

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: GEOGRAPHY

Date: 9/19/16

Program Type: Instructional Student Services Administrative Unit

(circle the answer)

College or District Mission Statement:

Laney College, located in 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 mission of geography is to promote a better understanding of the relationship of human and the Earth. Physical Geography examines the interaction of the Sun's energy with the Earth's water, air, land and ocean systems, and how they

interact to create and support complex environments, vulnerable to human impacts, especially our role in changing the global climate Another branch is the study of cultural geography that is key to understanding human interactions with each other and the planet. Geology studies the rocky planet, what the earth is made of and the processes that create, move and modifies rocks. In 2008, Geography became part of the newly formed Earth and Human Sciences Department. along with Anthropology and Physical Sciences. In 2016, Physical Sciences was deactivated due to no available instructors, and key class, Climate Change, transferred to Geography.

Date of Last Comprehensive Program Review: 2014

Date of Comprehensive Program Review Validation:

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

| <p>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)</p> <p>The Earth and Human Sciences Department (EHSD) consist of anthropology, geology, geography, and physical sciences. These disciplines address humans and the environment that surrounds us, specifically the physical aspects of the earth, atmosphere, water, coupled with an understanding of</p> | <p>Which institutional goals will be advanced upon completion? (circle all that apply)</p> <ul style="list-style-type: none"> • Ensure quality and excellence of academic programs. • Provide a standardized methodology for review of instructional areas. • Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action. | <p>Progress on goal or AUO attainment (choose one)</p> | <p>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.)</p> |
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| <p>human origins and human adaptations over time. EHSD looks at the local, regional, and worldwide ecology of humans, plants and animals, the earth, and in its energy and water pathways. We teach students to understand the evolution of humans and their adaptations, to appreciate the environment of land and waterways. In all the courses, emphasis is placed upon the application of the scientific method to the disciplines we teach. The question: “how does science acquire knowledge and build upon it”? is asked.</p> <p>The Department’s courses provide analysis of and insight into the local, regional, and worldwide ecology of humans and our place in nature (the natural environment plants, animals on, in, the earth, in its water pathways.) This Department is unique because it encompasses the humanities and social sciences and the biological and physical sciences. Students take our courses primarily to fulfill their transfer degree requirements. The Department has had an anthropology transfer degree since 2014 and will have a geography transfer degree in the 2016-17 academic years. We also provide lab</p> | <ul style="list-style-type: none"> • Identify effective and exemplary practices. • Strengthen planning and decision-making based upon current data. • Identify resource needs. • Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level. • Inform integrated planning at all levels within the College and the District. • Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning. • Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates. | | |
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| <p>sciences to help students comply with transfer requirements.</p> <p><u>Geography/Geology</u> The mission of geography is to promote a better understanding of the relationship of humans and the Earth. Physical Geography examines the interaction of the Sun's energy with the Earth's water, air, land and ocean systems, and how they interact to create and support complex environments, vulnerable to human impacts, especially our role in changing the global climate. Other branches are the study of cultural and world geography that are key to understanding human interactions with each other and the planet, and function as outgrowth disciplines of Anthropology. Geology studies the rocky planet, what the Earth is made of and the processes that create, move, and recycle rock.</p> <p>In 2008, Geography became part of the newly formed Earth and Human Sciences Department along with Geology, Anthropology and Physical Sciences.</p> | | | |
| <p>Assessment All full time faculty will do assessments in all their classes every semester and</p> | <p>1. PCCD Strategic Goals (list the specific goal here Advance Student Access, Equity, and Success</p> | <p>Completed: _cycle incomplete 10/13/16_____ (date)</p> | <p>The College goal of obtaining a success rate of 68% or better has been achieved in Geography face to face classes, DE is less.</p> |

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| <p>do PLOs and or ILO at least once a year.</p> <p>A base line will be created with multiple sections courses in terms of quizzes, exams, papers, exercises so that all courses can be evaluated fairly.</p> | <p>2. College Goals: (list the specific goal here _ Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs._____).</p> | <p>Revised: _____ (date)</p> <p>Ongoing: _____ _10/13/16_____ (date)</p> | <p>Geography strives to complete a SLO cycle</p> |
| <p>Curriculum (if applicable) Introduce 4 new courses in 2015-2016 year. Update all courses including two Physical Sciences courses. Create a Transfer Degree for Geography in 2016.</p> | <p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p> | <p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p> | |
| <p>Instruction (if applicable) Have the Chair/Co-chairs regularly collect syllabi to see whether courses have the same number and types of quizzes, exams, papers, and exercises, particularly in courses with multiple sections. Collect and maintain statistics on assessment cycle and follow up on faculty who do not submit.</p> | <p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p> | <p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p> | <p>We strive to exercise many pedegological techniques to engage student son as many levels as possible.</p> |
| <p>Student Success and Student Equity Increase student success rates by deciding what needs</p> | <p>1. PCCD Strategic Goals (list the specific goal here _____).</p> | <p>Completed: _____ (date)</p> | <p>Having a new tenure-track instructor adds to our departments ability to</p> |

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| <p>to be done to increase DE course success and then implementing. Look at student success by course and see what can be done to increase each course taught into 70-90% success and 70-90% retention rates. For those that fall below 60% have a plan to assist in getting back to high success rates. In addition, where there are strong differences in success rates in gender, age, or ethnicity, create and execute plans to assist faculty and course to have higher success. This includes training, or best practices at Laney, in Peralta, and anywhere in Community Colleges.</p> | <p>2. College Goals: (list the specific goal here Develop new and strengthen existing interventions and strategies to increase students' access and success.).</p> | <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p> | <p>attract and hold students to course completion, as long as possible.</p> |
| <p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>Continue to participate in department, division, college, district wide activities and participate in local community and professional engagement and partnerships such as with the Lake Merritt Institute or local farms.</p> | <p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p> | <p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p> | <p>We engage in many college activities as faculty leaders. We also engage in academic programs by presenting at conferences and writing papers. It is a sad fact that as far as professional develop advancement, this activities provides no form of credit, an inequity and profound oversight in true professional development and fiscal advancement.</p> |

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|-------------------------|----|-----|-------|-----|-----|--------|
| Age >=40 | 23 | 35 | 52.2% | 54 | 43 | -20.4% |
| African American | 77 | 92 | 19.5% | 93 | 112 | 20.4% |
| American Indian/Alaskan | 0 | 0 | 0% | 0 | 0 | 0% |
| Asian | 68 | 127 | 86.8% | 160 | 151 | -5.6% |
| Hispanic | 45 | 76 | 68.9% | 67 | 92 | 37.3% |
| Pacific Islander | 3 | 4 | 33.3% | 4 | 2 | -50% |
| White | 34 | 45 | 32.4% | 34 | 41 | 20.6% |
| Two or more Races | 20 | 27 | 35% | 20 | 27 | 35% |
| Unknown | 14 | 17 | 21.4% | 13 | 11 | -15.4% |

Across the board increases in enrollment among minority ethnicities: African American, and Hispanic while Asian students had a sharp rise then a leveling off. Increases for male students and Asian students is especially welcome and a rise in age 20-24 year olds show PCCD is reaching college age students of all races and genders.

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 | 8 | 12 | 50% | 11 | 13 | 18.2% |
| Course Enrollment | 293 | 447 | 52.6% | 438 | 486 | 11% |
| Productivity | 19.8 | 19.96 | 0.8% | 21.06 | 19.92 | -5.4% |

The hiring of a new geography instructor, Dr. Gregory Schwartz, and a lab instructor, Michele Forman, has resulted in increased offerings reflected here in doubling sections offered and overall enrollment. This trend was retained into 2016 in spite of college wide decreasing enrollments, suggested by the dip in productivity between spring 2015 and 2016. Nevertheless, overall productivity for the department is especially high. In this time period, class limits were dropped to 50 from 60 in order to make better learning environments and improve teacher/student ratios, and Schwartz also carried an overload, while Rauzon was underloaded due to a sabbatical and Accreditation duties. This may account for declines from 2009, the height of the Great Recession.

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* | 0.82 | 0.9 | 0.08 | 0.89 | 0.92 | 0.03 |
| Course Success Rate** | 0.59 | 0.79 | 0.2 | 0.78 | 0.78 | 0 |

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

NCR

** A,B,C,P, CR

D. Student Success in DE/Hybrid,
Face-to-Face

Special attention to student success is the hallmark of the Geography Department and that ethic is reflected in the level of retention and success. With completion rates in the 90 percentile, we are at near maximum level in logically holding students in class and the Success rate of near 80 percent reflects the effort to hold and motivate students to succeed.

E. 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 |
|--|-----------|-----------|------------|-------------|-------------|--------------|
| | | | | | | |

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|-------------------|------|------|-----|------|------|------|
| TOTAL | - | - | - | - | - | - |
| 100% DE | 0 | 0 | 0 | 0 | 0.05 | 0.05 |
| Hybrid | 0 | 0 | 0 | 0 | 0 | 0 |
| 100% Face-to-Face | 0.59 | 0.79 | 0.2 | 0.78 | 0.79 | 0.02 |

The addition of a new hire with experience in distance education has allowed geography to offer DE programs for the first time in Cultural Geography. Schwartz also offered DE classes at COA, enhancing their productivity. He is developing a new DE class, Physical Geography 01.

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

Geology is not currently offered since Fall 2016. The usual PT geology instructor now teaches only at BCC. We are currently seeking new instructors.

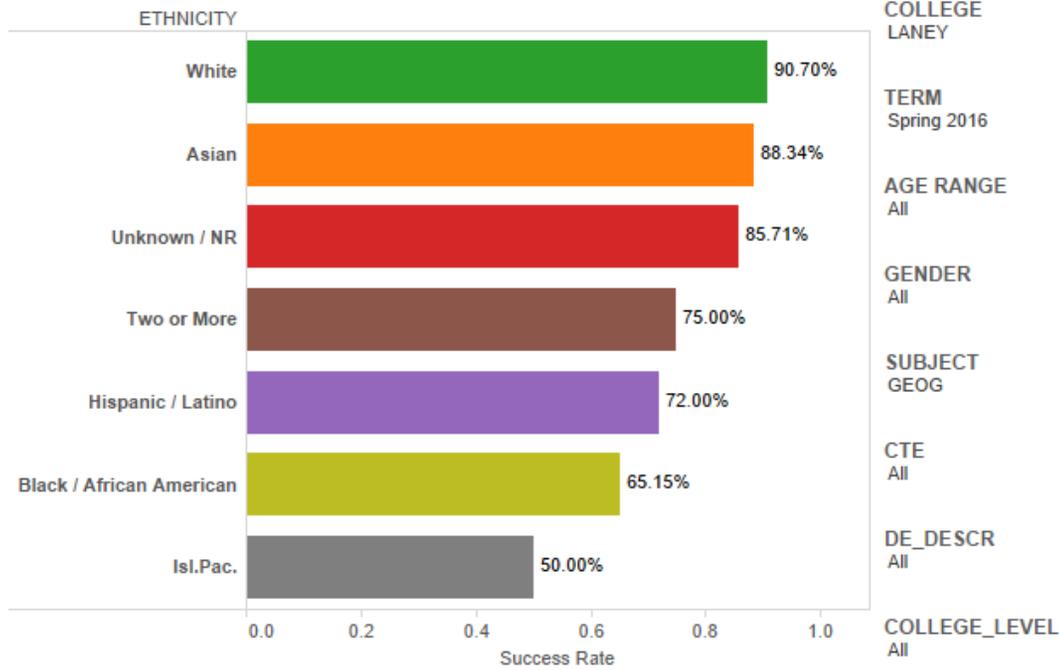
Physical Science was only taught by one individual who has retired. The discipline is deactivated, however, one course, Global Climate Change, has been changed and is to be taught in the Geography department at Laney, pending State approval, by 2017. We are also seeking a Geography certificate and have almost all of the courses needed except California Geography, to offer it, as long as one class taught at Coa is approved; GIS mapping. In addition, we are part of a planned transfer model curriculum template for Global Studies. Our geography classes will be critical to the degree as well as a required course called Global Issues, which we seek to teach.

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?

-As stated above: Special attention to student success is the hallmark of the Geography Department and that equity is reflected in the level of retention and success. With completion rates in the 90 percentile, we are at near maximum level in retaining most students in class and the Success Rate of near 80 percent reflects the effort to hold and motivate students to succeed. The years in question showed an approximate 20% increase in African American students taking Geography; Hispanics also rose between 40-65%. These increases suggest that our classes are attracting and holding student with a disproportionate impact. We also have a possibly significant proportion of DSPS students, and we adopted novel technological means of teaching these students; Kurzweil Text to Speech program; Smartpen, and general DSPS support. Very many ESL students take Geography as well so these students are taught hold to adopt better reading and study habits that augment their basic skills learned in other classes.

Course Success Rates by Ethnicity



COLLEGE
LANEY

TERM
Spring 2016

AGE RANGE
All

GENDER
All

SUBJECT
GEOG

CTE
All

DE_DESCR
All

COLLEGE_LEVEL
All

| ETHNICITY | Success | Valid Grade | Success Rate |
|--------------------------|------------|-------------|---------------|
| White | 43 | | 90.70% |
| Asian | 163 | | 88.34% |
| Unknown / NR | 14 | | 85.71% |
| Two or More | 32 | | 75.00% |
| Hispanic / Latino | 100 | | 72.00% |
| Black / African American | 132 | | 65.15% |
| Isl.Pac. | 2 | | 50.00% |
| Grand Total | 488 | | 77.78% |

TOP_DESCR
All

ETHNICITY

- White
- Asian
- Unknown / NR
- Two or More
- Hispanic / Latino
- Black / African Am..
- Isl.Pac.

- 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?

Our program is attended by students who need a Science Credential, and as such, it may be the only science experience someone gets in college. We appeal to all ages and ethnicities across the PCCD spectrum. We have many ESL students, and so we also teach the language of science, as well as public speaking, group interaction, research and presentation skills; so much more than science.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

The department has expanded course offerings with the hiring of a tenure-track instructor. With that comes a new pedagogical perspective; i.e; Dr. Schwartz brings a diet and fitness inspired emphasis to geography which translates into environmental health and sustainability. He co-chairs the Sustainability committee that Professor Rauzon is also on. Our department is offering Distance Education classes in Cultural and soon Physical Geography. We have launched Global Climate Change to the State for review and hopefully will be teaching it in the Spring 2017. In addition, we have determined we can use other Geography courses (GIS mapping) taught in the PCCD to compliment our offering of a Geography certificate.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If so. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc. NO
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- **In the 2014 APU, in the Needs and Data Sources, we identified needs for more labs and the need for a full time professor. This request was met and a lab instructor was also hired so as a result, more courses and classes have been offered.**
- 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.

See Attached set of Evaluations for the Recent Cycles:

- a. Taskstream 2008-2014**
- b. CurricUNET Meta 2015-16**
- c. Department plan for SLO assessment- 2016-17**

Laney College is transitioning from Taskstream to CurricUNET Meta. With the shift away from Taskstream, to CurricUNET Meta, we are trying to make the changes and assess all of the SLOs in a three-year cycle. One SLO from each class will be assessed each semester by each class. This will help the college help meet a big goal to address ACCJC concerns.

Geography Lab has completed one full cycle of SLOs in Spring 2016. Other geography classes are less complete.

Looking at Taskstream, there are assessments for Geog 1 2013-14 (SLO 3, 4 8 and an ILO) 2014-15 (SLO 3, 4, 5 8) 2015-16 (SLO 3 and ILO), Geog. 1L (2014-15, 2015-16- 2 SLOs) ; Geog. 2 (2104-15 1 SLO).

In Fall 2016/ Spring 2017, we will have evaluated the remainder of SLO's from each class offered. See SKED.

- 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?



Although there is not a Geography Certificate or Program yet, we hope to be able to offer one Spring 2018. During department meetings, and frequent email communication with colleagues, informational updates and coordination takes place. The most recent in this APU cycle took place during professional development days where we discussed the assessment schedule and exchanged ideas of how we each were going to improve and evaluate our classes.

In the creation of a program, we are in dialog with Berkeley City College and College of Alameda. Using specific classes at other Peralta Colleges is needed for the completion of the geography certificate. It has been determined to be acceptable curriculum to use a College of Alameda course in Geographic (GIS) Mapping, when it is approved in 2017. As a District we will have a programs across all colleges. With approval of Global Climate Change (~2017), Laney College will be close to offering a Geography Certificate. With development of Global Issues class, we can help support the offering of a Global Studies Degree.

The following are minutes of the Professional Development Day department meeting:

Geog/Anthro
Dept mtg 8/18/16

Add slips vs waitlist

Fill in classes - advertise in all lectures

Slo reminders / syllabi development

Anthro. Program description for transfer -

Text book ordering - not in bookstore for
- Phy Geog Lab missing
- Anthro book missing → James

- on-line ADA compliance
Converse use next year or 2

Kahoots - cell phones games as teaching tool
Remind.com for texting, Lab

Lab - ~~exercise~~ - + water -

James is Retiring / — 6 month wait beforehand
Sex + Gender class - wants to teach Fall 18
Use windows 10 for

Aubrey - classroom discussions - will be added

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 | | | |



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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.

Student investigation of the Lake Merritt water quality involved collecting 6 datasets for dissolved oxygen, salinity, potential hydrogen, temperature, and water depth as well as analysis of lake stratification due to the 2015-16 El Niño. Working collaboratively, students made hypotheses, prepared abstracts, graphs, producing a scientific and in-class presentation. 95% of students achieved an 85% or better on this final project.

There is opportunity to expand this program from the Laney campus into nearby Lake Merritt. The Oakland Unified School District high school program has been eliminated and the instructor has approached our department to ask if we would take over the data collection in the Lake.

This would involve students accessing the lake on foot and then boarding boats. Some costs may occur to rent the pontoon boat (\$80/hr), but it may be available for free some of the time. All liability waivers and safety and scientific gear will be provided. But replacement and repair will require a small budget.

The OUSD instructor wishes to analysis their and our water quality data, and she is looking for grants. Some small seed money to take a first pass may enhance later funding potential.

| Human Resource 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) |
|---------------------------|---|--|--|---------------------------------|---|---|
| \$2500 | 0 | | | | | |

- **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) |
|--|--|---|---|--|--|--|
| \$1500 | Some | | Purchased with own funds | | | |

- **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) |
|--|--|---|---|--|--|--|
| Continued improvement in lab room A275, Repair of door, HVAC, cleaning | | | | | | |

- **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) |
|---|--|---|---|--|--|--|
| Training for DE classes | | | | | | |

Approved by the District Academic Senate, May 20, 2016

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