Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Instructional Program Review Handbook

Fall 2015
Version 3.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- 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.

- 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.

Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team

- Core data elements

- Completion of a Comprehensive Instructional Program Review Narrative Report every three years

- Validation of the Comprehensive Instructional Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.

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Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.

- Division Dean

- Two additional faculty members.

- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

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Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

- College productivity rate for the last three years.

- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.

- Total degrees and certificates awarded by the college, per year, for the last three years.

- Retention rates by course and discipline, department or program for the last three years.

- Overall college retention rate.

- Course completion (student success) rates, by course and discipline, department or program for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

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Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
- A list of degrees and certificates

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B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

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C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program.   Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$FTES = WSCH \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$FTES = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The Comprehensive Instructional Program Review Report

1. **College: LANEY COLLEGE**

   Discipline, Department or Program: EARTH AND HUMAN SCIENCES

   Date: SEPTEMBER 27, 2015

   Members of the Comprehensive Instructional Program Review Team: Jane Margold, Donald Moore, Mark Rauzon, Greg Schwartz, Jayne Smithson ,

   Members of the Validation Team: Greg Schwartz, Jayne Smithson, Mark Rauzon

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2. **Narrative Description of the Discipline, Department or Program**:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

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 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.

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 sciences to help students comply with transfer requirements

Commented [j1]: don't need to repeat what already was stated in paragraph above. Scientific method is important to add.

ANTHROPOLOGY:
The mission of Anthropology is to contribute to students' understanding of humans as physical/cultural beings who live within an increasingly complex and interconnected world. It aims to strengthen students' critical-thinking, writing, computer and research skills, and to expand their scientific and cultural literacy. By

developing these skills, the anthropology program seeks to prepare students for transfer to four-year institutions. The Anthropology program offers introductory courses in physical and social-cultural anthropology. All the program's offerings articulate with anthropology courses at the University of California and California State University and provide transfer credits, as stated above.

Geography/Geology
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.

In 2008, Geography became part of the newly formed Earth and Human Sciences Department along with Geology, Anthropology and Physical Sciences.

PHYSICAL SCIENCES:
The Physical Sciences also promote a rigorous understanding of various branches of science; physics, chemistry, biology and the interrelations of society through the courses of Climate Change and Marine Science offered as online distance-education classes.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

CLUSTER	Course	Number	Course Name	Curriculum Committee Approval Date	State Control Number
EARHUM	ANTHR	1	Introduction to Physical Anthropology	2/7/14	CCC000348354
EARHUM	ANTHR	001L	Physical Anthropology Laboratory	2/7/14	CCC000354253
EARHUM	ANTHR	2	Introduction to Archaeology and Prehistory	10/18/13	CCC000376567
EARHUM	ANTHR	3	Introduction to Social and Cultural Anthropology	12/5/14	CCC000367076
EARHUM	ANTHR	7	Magic, Religion and Witchcraft	2/7/14	CCC000366690
EARHUM	ANTHR	14	American Mosaic: The Cultures of the United States	9/6/13	CCC000553598
EARHUM	ANTHR	19	Anthropology of Sex and Gender	9/24/13	CCC00055322
EARHUM	GEOG	1	Physical Geography	9/20/13	CCC000375247
EARHUM	GEOG	001L	Physical Geography Laboratory	5/2/14	CCC000364912
EARHUM	GEOG	2	Cultural Geography	3/20/15	CCC000365964
EARHUM	GEOG	3	World Regional Geography	2/21/14	CCC000356242
EARHUM	GEOL	10	Introduction to Geology	11/14/14	CCC000371785
AGG	PHYSC	15	Introduction to the Earth Sciences	1/23/07	CCC000449402
AGG	PHYSC	20	Introduction to the Marine Environment	3/20/15	CCC000356875
AGG	PHYSC	22	Introduction to the Marine Environment with Laboratory	4/8/08	CCC000459383
AGG	PHYSC	25	Climate Change	5/2/14	

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.
  PHYSC 15   SPRING 2016
  PHYSC 22   SPRING 2016

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
  Currently we are proposing additional courses in our department to meet the needs of students and our transfer degrees. To date these include:
  Visual Anthropology Film
  Introduction to Forensic Anthropology
  Geography of California
  Weather and Climate
  Mapping

  We are currently reviewing the potential future of geology and physical sciences. For example, courses in this discipline may offer a focus on the ecology of local water pathways from creeks, to estuary, to bay and ocean. We are looking at collaborating with nonprofits on these local environmental loci. In anthropology, we are currently considering an anthropological methodology course that focuses on the qualitative methodology of participant observation. In addition, we are looking at providing students internships at archeological digs and with international NGOs working on various issues.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

  Anthropology Transfer Degree

  Currently, all anthropology courses except for the lab have the DE designation. The degree requires courses outside of anthropology so not sure all courses are more than 50% online. With all anthropology courses except the lab, then more than 50% is likely.

  Geography
  We are working on developing a transfer degree and are in the process of course approvals at CI-D and coordination with other Peralta colleges.
  Currently only Geography 2 course is taught on line.

  Physical Sciences

  Currently, 20 and 25 have been or are being taught online, but no degrees or certificate.

  Geology

  No currently course is taught on line.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Organizational Area	Standing Requirements	2012-2013 Assessment Cycle				2013-2014 Assessment Cycle				2014-20	
	Student Learning Outcomes	Assessment Plan	Assessment Findings	Action Plan	Status Report	Assessment Plan	Assessment Findings	Action Plan	Status Report	Assessment Plan	Ass Fi
Anthropology 1L	Shared	Reviewed	Reviewed	Reviewed	Not Started	Not Started	Not Started	Not Started	Not Started	Reviewed	Rev
Anthropology 2	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Reviewed	Rev
Anthropology 3	Reviewed	Reviewed	Shared	Shared	Not Started	Reviewed	Reviewed	Reviewed	Reviewed	Not Started	Not
Anthropology 7	Shared	Not Started	Not Started	Not Started	Not Started	Shared	Not Started	Not Started	Not Started	Not Started	Not
Geography 1	Reviewed	Reviewed	Reviewed	Reviewed	Reviewed	Reviewed	Reviewed	Reviewed	Not Started	Shared	Shar
Geography 1L	Shared	Shared	Not Started	Not Started	Not Started	Shared	Shared	Shared	Not Started	Not Started	Not
Geography 2	Reviewed	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Reviewed	Sha
Geography 3	Reviewed	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not
Geology 10	Shared	Not Started	Not Started	Not Started	Not Started	Reviewed	Reviewed	Reviewed	Not Started	Not Started	Not
Physical Science 20	Reviewed	Shared	Shared	Shared	Shared	Reviewed	Reviewed	Shared	Shared	Shared	Sha
Physical Science 25	Reviewed	Shared	Shared	Reviewed	Shared	Reviewed	Reviewed	Reviewed	Shared	Shared	Sha

Commented [MR2]: This should be reviewed with me and an assessment committee person to clean it up and complete some sections.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  The EHSD list SLOs on our syllabuses and routinely goes over our SLOs with students. Some faculty do exercises specifically with their SLOs, or also in the case of anthropology and geography have done exercises specifically with ILOs, involving students with the college and the community activities.

  In addition, Anthropology and Geography instructors have created exercises that specifically help students achieve ILOs. For example, the ILO for the 2014-15 year was "communication." Dr. Moore, in his Cultural Anthropology classes and Dr. Margold, in her Anthropology of Sex and Gender and Physical Anthropology classes assigned multiple short writing exercises that simultaneously addressed the ILO of "communication" and at least one course SLO

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1.
    Fine tuning learning and testing techniques to meet SLO goals

  Improvement 2.
    Determining too many SLOs were being assessed made making progress across the program easier

  Improvement 3.
    Increasing teaching staff allowed progress

  In sum, the assessment at a glance demonstrates that EHSD need to make SLO, PLO, and ILO routine every semester including summer. Each course needs to be assessed. In courses with multiple sections, those who are teaching them should determine which SLO they are doing in class and then each should do them every semester. At the same time, everyone should do a PLO and an ILO each semester as well. Exercises on SLO/PLO/ILO should be developed and incorporated within the regular teaching. For example, if an instructor has five classes, two of which are Anthro 1 (Introduction to Physical Anthropology) and two of which are Anthro 3 (Introduction to Social-Cultural Anthro), each section should address an SLO. The fifth course could address an SLO, PLO, or ILO. We need to institute these as a routine part of our teaching. The three full-time instructors should incorporate these into each of the classes. This department should regularly address at least 15 different SLOs every semester.

  If full-time faculty are implementing this frequent assessment, part-time faculty will be more likely to follow their lead. However, as one part-time instructor has noted, "I routinely do address each SLO with multiple exercises, quizzes, a midterm and final exam. I create and retain detailed spreadsheets of student performance on each assignment but entry of these data into the Taskstream software often requires attendance at a two-hour assessment workshop. (Taskstream's quirks are difficult to remember for those who grapple with it only once per semester.) Part-timers are also aware that while full-time faculty are compensated for attending the Taskstream sessions with their regular salaries, part-timers

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receive a minimal honorarium. These honoraria are also not paid until the end of each semester -- months after the work was actually done. As a result of these inequities, part-timers are reluctant to utilize Taskstream."

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1.
  Need to offer and sustain a wider array of courses that lead to a transfer degree

  Plan 2.
  Need to increase enrollment in newly offered courses

  Plan 3.
  Every semester, Earth and Human Sciences faculty have individually assessed their classes and their teaching methods. Often as a result, different exercises are created. Two examples from Anthropology demonstrate this: In Jane Margold's anthropology 1 lecture class, she created a 2 page written assignment on "whether there is a 'biological' basis of race. Two prominent physical and forensic anthropologists argue the point. This discussion provides the students with a nuanced view of a discussion within anthropology where skulls are still analyzed to determine the possible racial composition of a human skull, most notable for forensic work. By weighing the strength of each argument – and writing a two-page paper that explained which claim they supported and why -- students were encouraged to delve into a socially-sensitive topic at a depth that class discussion would not normally allow.

  Donald Moore assigned a five-page research paper in his Anthro l class that was aimed at enabling students to use the scientific method to evaluate the evidence for evolution. The paper assignment required each student to choose a genetic disease that had evolved in certain groups, research its emergence and write up his/her findings, with appropriate citations. (Learning how to properly cite other writer's ideas is important, not only because failure to do so is considered plagiarism, but because the scientific method requires clear acknowledgment of existing research before any attempt is made to build upon it.)

  Dr. Moore's assessment of the results revealed that over 75% of students in his Spring 2015 Anthro l course failed to properly cite their sources within paragraphs and on the citation page, even after 12 hours of instruction by Dr. Moore and additional time by a librarian working with the class. As a result, Dr. Moore is revising the assignment for his spring 2016 students by breaking up the research/writing assignment into shorter segments, with student presentations at the end.

  These are but two examples of the things our faculty do to inform us on how to provide students with additional exercises to develop their communication and critical thinking skills.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

- We have not done this type of comparative assessment of DE courses to date. Generally, however, the online courses have had lower success rates than face to face classes, varying from 10% to as high as 45%. This unimpressive success rate is common in online courses but faculty in the Department are discussing possible strategies for increasing the effectiveness of the DE classes. We need to review best

practices in similar online courses to determine what works. Donald Moore believes that more orientation for students is needed. He plans to compare DE courses with more extensive student orientation with classes that have provided much less preparation for students, On the issue of equity in DE courses, we do not yet have adequate data. Acquiring it would entail going into the BI Tool to gather data.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

EHSD has not looked at assessment results across sections such as anthropology 1, 1L, and 3 and also in geography 1, 1L, and 2 and 3. In the future the department will conduct regular meetings with sections in geography and anthropology. However what this would require is some level of standardizing what and how things are taught, notably quizzes, exams, papers, and exercises. This is a very delicate issue that needs to be addressed.

- Describe your discipline, department or program participation in assessment of <u>institutional level outcomes</u> (ILOs).

  Both Geography and Anthropology courses have mapped ILOs to our program level outcomes and to our SLOs. Anthropology addressed the communication ILO, as stated earlier in this document, as well as the diversity ILO. Results recorded in Task-stream showed that students had acquired a high degree of understanding of the diversity of cultures and people around the world.
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  Geography has completed the ILO for Global Citizenship, Communication and Critical Thinking that also resulted in significantly positive results.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

  Both geography and anthropology have been aligned and mapped with the institutional level outcomes. See the attached.

Anthropology			
Anthropology 1	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	
Anthropology 1L	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	
Anthropology 2	Mapped/Assessment Measure Added		
Anthropology 3	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	
Anthropology 7			

Geography			
Geography 1	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	
Geography 1L	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	Mapp
Geography 2	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	
Geography 3			

Anthropology has a program level outcome that is mapped to the ILOs and SLOs. We will continue to do ILOs and plan to also begin assessing our program level outcomes.
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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  In geography lab, we have oriented the lab to a partial field course so students go on field trips to assess water in local creeks and the estuary and keep water quality data over a long-term and share the data with the local non-profit group protecting Lake Merritt. This hands-on experience for students to learn about the scientific methods in the context of the ecology of Oakland's watersheds and monitoring the water demonstrates to students the critical relationship of the water to the San Francisco Bay habitats that exist with the waterways, including our interaction with it.

- How has new technology been used by the discipline, department or program to improve student learning?

  In the last three years, most of our work has been developed to utilize technology in the classroom. Specifically many of us use power-points, film, video, pictures, off the internet in an interactive presentation during lectures and labs. Many of our instructors recognize that we need to provide different ways for students to learn the materials because students have different learning styles. As a result, hands on exercises, visual, audio, all are used. In anthropology 7 all articles and teaching aids are located on a Moodle page. As much as possible we reinforce the reading with video, lectures, and exercises to reach each student. The difficulty, is that while our mode of teaching is using 100% technology, smart classroom are difficult to get unless we have "grandfathered" classrooms that we use are smart classrooms. If not, then we have rooms where smart carts are used. This has been very challenging especially with the portables. Anthropology 7 class is exclusively online but the professor has difficulty securing a smart classroom. Another faculty member has to go from "A" building to E building to get the smart cart then go to Eagle Village. All within 10 minutes which is impossible and even takes more time to set up.

  Geography 1 uses Smart-Pen technology; lectures are audio-recorded and synched to written notes, Kurzweil text to speech; where the textbook is available online and may be read aloud by the computer, and lecture notes are posted online.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  This issue has been discussed at the Department level and in the Academic Senate. Most of our faculty are dynamic and engaging when conducting face to face instruction. The data indicate that our online courses are not as effective, with the degree of effectiveness dependent upon the individual faculty member. We need to do far more analysis of our science courses such as Physical Anthropology 1 to evaluate students' understanding of the material, online in courses that are 8,6, or 4 weeks long. We may decide that these short formats are not the most effective.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

The course outlines for each course sets the standard by which we teach our classes. In addition, the dean requires that every faculty needs to submit their syllabus each semester. The chair/co-chairs will also begin to keep these syllabuses. We will have each discipline look to ensure that all syllabuses conform to the course outlines. In addition, in more regular meetings with the department, we need to set aside time to discuss items covered in these courses and what type of papers, quizzes, exams, and exercises that are given to understand what is the baseline or standard that earth and human sciences has for these courses.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  o Overall enrollment trends in the past three years

Course Retention: College

CAMPUS	Laney								

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

CAMPUS	Laney								
SUBJECT	(Multiple Items)								

Retention%	**Term**								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Total	94.12%	78.95%	79.53%	80.00%	79.13%	81.21%	85.39%	80.73%	84.38%

EHSD has consistently had high student retention with our courses upwards from 70% to 90% retention rate. Some courses do better than others and some disciplines do better than others in having students finished their courses. The department will have to evaluate online courses; particularly physical sciences that were substantially lower than other disciplines, whether they were face-to-face or online.

Whether the course is online or face to face does seem to matter for most courses and the difference varies from course to course. We need evaluate those courses from spring of 2015 that were 3 1/2 week courses to see how wide of a difference that course was.

What these statistics show is that we need to be more consistent in our statistics and one way to achieve this is by standardizing the quizzes, exams, and papers to some basic standard to ensure that quality of teaching is maintained. We need to do a better job of ensuring for both online

and face to face that students are given information about counseling, DSPS, and other services that can provide support for the individual students to be successful.

- o An explanation of student demand (or lack thereof) for specific courses.

Students continue to take EHSD courses, however individual disciplines or courses may have higher demands than others because of the dynamics of teaching. For over last 3 year period, we have not had as high a demand for courses that we had 4 years ago. Today, 30-40 students are the normal enrollment, when 4 years ago we had 50-60 students interested in these courses. Earth and Human Sciences regularly advertise our courses to students. In addition, we send flyers to counselors and the Welcome Center. However, we continue to have large numbers of students who sign up for classes the two weeks when courses start. These students may not be sufficiently prepared.

Laney College needs to do a better job of working with local high schools that send most of the students to us. We should have some basic 1st year program for all our students. They should come to Laney for some basic orientation before the start of college with workshops on the culture of colleges, what to expect, study skills and test taking strategies. They should also have their students plans developed as well. Then throughout their first year, meet with counselors and if they have a major with a faculty member in that department.

These students more prepared will increase our success rate.

- o Productivity for the discipline, department, or program compared to the college's productivity rate.

Productivity by College

CAMPUS	Laney

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

CAMPUS	Laney
SUBJECT	(Multiple Items)
CATALOG_NBR	(All)

Productivity	Term								
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
ANTHR 1 - INTRO TO PHYSICAL	19.98	21.38	23.92	20.49	21.7	20.75	21.00	21.7	20.25

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ANTHRO					5			5
ANTHR 19 - Anthropology of Sex and Gender	NA	NA	NA	NA	NA	NA	NA	NA	10.50
ANTHR 1L - PHYSICAL ANTHRO LAB	11.89	17.29	13.96	NA	18.75	14.06	11.29	20.21	15.00
ANTHR 2 - ARCHAEOLOGY & PREHISTORY	NA	NA	NA	NA	NA	NA	NA	13.00	NA
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	7.51	21.25	23.50	16.67	19.83	26.17	18.72	21.17	22.00
ANTHR 7 - MAGIC, RELIGION, WITCHCRAFT	NA	NA	NA	NA	NA	19.50	NA	9.19	20.00
GEOG 1 - PHYSICAL GEOGRAPHY	22.03	28.00	31.10	19.65	27.25	31.00	25.61	24.50	25.58
GEOG 1L - PHYSICAL GEOG LAB	12.17	12.08	17.78	7.56	15.83	19.38	20.52	12.92	19.58
GEOG 2 - CULTURAL GEOGRAPHY	NA	23.50	28.50	NA	19.00	14.50	NA	17.50	10.50
GEOG 3 - WORLD REGIONAL GEOG	NA	NA	NA	NA	NA	NA	NA	NA	8.00
GEOL 10 - INTRO TO GEOLOGY	NA	NA	NA	NA	26.00	19.00	NA	24.50	20.50
PHYSC 20 - INTRO MARINE ENVIRON	NA	24.25	21.00	21.50	25.50	27.50	26.00	24.50	21.50
PHYSC 25 - CLIMATE CHANGE	NA	24.50	19.00	NA	17.50	17.00	NA	11.00	NA

- o Salient factors, if known, affecting the enrollment and productivity trends you mention above.

EHSD has many sciences lecture and lab classes, but our labs have fewer students so our productivity is lower over all.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

We are reviewing the scheduling of our courses. Most of our courses are scheduled during the day: primarily in the morning and early afternoon. Labs are offered during the afternoon and evenings and some lecture courses are also available in the evenings. During the past few years, we've tried one or two courses on Fridays to see whether they would attract students. These are promising. However, in anthropology, we have most of our courses as both DE and face-to-face courses to allow students to work and meet family obligations while going to college. For those who do not take the online courses, we realize that Anthropology should offer more courses in the evenings and potentially on Fridays. In addition, we will be moving more Physical Sciences courses from online to face-to-face.

- Recommendations and priorities.

Commented [j3]: Donald, I'm not sure we should say that we have more online than f to f courses. Hustorically, we've done a lot more f to f.

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1. Face to face physical sciences courses
2. More evening anthropology courses
3. More courses on Fridays and late afternoons.

_____

6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

Course Success: Subject

CAMPUS	Laney

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	83.09%	62.13%	67.21%	66.00%	67.53%	68.38%	76.40%	65.21%	68.56%

Course Success Rate by Course and Ethnicity

CAMPUS	Laney
SUBJECT	(Multiple Items)
CATALOG_NBR	(All)
TERM	2015 Spring

Success	Term						
Course	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	77.78%	66.21%	56.41%	52.38%	73.91%	40.00%	100.00%
ANTHR 19 - Anthropology of Sex and Gender	NA	66.67%	66.67%	0.00%	100.00%	NA	100.00%

Course						
ANTHR 1L - PHYSICAL ANTHRO LAB	NA	87.80%	46.67%	62.50%	85.71%	NA	100.00%
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	33.33%	46.00%	60.00%	63.64%	85.71%	0.00%	100.00%
ANTHR 7 - MAGIC, RELIGION, WITCHCRAFT	NA	53.85%	62.50%	100.00%	100.00%	50.00%	100.00%
GEOG 1 - PHYSICAL GEOGRAPHY	76.47%	74.21%	69.77%	86.21%	82.69%	57.14%	NA
GEOG 1L - PHYSICAL GEOG LAB	66.67%	85.48%	83.33%	83.33%	77.78%	100.00%	NA
GEOG 2 - CULTURAL GEOGRAPHY	88.89%	100.00%	75.00%	100.00%	75.00%	NA	NA
GEOG 3 - WORLD REGIONAL GEOG	NA	62.50%	80.00%	NA	0.00%	100.00%	100.00%
GEOL 10 - INTRO TO GEOLOGY	NA	48.15%	88.89%	100.00%	75.00%	NA	NA
PHYSC 20 - INTRO MARINE ENVIRON	NA	18.52%	50.00%	33.33%	100.00%	100.00%	NA
Grand Total	**75.61%**	**66.79%**	**64.78%**	**68.60%**	**80.36%**	**57.89%**	**100.00%**

CAMPUS	Laney
SUBJECT	(Multiple Items)
CATALOG_NBR	(All)
TERM	2015 Spring

Success	Term		
Course	Female	Male	Unknown
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	64.80%	62.93%	100.00%
ANTHR 19 - Anthropology of Sex and Gender	66.67%	75.00%	50.00%
ANTHR 1L - PHYSICAL ANTHRO LAB	72.97%	80.00%	NA
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	52.46%	55.56%	NA
ANTHR 7 - MAGIC, RELIGION, WITCHCRAFT	66.67%	53.33%	0.00%
GEOG 1 - PHYSICAL GEOGRAPHY	84.30%	66.17%	0.00%
GEOG 1L - PHYSICAL GEOG LAB	90.20%	76.19%	100.00%
GEOG 2 - CULTURAL GEOGRAPHY	100.00%	75.00%	NA
GEOG 3 - WORLD REGIONAL GEOG	50.00%	80.00%	NA
GEOL 10 - INTRO TO GEOLOGY	75.00%	52.00%	NA
PHYSC 20 - INTRO MARINE ENVIRON	37.93%	21.43%	NA
Grand Total	**71.93%**	**64.67%**	**50.00%**

CAMPUS	Laney
SUBJECT	(Multiple Items)
CATALOG_NBR	(All)
TERM	2015 Spring

Success	Term								
Course	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Multiple	Unknown/Non Respondent
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	79.37%	44.26%	71.43%	52.38%	NA	100.00%	85.19%	64.71%	75.00%
ANTHR 19 - Anthropology of Sex and Gender	NA	50.00%	NA	75.00%	NA	NA	80.00%	62.50%	NA
ANTHR 1L - PHYSICAL ANTHRO LAB	92.31%	63.64%	100.00%	69.23%	NA	NA	91.67%	50.00%	100.00%
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	61.11%	46.67%	50.00%	40.00%	NA	0.00%	65.00%	50.00%	100.00%

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ANTHR 7 - MAGIC, RELIGION, WITCHCRAFT	50.00%	75.00%	NA	33.33%	NA	NA	64.29%	100.00%	50.00%
GEOG 1 - PHYSICAL GEOGRAPHY	89.92%	60.81%	75.00%	66.67%	50.00%	0.00%	73.91%	75.76%	50.00%
GEOG 1L - PHYSICAL GEOG LAB	90.63%	76.00%	100.00%	81.82%	NA	100.00%	72.73%	100.00%	66.67%
GEOG 2 - CULTURAL GEOGRAPHY	100.00%	100.00%	NA	100.00%	0.00%	NA	0.00%	50.00%	NA
GEOG 3 - WORLD REGIONAL GEOG	NA	66.67%	100.00%	50.00%	NA	NA	40.00%	100.00%	100.00%
GEOL 10 - INTRO TO GEOLOGY	37.50%	50.00%	NA	50.00%	NA	NA	83.33%	83.33%	0.00%
PHYSC 20 - INTRO MARINE ENVIRON	28.57%	18.18%	NA	25.00%	NA	NA	50.00%	33.33%	100.00%
Grand Total	**82.55%**	**55.51%**	**78.95%**	**58.71%**	**33.33%**	**50.00%**	**73.53%**	**69.42%**	**73.08%**

Course Success: Subject

CAMPUS	Laney
SUBJECT	(Multiple Items)

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	83.09%	62.13%	67.21%	66.00%	67.53%	68.38%	76.40%	65.21%	68.56%

Course Success: Ethnicity

CAMPUS	Laney

Success	Term								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	62.50%	54.69%	59.38%	68.75%	53.13%	62.50%	90.00%	66.67%	73.56%
Asian	83.79%	77.83%	76.63%	83.83%	77.50%	77.93%	82.04%	79.45%	79.21%
Black/African American	63.31%	57.42%	53.46%	63.32%	55.87%	58.18%	62.79%	58.39%	58.48%
Filipino	74.44%	67.71%	72.61%	72.22%	64.31%	69.98%	75.00%	73.84%	72.22%
Hispanic	72.06%	67.34%	66.70%	69.00%	62.79%	63.73%	68.95%	65.01%	66.51%
Multiple	73.14%	64.93%	63.01%	71.00%	63.00%	64.31%	72.53%	67.45%	65.28%
Other Non white	65.52%	78.79%	69.86%	36.36%	71.74%	64.29%	50.00%	68.42%	81.82%
Pacific Islander	66.22%	63.90%	62.94%	64.79%	55.22%	64.77%	72.41%	63.95%	64.71%
Unknown/Non Respondent	78.40%	73.17%	69.78%	77.04%	70.95%	70.47%	68.07%	70.41%	70.33%
White Non Hispanic	78.28%	75.88%	73.63%	80.75%	72.59%	75.08%	80.47%	74.82%	75.06%
Grand Total	**74.07%**	**68.72%**	**66.34%**	**73.40%**	**66.34%**	**67.98%**	**72.79%**	**68.95%**	**69.11%**

Discussion:

Earth and Human Sciences continues to have good success for students taking most of our courses. However, depending on the course and the semester, African Americans do poorer. There are various reasons for this poor performance, including the type of course and who is teaching it in a particular semester. In other situations, it could be Latina/Hispanic, or Asian, depending on the course.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

Course Success: 100% Distance Education

Campus	Laney
Catalog Nbr	(All)
Distance Ed	(Multiple Items)

Success	**Term**							
100% DE	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
ANTHR	**38.24%**	**56.70%**	**76.19%**	**64.10%**	**63.81%**	**83.72%**	**80.49%**	**54.05%**
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	NA	NA	NA	NA	NA	NA	NA	75.00%
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	38.24%	56.70%	76.19%	64.10%	63.81%	83.72%	80.49%	41.30%
PHYSC	**43.57%**	**37.50%**	**30.23%**	**23.26%**	**29.21%**	**38.46%**	**25.35%**	**32.56%**
PHYSC 20 - INTRO MARINE ENVIRON	45.16%	38.10%	30.23%	25.49%	30.91%	38.46%	26.53%	32.56%
PHYSC 25 - CLIMATE CHANGE	40.43%	36.84%	NA	20.00%	26.47%	NA	22.73%	NA
Grand Total	**42.53%**	**48.02%**	**52.94%**	**36.00%**	**47.94%**	**58.95%**	**45.54%**	**46.15%**

Department/discipline Distance Education (100% online) course completion rates:

Discussion:

Overall, the Anthropology courses have success with distant education courses with fair to good success. We would have to use the BI tool to assess and check the various demographic rates such as gender, age, and ethnicity. The course for physical sciences needs to be addressed. This course may not be appropriate for DE. The rates of success are very low.

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the

college course completion standard? The Earth and Human Sciences only has had 1 course that was taught as a hybrid course.

Discussion:

Overall the rate of success from DE to face to face is good to not so good. From 80%+ to 40%+ it has everything in between. What we do know is that success relies on how much interaction the instructor has with the students. We will be doing looking at best practices and teaching our faculty to be better.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

    We need more training and more work to see how much contact you have with students. We need to explore what types of orientations each faculty member should perform to ensure the students need to know how to do the Moodle course.

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

Course Retention: College

CAMPUS	Laney

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Course Retention: Subject by Course

CAMPUS	Laney
SUBJECT	(Multiple Items)
CATALOG_NBR	(All)

Retention	Term								
	2012	2012	2013	2013	2013	2014	2014	2014	2015
Course	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
ANTHR 1 - INTRO TO PHYSICAL ANTHRO	97.44%	77.64%	76.06%	92.50%	83.33%	85.54%	100.00%	86.21%	86.42%
ANTHR 19 - Anthropology of Sex and Gender	NA	NA	NA	NA	NA	NA	NA	NA	80.95%
ANTHR 1L - PHYSICAL ANTHRO LAB	89.47%	91.03%	86.57%	NA	88.89%	93.33%	94.44%	90.72%	88.89%
ANTHR 2 - ARCHAEOLOGY & PREHISTORY	NA	NA	NA	NA	NA	NA	NA	96.15%	NA
ANTHR 3 - SOCIAL/CULTURAL ANTHRO	100.00%	62.67%	73.76%	84.85%	78.99%	70.70%	85.14%	87.40%	72.73%

Course									
ANTHR 7 - MAGIC, RELIGION, WITCHCRAFT	NA	NA	NA	NA	NA	71.79%	NA	57.89%	75.00%
GEOG 1 - PHYSICAL GEOGRAPHY	90.70%	91.40%	87.46%	74.36%	91.74%	91.94%	96.00%	79.59%	88.93%
GEOG 1L - PHYSICAL GEOG LAB	94.74%	87.93%	95.31%	83.33%	85.53%	98.39%	96.88%	86.89%	89.36%
GEOG 2 - CULTURAL GEOGRAPHY	NA	80.43%	76.36%	NA	86.84%	86.21%	NA	88.57%	90.48%
GEOG 3 - WORLD REGIONAL GEOG	NA	NA	NA	NA	NA	NA	NA	NA	87.50%
GEOL 10 - INTRO TO GEOLOGY	NA	NA	NA	NA	59.62%	84.21%	NA	NA	87.80%
PHYSC 20 - INTRO MARINE ENVIRON	NA	59.14%	54.76%	65.12%	35.29%	54.55%	53.85%	42.86%	48.84%
PHYSC 25 - CLIMATE CHANGE	NA	57.45%	42.11%	NA	25.71%	29.41%	NA	40.91%	NA
Grand Total	**94.12%**	**78.95%**	**79.53%**	**80.00%**	**79.13%**	**81.21%**	**85.39%**	**80.73%**	**84.38%**

Our face to face courses allow us to have 90%+ to mostly 60 to 70%+ courses. The outliers are the two Physical Science courses.

Discussion: We need to do better with different ethnic groups including African American. The lower percentages may have many factors. Courses over a three year period (6 semesters) that has consistent problems with specific groups will have to be examine to see semester by semester what were the problems and how did the faculty try and address them or did not. Then a collaborative plan should be adopted and implemented to see how effective it was and make adjustment as needed.

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

  We will continue to challenge ourselves and the way we teach, and the tools we use. We will continue to use our assessments from our SLO, PLO, and ILO to help inform us as well as our own assessments. However to better understand our success; we need to have a base line developed in which we all use quizzes, exams, and papers, at the same rate. This would allow us to determine if we are being evaluated the same or at least similar.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

  We have created a transfer degree in anthropology and plan to create another one in geography. To date we cannot improve the numbers until we know how many students have signed up. We do not anticipate large numbers of students who would be interested in our disciplines. A few a year is typical for Anthropology and Geography. Students interested in Geology and in Physical Sciences are lower than anthropology and geography.

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7. **Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount ____3 FTEF_____

Part-time faculty headcount __6_____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____

Classified staff headcount __0_____

- Describe your current utilization of facilities and equipment.

  Earth and human services has been teaching mostly in "a" building. We have been concerned about our lab room. We need to update it with new books cases and other cases. This year, Michelle Forman a part time faculty member used a wood cleaner to clean it and put a good polyurethane onto the maple wood. Our department has requested support to change the book cases and make other changes in the labs.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  In the future we are going to need a new faculty member in anthropology. We currently picked up one new faculty member for geography.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
  The main issue continues to be smart classrooms. As each of our faculty continue to utilize different film, power points, and internet, having smart classrooms is absolutely imperative. Anthropology needs to have a dedicated classroom to use in "A" building. This is important because anthropology uses the lab for lecture classes because there is no dedicated classroom in "A" for the lectures. As we integrate research data collection out in the field for students, such as geography currently does, we will continue to need smarter classroom space. We currently need to make certain that all classrooms and labs are updated in our building areas. As we continue to teach science, we may need 3D displays for students to understand osteology better utilizing technology in the lab.

UNDUPLICATED ENROLLMENT BY SUBJECT

Campus	Laney
Subject	(Multiple Items)

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	119	725	796	191	754	794	229	736	886

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We continue to advocate for a classroom we can use for courses at a building that is primarily dedicated to anthropology. Currently we teach many lecture courses in the lab at the expense of not having more labs in geography, geology, physical sciences, and anthropology. As seen above, we have lots of students taking courses in our department. Having an additional classroom would be maximized.

UNDUPLICATED ENROLLMENT BY SUBJECT

Campus	Laney
Subject	(Multiple Items)

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	119	725	796	191	754	794	229	736	886

- ## Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

_____

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Our full-time faculty members have continued to be active. Mark Rauzon has participated extensively on hiring committees, earth day activities, partnerships with estuary groups, and other college wide committees including co-chairing accreditation.

Donald Moore has been on hiring committees, academic senate, and curriculum committee, has been a tech reviewer for the last 2 years on the curriculum committee.

Gregory Schwartz was hired this year so he only has begun to participate on activities for environmental activities held at Laney. In future we know he will continue to participate.

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

Faculty has engaged in community activities and partnerships like with Lake Merritt nonprofits, community locations for our archeology activities. Participating on the lake Merritt Bart area plan previously. In the future we will participate on district wide activities and committees as well as developing additional community partners.

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

All adjunct faculty members are included in all department matters and are encouraged to participate in activities.

_____

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

We continue to use professional development for Moodle instruction, participate with faculty mentoring programs, including the diversity program. Donald Moore participated on a panel for diversity faculty interns on use the of cultural competencies in the classroom.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

More training needs on Moodle. There needs to be some type of orientation for students who want to take online classes so they understand the need for self-motivation and discipline to do the work.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

    1. The department will update our course outlines as required, every three years or more.
    2. The department will do at a minimum, 15 SLOs every semester and do PLOs and ILOs in addition.
    3. The department will look closely at lower success rates for certain equity groups such as African Americans or Latino's and determine what types of additional exercises should be done. The faculty must also have on their syllabus information on resources for the students.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

    Activities and Rationale:

    Introduce 4 new courses in 2015-2016 year. Update all courses including two Physical Sciences courses. Create a Transfer Degree for Geography in 2016.

- **Goal 2. Assessment:**

    Activities and Rationale:

    All full time faculty will do assessments in all their classes every semester and do PLOs and or ILO at least once a year.

    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.

- **Goal 3. Instruction:**

    Activities and Rationale:

    Have the Chair/Co-chairs regularly collect ~~syllabuses~~ syllabi to see whether courses have the same number and types of quizzes, exams, papers, and exercises, particularly in courses with multiple

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sections. Collect and maintain statistics on assessment cycle and follow up on faculty who do not submit.

- **Goal 4. Student Success:**

  Activities and Rationale:

  Increase student success rates by deciding what needs 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.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale:

  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 where students can get field experience doing archeology.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: **LANEY**

Discipline, Department or Program: **EHSD EARTH AND HUMAN SCIENCES**

Contact Person: **DONALD SAOTOME MOORE**

Date: **OCTOBER 16, 2015**

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	NEW FACULTY FOR ANTHROPOLGY			CURRENTLY WE HAVE 3 PART TIME INSTRUCTORS OVER 300 STUDENTS EVERY SEMESTER AND 11-15

				COURSES A SEMESTER
Human Resources: Classified				
Human Resources: Student Workers				
Technology				
Equipment	Yearly need to update lab replicas of skulls, and limbs, and other resources		$2000.00	We constantly need to replace broken or increase the variety of needed replicas
Supplies	Annual need supplies of paper, markers, printer ink, pens, pencils, protractors, etc...		$500	We constantly need annual supplies
Facilities	Updating A271 Lab	18	$10,000	2014 submitted to update lab with cases, storage
Professional Development				
Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: LANEY

Discipline, Department or Program: EHSD

Contact Person: DONALD SAOTOME MOORE

Date: OCT 19, 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. The department will update our course outlines as required, every three years or more.	Take the necessary actions to reaffirm Laney College's accreditation.	Advance Student Access, Equity, and Success
2. The department will do at a minimum, 15 SLOs every semester and do PLOs and ILOs in addition.	Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.	Advance Student Access, Equity, and Success
3. The department will look closely at lower success rates for certain equity groups such as African Americans or Latino's and determine what types of additional exercises should be done. The faculty must also have on their syllabus information on resources for the students.	Develop new and strengthen existing interventions and strategies to increase students' access and success.	Advance Student Access, Equity, and Success
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
■ 1. The narrative information is complete and all elements of the program review are addressed. ■ 2. The analysis of data is thorough. ■ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ■ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ■ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date