

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: MEDIA COMMUNICATION

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:

Provide success and equity in the digital media industry, engage industry partners, maintain programs of distinction and creativity, increase regional collaboration, keep state-of-the-art currency in industry technology, instill concepts of teamwork, develop outreach to high schools and the community

Date of Last Comprehensive Program Review: Nov., 2015

Date of Comprehensive Program Review Validation: Nov/Dec., 2015

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>Which institutional goals will be advanced upon completion? (circle all that apply)</p>	<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>
<p>Assessment From Prog. Review: “ We plan to assess 4 out of the 6 this AY. 2 of the 4 have not been active and we are considering deactivation. “</p>	<p>1. PCCD Strategic Goals (list the specific goal here PCCD: A: Advance Student Access, Equity, & Success</p> <p>2. College Goals: (list the specific goal here PCCD: A: Advance Student Access, Equity, & Success</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _Oct. 31, 2016 (date)</p>	<p>We are planning to meet with the LAC co-chairs to help us organize our findings to assess our 2 main programs. We are also working on completely revising a third program (AV Installation) in collaboration with SFCC, so that will have no assessment data for a while.</p>
<p>Curriculum (if applicable) We stated that we would complete all updates by the end of 2015/16 AY. Not all was accomplished.</p> <p>We stated that we are constantly aware of industry changes and incorporate them into our curriculum. Our collaborative project with SFCC embodies this.</p>	<p>1. PCCD Strategic Goals (list the specific goal here _ PCCD: A: Advance Student Access, Equity, & Success</p> <p>2. College Goals: (list the specific goal here Goal V: Provide pathways to careers, degrees, certificates/transfer</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _Dec/.2016 (date)</p>	<p>Many of our courses were updated, but not all, as we stated in the Review. However, we are currently working on the remaining courses, have already launched several in META, and are working towards having them all launched by the end of this AY.</p> <p>Upon hearing of death of AV specialists, we undertook to form a</p>

			collaborative degree with SFCC, and have been meeting to plan the curriculum, with facilitation from Career Ladders.
<p>Instruction (if applicable)</p> <p>In the Program Review, we spoke of developing a class at KDOL in Studio Production, as well as continuing to promote our new 4K Red production class. Both of these have been accomplished</p>	<p>1. PCCD Strategic Goals (list the specific goal here PCCD: A: Advance Student Access, Equity, & Success</p> <p>2. College Goals: (list the specific goal here Goal V: Provide pathways to careers, degrees, certificates/transfer</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: __Oct. 31, 2016__ (date)</p>	<p>Our 4K class almost doubled its enrollment this Fall semester. The studio production class at KDOL is scheduled for the Spring semester</p>
<p>Student Success and Student Equity</p> <p>The Media Dept. has always had a very diverse enrollment, with students of all the major ethnicities involved. Our enrollment is almost ½ African American, followed by Latino, then Asians, generally following that of the college.</p>	<p>1. PCCD Strategic Goals (list the specific goal here A.) Advance Student Access, Equity, and Success</p> <p>2. College Goals: (list the specific goal here Goal IV: Build a culture of success, innovation, belonging and pride</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: __Oct. 31, 3016__ (date)</p>	<p>Though we don't have the department data breakdown, the Media Department has always been the home of the major ethnicities in the college. This is especially true of African Americans, but less so of Latinos.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>All faculty are continually engaged in professional development. It is a necessity in our constantly changing, technical environment. Many of the faculty are also very involved in the leading industry Professional</p>	<p>1. PCCD Strategic Goals (list the specific goal here C.) Build Programs of Distinction</p> <p>2. College Goals: (list the specific goal here oal V: Provide pathways to careers, degrees, certificates, transfer</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: __Oct. 31, 2016__ (date)</p>	<p>For example, our Co-Chair is the President of the N. Chapter of NATAS, and another faculty member is a Governor of that body. Another is a Master Apple Trainer. Many attend the Nat'l Assoc. of Broadcasters (worldwide forum/conference for the industry) annually.</p>

Societies. As well, they are all working professionals.			
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p>Increase enrollment for subsequent semesters</p>	<p>1. PCCD Strategic Goals (list the specific goal here A.) Advance Student Access, Equity, and Success</p> <p>2. College Goals: (list the specific goal here Goal I: Raise community awareness and manage enrollment effectively</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: __Oct. 31, 2016 (date)</p>	<p>Hired a graphic artist with Perkins funding to design/print a new brochure to be used in all outreach activities. They will also work on updating our website.</p>
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p>We are articulating with KDOL, and are currently working with Alameda and Encinal High Schools. We hope to finalize at least one course this semester.</p>	<p>1. PCCD Strategic Goals (list the specific goal here .) Advance Student Access, Equity, and Success</p> <p>2. College Goals: (list the specific goal here Goal V: Provide pathways to careers, degrees, certificates/transfer</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: __Nov. 30, 2016 (date)</p>	<p>We've been working with Alameda High for the past year, and are in the process of making an appointment to finalize the articulation of our Media core course (104). Have also attended articulation meeting with AUSD, and made contact with Encinal High, to articulate Media 104.</p>

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.

Our ethnic enrollment is showing around ½ African American, followed by Latinx and Asians, generally as in the college. The age of our students tends to be a little older, being a CTE area, where many of our students are coming to us from the industry to upgrade skills, or eexplore/learn a new career. Our field has generally been male dominated, but enrollment of females is increasing, mirroring a trend in the industry and also general college enrollment

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

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	156	143	-8.3%	144	156	8.3%
Female	57	50	-12.3%	46	57	23.9%
Male	96	90	-6.2%	96	97	1%
Age <20	15	8	-46.7%	9	11	22.2%
Age 20-24	51	48	-5.9%	32	55	71.9%
Age 25-39	53	51	-3.8%	61	46	-24.6%
Age >=40	37	36	-2.7%	42	44	4.8%
African American	69	61	-11.6%	62	63	1.6%
American Indian/Alaskan	0	0	0%	1	1	0%
Asian	16	13	-18.8%	6	18	200%
Hispanic	34	27	-20.6%	32	24	-25%
Pacific Islander	0	0	0%	0	0	0%
White	16	24	50%	26	31	19.2%
Two or more Races	11	9	-18.2%	9	11	22.2%
Unknown	10	9	-10%	8	8	0%

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	13	14	7.7%	12	15	25%
Course Enrollment	213	212	-0.5%	200	224	12%
Productivity	10.32	10.22	-1%	9.72	8.65	-11%

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*	0.77	0.75	-0.02	0.76	0.8	0.04
Course Success Rate**	0.59	0.61	0.02	0.54	0.69	0.1

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

** A,B,C,P, CR

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	0	0	0	0	0
100% Face-to-Face	0.59	0.61	0.02	0.54	0.69	0.1

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

- 1) We are on the brink of articulating 1 or 2 of our core courses with 2 Alameda High Schools, and hope to have at least one completed by the end of this semester.

- 2) **We are collaborating with SFCC on a regional, collaborative program for a certified AV Specialist (licensure by InfoComm, International – industry standard), and are currently designing/upgrading curriculum, and seeking funding for its development.**

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?

Course completion and success rates are lower than we'd like them to be, but this is because several reasons we can't necessarily control.

- 1) We are an urban, inner city campus, and 90% of our students have real life issues, which are constantly disruptive, making it extra difficult for them to continue and achieve success.
- 2) Our curriculum is highly technical and state-of-the-art, making it more difficult for younger students coming from poorly prepared school backgrounds
- 3) This is also reflected in their previous and current lack of access to digital devices and the Internet.

We attempt to bridge these gaps by not only supplying all the gear and hardware, but also essential supplies, such as SAN Disks for storage, head phones, etc., which our non-existent budget does not supply. We do have annual Perkins funding, but without our other grants, we could not keep up the curriculum currency – so that is a worry for sustainability. Fortunately, there is workforce funding available, at least for now.



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?

We rarely get Basic Skills students in our classes. Many of our students are technology oriented, and they are able to succeed without a good English basis, in following the text and class assignments. It helps that we encourage teamwork wherever possible, so that students end up collaborating to fill possible gaps in their lecture comprehension, and the lab period emphasizes the lecture content.

Student successes are evident in all classes. It never ceases to amaze instructors at the quality of a lot of student work. As noted earlier, our classes are very diverse, with only a small percentage of Caucasian students. Any student, as long as they pass a basic competency test, can sign out recording equipment for their projects, so that equal access is available for all students in the class.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
- Despite a current backlog on updates, we are currently working on completing all of our updates, and have a target goal of the end of this academic year. We have added the Studio Prod. Class at KDOL to the Spring calendar, and are in the process of designing our collaborative AV Certification Program, reaching out to Workforce personnel, BACCC, other faculty and administrators.

- 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.
- Looking towards a transfer degree showed us that we were missing Studio Prod. in our curriculum, and our articulation work with KDOL was a natural stepping stone to using their modern studio for a joint class.
- The AV Certificate was the result of unusual industry contact, where the industry recognized a gap in training towards AV technicians, and acted to host a group of academics to their annual trade conference in Las Vegas. We immediately hopped on the bandwagon to take advantage of this great opportunity. Laney and SFCC decided the best way to work regionally and collaboratively was to design a conjoint certificate, using their content, which would give students the basis for successfully passing their internationally recognized license.
- 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.

Our Video Prod. Program was assessed in Spr/2016. We plan to assess our Announcing/Performance Program at the end of this Fall semester.

Several courses were assessed at the end of Spr/2015 & /16.

Please see our Prog. Assessment and a couple of representative courses done via Excel Spreadsheet, attached.

- 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?
- We discuss the need for program and course assessment at each dept. meeting. Since we only have one section to date for each course, we don't have specific course dialogues. However, we do discuss common needs, such as shared equipment, equipment assignments and check-in, instructional needs, supply needs. Often this is discussed faculty to chair, and between co-chairs, so not a part of official minutes. Perhaps we should begin documenting this too – we'll discuss after APU evaluations.

- 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).
- This is part of the Excel Spreadsheet. Please see these for the action plans based on assessment results.

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review. The Advisory Comm. Urgently advised us to re-design our promotional materials (brochures, website). We have taken action on these, resulting in new dept. mailers/brochures/course & program outlines. Our graphic designer has begun work on revising our dept. website.
- 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. We have worked with the past DSN in the ICT-Digital Media area, particularly with regard to the CPT Grant. As a result, we have attended a couple of statewide Digital Media Conferences, and received information of events in our sector.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.
- We have been working with both the CPT and AB89 (Adult Ed) grants. In particular, we've been working with high school articulation, as mentioned earlier in the APU, designing a joint high school/Laney Media course in Studio Production (Media 108), which is scheduled to debut this Spring/17 in the KDOL studios at OUSD, and met all last year with local Adult Ed School representatives to discuss and design non credit courses to be taught as a bridge to Laney Media Programs.

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 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 Full-time Faculty	Y	Student Success:	Y	It would be better overall for dept to have another F/T presence, and one that would contribute in many ways besides just instruction.	Goal IV: Build a culture of success, innovation, belonging and pride	A) Advance Student Access, Equity, and Success
1 classified assistant – 20hr/week	to help maintain,	Student Success	Y			

3 student workers	sign out, check-in equipment to assist faculty, especially during long lab hours	Student Success	Y	- Faculty do not have time to adequately deal with equipment inventory, students would benefit from the extra time w/equipment - Assist faculty during lab hours, and even during some lectures	Goal III: Make all facilities clean, safe, functioning, well-equipped and attractive Goal IV: Build a culture of success, innovation, belonging and pride	A) Advance Student Access, Equity, and Success A.) Advance Student Access, Equity, and Success
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- **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)
Hardware, software, furniture for ~\$13K	Y	Student Success:	Y	Technology in the industry changes rapidly – within	Goal V: Provide pathways to	C.) Build Programs

				months. Students must be familiar with current equipment & its use in order to enter the workforce.	careers, degrees, certificates/transfer	of Distinction
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- **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)
Fix ventilation system in TH319	Y	<ul style="list-style-type: none"> • Goal 4. Student Success: 	Y	Ventilation system lets in sound from stage, so that stage activity interferes with classroom instruction	Goal III: Make all facilities clean, safe, functioning, well-equipped and attractive	A.) Advance Student Access, Equity, and Success

- **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)

Take out transformer in TH 423	Y	Professional Development, Community, Institutional and Professional Engagement and Partnerships	N	Faculty must continually be exposed and involved with the new developments in the industry. Prof. conferences and forums are usually effective.	Goal V: Provide pathways to careers, degrees, certificates/transfer	C.) Build Programs of Distinction
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Approved by the District Academic Senate, May 20, 2016

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