

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Instructional Program Review Handbook

Fall 2015
Version 4.

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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.
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- 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.

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.

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
-

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:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

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

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

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

Discipline, Department or Program: Journalism

Date: Nov. 6, 2015

Members of the Comprehensive Instructional Program Review Team: Burt Dragin, Scott Strain, Felix Solomon

Members of the Validation Team:

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 Journalism Department offers practical experience, print and online, along with academic preparation for students who seek to transfer to a four-year college or university. Emphasis is placed on social media platforms and production of viable content. The Journalism Department chair is mindful of ongoing changes in the communications field and makes every effort to keep current with the literature and requirements for entry-level employment. The department has recently completed a new innovative program called Interactive Journalism, which offers a Certificate of Proficiency. We have partnered with several other communications departments. Our new program is described as “Digital news production skills for a mobile device-oriented society. Required courses are: Newswriting; basic video production and editing; PhotoShop basics; digital photography; mass media and society; Flash basics; InDesign, web authoring, podcasting, iLife apps, and newspaper production. The “trends” in the journalism field are occurring rapidly, and we are making every effort to anticipate student needs. Our Interactive Journalism module anticipates changes in the journalism field.

3. Curriculum:

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

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.
 - >All Journalism Department courses have been updated in the last three years with the exception of Journalism 21, Newswriting, which was updated 7 March 2012. This course will be updated during the Spring semester, 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)?
 - >Our department continues to “take the pulse” of the journalism field, both in academics and the changing media field, and respond with courses that meet transfer requirements, and prepare our students for jobs in the media.
 - 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?
 - >Journalism AA Degree
 - >Associate of Arts Degree for transfer in Journalism / Journalism AA-T
 - >Interactive Journalism certificate of proficiency
 - These degrees/certificate cannot be completed online.
-

4. Assessment:

4. Assessment:

Laney’s Program Review Resources & Information webpage (<http://www.laney.edu/wp/instruction/program-review/>) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros and Rebecca Bailey (hsisneros@peralta.edu, rbailey@peralta.edu).

- 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)
- >SLO’s are included in the course syllabi.
- Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.

JOURN	018B	Newspaper Production II	10/3/14
JOURN	018C	Newspaper Production III	3/15/13
JOURN	018D	Newspaper Production IV	3/15/13
JOURN	21	Newswriting	3/7/12
JOURN	65	Social Media for Journalists	10/3/14

To answer the following questions, please review either your “At-a -Glance” report generated from TaskStream, or your Laney Assessment Spreadsheet. Answer the questions below, and attach the report (save it with your area’s information and include it when you turn in your Program Review).

- 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 year of assessment for each example. Attach as evidence your Laney Assessment Spreadsheet or TaskStream “Status Report” for the courses in your examples.

Improvement 1. Journalism 55, Fall semester, 2012. Assessment results led to closer scrutiny of the feature writing assignment. Instead of turning in the assignment within a six-week timeframe, students are required to turn in a first draft of the story. The story is returned to the student with comments and suggestions with an additional week to complete the final draft of the feature story.

Improvement 2. Journalism 21, Fall 2015. The news story is the basic format in newswriting. We will increase the course time allotted for the news story.

Improvement 3. Journalism 62, Fall 2012 Starting in the spring semester, 2016, students will be encouraged to identify any portion of the communication process that is not clear

- 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 relevant data from your Laney Assessment Spreadsheet or the TaskStream report “Assessment Findings and Action Plan” section for each example.

Plan 1. Journalism 55, Introduction to Journalism. The major project in this course is the Feature Story. Students select their topics and have about 8 weeks to complete the project. All features are placed in a print magazine distributed to students at semester’s end. Our plan is to not only produce the print magazine but also put the feature story magazine online, perhaps linked the site of the campus newspaper, thelaneytower.com.

Plan 2. Journalism 2, Survey of Mass Media. This course relies heavily on currency of the mass media, which can be lost in text books which generally have a two to three-year lead time from writing to book stores. We will rely even more in the coming years with guest speakers from the media and its changing delivery systems, economics, and employment opportunities. We utilize speakers from the nearby University of California at Berkeley, a prime resource for media experts.

Plan 3. Journalism 21, Newswriting. This course will increase its use of “live subjects” to help students in both interviewing and covering press conferences. Ideally, we’ll have a newsmaker come to the class and make announcement that students will cover as is done in the “real world” of news reporting.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes. N/A
 - Describe assessment results for courses with multiple sections. Are there similar results in each section? N/A
 - Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs). Our department will participate in the Critical Thinking ILO next year.
 - How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach either your Laney Assessment Spreadsheet or “Goal Alignment Summary” report from TaskStream.
-

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
 - >The source of our “effective and innovative strategies” is Journalism 18ABCD, the course that produces the Laney Tower, the campus newspaper. Students from other Journalism Department courses are encouraged to contribute guest columns to The Tower and to sit in at Tower editors’ roundtable meetings. This is especially meaningful for the visiting students when the editors are discussing criteria for choosing, or rejecting, a topic for the editorial page.
- How has new technology been used by the discipline, department or program to improve student learning?
 - >Both Journalism 55 (Introduction to Journalism) and Journalism 62 (Survey of Mass Media) are taught in “smart classrooms,” which utilize technology by screening videos that augment the lecture or class discussion.
- 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?
 - >We accomplish integrity and consistency of academic standards by constantly monitoring journalism programs at colleges and universities for changes in curriculum and teaching methods. We also keep up with advances in the rapidly changing media landscape.
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes? N/A
- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	21	71	94	21	64	48	8	58	78

- An explanation of student demand (or lack thereof) for specific courses.
- >our core courses continue to be popular with journalism students. Our Mass Media and Society class (now Surveys of Mass Media/J62) draws students from all majors since it fulfills the Social Science unit in the CSU breadth requirements.

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

Journalism Productivity

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	9.01	8.88	14.26	9.38	10.39	8.69	4.01	6.76	14.89

Laney Productivity

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

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

>The class schedule (print and online) has a major influence on the enrollment figures in journalism at Laney College. In the Spring semester, 2015, Peralta continued to produce one class schedule for all four colleges in the district. This was advantageous for our department since Laney is the only campus to offer Journalism and students at other campuses could easily check out our program. In the Fall semester, 2015, Laney produced its own class schedule, which effectively removed a chance for students seeking journalism at other campuses to easily view Laney class offerings.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?
- >Our afternoon and evening schedules have brought positive feedback from our students.

- Recommendations and priorities.
- >Return to a district-wide schedule of classes.

6. Student Success and Student Equity:

- 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?
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Laney College Completion Standard

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

Journalism Completion

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	75.00%	69.44%	60.91%	82.35%	48.72%	69.64%	100.00%	70.15%	58.62%

Success	Course	Term								
		2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	JOURN 18A - NEWSPAPER PRODUCTION	NA	71.43%	70.59%	NA	55.56%	50.00%	NA	76.92%	29.63%
	JOURN 18B - NEWSPAPER PRODUCTION	NA	100.00%	100.00%	NA	20.00%	75.00%	NA	40.00%	33.33%
	JOURN 18C - NEWSPAPER PRODUCTION	NA	100.00%	66.67%	NA	50.00%	NA	NA	NA	66.67%
	JOURN 18D - NEWSPAPER PRODUCTION	NA	NA	0.00%	NA	50.00%	NA	NA	100.00%	0.00%
	JOURN 21 - NEWSWRITING	73.68%	62.50%	53.85%	82.35%	50.00%	76.47%	100.00%	75.00%	72.73%
	JOURN 49 - I/S - JOURNALISM	100.00%	NA	NA	NA	NA	NA	NA	100.00%	100.00%
	JOURN 55 - INTRO JOURNALISM	NA	71.43%	NA	NA	66.67%	NA	NA	85.71%	NA
	JOURN 62 - MASS MEDIA & SOCIETY	NA	NA	80.65%	NA	NA	70.37%	NA	NA	NA
	JOURN 62 - Survey of Mass Media	NA	NA	NA	NA	NA	NA	NA	NA	85.71%

	NA	NA	41.38%	NA	37.04%	NA	NA	57.14%	68.75%
Grand Total	75.00%	69.44%	60.91%	82.35%	48.72%	69.64%	100.00%	70.15%	58.62%

- 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? / N/A
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Laney College DE Completion Standard

Term									
2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%	

Journalism DE Completion Rates

Success	Term		
	2013 Spring	2014 Spring	2015 Spring
100% DE			
JOURN	68.75%	54.55%	25.00%
JOURN 18A - NEWSPAPER PRODUCTION	64.29%	50.00%	22.73%
JOURN 18B - NEWSPAPER PRODUCTION	100.00%	66.67%	33.33%
Grand Total	68.75%	54.55%	25.00%

- 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?

Laney College Hybrid Completion Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%

Journalism Hybrid Completion Rates

Success	Term		
Hybrid	2012 Fall	2013 Fall	2014 Fall

JOURN	71.43%	45.45%	80.00%
JOURN 18A - NEWSPAPER PRODUCTION	50.00%	50.00%	81.82%
JOURN 18B - NEWSPAPER PRODUCTION	100.00%	0.00%	66.67%
JOURN 18C - NEWSPAPER PRODUCTION	100.00%	50.00%	NA
JOURN 18D - NEWSPAPER PRODUCTION	NA	50.00%	100.00%
Grand Total	71.43%	45.45%	80.00%

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
- 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?
- >Our hybrid course is Journalism 18ABCD, Newspaper Production. This hybrid is a chance for students who enroll in the campus newspaper class to participate fully without having to attend the structured class setting.
- 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?

Laney Retention Standard

	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%

Journalism Retention Rates

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	75.00%	80.56%	69.09%	82.35%	57.69%	73.21%	100.00%	79.10%	60.92%

- Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

- >Our department plans to gather this information and study the implications.

Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
- >The Journalism Department instructors query our students in all of our classes, especially those who have spotty attendance or do not seem able to understand any of the course work. We will continue this practice, including a more in-depth study of students' plans to continue their education in Journalism.
- 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?
- The department has created a Certificate of Proficiency in Interactive Journalism. This certificate includes courses in journalism, graphic arts, media and photography. In addition, the department now offers the AA-T degree in journalism.

	2012-2013	2013-2014	2014-2015	Total
Journalism (AA)		2		2

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 _1_____

Part-time faculty headcount __1_____

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

Full-time/part-time faculty ratio 1:1_____

Classified staff headcount _1_____

- Describe your current utilization of facilities and equipment.
- >Three of our courses are taught in computer lab or smart classrooms.

- 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.
- >We are currently meeting our staffing needs.

- 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.
- >See equipment attachment.

- 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.
- >Our current facilities are sufficient.

• 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.
- >Burt Dragin participated in the Speaker Bureau committee.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
- >Both Journalism faculty members participate in the Journalism Association of Community Colleges, a statewide organization for community college campus newspaper faculty advisers and staff members of the publications. JACC has two conferences each year featuring workshops on a

wide range of topics relevant to journalism faculty, such as digital photography, sports writing, internships, future of media, online editing, and a host of other topics.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making. >Our adjunct instructor is included in all meetings and discussions re. department goals and how to attain them. Adjunct is also involved in our department's relationship with JACC, Journalism Association of Community Colleges.

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.
- >The Journalism Department must stay current with media delivery systems and the changing needs of the communications industry. Burt Dragin has attended The National Conference on Media Reform in 2010 and 2013, and the Washington Conference for Journalism Faculty in 2014, an invaluable conference at the nation's capital featuring meetings with newsmakers and a variety of media, including The Washington Post, Politico, Slate, Bloomberg News, CBS and NBC affiliates, Pulitzer Center for Crisis Reporting and the School of Journalism at American University. We learned about the future of the media from those at the frontlines, and how our students should prepare for internships.
- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?
- >We have not had distance learning courses in our department.

10. Discipline, 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).

- 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: The department would like to add courses in sports writing and feature writing. Several students have voiced an interest in these courses, and such courses are offered at other community colleges.

- **Goal 2. Assessment:**

Activities and Rationale: We assess at least one SLO each semester and utilize the results in our exchanges on methods of instruction.

- **Goal 3. Instruction:**

Activities and Rationale: We are open to new strategies that help get our students engaged in the media, the cornerstone of all of our courses.

- **Goal 4. Student Success and Student Equity:**

Activities and Rationale: We stress assignments where students can work together to achieve a shared goal.

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

Activities and Rationale: In addition to our active participation in JACC (mentioned earlier), we form partnerships with local newspapers. This is a vital relationship when students apply for internships. One of our students, Kale Williams, got a summer internship at the San Francisco Chronicle, which led to a full-time job as a reporter at the newspaper.

- 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: Journalism

Contact Person: Burt Dragin

Date: 11/6/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				

Human Resources: Classified				
Human Resources: Student Workers				
Technology				
Equipment	File server, 5 Mac desktop computers, 2 MacBook Pros, 3 UPS (uninterruptible power supplies), 1 DLSR camera	2	\$28,000	7
Supplies	4 Toner cartridges for HP5500 color printer, 6 toner cartridges for printer/fax machine Canon MF6160.	1	\$3250	7
Facilities	5 Computer work stations.	3	\$2000	7
Professional Development	Faculty attendance at journalism conferences/	4	\$5,000	7
Other (specify)	Laser-guided paper cutter	5	\$150	

Appendix B

PCCD Program Review Alignment of Goals Template

College: Laney

Discipline, Department or Program: Journalism

Contact Person: Burt Dragin

Date: Nov. 6, 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. The department makes every effort to monitor student ability in all of our classes. The college formerly had a procedure called “early alert” in which faculty could flag students who need tutoring or other assistance for success. This was done at the start of the semester. We suggest returning to early alert or a similar system.	#1 Student Success: Develop new and strengthen existing interventions and strategies to increase students’ access and success.	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
2. The department has developed a checking system to be sure that all faculty participate in the assessment process.	#3 Assessment: Ensure completion of the Assessment cycle for SLOs and PLOs.	A. Advance Student Access, Equity, and Success
3. Department faculty take seriously the importance of accreditation. We will continue to share all details that ensure the efficacy of our department vis-à-vis accreditation awareness and planning.	#2 Accreditation: Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College’s accreditation on an unconditional (non-warning) status.	D. Strengthen Accountability, Innovation and Collaboration
4. The department utilizes “smart class rooms” and computer labs for our classes other than Newspaper Production, which produces the campus newspaper, the Laney Tower, in both print and online formats. The Tower has won many awards over the years by keeping ahead of the curve as media change and new technology requires utilization.	#4 Resources: Increase, develop and manage the College’s resource capacity in the areas of facilities, technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided. #1 Student Success: Develop new and strengthen existing interventions and strategies to increase students’ access and success.	A. Advance Student Access, Equity, and Success E. Develop and Manage Resources to Advance Our Mission
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
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

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

Rating	Instructions
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<input type="checkbox"/> 1. Accepted. <input type="checkbox"/> 2. Conditionally Accepted. <input type="checkbox"/> 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 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. 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.
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Part III. Signatures

Validation Team Chair

_____ Signature _____ Date _____

Discipline, Department or Program Chair

_____ Signature _____ Date _____

Received by Vice President of Instruction

_____ Signature _____ Date _____



