. Students are not able to easily operate door to enter or leave. Difficult to secure door at the end of work day.		12000

Resource Request

Facilities	Labs	Estimated Cost
Description/ Justification Install grounding rod, fused disconnects, ground wires to electrical box		15000

Resource Request

Facilities	Labs

Descripon/ Jusfic aon
repair makeup air handler

Esmaàted Cost
10000

Resource Request

Facilities Labs

Descripon/ Jusfic aon
repair fume extractor motor controllers to balance airflow in laboratory

Esmaàted Cost
30000

Resource Request

Facilities Labs

Descripon/ Jusfic aon
repair rear door: door strike, door closer and alarm, an pr y cover plates

Esmaàted Cost
4000

Resource Request

Facilities Labs

Descripon/ Jusfic aon
repair broken windows

Esmaàted Cost
2000

Resource Request

Facilities Labs

Descripon/ Jusfic aon
Have mechanical engineer design and install fume extractor motor to pole or ceiling

Esmaàted Cost
7000

Resource Request

Facilities Other

Descripon/ Jusfic aon
maintenance for Peralta Flatbed truck

Esmaàted Cost
1000

Resource Request

Facilities Labs

Descripon/ Jusfic aon
Install fence to securely store truck and materials

Esmaàted Cost
12000

Resource Request

Facilities Labs

Descripon/ Jusfic aon
no parking signage in front of the cage areas: main gas input to college, transformer, welding gas cylinder cage.

Esmaàted Cost
500

Improvement Acon

Acon It em faculty development	Descripon increase number of CWI faculty	To be completed By 12/30/2020	Responsible Person
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Resource Request

Professional Development	Individual/personal PD needed
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Descripon/ Jusfic aon Provide resources to increase the number of Cerfied W eld Inspectors on staff	Esmaàted Cost 3000
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Resource Request

Professional Development	Individual/personal PD needed
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Descripon/ Jusfic aon Provide resources to increase the number weld process competence by faculty	Esmaàted Cost 5000
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Improvement Acon

Acon It em replace rering f aculty	Descripon replace rering f aculty	To be completed By 7/30/2020	Responsible Person PCCD
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Resource Request

Personnel	Full-time Faculty
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% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	Replace rering full me f aculty	80000	24000
Total Costs			
104000			

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Full me ins truconal assis tant	since part-me ins truconal assis tants are no longer allowed,	8/1/2020	PCCD

Resource Request

Personnel	Classified Staff		
% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs
100	full me Ins truconal assis tant to increase student success and safety in the laboratory	55000	15000
Total Costs			
70000			

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
instruconal supplies	materials required to operate welding laboratory	7/1/2020	

Resource Request

Supplies

Instructional Supplies and Materials

Descripon/ Jusfic aon

Require for the laboratory instrucon: not e steel prices have increased 20-25% because of tariffs. includes 12,000 for process gases.

Esmaàted Cost

25000

Resource Request Summary

Total Cost: \$300500

Total Resource Request: 15

Program Update

Personnel

Type	% Time	Descripon/ Jusfic aon	Esmaàted Annual Salary Costs	Esmaàted Annual Benefits Costs	Total Costs
Full-me Faculty	100	Replacing full me faculty	80000	24000	104000
Classified Staff	100	full me Ins trucional assis tant to increase student success and safety in the laboratory	55000	15000	70000
Sub-Total: \$174000					

Professional Development

Type	Descripon/ Jusfic aon	Esmaàted Cost
Individual/personal PD needed	Provide resources to increase the number of Cerfied Weld Inspectors on staff	3000
Individual/personal PD needed	Provide resources to increase the number weld process competence by faculty	5000
Sub-Total: \$8000		

Technology and Equipment

No Resources found for this category

Supplies

Type	Descripon/ Jusfic aon	Esmaàted Cost
Instrucional Supplies and Maàterials	Require for the laboratory instrucon: not e steel prices have increased 20-25% because of tariffs. includes 12,000 for process gases.	25000
Sub-Total: \$25000		

Facilities

Type	Descripon/ Jusfic aon	Esmaàted Cost
Labs	Double door mechanism is damaged. Students are not able to easily operate door to enter or leave. Difficult to secure door at the end of work day.	12000
Labs	Install grounding rod, fused disconnects, ground wires to electrical box	15000
Labs	repair makeup air handler	10000
Labs	repair fume extractor motor controllers to balance airflow in laboratory	30000
Labs	repair rear door: door strike, door closer and alarm, an pr y cover plates	4000
Labs	repair broken windows	2000
Labs	Have mechanical engineer design and install fume extractor motor to pole or ceiling	7000
Other	maintenance for Peralta Flatbed truck	1000
Labs	Install fence to securely store truck and materials	12000
Labs	no parking signage in front of the cage areas: main gas input to college, transformer, welding gas cylinder cage.	500

Sub-Total: \$93500

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 Hashimoto

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

Richard Hashimoto



Welcome to Program Review

Laney College - 2019

WDTEC - 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.

It is the mission of the Laney College Wood Technology Program to instruct students with not only the technical skill, but also the professional skills and conduct which they will require to become a safe, efficient, and proactive practitioner of this unique trade. The Wood Technology Program's mission target is to assist students in finding employment as a cabinet maker, cabinet installer, furniture maker, CNC operator, CNC programmer, or cabinet detailer. In general the wood technology program is constantly retraining and supplementing new sets of skills through professional practice as well as various forms of professional development. The Wood Technology Department's directive is to instill a strong foundation of technical literacy and logical proficiency in fabrication techniques and methodologies. The program focuses on the development and practice of professional safety skills, critical analysis and problem solving, accurate and efficient machining, workflow analysis, quality control assurance and workplace communication. The department strives to mold the highest quality of potential employees to meet the high standards and the deep tradition of excellence in woodworking set by the local industry. It is also our purpose to actively engage our industry partners to develop a realistic and informed industry perspective that is relative to job readiness and local trends in order to effectively access employment opportunities in the local industry. The Wood Technology Department strives to understand and meet the personal needs of our students and generate the highest levels of access, success, and equity for our student population. We strive to accomplish this by utilizing the natural opportunities for the contextualization of basic skills in the reading, writing, and mathematics, as well as implementing innovative technology to facilitate teaching and learning.

Program Total Faculty and/or Staff

Full Time

Myron Franklin

Part Time

Rosendo Del Toro Solis
Saul Montoya Gonzalez
Jonathan Orozco
John Van Arsdale
Drew Probar
Emunah Edinburgh
Michael Berlin

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.

Provide a state of the art instructional laboratory and curriculum relative to cabinet fabrication technology.

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 program with multiple entry and exit points and multiple levels of career preparation.

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

Provide coordinated career pathway for area youth through promong opportunities for dual enrollment, concurrent enrollment, and articulation agreements with area high school programs.

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
Engage and Leverage Partners

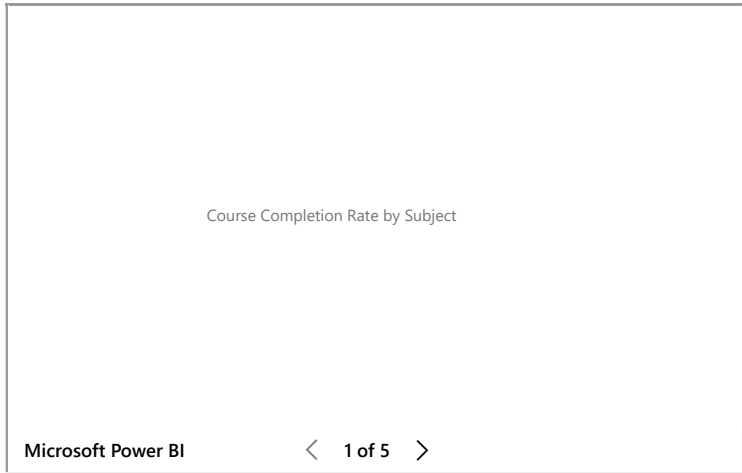
Describe your current utilization of facilities, including labs and other space

The wood technology's current utilization of facilities consists of the primary lab in G150. This is the primary instructional laboratory where all of the advanced equipment for cabinetmaking is located. This room also contains an assortment of other machines used for instructional purposes. Connected to the main lab are two small storage rooms, a small office, a small CAD/CAM computer lab with sixteen work stations, and a material storage locker with bay doors from the main lab to the outside. The primary lab has a central subterranean dust collection system which leads to a small exterior access dust collection room. The secondary lab is about one third of the size of the main laboratory and contains all of the equipment for milling lumber along with an assortment of secondary woodworking machines. This secondary lab has an in room dust collection system, and a small storage room. Between the primary and secondary lab spaces is a small room under the stairwell which is being developed as a limited seating lecture and assembly room due to the fact that it is not suited for dust collection. This room received some smart classroom technology earlier this year. There is also an enclosed exterior storage area under the exterior stairwell adjacent to the Carpentry canopy where student lockers is located. The classes for Japanese joinery are held in the main Carpentry lab (G160) on Saturdays due to the size of that lab and the number of work tables appropriate to the needs of those classes. WDTEC 11 also has used both the Architectural drafting lab and the computer lab in G270 at mes in recent years when the size of the class exceeded the number of work stations in the computer lab located in the department and those spaces were available within the larger schedule.

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 WDTEC department has maintained the same level of course completion over the period on average during the data period at 81% and has outpaced the College by an average of 8%. During the same period the department's average retention rate has improved by an average of 8% and outpacing the college by 7%. The comparative rate of average retention to completion during the data period for the department has outpaced the college by 3.7%. The only major changes to historical trends are more females in the program overall. However transition female to work in the industry still continues to face workplace cultural challenges. Another influencing factor to the department is the addition of the Dual enrollment program at Fremont High School. Course retention rates there outpace the department and college but the completion rates are deficient in comparison. This can be attributed to the data which reveals that the student population is represented of more disproportionately impacted students than the population in the program at the Laney campus.

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 Wood Technology department is behind on entering assessment data into META. All courses being taught have established student learning outcomes at the course level. Assessments take place in each course each semester and align with and are constructed from established SLOs and PLOs. This situation is currently being addressed and will be brought up to compliance by end of Spring 2020.

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
CNC repairs 2015-2016	IELM	\$9,000	Repaired primary instructional machine in capstone class. This allowed dept. to deliver curriculum as designed.

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
Electrical upgrade	Fully utilize all automation equipment simultaneously.	3/30/2020	Myron Franklin

Resource Request

Facilities	Labs	Estimated Cost
Description/ Justification		
Upgrade to electrical power infrastructure in order to efficiently and simultaneously operate all instructional equipment requiring 480V.		15000

Improvement Acon

Acon It em	Descripon	To be completed By	Responsible Person
Improve exterior storage	WDTEC and CARP rounely r eceive offers for donated instruconal maaterials but is unable to readily store materials in a safe and relav ely climate controlled space. I have proposed to partner with the Carpentry dept. and Fab Lab in order to overhaul the exterior storage under the canopy. Therein rearrange placement and reconfiguraon of curr ent storage containers to allow lateral access and ability to safely store materials without overhead fall hazards and minimize fire danger.	5/30/2020	Myron Franklin

Resource Request

Facilities	Other	Esmaated Cost
Descripon/ Jusfic aon Portable storage containers to allow for exterior storage of donated instruconal maaterials to be shared with the Carpentry dept. and Fab Lab.		10000

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
No Resources found for this category

Supplies
No Resources found for this category

Facilities	Type	Descripon/ Jusfic aon	Esmaàted Cost
	Labs	Upgrade to electrical power infrastructure in order to efficiently and simultaneously operate all equipment requiring 480V.	
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 parcipa ted in compleng this pr ogram review.

Myron Franklin

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

Myron Franklin