

# Peralta Community College District

Berkeley City College  
College of Alameda  
Laney College  
Merritt College



## The Labor Studies CTE Program Review Report

Fall 2015

# The Labor Studies CTE Program Review Report

## 1. College: Laney College

**Discipline, Department or Program: Labor Studies**

**Date: 10/30/15**

**Members of the Comprehensive Instructional Program Review Team: Blake Johnson**

**Members of the Validation Team:**

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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 Labor Studies Program is designed to offer both background and current trends in various aspects of labor-management relations. In the past it has offered both a Certificate of Completion (CA) and Associates of Arts Degree (AA). Laney's Labor Studies program is the only such program in the Peralta Community College District and is one of only a handful of such programs in the state of California.**

**Ideally, Labor Studies aligns with the Laney College mission of promoting personal and professional development, social equity, and community participation through an emphasis on developing communication, critical thinking and problem solving, technical skills, social awareness, ethics, and civic responsibility, and personal and professional development.**

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## 3. Curriculum:

### Curriculum Review Report - Laney College

<b>Department: Labor Studies</b>
<b>Date of Report: 10/30/15</b>
<b>List Faculty Involved in Developing this Report: Blake Johnson</b>

### Current Courses

<i>1. Copy the four fields below from the Active Course List</i>	<i>2. Has this course been updated within the last three years?</i>	<i>3. If course has not been updated for three or more years, do you plan to update or deactivate it?</i>	<i>4. If course has not been updated for three or more years, complete the two fields below.</i>

Discipline	Course Number	Course Name	Date of Last Update	Yes	No	Update	Deactivate	Who will submit an update or deactivation for this course?	When will update or deactivation be submitted?
LABST	10	American Labor Movement	4/4/14	YES				Karin Hart	Unknown.
LABST	12	Collective Bargaining	1/1/96		NO	UPDATE		Karin Hart	Unknown.
LABST	13	Economics for Labor and Community Leadership	1/1/96		NO	UPDATE		Karin Hart	Unknown.
LABST	14	Grievance Handling and Arbitration	1/1/96		NO	UPDATE		Karin Hart	Unknown.
LABST	15	Labor Leadership and Communication Skills	1/1/96		NO	UPDATE		Karin Hart	Unknown.
LABST	16	LABST016	1/1/96		NO		DEACTIVATE	Karin Hart	Unknown.
LABST	19	Health & Safety on the Job	4/4/14	YES				Karin Hart	Unknown.
LABST	20	Organizing Across Borders: Unions in the Global Economy	1/1/00		NO	UPDATE		Karin Hart	Unknown.
LABST	21	Workplace Organizing	1/1/98		NO	UPDATE		Karin Hart	Unknown.
LABST	22	Labor Research Strategies	1/1/99		NO	UPDATE		Karin Hart	Unknown.
LABST	30	Labor Law	1/1/00		NO	UPDATE		Karin Hart	Unknown.
LABST	201	Stewards' Training	1/1/96		NO		DEACTIVATE	Karin Hart	Unknown.
LABST	202	Union Organizing	1/1/96		NO		DEACTIVATE	Karin Hart	Unknown.
LABST	205	Know Your Job Rights	1/1/96		NO		DEACTIVATE	Karin Hart	Unknown.
LABST	208	LABST208	1/1/98		NO		DEACTIVATE	Karin Hart	Unknown.
LABST	210	Assertiveness Training	1/1/96		NO		DEACTIVATE	Karin Hart	Unknown.
LABST	212	Effective Meetings and Parliamentary Procedure	1/1/98		NO		DEACTIVATE	Karin Hart	Unknown.
LABST	214	Labor Heritage/Rockin' Solidarity Chorus	1/1/07		NO		DEACTIVATE	Karin Hart	Unknown.

#### Active Programs

5. Name of Program	6. What percentage of the units in this program of study can be completed online?	7. What changes are needed to this program?	8A. Who will submit a modification of this program?	8B. When will the program modification be submitted?
Labor Studies	0%-7%	Course Updates and deactivations.	Karin Hart	Unknown.

**9. To respond to question in the field below, a) conduct conversations with faculty in your department and b) refer to course and programs that your program already has in process in CurricUNET.**

What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

**Labor Studies needs to revise and update the bulk of its courses and the program as a whole.**

#### 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.

##### *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)

##### **Unknown.**

- 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.

##### **Not applicable.**

- 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.

##### **Not applicable.**

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

##### **Not applicable.**

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

##### **Not applicable.**

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

**Has not participated.**

- 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.

**Unknown.**

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**5. Instruction:**

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

**Unknown.**

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

**Unknown.**

- 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?

**Not applicable.**

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

**Not applicable.**

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
  - Overall enrollment trends in the past three years

**LABST Enrollment**

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	N/A	43	59	8	50	36	N/A	34	16

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

**Labor Studies enrollment has dropped noticeably in the last year from an already small base. The program has traditionally offered evening classes to accommodate student work schedules, but this does not currently seem to be attracting students and the limited scheduling might also be limiting potential enrollment. Combined with a current lack of course offerings, Labor Studies can only currently offer 2 classes due to a lack of curriculum updates, and the potential appeal of Labor Studies classes to students moving forward is a major concern as Labor Studies will be unable to offer its full program.**

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

#### LABST Productivity Rate

	Term						
	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Productivity	11.39	8.78	3.95	8.67	7.43	7.21	4.21

#### Laney College Productivity Rate

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.

**Labor Studies productivity has traditionally been low and is in recent further decline as student enrollment has declined.**

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

**Unknown. The current decline in semester-by-semester enrollment suggests new scheduling and planning is necessary.**

- Recommendations and priorities.

**Labor Studies needs to stabilize and expand enrollment, successfully update its courses to expand offerings to be able to meet the CA and AA degree requirements, and create a program “master plan” to guide the program moving forward. One obvious step is to undertake the Program Revitalization/Discontinuation process.**

## 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?

#### LABST Student Success

	Term						
	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Success%	91.30%	77.22%	75.00%	77.14%	70.59%	81.82%	82.35%

## Laney College Completion Standard

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

## Department/discipline course completion rates

Success	Term							
	Course	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
	LABST 10 - AMER LABOR MOVEMENT	96.55%	NA	75.00%	69.57%	NA	80.00%	NA
	LABST 12 - COLLECTIVE BARGAINNG	NA	69.23%	NA	NA	69.23%	NA	75.00%
	LABST 13 - ECON LABOR/COMM LDR	NA	61.11%	NA	NA	78.57%	NA	NA
	LABST 14 - GRIEVANCE HANDLING	NA	NA	NA	92.31%	NA	NA	NA
	LABST 15 - LABOR LEADERSHIP	NA	NA	NA	76.92%	NA	NA	NA
	LABST 16 - RIGHTS IN WORKPLACE	NA	NA	NA	NA	58.33%	NA	88.89%
	LABST 19 - HLTH & SAFETY ON JOB	NA	NA	NA	NA	75.00%	NA	NA
	LABST 205 - KNOW YOUR JOB RIGHTS	NA	80.00%	NA	NA	NA	NA	NA
	LABST 208 - EAST BAY LABOR HIST	NA	94.44%	NA	NA	NA	NA	NA
	LABST 21 - WORKPLACE ORGANIZING	82.35%	NA	NA	NA	NA	100.00%	NA
	LABST 30 - LABOR LAW	NA	NA	NA	76.19%	NA	71.43%	NA
	LABST 49 - I/S - LABOR STUDIES	NA	NA	NA	NA	NA	100.00%	NA
	<b>Grand Total</b>	<b>91.30%</b>	<b>77.22%</b>	<b>75.00%</b>	<b>77.14%</b>	<b>70.59%</b>	<b>81.82%</b>	<b>82.35%</b>

### Labor Studies success rates are generally higher than the Laney 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.

### There is not enough data to be able to respond to this question in an accurate and precise manner.

- 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?

### No LABST DE courses from Summer 2012 to Spring 2015.

- 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.

### No LABST DE courses from Summer 2012 to Spring 2015.

## Laney College DE Student Success

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

- Describe course completion rates in the department **for Hybrid** courses (less than 100% online) 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?

### No LABST Hybrid courses from Summer 2012 to Spring 2015.

## Laney College Hybrid Student Success

	Term								
	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%

- 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?

### Not applicable.

- 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.

### Not applicable.

- How do you assess the overall effectiveness of Distance Education course?

### Not applicable.

- 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?

## LABST Retention

	Term						
	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Retention%	91.30%	79.75%	87.50%	91.43%	74.51%	84.09%	82.35%

## Laney College Retention Standard

	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%



**Labor Studies Retention is generally in line, or above, the Laney College 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.

**There is not enough data to be able to respond to this question in an accurate and precise manner.**

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

**Unknown.**

- What 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?

	2012-2013	2013-2014	2014- 2015	Total
Labor Studies (AA)	0	3	0	3
Labor Studies (CA)	1	3	1	5

**Unknown.**

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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 **0 (as of Fall 2015)**

Part-time faculty headcount **1 (as of Fall 2015)**

Total FTEF faculty for the discipline, department, or program **5**

Full-time/part-time faculty ratio **0/1**

Classified staff headcount **0**

- Describe your current utilization of facilities and equipment.

**Labor Studies has 1 office space in 609 and, generally, is assigned 1 classroom assignment per semester.**

- 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, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

**Unknown.**

- 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, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

**Unknown.**

- 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, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

**Unknown.**

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

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

### **Part A.**

- 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.

**None. Karin Hart has attended some departmental meetings.**

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

**Unknown.**

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

**Unknown.**

### **Part B.**

- What are the job placement rates for your discipline/department/program for the past three years?

**Unknown.**

- What are the projected job openings in your discipline for the next three years?

**Unknown.**

- How is the discipline/department program responding with regard to labor market demand?

**Unknown.**

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

**No.**

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

**None.**

- Does your program require state or national licensing? Please explain. What is your licensing status?

**Unknown.**

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

**Unknown.**

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

**Unknown.**

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

**Unknown. City College of San Francisco has a Labor and Community Studies Program.**

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

**Unknown.**

Grant Name	Granting Agency	Grant Goals

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## 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.

### Unknown.

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

### Not applicable.

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## 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: Labor Studies needs to revise and update all of its curriculum—Laney cannot offer the majority of Labor Studies classes because they are out of date.**

**Goal 2. Assessment: Labor Studies needs to start assessing its classes.**

**Goal 3. Instruction: Given the current decline of the program, Labor Studies might benefit from updating instruction and expanding its instructor base and/or instruction schedule.**

**Goal 4. Student Success: Labor Studies should strive to maintain its high student success rate while adding enrollment to create a more active and vibrant program.**

**Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: Labor Studies needs to expand its presence at Laney and in the local community.**

# Appendix A

## CTE Program Review Prioritized Resource Requests Summary for Additional (New) Resources

**College:** Laney College

**Discipline, Department or Program:** Labor Studies

**Contact Person:** Karin Hart

**Date:** 10/30/15

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				
Supplies				
Facilities				
Professional Development				
Other (specify)				

# Appendix B

## PCCD Program Review Alignment of Goals Template

College: Laney College

Discipline, Department or Program: Labor Studies

Contact Person: Karin Hart

Date: 10/30/15

<b>Discipline, Department or Program Goal</b>	<b>College Goal</b>	<b>PCCD Goal and Institutional Objective</b>
<p>Goal 3. Instruction: Given the current decline of the program, Labor Studies might benefit from updating instruction.</p> <p>Goal 4. Student Success: Labor Studies should strive to maintain its high student success rate while adding enrollment to create a more active and vibrant program.</p>	<p><b>GOAL 1 STUDENT SUCCESS</b> Develop new and strengthen existing interventions and strategies to increase students' access and success</p>	<p><b>A: Advance Student Access, Equity, and Success</b></p>
<p>Goal 1. Curriculum: Labor Studies needs to revise and update all of its curriculum—Laney cannot offer the majority of Labor Studies classes because they are out of date.</p>	<p><b>GOAL 2 ACCREDITATION</b> Take the necessary actions to reaffirm Laney College's accreditation.</p>	<p><b>C: Build Programs of Distinction</b></p>
<p>Goal 2. Assessment: Labor Studies needs to start assessing its classes.</p>	<p><b>GOAL 3 ASSESSMENT</b> Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.</p>	<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>
<p>Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: Labor Studies needs to expand its presence at Laney and in the local community.</p>	<p><b>GOAL#4 RESOURCES</b> Increase, develop and manage the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.</p>	<p><b>B: Engage and Leverage Partners</b></p>

# Appendix C

## Program Review Validation Form and Signature Page

College: Laney College

Discipline, Department or Program: Labor Studies

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### 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
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Discipline, Department or Program Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Received by Vice President of Instruction**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_



