Peralta Community College District

Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: ENGLISH AS A SECOND LANGUAGE

Date: SEPTEMBER 22, 2016

Program Type: **Instructional** **Student Services** **Administrative Unit**

(circle the answer)

College or District Mission Statement:

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Program Mission: The ESOL Department at Laney College provides the foundation skills in English for a large percentage of our community, addressing the needs of immigrants who live in the Bay Area, international students, and multilingual students who have received most of their education in the U.S. (Generation 1.5). Our program of study directly aligns with the Laney College Mission by providing learner-centered, foundation skills instruction that prepares our culturally-diverse student population for academic studies, work and life in the Bay Area.

Date of Last Comprehensive Program Review: October 16, 2015

Date of Comprehensive Program Review Validation: December, 2015

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	**Which institutional goals will be advanced upon completion?** (circle all that apply)	**Progress on goal or AUO attainment** (choose one)	**Explanation and Comments** (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment Maintain high level of courses assessed, assess certificates, institute new placement exams	1. PCCD Strategic Goals (list the specific goal here Advance student access, equity and success. 2. College Goals: (list the specific goal here) Provide pathways to careers, degrees, certificates/transfer.	Course Assessment: We continue to maintain a high level of SLO course assessment each year. Ongoing. Certificate Assessment: We offered the Certificates of Proficiency for the first time in Spring, 2016. There were approximately 20 students who received them. We plan to assess the certificates at the end of Fall, 2016. Ongoing. The Common Assessment Initiative Placement exams aren't going to be ready until April, 2017. Revised.	No comments. We need some guidance and training on how to assess our certificates since they are brand new. Will ask LAC coordinators for help. PEAC has decided to use the CELSA exam along with our ESL writing prompts that have been validated by the State until the CAI exam is ready.
Curriculum (if applicable) Promote ESOL Certificates, look into developing non-credit, hybrid and DE courses.	1. PCCD Strategic Goals (list the specific goal here) Advance student access, equity and success, engage and leverage partners. 2. College Goals: (list the specific goal here) Provide pathways to careers, degrees, certificates/transfer. Build a culture of success, innovation,	ESOL Certificates: We have been promoting these certificates in our classes. Ongoing. Non-Credit Courses: We have developed four levels of non-credit ESOL courses. Ongoing. Hybrid Courses: This semester we are offering a hybrid Advanced Reading/Writing and a hybrid High Intermediate Grammar. Ongoing.	No comments. These course outlines have been launched in Curricunet-Meta. We hope to offer them beginning Fall, 2017. In Spring, 2017 we are offering a hybrid Advanced Reading/Writing and a Hybrid Advanced and High Intermediate Grammar.

	belonging and pride.		
Instruction (if applicable) Evaluate success of new programs and adapt accordingly, increase/update classroom technology, build a language lab.	1. PCCD Strategic Goals (list the specific goal here) Advance student access, equity and success, build programs of distinction, strengthen innovation, develop and manage resources to advance our mission. 2. College Goals: (list the specific goal here) Provide pathways to careers, degrees, certificates/transfer. Make all facilities clean, safe, functioning, well-equipped and attractive. Build a culture of success, innovation, belonging and pride.	Evaluate New Programs: We began offering 3 certificates of proficiency last semester. We will be assessing them at the end of this semester. Increase/Update Classroom Technology: In Form B, Fall 2016, we have requested a class set of Chrome books and a classroom response system. Ongoing. Build a Language Lab: We haven't had time to pursue the funds for doing this. Ongoing.	We would like more classrooms at Laney to be smart classrooms. We are waiting for classrooms to be converted to smart classrooms. No comments.
Student Success and Student Equity Maintain high completion and retention rates, evaluate acceleration program.	1. PCCD Strategic Goals (list the specific goal here) Advance student access, equity and success 2. College Goals: (list the specific goal here) Provide pathways to careers, degrees,		

	certificates/transfer.		
Professional Development, Institutional and Professional Engagement, and Partnerships Contextualize speaking/listening courses, institute regular technology training, create a Laney faculty teaching/learning center.	1. PCCD Strategic Goals (list the specific goal here) Advance student access, equity and success, develop and manage resources to advance our mission, strengthen innovation and collaboration. 2. College Goals: (list the specific goal here) Build a culture of success, innovation, belonging and pride. Provide pathways to careers, degrees, certificates/transfer. Develop an equitable, aligned, suitable resource allocation model.	Contextualize Listening/Speaking Courses: We are currently contextualizing our Intermediate listening/speaking course. Ongoing. Institute Regular Technology Training: No action has been taken on this. Create a Laney Faculty Teaching/Learning Center: No action has been taken on this.	Other levels will be contextualized in the near future. We need to find funds to pay someone to train instructors on new technology that would enhance instruction. Don't know where to start with this one. Big project, but necessary. We are wondering if this could be part of the new Laney Library.
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). _____.	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement	1. PCCD Strategic Goals (list the	Completed: _____	

Objectives or Administrative Unit Outcomes	specific goal here _____). 2. College Goals: (list the specific goal here _____).	(date) Revised: _____ (date) Ongoing: _____ (date)	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	1207	1339	10.9%	1227	1294	5.5%
Female	768	868	13%	770	839	9%
Male	427	464	8.7%	447	444	-0.7%
Age <20	79	95	20.3%	81	109	34.6%
Age 20-24	260	302	16.2%	259	295	13.9%
Age 25-39	491	507	3.3%	504	490	-2.8%
Age >=40	377	435	15.4%	383	400	4.4%
African American	111	124	11.7%	104	114	9.6%
American Indian/Alaskan	0	0	0%	0	0	0%
Asian	849	966	13.8%	851	902	6%
Hispanic	135	137	1.5%	145	149	2.8%
Pacific Islander	1	0	-100%	1	1	0%
White	54	62	14.8%	80	86	7.5%
Two or more Races	6	5	-16.7%	4	9	125%

Unknown	51	45	-11.8%	42	33	-21.4%

Enrollment in ESL seems to be increasing a bit in both Fall and Spring semesters. Considering that there are so many Latino/Hispanic people living in the Oakland area, I would like to see more of this population enrolled in our classes. Since we are developing non-credit classes for beginning ESL students, perhaps the number of Latino students attending Laney ESL classes will increase when we begin offering those classes.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
Sections	74	74	0%	73	70	-4.1%
Course Enrollment	2111	2287	8.3%	2137	2213	3.6%
Productivity	14.23	15.52	9.1%	14.86	15.98	7.6%

Our productivity numbers have been rising in the last two years by a healthy percentage.

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
Course Completion Rate*	0.89	0.9	0.01	0.88	0.89	0.01
Course Success Rate**	0.8	0.76	-0.05	0.78	0.79	0

* A,B,C,D,F,W, P,NP, CR, NCR

** A,B,C,P, CR

Both our course completion and course success rates remain steady and are higher than the college average.

D. Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable**)**. **Comments about changes:**

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
100% DE	0	0	0	0	0	0
Hybrid	0.85	0.74	-0.1	0.48	0.64	0.2
100% Face-to-Face	0.8	0.76	-0.04	0.79	0.79	0

From Fall 2014 to Spring 2016, we only offered one hybrid section—Advanced Reading and Writing, so these student success numbers reflect the success of only one class. It's hard to generalize DE students' success based on one class every semester. We are beginning to offer more hybrid sections this semester and next, so it will be a bit easier to evaluate our success with DE classes next year when two to five hybrid sections will be offered. However, we need more institutionalized support for all DE courses for both instructors and students to bring retention and success rates up in our hybrid courses.

E. Other program specific data or unplanned events that reflect significant change in the program.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

- According to the Fall 2015 Student Equity Plan Data Findings, the data for the Laney ESOL Department shows that Hispanic/Latino students are disproportionately impacted in our courses.
- A performance gap does exist between Hispanic/Latino students and other ESOL students. For example, in 2015 76% of Asian students finished our basic skills ESOL courses successfully, while only 65% of Hispanic/Latino students successfully completed.

- The Laney Student Equity Plan states that Laney needs to increase access to Latino students by 5% within 5 years. In 2015 in ESOL, we had 187 students who identified themselves as Latino, but we had over 1,500 Asian students. We as a college and as a department need more outreach to the Latino community to let them know that we have a large and thriving ESOL Department. The Equity Plan as it was written states that we need programs to help Latino ESOL students, but the Equity Committee decided to focus on larger numbers of disproportionately impacted students and have not yet addressed the needs of Latino students—but they need to.
- The Equity Plan also states that the ESOL Department needs to increase course completion rates for Latinos by 5% within 5 years.
- Our new non-credit courses will give Latino students a stronger foundation in English, so we're hoping that we get more Latino students enrolled and the non-credit program will help them succeed in our credit courses.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?
- **SSSP**
- ESOL Students register for ESL placement assessment.
- ESOL students complete a welcome pre-assessment orientation (held by ESL instructors).
- Students take ESL Assessment Placement Tests (Compass).
- Students complete an ESL orientation (taught by a counselor).
- Students meet with a counselor to develop and abbreviated SEP.

- **EQUITY PLAN**
- The Equity Plan has not addressed the needs of ESOL Latino students although the committee has said that the Equity Plan will address Latino students in the future.

- **BASIC SKILLS**
- Pays for professional development of ESOL instructors to serve students better.
- Paid for participation in ESOL communities of practice for both full-time and part-time instructors .
- The development and success of the Pathways Program (paid for by Basic Skills), which served students who placed too low for our High Beginning level. The enrollment success of the Pathways Program led to the idea that we needed to create a non-credit pathway.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
- We have contextualized two sections of the Intermediate Listening/Speaking course as a pilot.
- We have developed four non-credit courses and launched the course outlines. Courses to be offered beginning Fall, 2017, we hope.
- We are in the process of launching new course outlines to solidify our department name change from ESL to ESOL as well as changing the course numbers for most of our courses to reflect that most of our courses are not transfer-level courses.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.
- In our High Beginning courses (our lowest level we currently offer), through assessment, we noticed that there were an average of 5 to 10 students per class who were well below level. They often either failed or dropped the High Beginning courses. That's why we created the High Beginning Pathways cohort so we could teach the same HB courses, but at a slower pace for those students coming in to our program who needed more time to grasp the English skills. However, there are still plenty of students who need even more time to reach the High Beginning level than the two semesters the HB Pathways cohort provides. We've created the non-credit courses for students who need more time and more instructor contact than a credit course gives. There are a lot of potential ESL students in our area who aren't being served, according to data from Alameda County.
- We have contextualized all of our reading/writing courses and begun contextualizing our listening/speaking courses under one or two themes. based on discipline-specific data that shows that students can be more successful in a course if the skills and course materials are contextualized—based on one theme or topic. If you have a textbook that changes topics/themes/contexts from chapter to chapter, say from the environment to business to cross-cultural communication, data has shown that this makes learning more difficult for many ESL students than if they study one or two themes more deeply in a semester.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.
- I have attached a Word Document converted from a Taskstream at-a-glance Status Report of all ESL courses for the year 2015-2016 so you can verify the courses that have been assessed within that period.
- Our department has assessed and will continue to assess one SLO in each course every academic year.

- **FALL 2016:** Assessing one SLO in all reading/writing and grammar courses.
- **SPRING 2017:** Assessing one SLO in all listening/speaking and miscellaneous courses.
- We are also planning to assess one PLO in each of our three certificate programs at the end of Fall, 2016.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?
- Groups of instructors who are teaching the same course discuss the assessment of that course as they're planning the assessment, creating the assessment tool(s), compiling the assessment results, and developing a plan of action based on the results. Evidence of assessment work and dialogue surrounding that work can be found in Taskstream and in ESOL department meeting minutes.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

  See sections above on curriculum changes, creation of the ESL Pathways Program and the introduction of non-credit ESOL courses.

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?

- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			

Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

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

- Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	**Already Requested in Recent Program Review?**	**Program Goals (cut and paste from program review)**	**Connected to Assessment Results and Plans?**	**Contribution to Student Success**	**Alignment with College Goal (list the goal)**	**Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)**
Five full-time ESOL instructors	We requested five FT positions last year in our PR, and were put on the prioritization lis for one. We also need a	**Goal 1. Curriculum** Activities and Rationale: • Make determinations about development of non-credit courses to accomplish instructional goals not currently offered	The ESOL Department assesses its course SLOs on a regular basis. As was pointed out in our 2012-13 Action Plan and again in our APU of	With our advent of the Acceleration Colleges (communities of practice) ESOL Pathways and now developing non-credit pathways, we hope help low- level non-native speakers in our community succeed in learning	Provide pathways to careers, degrees, certificates/transfer.	Advance student Access, Equity and Success. Build Programs of Distinction.

	replacement for Lisa Cook, who is now a dean at BCC.	by Laney or Oakland Adult Schools. Rationale: The addition of non-credit curriculum affords Laney ESOL an opportunity to serve new populations without duplicating initiatives at Oakland Adult or existing Laney courses. • Participate in the NACRCAE (Northern Alameda County Regional Consortium for Adult Education) ESL design team for ESL Curriculum to align and bridge OUSD Adult School ESL to Laney ESOL curriculum. Rationale: With an appropriate bridge between OUSD Adult school and Laney College we can do more	Spring 2015, and the Program Review of Fall, 2015, with the advent of our new curriculum and the addition of a non-credit program, more time and commitment are required from full-time instructors in order to coordinate, plan and implement our new courses. A major goal is to improve student results on course SLOs as well as to increase the number of students who accelerate	English. The development of these pathways and programs takes a lot of time, energy and work that part-time instructors are not able to commit to.		

		to ensure a smooth transition, as well as the continued success and persistence of students beginning classes in the college environment. • Collaborate with a CTE pathway upon request. Rationale: The ESL department would like to facilitate student success in any CTE department addressing foundation skills. • Implement procedure for awarding certificates. Rationale: Certificates have been approved but a process for communicating their availability, supporting and tracking students as they work towards completion, and distributing the	and, eventually, become successful completers. This coordination and work among faculty requires a level of commitment that part-time instructors are often not willing or able to make.			

		certificates in a timely manner upon completion has not been established. • Determine how to offer ESL Pathway at night. Rationale: The reason that we implemented the Pathway in the first place is that there are students in our classes who are too low for high-beginning reading/writing. The same situation exists for those students who are not able to attend school during the day.In addition, both the nighttime instructors and students have less support since offices and services are generally not available in the evenings. • Determine appropriate expansion of				

		hybrid courses and feasibility of distance education courses. Rationale: The ESL department must recognize the level of technology and language skills necessary for English language learners to succeed in hybrid and distance education courses before planning any expansion. **Goal 2. Assessment** Activities and Rationale: • Maintain 85% yearly course assessment rate. Rationale: The department is one of the largest on campus in terms of course offerings, and must maintain a high yearly assessment rate to keep up with required				

		assessments. • Update Program Learning Outcomes in Taskstream and begin assessing them for Certificates of Proficiency. Rationale: Certificates are assessed to ensure that students are gaining the required skills at each level, meeting Program Learning Outcomes, and that the department remains in compliance with ACCJC standards. • Create and assess Program Learning Outcomes for ESL Pathways Cohort. • Work with PEAC to determine placement testing for Fall 2016. Rationale: Compass testing				

		ends in Summer 2016 and a new placement test must be developed and acquired. **Goal 3. Instruction** Activities and Rationale: • Research success of new programs: Communities of Practice, Acceleration of Students, ESL Pathways. Rationale: Document the success of new programs, ESL Pathways, Acceleration Colleges (communities of practice), and the Accelerated Curriculum • Technology: language lab, additional Smart Classrooms, laptop carts. Rationale: Integrating technology into ESL student				

		learning experiences would make them more successful not only in other content courses, but also in 21st century workplaces. Furthermore, ESL students need a lab to further their skills in speaking, listening and writing English. • Embedded tutoring. Rationale: With embedded tutors, ESL students will get more assistance in the classroom; thus, they will be more successful. **Goal 4. Student Success** Activities and Rationale: • Maintain high completion and retention rates. Rationale: Student Success. • Acceleration: Is the acceleration				

		system working with regard to student success and student satisfaction? Rationale: This acceleration system is now four years old and needs to be assessed. Are we meeting students' needs and expectations? **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships** Activities and Rationale: • Designated day(s) for Professional Development each semester, other than flex days. Rationale: During flex days instructors are preparing their courses and attending district, college, division, departmental, union, committee				

		and tenure meetings. On top of that, many ESL instructors attend meetings of their Acceleration College and Pathway groups. • Make a determination regarding the contextualization of listening and speaking courses. Rationale: Instructors and students are enthusiastic about the contextualization of reading and writing courses, and the department faculty believe that contextualization of listening and speaking courses would bring similar benefits, including the ability to share materials and ideas among colleagues, and more realistic				

		texts. • More coordination among instructors teaching different levels of the same course. Rationale: Instructors would like to understand exactly what each level's expectations are to help in preparation for each course. • More coordination between Reading and Writing courses and Grammar courses. Rationale: Grammar issues that students have come up again and again in reading/writing courses. • How to develop a syllabus from a course outline. Rationale: In making sure all				

		instructors are teaching to the course outline, a workshop in developing syllabi would be beneficial. • Ongoing technology training and training and technical support for instructors teaching hybrid classes. Rationale: Technology is changing so rapidly, workshops are consistently needed so all instructors can continue to use the latest technology and not fall behind.				

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	**Already Requested in Recent Program Review?**	**Program Goal (cut and paste from program review)**	**Connected to Assessment Results and Plans?**	**Contribution to Student Success**	**Alignment with College Goal (list the goal)**	**Alignment with PCCD Goal (A, B, C, D, or E)**

						(list the goal)
1. Updated computers and printers for part-time instructors who use the workroom, T-413. 2. More multi-media classrooms/smart classrooms	Yes. Yes.	See instructional goals above under "Human Resources" above.	No. No.	Of course. If part-time instructors have access to modern technology for making class materials, this affects student success. Having up-to-date technology in the classroom would improve student learning immensely.	Make all facilities clean, safe, functioning, well-equipped and attractive. Build a culture of success, innovation, belonging and pride.	Advance Student Access, Equity and Success. Build Programs of Distinction

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	**Already Requested in Recent Program Review?**	**Program Goal (from program review)**	**Connected to Assessment Results and Plans?**	**Contribution to Student Success**	**Alignment with College Goal (list the goal)**	**Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)**
100 more smart classrooms. More smart carts. A well-thought-out plan for distributing smart carts and reserving computer labs.	Yes,	See Instructional and Student Success goals above under "Human Resource Requests"	Not exactly, but it's only logical that student learning would improve if their learning environment were clean, safe and healthy, and they had more access	Yes, in order to be successful, instructors and students both need clean, healthy work environments and consistent access to recent technology.	Make all facilities clean, safe, functioning, well-equipped and attractive. Build a culture of success, innovation, belonging and pride.	Advance Student Access, Equity and Success. Build Programs of Distinction.

Remodeled, clean classrooms and restrooms.			to technology.			

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
1. Ongoing technology training for faculty that includes classroom management programs, Google Docs and VoiceThread. 2. A Teaching and Learning Center is an absolute necessity at Laney College. Such a center, common at	Yes.	Please see goal #5, program goals for professional development under the "Human Resources" section, page 23.	Not exactly, but it's obvious that more technology training and a teaching/learning center would improve instructors ability to teach, thus improving student learning.	It's obvious that more technology training and a teaching/learning center for instructors would provide needed professional development, thereby improving instructors' ability to teach and raising our levels of student success. This teaching/learning center could also work with instructors	Build a culture of success, innovation, belonging and pride.	Advance Student Access, Equity and Success. Build Programs of Distinction.

California community colleges and already in place at Berkeley City College, would reflect the institution's commitment to professional growth and teacher excellence.				teaching DE courses to train and support them, thereby contributing to DE student retention and success.		

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016