

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: World Languages

Date: 10/12/2016

Program Type: Instructional Student Services Administrative Unit

(circle the answer)

College or District Mission Statement:

The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals

Program Mission:

The mission of the World Languages Program at the College of Alameda is to help students develop communicative and cultural competence in Chinese, Vietnamese, Spanish and German. Students work on developing proficiency in listening, speaking, writing and reading in Chinese in addition to developing cultural knowledge about Chinese speaking countries and communities. Courses are conducted in the target language and much class time is dedicated to task-based, communicative activities.

Date of Last Comprehensive Program Review: Fall 2014

Date of Comprehensive Program Review Validation: Fall 2014

		Ongoing: _____ (date)	
Student Success and Student Equity N/A	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Professional Development, Institutional and Professional Engagement, and Partnerships N/A	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes N/A	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). _____.	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes N/A	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:** No significant changes.

Age – Chinese

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Under 16	3	1		1	1	1	1	
16-18	40	25	20	14	21	13	18	18
19-24	12	23	34	9	27	26	36	38
25-29		6		6	2	1	6	6
30-34		2	1	1	3		1	
35-54	3	5	2	3	5	4	7	9
55-64	2	3	2	1	5	5	7	5
65 & Above						1	1	2
Grand Total	60	65	59	35	64	51	77	78

Age - German

Age	2012 Fall	2013 Spring	2013 Fall	2014 Fall	2015 Spring
Under 16	1				
16-18	7	3	6	2	2
19-24	15	6	14	15	12
25-29	9	5	2	1	10

30-34	3	3	1	2	1
35-54	5	1	6	8	3
55-64			1		1
65 & Above			1		
Grand Total	40	18	31	28	29

Age – Spanish

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	5	1		1			2		
16-18	6	23	5	11	9	3	8	5	16
19-24	18	46	64	13	49	27	9	33	34
25-29	10	20	38	8	15	13	3	13	18
30-34	5	15	11	4	5	14	1	5	7
35-54	6	26	27	4	21	15	3	12	10
55-64	4	9	6	1	4	8			2
65 & Above	2	1	2		2	2	1		
Grand Total	56	141	153	42	105	82	27	68	87

Age – Vietnamese

Age	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Under 16			1			
16-18	3	2	1	2		
19-24	4	27	15	25	28	30
25-29	3	7	1	4	3	9
30-34	1	4	1	4	2	4
35-54	5	7	5	13	10	27
55-64		3		3	1	4
65 & Above		1	1	3	1	3
Grand Total	16	51	25	54	45	77

Gender – Chinese

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Female	38	34	35	19	24	23	33	39
Male	22	31	24	15	39	28	44	39
Unknown				1	1			
Grand Total	60	65	59	35	64	51	77	78

Gender – German

Gender	2012 Fall	2013 Spring	2013 Fall	2014 Fall	2015 Spring
Female	21	9	14	14	15
Male	17	8	16	14	12
Unknown	2	1	1		2
Grand Total	40	18	31	28	29

Gender – Spanish

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	5	1		1			2		
16-18	6	23	5	11	9	3	8	5	16
19-24	18	46	64	13	49	27	9	33	34
25-29	10	20	38	8	15	13	3	13	18
30-34	5	15	11	4	5	14	1	5	7

35-54	6	26	27	4	21	15	3	12	10
55-64	4	9	6	1	4	8			2
65 & Above	2	1	2		2	2	1		
Grand Total	56	141	153	42	105	82	27	68	87

Gender – Vietnamese

Age	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Under 16			1			
16-18	3	2	1	2		
19-24	4	27	15	25	28	30
25-29	3	7	1	4	3	9
30-34	1	4	1	4	2	4
35-54	5	7	5	13	10	27
55-64		3		3	1	4
65 & Above		1	1	3	1	3
Grand Total	16	51	25	54	45	77

Ethnicity – Chinese

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Asian	58	58	55	32	56	50	70	73
Black/African American		1	1	1	2			
Filipino				1				
Hispanic					1		2	
Multiple	1	2	1		1		3	2
Unknown/Non Respondent	1	4	2		3	1	2	3
White Non Hispanic				1	1			

Ethnicity – German

Ethnicity	2012 Fall	2013 Spring	2013 Fall	2014 Fall	2015 Spring
American Indian/Alaskan Native	1				
Asian	1	1	5	7	3
Black/African American	3		6	2	1
Filipino			1	1	
Hispanic	4	1	3	8	7
Multiple	7	2	5	1	4
Unknown/Non Respondent	1	1	3		
White Non Hispanic	23	13	8	9	14
Grand Total	40	18	31	28	29

Ethnicity – Spanish

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native			2						
Asian	13	17	17	8	11	8	5	6	10
Black/African American	9	35	43	10	29	23	5	16	13
Filipino	3	3	2	1	3	3	1	6	9
Hispanic	7	19	21	4	15	6	7	7	13
Multiple	11	26	24	9	17	11	4	9	15
Other Non white		1							
Pacific Islander			1					1	
Unknown/Non Respondent	2	10	7	2	6	8		5	4
White Non Hispanic	11	30	36	8	24	23	5	18	23
Grand Total	56	141	153	42	105	82	27	68	87

Ethnicity – Vietnamese

Ethnicity	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Asian	8	36	17	41	38	65
Black/African American		1	3	2	1	2
Filipino					1	1
Hispanic		1	1	3		1
Multiple	1	4	2	3	3	3
Other Non white		1		1		
Unknown/Non Respondent	5	5	1	1	2	5
White Non Hispanic	2	3	1	3		
Grand Total	16	51	25	54	45	77

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**
1. Enrollment

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
CHIN 10A - ELEM. CANTONESE A		50		35			46	
CHIN 10B - ELEM. CANTONESE B			44					53
CHIN 11A - INTERM. CANTONESE A	20				30			
CHIN 11B - INTERM. CANTONESE B						25		
CHIN 12A - ADV. READING/WRITING		15					31	
CHIN 12B - ADV. READING/WRITING			15					25
CHIN 30A - CONVERS. CANTONESE A	40				34			
CHIN 30B - CONVERS. CANTONESE B						26		
Grand Total	60	65	59	35	64	51	77	78

Course	2012 Fall	2013 Spring	2013 Fall	2014 Fall	2015 Spring
GERM 1A - ELEMENTARY GERMAN	40		31	28	29
GERM 1B - ELEMENTARY GERMAN		18			

Grand Total	40	18	31	28	29
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Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
SPAN 1A - ELEMENTARY SPANISH	25	81	77	28	82	46	27	68	59
SPAN 1B - ELEMENTARY SPANISH		21	27						
SPAN 30A - BEG CONVERS SPANISH	30	39	36	14	23	36			28
SPAN 30B - BEG CONVERS SPANISH			18						
Grand Total	55	141	158	42	105	82	27	68	87

Course	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
VIET 1A - ELEM VIETNAMESE I		47	25	39	45	53
VIET 1B - ELEM VIETNAMESE II	13	4		15		24
VIET 2A - INTERMED. VIETNAMESE	3					
Grand Total	16	51	25	54	45	77

Productivity Chinese

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Productivity	23.66	25.01	18.78	18.23	16.01	13.47	18.48	19.86

German

	2012 FALL	2013 SPRING	2013 FALL	2014 FALL	2015 SPRING

Productivity	20.00	9.00	15.50	14.00	14.50
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Spanish

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	13.77	14.09	13.12	11.81	13.31	13.00	13.69	17.00	14.58

Vietnamese

	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Productivity	8.00	25.51	12.50	27.01	22.50	38.52

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:** 73% departmental success rate in 2014, 78% departmental success rate in Spring 2015.

Chinese

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Success%	100.00%	96.92%	98.31%	91.43%	95.31%	98.04%	96.10%	100.00%

German

	2012 Fall	2013 Spring	2013 Fall	2014 Fall	2015 Spring
Success%	67.50%	88.89%	48.39%	50.00%	55.17%

Spanish

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	60.00%	45.16%	44.94%	71.43%	50.48%	39.02%	77.78%	38.24%	58.62%

Vietnamese

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Success%	81.25%	88.24%	80.00%	94.44%	97.78%	98.70%

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

N/A

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

N/A

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Difference in performance rates are not related to race, disabilities or other groups.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

Students are made aware that help exists by the placement of several flyers with The Workshop Series and tutoring sessions that are available. Teachers directed attention to these workshops.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

Text book change in Spanish offering students a more economical option tied to online as well as in-class learning. Partially hybrid courses offered in Spanish. (20% and 50%) We also offer a student workshop once a week for students who need help. It is poorly attended despite advertising.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If so. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

The new Spanish text included a more updated cultural content which was needed to address SLO #3 assess in 2015/1016

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

- SLO's are up to date and 100% completed for the 2015/2016 year. The 1st SLO will be assessed for the 2016/2017 year.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

There are no PLO's because there is no program in our department. Budget cuts have prohibited the additional classes needed to obtain a degree.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

On the 2015/2016 SLO assessment more than 70% of students passed the SLO exit exam with a score of 70% or better thus meeting the required criteria for meeting a successful performance for SLO #3, cultural competence. This is the case for all languages offered. The numbers showed improvement over previous yearly assessments.

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
N/A
- 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.

N/A

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

N/A

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?

N/A

- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

N/A

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

N/A

- Briefly describe any changes that have impacted the work of your unit.

N/A

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
N/A	No Program	N/A	N/A	N/A	N/A	N/A

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Since we are now offering hybrid classes more smart classrooms are needed for World Language Classes	No	N/A	N/A	N/A	N/A	N/A

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Lighting in class rooms is inadequate. Florescent lighting fixtures must be replaced because lights are constantly going on and off.	No	N/A	N/A	N/A	N/A	N/A

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
None	No	N/A	N/A	N/A	N/A	N/A

Approved by the District Academic Senate, May 20, 2016

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

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

* Academic Excellence

* Budgetary Competence



* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member



District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
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<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p>

	<p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>