Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Career Technical Education (CTE)

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 CTE 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 CTE Program Review process include:

- The CTE Program Review Team

- Core data elements

- Completion of a CTE Program Review Narrative Report every three years

- Validation of the CTE Program Review Report

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

  - The CTE *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 CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.

Thus, the recommendations and priorities from the CTE 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 CTE 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, if applicable.

- 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 CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE 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 CTE 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.

CTE 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.

- Productivity for comparable CTE departments 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.

- Retention rates for comparable CTE departments for the last three years.

- 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

- Labor Market Information and Trends:

  - Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
  - Data/Reports from Centers of Excellence (COE) on industry sectors
  - EMSI data or other sources of EDD data

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

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.

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 x 17.5 / 525

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

FTES = 120 x 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 CTE Program Review Report

1. **College: Laney College**

   Discipline, Department or Program: Media Communications

   Date: October, 2015

   Members of the Comprehensive Instructional Program Review Team: Vina Cera, Marla Leech, Steve Shlisky

   Members of the Validation Team:

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

Laney College, one of four community colleges in the Peralta Community College District, is a diverse, urban setting committed to student learning and advancement. Serving the San Francisco Bay Area's evolving creative and technical environment, Laney's Media Communication Department dedicates its cutting edge digital media instruction to qualify students for transfer to a four year university program, further career or technical training, and to improve foundation skills.

Laney College develops outreach to local high school students in the Oakland Unified School District through Career Pathways in the ICT/ digital media area via our participation in the CTP and other grants.

The Media Communications Program offers courses in industry standard HD and 4K video production, broadcasting, and post-production for digital video, film, radio and the broadcast arts. There are two major degrees and four certificates which offer courses which cover the gamut of authoring, producing, and editing creative content for the continually evolving communications technologies. Students must complete the core curriculum as well as courses listed under each of the two major options.

These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

3. **Curriculum**

Curriculum Review Planning Checklist - Laney College
2015-2016

Name of the Discipline: Media Communications
Date of Report: 9-27-15
List Faculty Involved in Developing this Report: Vina Cera
Please complete this evaluation before your presentation date with the curriculum committee. We ask that you use the checklist below to let us know where you are in your curriculum updating and your departmental methods for analyzing and evaluating the contents of course and degree/certificate offerings. Let us know what methods you use to maintain the integrity of academic standards and achieve consistency within the instructional program? **Also, please use CurricuNet to review all courses taught in your department and any certificates or degrees offered. Use the dates for the Active courses (red) to check the date of last up date.** **CTE courses should be updated every two years, and courses in other disciplines every three years.**   **(please use additional pages as necessary)**

Current Courses

Course Number	Course Name	Date of most recent update	In current catalog?	In State inventory?	In PROMT?	Are course SLOs and evaluation methods in C-net?	Are the course SLO evaluation tools included in the COR assignment section?	Is this course part of a program?	NOTES: What will be done with this course, when and by whom?
100A	Broadcast Media Announcing & Performance	2-15-15	Y	Y		Y	N	Y	√
100B	Broadcast Media Announcing & Performance B	1-1-05	Y	Y		N	N	Y	will be updated w/META BY Noemi Ziegler
101A	Acting/ Directing for the Camera	4-22-08	Y	Y		Y	N	Y	will be updated w/META BY Marla Leech
101B	Acting/ Directing for the Camera B	4-22-08	Y	Y		Y	N	Y	will be updated w/META BY Marla Leech
101C	Acting/ Directing for the Camera C	5-1-15	N	Y		N	N	Y	Deactivated
101D	Acting/ Directing for the Camera D	5-1-15	N	Y		N	N	Y	Deactivated

102A	Broadcast Journalism	4-4-14	Y	Y		Y	N	Y	√
102B	Broadcast Journalism	7-24-14	Y	Y		Y	N	Y	√
104	Beginning Digital Video Production	5-1-15	Y	Y		Y	N	Y	√
111	Basic Audio Production	2-15-15	Y	Y		Y	N	Y	√
112	Media Freelancing and Entrepreneurship	2-15-15	Y	Y		Y	N	Y	considering deactivation needs to be discussed first, so will take up in a dept. meeting this semester
115	Media-based Computing: iLife and Mac OS X	1-1-04	Y	Y		N	N	Y	will be updated w/META BY Noemi Ziegler
120	Making Documentaries	4-20-12	Y	Y		Y	N	Y	will be updated w/META BY Marla Leech
121	Even Videography: Sports Video Production	12-5-08	Y	Y		Y	N	Y	will be updated w/META BY Doug Gey
122	Music Video Production	2-15-15	Y	Y		Y	N	Y	√
125	Scriptwriting for video, Broadcast and Digital Cinematography	5-4-15	Y	Y		Y	N	Y	√
129	Portfolio Development	1-1-04	Y	Y		N	N	Y	will be updated w/META BY Steve Shlisky
130	Introduction to Nonlinear Editing for Video, Broadcast and Digital Cinematography	2-16-15	Y	Y		Y	N	Y	√
131	Final Cut Pro II	4-5-13	Y	Y		Y	N	Y	will be updated w/META BY VCera
132	Final Cut Pro Workflow		N	Y			N	Y	will be updated w/META BY

ID	Course	Date							Notes
									VCera
140	After Effects: Motion Graphics for video, Broadcast and Digital Cinematography	2-15-15	Y	Y		Y	N	Y	will be updated w/META BY Dina Munsch
150	Pro Tools: Sound Design for video, Broadcast and Digital Cinematography	2-20-09	Y	Y		Y	N	Y	will be updated w/META BY Franklin Miller
151	Making Podcasts	5-1-15		Y		N	N	Y	Deactivated
155	Advanced Music Video Production II: Basic Recording	4-8-08	Y	Y		Y	N	Y	will be updated w/META BY MARLA LEECH
156	Advanced Music Video Production III: Mixing and Mastering	2-20-09	Y	Y		Y	N	Y	will be updated w/META BY FRANKLIN MILLER
160	AudioVisual Essentials I	2-22-11	Y			Y	N	Y	will be updated w/META BY DOUG GEY
161	AudioVisual Essentials II	2-22-11	Y			Y	N	Y	will be updated w/META BY DOUG GEY
180	HDSLR Workflow for Digital Photography and Cinematography	10-5-12	Y	Y		Y	N	Y	will be updated w/META BY STEVE SHLISKY
181	Digital Cinema Production in 4K	4-4-14		Y		Y	N	Y	will be updated w/META BY PAUL KALBACH
108	Studio Production	5-4-15	N			Y	N	Y	will be updated w/META BY DOUG GEY
460B	AV Work Experience	2-22-11		Y		Y	N	Y	will be updated w/META BY Vina Cera
830	Primary & Secondary Color Correction	1-21-11				NA	na	N	Older fee-based course to be deactivated by VCera
248GB	Old Experimental Final Cut class	5-4-15				NA	na	na	Deactivated

Course Proposals in Progress

Course Number	Course Name	Originator	Type of Proposal (update, reactivation or deactivation)	Date Submitted	Current Status	Are course SLOs and evaluation methods in C-net?	Are the course SLO evaluation tools included in the COR assignment section?	Are proposed changes based on assessment findings?	Part of a program?	NOTES: What will be done with this proposal, when and by whom?
100B	Broadcast Media Announcing and Performance	Noemi Ziegler	update		in progress	Y, but need assessment measures	N	N	Y	Prof. Ziegler will finish the update this AY
101A	Acting/ Directing for the Camera	Marla Leech	update		in progress		N		Y	Marla Leech will finish the update this AY
101B	Acting/ Directing for the Camera	Marla Leech	update		in progress		N		Y	Marla Leech will finish the update this AY
112	Media Freelancing and Entrepreneurship	Vina Cera	update		in progress		N		Y	Vina Cera will finish the update this AY
131	Final Cut Pro II: Nonlinear Editing for Video, Broadcast and Digital Cinematography	Vina Cera	update		in progress		N		Y	Vina Cera will finish the update this AY
180	HDSLR Workflow for Digital Photography	Steve Shlisky	Update		in progress		N		Y	Vina Cera will finish

									the update this AY
and Cinematography									

Active Programs:

Name of Program	State Inventory?	PROMT?	C-Net?	Current?	Comp. 50% Online?	Notes
Digital Video Production for Video, Broadcast & Digital Cinematography AA	Y		Y	N	NA	updated this AY by VCera
Performance & Production for Video, Broadcast & Digital Cinematography AA	Y		Y	N	NA	updated this AY by VCera
Digital Video Production for Video, Broadcast & Digital Cinematography CA	N		Y	N	NA	updated this AY by VCera
Performance & Production for Video, Broadcast & Digital Cinematography CA	N		Y	N	NA	updated this AY by VCera
AV Installation Technician CP	N		N	N	NA	updated this AY by VCera
Audio Production for Video, Broadcast & Digital Cinematography CP	N		N	N	NA	updated this AY by VCera

Developing Courses:
 Motion, PremierePro CC, DaVinci Resolve, Lighting for Studio & Field

Some courses only once/year rather than each semester:
 After Effects, Scriptwriting, A/V Installation, Studio Production

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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.

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)

- All SLOs are included in all class syllabi. Our website is a work in progress and some of our syllabi (with the SLOs included are here: http://www.laney.edu/wp/media/)

- 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.

Expansion of our Advisory Committee to include a wide variety of media professionals. We have representation from Television Production, Graphics, Independent Film Production, Music Video, Music Recording, Public Broadcasting and Corporate Production Houses.

    Improvement 2.

We have created and passed through channels, two classes which are articulated and available for high school students in Oakland – meaning they can get Laney College credit for satisfactory completion. These courses are:

- Media 104: Beginning Digital Video Production
        (Currently, several students at Media Enterprise Alliance at Oakland KDOL studio, are on track to earn their Laney credits for Media 104)

- Media 108: Studio Production.
        (This is a new course recently passed at CIPD last spring. It has just received its control number in the State Curriculum Inventory, and we plan to begin scheduling it either this summer or in Fall/16.)

    Improvement 3.

Last year we added a **4K production class** in response to key industry trends and Advisory Council input. We purchased two state-of-the-art, industry standard RED Cameras, as well as ancillary supporting equipment. This class takes students through the total 4K production workflow and prepares them to work as entry level camera assistants in the professional video field. Acting on our Council's advice has kept us firmly at the cusp of technology, as our industry steadily moves from HD to 4K video production.

- 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.

Media 180 – HDSLR Production.
SLO #1: "*Demonstrate an understanding of the entire video production process, from conception to final product.*" Did not have a specific enough assessment measurement to lead to a good quantitative result. Working on a rubric/assignment, which spells out specific actions which will lead to specific exit skills and or grades. Will have the rubric and introduce/use it the final lab test this semester (Fall 2015). The COR SLOs will also have to be upgraded in META as soon as it's operative, along with the aligning assignments.

   Plan 2.

Added a social media aspect to Media 129 – Portfolio Development, to better align it with industry best practices. The content of Media 129 will have to be upgraded when META comes online, within this academic year.

   Plan 3.

Media 130 – Beginning Nonlinear Digital Editing Using Final Cut Pro. Students didn't exhibit organization to the extent requested in Spring/15. It's presently not clear if they just didn't understand the principles, or the necessity of documenting them in their eagerness to finish their final project. We will wait to see results of this semester's findings to see if more emphasis on organization will get through.

Our department does not have more than one section for any scheduled class, so therefore sectional dialogs are not applicable. However, since the ICT area is such a rapidly changing arena, we do have conversations about curriculum in general, what is needed to keep pace, and where, having actually taught specific courses, we do talk to each other during department meetings about how to improve curriculum overall.

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

  The courses in our department do not readily lend themselves to Distance Education, so there are currently no comparisons.

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

  Again, we do not offer multiple sections in our department.

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

Upon approaching assessment of ILOs last spring, we were counting on using student projects. We were dismayed to realize that we could not use them without formal approvals. Now that we realize this, we will approach students for approval of their use.

- 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.

At this point about 1/3 of our active classes are mapped to the institutional level outcomes.

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5. Instruction:

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

- All our courses are essentially "hands-on" courses. In order to achieve success in their respective courses, students must handle the equipment with respect and work together as a team. They learn that they must depend on each other to work collaboratively in order to succeed. They also learn that expensive equipment, if mis-handled, is not readily replaced. So, as well as gaining industry skill sets, passing students learn a good work ethic, respect for teamwork and each others' contributions.
- We are always looking for ways to engage students and enhance their opportunities via our curriculum.
- One immediate example, is that we are now in the process of establishing a partnership with the ASLC in developing an audio recording studio in our fourth floor studio. Since the students are being sponsored for their own digital studio, and we are always sadly in need of facilities upgrades, we're now currently negotiating an agreement with the students to share our fourth floor studio space. They will help refurbish our studio in exchange for the use of the facility and consultation with our faculty on its function.

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

- Our department has to be on the cusp of technology in our field, as the needs of the industry and the appetite of our audiences for digital video content constantly and rapidly changes. Most of our faculty are part-timers and work professionally in the industry outside of Laney. They therefore bring with them the current trends in their fields. We also use our Advisory Council (also working professionals) to clue us into latest and upcoming state-of-the-art. We all belong to Professional Societies and constantly attend various expositions and professional gatherings to keep up.
- Along with the most up-to-date equipment and exciting course material, we also use various web sites, online tutorials, bring in other working professionals to speak to students, and take students on tour to working sites around the Bay Area.

- 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?

- As mentioned earlier, our curriculum does not lend itself to DE or any hybrid variation. However, we maintain program integrity and academic standards in many ways in our delivery:
  1) we are a small department and instructors are constantly meeting to discuss department issues,
  2) we cooperate in assessing curriculum,
  3) we all pitch in to maintain and inventory equipment,
  4) we have dialogs on prioritizing department needs,
  5) we have dialogs regarding specific student behavioral issues
  6) we discuss pedagogical methods

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

  NA

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

  Our enrollment has dropped over the past two and one half years. This generally follows the trend of community colleges in times of greater employment opportunities. However, we maintain extreme currency in the curriculum, and our graduating students exit with pertinent skills for the industry. Though we have the most current curriculum and equipment, we are operating in extremely dismal facilities! Our rooms, labs and studios are dusty and dirty because they are rarely cleaned by maintenance personnel, our furniture hasn't been renewed in years, and though we're on the foremost wave of high tech, students walk into premises that look like the county jail, or probably worse. The contrast makes for a very poor image. Successful students who finish out the semester come away with a good sense of accomplishment, but many are initially deterred by the contrast of their surroundings. Consider as well, that CTE classes cannot support the numbers that make for large productivity by the very nature of what's involved in managing equipment and activities. So, our productivity has also fallen along with our numbers.
  We are constantly looking at our programs and courses therein, and trying to come up with additional solutions for greater enrollment. Our Audio/Visual Technician Program has not had the success we anticipated, and we are discussing and considering whether or not to deactivate it after this current AY. Another factor in our enrollment problem is that we have only one full time instructor and no classified help whatsoever. This is a disadvantage where so much equipment must be given out to students, checking it back in, dealing with proper storage and maintenance.

MEDIA Enrollment

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	25	213	181	31	199	168	N/A	148	131

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

o Productivity for the discipline, department, or program compared to the college

   productivity rate.

MEDIA Productivity Rate

	Term							
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Productivity	11.97	17.71	16.18	18.12	14.57	12.37	10.20	9.21

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

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

- Factors are mentioned in the paragraph above. We also feel that our department is not given any salient publicity. We did manage to get a PTV segment, but it didn't come out until after the semester had started. Our department does not get ads in the printed schedules as many others do.

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

- Almost all our courses are afternoon or evening courses. This is because a good percentage of our enrollment are working adults, who are looking to update their skill sets. Many are actually working in the industry, but need to learn the newest techniques and trends.
- In the past we've tried to schedule more courses in the mornings and on Fridays, but these have never been successfully populated.

- Recommendations and priorities.

Our priorities:

1) to keep our curriculum current to industry standards and updated and properly archived
2) to hire a classified staff person (minimally ½-time) to help with the flow of instruction, facility and equipment maintenance
3) to hire a second full time instructor to keep up with curriculum currency, proper archiving of evidence, preparing reports such as APUs, Program Reviews, community outreach, grant proposals, representation in all shared governance committees

4) update our classroom, labs – including purchasing newer, more powerful computer stations, supported by furniture that doesn't look like its been salvaged from the discard pile out back. (Our current computer furniture is from discarded CIS stations 5 years ago, while the computers are not capable of running all our software. We are a slave to the Technology Center and their machines, where we have no jurisdiction, and though they are very cooperative, these are not our premises. So we feel we're in a tenuous situation, whose lab could potentially be taken over, leaving us without a proper lab to teach our software classes. We also did not end up with any of the new classroom furniture purchased a few years ago, so our classrooms do indeed look like the proverbial junky assortment of rescued desks from out back.

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6. Student Success: Steve

- 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?

- **Discussion: For the most part, with only a few exceptions, our courses match up pretty well with the college. Some of our classes surpass the college percentages (see Media 104 Summer 2013, Fall 2014, Spring 2015 and Media 180 Spring of 2014). The Media Student Success numbers vary within 10% (higher or lower) than the college completion standard.**

MEDIA Student Success

	Term							
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Success%	87.50%	67.84%	61.30%	90.32%	55.35%	63.82%	65.20%	58.06%

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%

Department/discipline course completion rates

Success	Term							
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
MEDIA 100A - BROADCAST MEDIA ANNO	NA	75.00%	64.00%	NA	31.82%	62.96%	55.00%	63.64%
MEDIA 100B - BROADCAST MEDIA ANNO	NA	50.00%	57.14%	NA	40.00%	0.00%	100.00%	0.00%
MEDIA 101A - ACTING/DIRECTING FOR CAMERA	NA	75.86%	60.71%	NA	65.38%	52.00%	57.14%	57.14%

MEDIA 101B - ACTING/DIRECTING FOR CAMERA	NA	100.00%	71.43%	NA	100.00%	57.14%	100.00%	75.00%
MEDIA 102A - BROADCAST JOURNALISM	NA	NA	NA	NA	NA	NA	58.33%	NA
MEDIA 102B - BROADCAST JOURNALISM	NA	NA	NA	NA	NA	NA	66.67%	NA
MEDIA 104 - BEG DIG VIDEO	87.50%	82.35%	59.38%	90.32%	52.50%	51.52%	85.19%	95.24%
MEDIA 111 - BASIC AUDIO PRODUCTION	NA	72.97%	NA	NA	52.78%	NA	63.16%	NA
MEDIA 115 - ILIFE & MAC OS X	NA	51.85%	NA	NA	78.95%	NA	52.38%	NA
MEDIA 120 - MAKING DOCUMENTARIES	NA	76.92%	61.29%	NA	66.67%	63.64%	75.00%	NA
MEDIA 122 - MUSIC VIDEO PROD.	NA	51.43%	NA	NA	78.95%	NA	27.27%	NA
MEDIA 125 - SCRIPTWRITING FOR VIDEO	NA	NA	41.94%	NA	NA	59.09%	NA	47.62%
MEDIA 129 - PORFOLIO DEVELOPMENT	NA	36.36%	73.68%	NA	16.67%	66.67%	44.44%	50.00%
MEDIA 130 - FINAL CUT PRO I	NA	67.86%	63.16%	NA	45.00%	58.33%	61.54%	50.00%
MEDIA 131 - FINAL CUT PRO II	NA	80.00%	80.00%	NA	55.56%	85.71%	75.00%	16.67%
MEDIA 132 - FINAL CUT/EDITING WORKFLOW	NA	NA	100.00%	NA	NA	60.00%	NA	80.00%
MEDIA 140 - ADOBE AFTER EFFECTS	NA	NA	64.52%	NA	NA	69.57%	NA	38.46%
MEDIA 150 - PRO TOOLS	NA	62.50%	NA	NA	48.15%	70.59%	100.00%	41.18%
MEDIA 155 - ADV MUSIC VIDEO PRODUCTION	NA	NA	45.45%	NA	NA	55.56%	NA	42.86%
MEDIA 156 - ADV MUSIC VIDEO PROD III	NA	NA	60.00%	NA	NA	100.00%	NA	60.00%
MEDIA 180 - HDSLR WORKFLOW	NA	NA	NA	NA	52.38%	90.48%	53.33%	62.50%
MEDIA 181 - Digital Cinema Production	NA	NA	NA	NA	NA	NA	NA	68.42%
MEDIA 49 - I/S-MEDIA COMMUN	NA	NA	NA	NA	100.00%	NA	100.00%	83.33%
Grand Total	**87.50%**	**67.84%**	**61.30%**	**90.32%**	**55.35%**	**63.82%**	**65.20%**	**58.06%**

Discussion:

- 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?

- We do not offer Distance Education courses.

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?

We do not offer MEDIA Hybrid courses.

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?

NA

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

NA

- 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?

MEDIA Retention

Term	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	87.71%	86.24%	77.84%	84.49%	79.94%	83.53%	79.53%	86.05%	82.50%

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%

- Discussion: The Media Department retention rates very close to the Laney College Retention Rates, with over half being greater than the College Standard.

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

1) Continue to develop new Pathways classes to attract high school students into our program. This will enable them to get transferable college credit, encourage them to attend college and set them on the path to fulfilling lifetime careers.

2) Continue to make sure that we purchase state-of-the-art professional equipment that will enhance workplace opportunities for our students.

3) Continually rethink and repopulate our advisory committee for consulting on industry trends and occupational opportunities, and to reflect the modern digital media production landscape.

4) We have worked on two articulation courses with the KDOL studios at OUSD to give students in their program an opportunity to earn our credit, and give our regular students the opportunity to have access to their fully modern studio facility.

5) For the past one and one half years, we've been actively engaged in the Career Pathways Trust grant being administered at Peralta, first working to win the $15 million grant, then meeting with a consortium of community colleges and high school faculty to scope out how best to engage high school students.

- 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
Audio Production for Video Broadcast (CP)	0	1	0
Digital Video Production (AA)	3	2	3
Performance and Production (AA)	1	1	0
Performance and Production (CA)	1	2	1
Video Production for Video, Broadcast, and Digital Cinematography (CA)	6	3	4

The Media Department has always been at the forefront of technology, with industry standards and best practices. We've heeded the advice of our Advisory Committee, so that our students could easily transition to four-year institutions and into the Video Media profession. Our degree numbers may seem low, but one must factor in that a degree or certificate is not necessary to work in the Video, Audio, and Broadcast industries. Once students gain enough technical experience in our classes, they will fill industry job openings whenever they come up. A number of currently working Media students even come from our industry, to take our classes in order to fill gaps in their experience and to get retrained on updated software (i.e. Final Cut Pro editing classes, Adobe After Effects, Pro Tools and DSLR production).
Another fact that has not been mentioned, is that many Media students start up their own media businesses. Many of them are even able to do this as they attend classes to help them finance their education.

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 ___8_____

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

Full-time/part-time faculty ratio _1:8_____

Classified staff headcount ____0_____

- Describe your current utilization of facilities and equipment.

- We use our equipment to the maximum, never really having enough without having to share among classes.
- We only have one classroom and this is an awkward shape (long and narrow) that necessitates the use of 2 projectors for all students to have a good view of a screen. As a result, classroom use spills into a former green room which contains a large air duct to the stage. This duct transports the sounds of stage activities into the classroom, so that classroom time is often disrupted by stage activities. It needs to get sealed somehow.
- We also have 2 storerooms, one of which substitutes as a classroom occasionally. This and the above, are further examples of how incongruous our facilities are with our very high technology content.

- 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.

- We desperately need another full time instructor to accommodate our full curriculum and outreach activities. Our current inequitable ratio of full to part time instructors (1:8) does not adequately support our necessary activities to enhance the goals and equity of our students.
- Also, our collection of advanced, professional equipment continues to grow, crying for a need of a classified position for inventory, care and maintenance. In addition, our equipment also gets signed out to students for overnight periods, to allow for taping outside of school premises, and at differing times of day, requiring someone to sign out equipment, checking it in on its return, and seeing to its maintenance over the semester, and in between. In the past, we had a half-time classified position, lack of which speaks to the current lower enrollment. At that time, the checking in and out of equipment went much more smoothly, making for a much more productive student experience. Under the current circumstances, there are less opportunities for students to sign out equipment overnight, due to lack of instructional personnel time available to handle this.

- 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.

- It is obvious that there is a growing need for digital media content, with a particular niche for the industry in the Bay Area. This need can be evidenced by the number of digital devices available, eg: web sites, smart phones, tablets, computers, home entertainment rooms, etc. – all of which require

digital content. That being the case, we have an ongoing need to upgrade, as well as maintain our current equipment inventory.

- We have two types of technical equipment needs:
    1) Digital video/audio recording equipment along with ancillary supports, and
    2) IT equipment, such as high speed, powerful computers, digital storage, digital monitors, and various IT-related hardware and software used in the industry.

- 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.
- We have 2 aging studios, both of which need a thorough rehab. Basically they're just shells, which though at least provide a space for production, have little else in the way of controls, lighting, wall/floor covering, curtaining, production equipment, etc. If our agreement with the ASLC works out, we may get the fourth floor studio cleaned up and floored, but that is still up in the air. The space has no lighting features, a cement floor and awkward walls. It is currently set up with some old computers, but is of little use.
- The third floor studio at least has some lighting and ancient dimming, but again is just a space with some old controls. It at least is soundproof and we can bring production equipment into the space for recording. It needs new lamps, new light/audio controls, new curtains, floor covering.
- We need to have a computer lab space of our own, as well as having access to the Tech Center Mac Lab. If we lose access to the Tech Center, then we lose a good percentage of our courses, which are software applications used in video/audio production.
- We haven't had new classroom furniture in over 20 years, and literally have an assemblage of salvaged seating, which is uncomfortable and looks awful.
- We have a room on the fourth floor, currently being used as a storage with leftovers from the Tower rehab. This room needs to be cleaned out and an ancient, humming telecine machine needs to be removed. This apparently a job for a master electrician, not general ground crew. It may be cleaned up for use as a green room for the ASLC if their studio project (sharing and revamping our 4th floor studio space) moves forward. Regardless, the room should be emptied, cleaned, and can function as a small lab space for us if we could get the funds.
- If the student union gets to use that space as their green room, we would still need a setup for a small lab of our own. There is another large storage room on the fourth floor, which was used as a storeroom because it has a chain link fence setup over about one third of the floor space. The space could be set up as a small computer lab, with Macs, furniture and perhaps a couple new electrical outlets.
- We need a third office space on the third floor for the other seven part timers to share. The corner office, formerly taken over by the janitors during Tower rehab, is unavailable, because the Business Office claims they don't have an extra key to give out. We're willing to pay for a duplicate if we could just get the key to use as a model.

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

---

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.

- Faculty have engaged in several committees on campus. They are involved in the Senate, the Learning Assessment Committee, the Curriculum Committee, the Technology Committee, the District Technology Committee, the Institutional Effectiveness Committee and CIPD.

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

1) Through our SB70 grant, which ended last year, we held meetings with High School teachers and held several workshops in Digital Media with both High Schools and Middle Schools in the local area.
2) For over a year prior to our getting the CPT grant, we held meetings with CTE faculty in the District and Karen Engel to prepare for writing the grant.
3) We actively participated with the District in setting up a new Articulation Policy, and are continuing to participate this semester, in order to finalize the Policy.
4) In Spring of 2013, we collaborated with the Photography Department to create and push through CIPD, a new collaborative course in DSLR Production, Media 180, which has now being taught in its third semester, with Media and Photography students getting the three unit credits in their respective disciplines. We are also getting students from other sister colleges enrolled.
5) Our faculty are making contact with BCC's MMART Department, and moving to work towards a better working relationship in our mutual areas.
6) As mentioned earlier, we are in contact with the ASLC, and arranging a relationship with them, where they will be applying their funding for a recording studio, to renovating our fourth floor studio. In return, the ASLC will have access to the studio for student communication projects when it is not being used for Media classes. They will have the benefit of access to a professional recording facility plus a smaller green room for their preparations, while our department and its students will gain an updated facility.
7) We are continuing to participate in the CPT grant, meeting with our sister colleges and local high school teachers to work on dual enrollment and articulation options.

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

Since our department is largely composed and led by adjuncts, this kind of begs the question. As adjunct co-chairs, we are constantly in touch, and we've set up a system of department meetings, where we meet regularly via cccconfer.

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

The 2014 Centers of Excellence Environmental Scan of Information & Communications Technologies (ICT) on Demand & Supply of Issues & Opportunities in the Greater San Francisco Bay Area, reports that there will be an approximately 9% employment growth
A lot of this growth will take place in the East Bay.
- What are the projected job openings in your discipline for the next three years?

- **according to above report: close to 10,000 jobs annually on average.**

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

- We've looked at the listed occupations, taking note of how these skill sets are included in our curriculum
- We've discussed this with our Advisory Board and amongst our faculty in terms of our CORs, POSs and are planning to update them to include the specific skills required
- All our courses are very big on team efforts and of course communication skills, a skill set much emphasized in Bay Area employment requirements

- 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.

- We have an Advisory Board which meets minimally once per year. We try to make it once per semester, but since most of us are working professionals, we maintain personal contact throughout the AY.

- 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?

- At our last meeting, we were advised to redesign our department brochure, because we were using photos that were somewhat dated and not necessarily appealing to the younger set of digital savvy high school graduates. They also advised us of some new skills and jobs in demand in our industry, and we are working them into our teaching, as well as planning to incorporate them into our next course updates.

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

- No

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

NA

- 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.

- Yes, we are working with the ICT DSN. We discuss our department's plans, curriculum, and see her at various Industry and State meetings. She has worked with us at our CPT grant gatherings, keeps us informed of ICT activities in the Bay Area, and has volunteered to help us with projects whenever possible.
-

- 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?

- We have developed a good working relationship with BCC's MMART department, after a rather rocky start several years ago, and continue to maintain good personal relationships with them. They have a similar curriculum. We also meet and discuss our program and ways to collaborate with other colleges, like DVC, Ohlone, who have similar programs.
-

- 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.

Grant Name	Granting Agency	Grant Goals
Perkins	Federal Grant	CTE Education enhancement We are a CTE discipline
Career Pathways Trust (CPT)	State Grant	Enhance pathways for high school students to post secondary education We work actively to incorporate and interest high school students in articulation and dual enrollment credit programs, in the hopes of steering them along the path of post secondary education in digital media

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

- Since our industry is changing so rapidly, besides the Masters level of qualifications for teaching in the Peralta system, we require that potential staff have rigorous experience in the industry. This is one of the chief differences between academic and CTE instructors and disciplines – actual experience in the field.
- This requires ongoing professional self development, taking several forms, like attending professional courses, attending industry expositions and meetings, subscribing to many industry publications, and belonging to professional societies.
- We also encourage staff to attend cultural sensitivity training.
- We have mentored two of our teaching staff and consider them an excellent investment

  - As mentioned several times earlier, Distance Education is not a practical pathway for us currently. However, there are several software classes that could possibly be taught online, but our present focus is more on upgrading our facilities and making sure that our curriculum is not only up-to-date, but has also undergone the transition to META successfully.

_____

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).
- **As mentioned several times, we are focusing our attention on the currency of our curriculum (both in content and in archiving), along with the equipment and facilities necessary for these goals. Rationale is obvious.**

- 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:

  1) Oversee correct transfer of curriculum from CurricuNet to CurricuNet META
  Rationale: make sure no data is lost in the transfer
  2) Update our entire curriculum (CORs & POSs) in META
  3) Submit our AAT to state this AY
Rationale: up-to-date curriculum, focused on giving our students significant employment skills
  -

- **Goal 2. Assessment:**
    1) **Try to get more assessment done, particularly in programs**
       Rationale: to get a better overall picture of how the pedagogy is succeeding, and clues to how to make it more pertinent to local area needs
    Activities and Rationale:

- **Goal 3. Instruction:**
    1) **Discuss assessments and classroom experiences for better teaching skills**
    2) **Discuss physical safety aspects of handling our sensitive equipment and dealing with potential electrical and burn hazards in lighting scenes**
       Rationale: few of us are trained in actual teaching methods, so can very much benefit from sharing teaching methods and teacher-student confrontations
       Also, physical hazards in dealing with heat and electricity should always be re-emphasized.
    Activities and Rationale:

- **Goal 4. Student Success:**
    1) **Pay more attention to student success in our courses during our department gatherings.**
       We've made sure that we pay attention to SLOs & PLOs, but we could use more profound examination of what's actually working and how we can improve individual student success.
    Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**
    1) **Continue our already established community, institutional partnerships as delineated above.**
    2) **Continue to self educate ourselves (faculty) in current industry trends, attend pertinent expos and seminars, as well as taking advanced classes when possible.**
    3) **Make a continuing effort to keep in touch with our Advisory Board members to help keep in touch with current industry trends and occupational skill sets.**
       Rationale: our industry changes almost exponentially in very short time periods. It's very important that we keep up with them and incorporate these changes into our curriculum.
    Activities and Rationale:

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

Appendices

Appendix A

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

College: __Laney College_____

Discipline, Department or Program: Media Communications Dept. _____

Contact Person: Vina Cera, Steve Shlisky_____

Date: _Oct. 30, 2015_____

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

Human Resources: Faculty	Full time instructor	2	$55,000.	Y
Human Resources: Classified	Classified Instructional Aide Half time	1	$20,000. Please see APU sheet D	Y
Human Resources: Student Workers	approx. 3 student workers	1	? approx. 3-5 hours per class Please see APU sheet D	Y
Technology	Computer Refresh Mac Desktops	1	5 @ approx. $3,000. Each	Y
Equipment	Assorted Video/Audio Production Equipment	1	approx. $14,000. please see APU sheets B, 8	Y
Supplies	Office supplies, equipment like batteries	1	$300.	Y
Facilities	Revamped classroom space, furniture, structural problems	1	Any where from $2-10,000. please see APU sheets C, C4, C3	Y
Professional Development	Reimburse fees/costs for attending professional self development courses, expos, etc.	2	varies with activity	Y
Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____Laney College_____

Discipline, Department or Program: _Media Communications_____

Contact Person: ____Vina Cera, Steve Shlisky_____

Date: ___October 30, 2015_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. up-to-date and pertinent curriculum	Student Success Accreditation Assessment Resources	Build Programs of Distinction Advance Student Access, Equity, and Success Strengthen Accountability, Innovation, and Collaboration
2. increased assessment activity from faculty	Student Success Accreditation Assessment	Build Programs of Distinction Develop and Manage Resources to Advance Our Mission Strengthen Accountability, Innovation, and Collaboration
3. more discussion on teaching methods and attention to potential to physical hazards	Student Success Assessment Resources	Advance Student Access, Equity, and Success Strengthen Accountability, Innovation, and Collaboration
4. examine and apply successful teaching methods towards greater student success	Assessment Student Success	Advance Student Access, Equity, and Success Strengthen Accountability, Innovation, and Collaboration
5. continue community and professional engagement activities	Student Success Resources	Strengthen Accountability, Innovation, and Collaboration
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: Laney College

Discipline, Department or Program: Media Communications

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

Attach Media 130 Ass't.
Email Steve for attachments for Media 129, 180