

LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	
Subject/Discipline:	MEDIA	Dean:	
Campus:			
Mission Statement			

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	0	0	377	0	377
Census Enrollment F12	0	0	293	0	293
Census Enrollment F13	0	0	271	0	271
Sections F11	0	0	12	0	12
Sections F12	0	0	11	0	11
Sections F13	0	0	12	0	12
Total FTES F11	0.00	0.00	58.87	0.00	58.87
Total FTES F12	0.00	0.00	48.17	0.00	48.17
Total FTES F13	0.00	0.00	44.87	0.00	44.87
Total FTEF F11	0.00	0.00	3.05	0.00	3.05
Total FTEF F12	0.00	0.00	2.72	0.00	2.72
Total FTEF F13	0.00	0.00	3.23	0.00	3.23
FTES/FTEF F11	0.00	0.00	19.32	0.00	19.32
FTES/FTEF F12	0.00	0.00	17.71	0.00	17.71
FTES/FTEF F13	0.00	0.00	13.91	0.00	13.91

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	0	0	355	0	355
Total Graded F12	0	0	283	0	283
Total Graded F13	0	0	287	0	287
Success F11	0	0	204	0	204
Success F12	0	0	192	0	192
Success F13	0	0	157	0	157
% Success F11	0.00	0.00	0.57	0.00	0.57
% Success F12	0.00	0.00	0.68	0.00	0.68
% Success F13	0.00	0.00	0.55	0.00	0.55
Withdraw F11	0	0	63	0	63
Withdraw F12	0	0	55	0	55
Withdraw F13	0	0	61	0	61
% Withdraw F11	0.00	0.00	0.18	0.00	0.18
% Withdraw F12	0.00	0.00	0.68	0.00	0.19
% Withdraw F13	0.00	0.00	0.21	0.00	0.21

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.00	1.00	0.00	1
Contract FTEF F12	0.00	0.00	1.00	0.00	1
Contract FTEF F13	0.00	0.00	0.95	0.00	0.95
TEMP FTEF F11	0.00	0.00	1.87	0.00	1.87
TEMP FTEF F12	0.00	0.00	1.55	0.00	1.55
TEMP FTEF F13	0.00	0.00	2.05	0.00	2.05
Extra Service FTEF F11	0.00	0.00	0.17	0.00	0.17
Extra Service FTEF F12	0.00	0.00	0.17	0.00	0.17
Extra Service FTEF F13	0.00	0.00	0.22	0.00	0.22
Total FTEF F11	0.00	0.00	3.05	0.00	3.05
Total FTEF F12	0.00	0.00	2.72	0.00	2.72
Total FTEF F13	0.00	0.00	3.22	0.00	3.22
% Contract/Total F11	0.00	0.00	0.33	0.00	0.3279
% Contract/Total F12	0.00	0.00	0.37	0.00	0.3676
% Contract/Total F13	0.00	0.00	0.29	0.00	0.295

V. Qualitative Assessments	
<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	

VI. Course SLOs and Assessment	
Number of active courses in your discipline	<u>26</u>
Number with student learning outcomes (SLOs)	<u>26</u>
Number of courses that have assessed at least one SLO in the past	<u>6</u>

academic year, 2013-2014 (see your TaskStream report for data):	
Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i>	<u>23%</u>
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	<u>100%</u>
If the percent of courses you plan to assess is not 100%, explain why here.	
Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.) <u>Most assessments are student artifacts (projects), which are assessed using a rubric. Some of the classes use tests and exams as well.</u>	
List two examples of the most important plans for changes and improvements as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. * * This will be verified by checking in TaskStream. Example: Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.	
List two examples of the most significant changes/improvements your department has made as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. * (* This will be verified by checking in TaskStream.) (Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.) Example: ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language. <u>Media 150 , assessed spr 2014. "However the practical use of sound design equipment would increased the students results and learning experience." "Using sound design equipment (hand-held recorders), sending students "out in the field" to capture and process sound data in the labs will give students a "real world" experience of the sound design process. (timeline of implementation - 08/2014"</u>	
<u>Media 180: assessed spr 2014. "2017-2018 Assessment Cycle/ Discuss with Vina Cera (co-department chair) and Mike Moya (co-professor) how to properly define and determine proficiency in a quantitative and measurable way. Having students self survey and critique their crew members may be one suggestion. Students may be able to cite their intent and these during the early semester "pitch" exercise. Then read the pitch back and compare during the final project. More specifically, define proper exposure as either over/under exposed or properly exposed. Assign exposure lab, then compile results. Success would be 75% proper</u>	

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exposure."

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	<u>6</u>
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	<u>4</u>
Number of degrees/certificates that have assessed at least one PLO in the past year:	<u>1</u>
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	<u>We plan to assess 4 out of the 6 this AY. 2 of the 4 have not been active and we are considering deactivation.</u>
List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. * (* This will be verified by checking in TaskStream.) <u>None listed in TaskStream, however, TaskStream is not the only evidence of program assessment. We are constantly meeting to discuss how we can promote improvements to our programs. We consult with the engineer of PTV, who has been a faculty member and attends meetings, we all go to professional development conferences, and are active in fundraising, verified by our Perkins, SB70, and Career Pathways involvement.</u>	
List two examples of the most significant changes/improvements your department has made as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. * (* This will be verified by checking in TaskStream.) (Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.) <u>Again, TaskStream is not the only evidence of program improvement. As a result of inter-department meetings and discussions, we have participated in grant applications that have netted our department hundreds of thousands of dollars in the equipment necessary to keep us current in an industry with a technology that increases exponentially by the month. Together with our state-of-the-art curriculum, our graduates are well equipped to go out into the current job market. The success of our graduates is the true measure of our success.</u>	

VIII. Strategic Planning Goals

Check all that apply.

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

Describe how goal applies to your program.

Form will not allow input!
All goals apply, however. Our students have access and equity, we have an Advisory Council that engages industry, we strive to maintain our programs of distinction by keeping current with industry technology, creativity and teamwork are the basis of all our courses and programs, and we actively and successfully strive to develop our resources.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

- We are expanding our program's reach by developing community outreach (articulation, dual enrollment exploration)

- We are currently beginning to work on our A-AT degree

- Our programs fall into the ICT area, a very strong niche in the SF Bay Area

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X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

[We have updated most of our courses/programs in CurricuNet in preparation for developing our A-AT degree in Film, Television and Digital Media.](#)

[We are actively engaged in the Career Pathways Grant, cooperating with colleges in the District, colleges along the I80 Corridor, as well as High Schools in the same area with Digital Media courses. Currently, we're meeting with High School Faculty to explore ways in which we can develop curriculum that will lead to dual enrollment. We are also discussing regional methods among colleges in the ICT area to promote this.](#)

[We are also participating in AB86 in the adult education area of computer literacy in digital media.](#)

XI. Resource Needs: Using the Excel Spreadsheet (separate document)

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FORM A	Please describe the need and prioritize any NEW faculty requests.
FORM B	Please describe and prioritize any NEW equipment, material, and supply needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
FORM C	Please describe and prioritize any NEW facilities needs using Form C.
FORM D	Please describe the need and prioritize any NEW classified and student worker requests.
TECH FORM	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.