



Welcome to Program Review

College of Alameda - 2019

World Languages - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Mission of the World Languages department at College of Alameda that consists of Spanish, Vietnamese, Cantonese, and German is to help students develop communicative and cultural competence in these languages and the countries in which they are spoken.

Students work on developing proficiency in listening, speaking, writing, and reading in the target language, in addition to developing cultural knowledge of the speaking countries and communities.

Courses are conducted in the target language and much class time is dedicated to task-based, communicative activities.

Program Total Faculty and/or Staff

Full Time

Cynthia Weiss, Co-Chair, World Languages and ESOL

Leon Salvatierra, Adjunct - Spanish

Allen Tam, Adjunct - Chinese (Cantonese)

Khoi Tong, Adjunct - Vietnamese

Part Time

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Ensuring all students that have enrolled in a world language course can complete a certificate, degree or transfer to a four year university.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase retention and persistence rates

District Goal

Advance Student Access, Equity, and Success

Describe your current utilization of facilities, including labs and other space

D207 is a smart class room that is being utilized for the second semester and our students have been thriving in this space. This also is highly helpful for the Spanish hybrid courses.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject

Equity Subgroups

Filter first by Academic Year, then by College and Subject. To examine equity subgroups use the filters to the left.

Year	Gender	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate
2018-19	Female	94	98	63%	82%
2018-19	Male	57	58	57%	78%
2018-19	Unknown	3	3	33%	67%
Total		154	159	60%	80%

Year	Age	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate
2018-19	16-18	31	33	61%	82%
2018-19	19-24	60	61	52%	75%
2018-19	25-29	13	13	62%	77%
2018-19	30-34	11	11	64%	82%
2018-19	35-54	18	19	63%	79%
2018-19	55-64	5	6	100%	100%
2018-19	Under 16	16	16	69%	88%

Year	Ethnicity	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate
2018-19	Asian	25	26	65%	85%
2018-19	Black / African American	23	24	25%	75%
2018-19	Hispanic / Latino	56	57	70%	88%
2018-19	Pacific Islander	1	1	0%	100%
2018-19	Two or More	6	6	67%	67%
2018-19	Unknown / NEI	5	5	40%	40%
2018-19	White	38	40	68%	75%

Microsoft Power BI < 2 of 5 >

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportional impact on students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The 2018-19 course completion rate for the World Language department is as follows: Chinese at 99%; Spanish at 60%; and Vietnamese 95%. As a department, we are averaging an 85% course completion rate, which is higher than the college's rate of 73%.

However in examining equity groups, we can see that our Black/African American students are struggling with Spanish instruction. This group has a course completion rate of 25%. Although we encourage all students to utilize tutoring and

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

We have entered all drafts of our SLO's into the new Curricunet system and in the process of getting all of the 2018 completed.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
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In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

No Actions/Requests

Improvement Actions

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category