

# Peralta Community College District Annual Program Update Template 2014-2015

<b>I. Overview</b>	
Date Submitted:	10/17/14
Data Download Date:	
Discipline:	World Languages: Spanish, German, Vietnamese, and Chinese.
Campus:	Alameda
Dean:	Myron Jordan
Department Chair:	Dr. Popal and Christa Ferrero
Mission Statement:	The mission of the World Languages Program/courses at College of Alameda is to help students develop communicative and cultural competence in Vietnamese, Chinese, Spanish and German. Students work on developing proficiency in listening, speaking, writing, and reading in these languages, in addition to developing cultural knowledge about these four countries and communities. Courses are conducted in the designated languages and much class time is dedicated to task-based, communicative activities..

## II. Success Rate and Enrollment Data:

Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
VIET	2008 Fall	28	24	85.70%	3	11%
VIET	2009 Spring	45	36	80.00%	1	2%
VIET	2009 Fall	61	52	85.20%	3	5%
VIET	2010 Spring	32	31	96.90%	0	0%
VIET	2010 Fall	58	54	93.10%	1	2%
VIET	2011 Spring	43	40	93.00%	1	2%
VIET	2011 Fall	57	48	84.20%	3	5%
VIET	2012 Spring	77	62	80.50%	4	5%
VIET	2012 Fall	16	13	81.30%	3	19%
VIET	2013 Spring	51	45	88.20%	3	6%

Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
CHIN	2008 Fall	69	55	79.70%	14	20%
CHIN	2009 Spring	69	64	92.80%	5	7%
CHIN	2009 Fall	80	72	90.00%	8	10%
CHIN	2010 Spring	64	58	90.60%	6	9%
CHIN	2010 Fall	71	62	87.30%	9	13%
CHIN	2011 Spring	64	58	90.60%	6	9%
CHIN	2011 Fall	55	49	89.10%	6	11%
CHIN	2012 Spring	51	49	96.10%	2	4%
CHIN	2012 Fall	65	63	96.90%	2	3%
CHIN	2013 Spring	59	58	98.30%	1	2%

Subject	Term Descr Long	Headcount	Census Enrollment	Course completion	Completion Rate	Retained	Retention Rate
GERM	2008 Fall	33	33	17	52%	26	79%
GERM	2009 Fall	47	47	26	55%	27	57%
GERM	2010 Spring	19	19	10	53%	16	84%
GERM	2010 Fall	52	52	29	56%	38	73%
GERM	2011 Fall	48	48	30	63%	33	69%
GERM	2012 Spring	20	20	17	85%	19	95%
GERM	2012 Fall	40	40	32	80%	32	80%
GERM	2013 Spring	18	18	17	94%	17	94%

<b>Student Data in Spanish Courses</b>			
	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Census Enrollment (duplicated)	127	115	153
Sections (master sections)	3	4	5
Total FTES	21.5	16.39	20.07
Total FTEF	1	1.33	1.53
FTES/FTEF	21.5	12.29	13.09
<b>Retention</b>			
Enrolled	127	115	N/A
Retained	62	79	N/A
% Retained	52	75	N/A
<b>Success</b>			
Total Graded	117	105	N/A
Success	52	63	N/A
% Success	44	60	N/A
Withdraw	55	26	N/A
% Withdraw	47	24	N/A

<b>III. Faculty Data in Spanish Program</b>	
	<b>Fall 2011</b>
Contract FTEF	1.28
Hourly FTEF	0.2
Extra Service FTEF	0.05
Total FTEF	1.53
% Contract/Total	83.69

<b>IV. Faculty Data Comparables F2011 Spanish</b>				
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>
Contract FTEF	1.28	2.4	1	0
Hourly FTEF	0.2	4	1.87	0.67
Extra Service FTEF	0.05	0	0	0
Total FTEF	1.53	6.39	2.86	0.67
% Contract/Total	83.68	37.5	34.88	0

## V. Accomplishments and Goals - Course SLOs and Assessment

<p>Number of active courses in Spanish</p>	<p>Though there are six active courses: 1A-1B, 2A-2B, and 30A-30B, College of Alameda only offers one: Spanish 1A. At minimum, in order to be a program, both Spanish 1A and 1B must be offered.</p> <p>A core foreign language program consists of 4 courses: 1A/1B comprise first year college level foreign language and 2A/2B comprise second year college level foreign language. Each course is 5 units for a total of 20 units.</p> <p>From 2009-2011 following the retirement of the longtime Spanish instructor, the program was rebuilt; previous problems that had weakened its integrity such as grade inflation, lack of adherence to course outlines and concurrent offerings of courses were corrected.</p> <p>For Spring 2012, the program was ready to offer Spanish 2A. Spanish 1A, 1B and 30A were successfully being offered.</p> <p>However, as of Oct. 5, 2011, the college administration needed to cut classes and the program was cut by 57% to a mere 3 sections with only 2 of the active courses to be offered: Spanish 1A and Spanish 30A. Spanish had the most severe cuts of all disciplines at the college in this decision. This action rendered the program unviable.</p> <p>For Fall 2013 and Spring 2014, only Spanish 1A and 30A were offered.</p> <p>This semester, Fall 2014, Spanish 30A was prematurely canceled two weeks before the start of classes</p>
<p>Number with SLOs</p>	<p>All courses have SLOs.</p>
<p>% SLOs/Active Courses</p>	<p>100%</p>
<p>Number with SLOs that have been assessed</p>	<p>One courses was assessed Spring 2012: 1A.</p>
<p>% Assessed/SLOs</p>	<p>1 class</p>
<p>Describe assessment methods you are using</p>	<p>Exit exam.</p>
<p>Describe results of your SLO assessment progress</p>	<p>In 1A, 100% of students passed with a score of 70% or better.</p>

**VI. Accomplishments and Goals - Program Outcomes and Assessment**

Number of degrees and certificates in your discipline	There is no longer an AA degree in Spanish and other World Languages .
Number with Program Learning Outcomes	There are none (see above).
Number assessed	N/A
% Assessed	N/A
% Assessed/SLOs	N/A
Describe assessment methods you are using	N/A
Describe results of assessment progress	N/A

## VII. Accomplishments and Goals – Strategic Planning

<p>Advance Student Access, Success, &amp; Equity</p>	<p>Were there to be a program, it would be to improve student persistence, retention and completion rates in courses.</p> <p>Student Success &amp; Equity at CoA have the potential to be greatly enhanced if had a Spanish program. Native speakers of Spanish could be in a position to ‘fast-track’ to the AA-T Spanish degree by “challenging” the first two of the required 4 courses for the AA-T degree. (For them to be “challenged” they need to be offered.)</p> <p>This would require the offering of Spanish 2A/2B, and equally important it would require that counselors inform native speakers of Spanish of the option to take the “Credit by Exam” for Spanish 1A/1B. For the past four years, Spanish native speakers have not been informed of their option to challenge 1A/1B.</p> <p>Student success could also be enhanced if it is recommended that non-native speakers of Spanish first complete English 1A before taking Spanish 1A. There is a high drop out rate in Spanish 1A because basic skills students are counseled to take Spanish 1A due to its title of “Elementary Spanish” as if it were at the elementary school level. However, it is the course number that indicates rigor. Spanish 1A is at the level of Pre-Calculus.</p>
<p>Engage our Communities &amp; Partners</p>	<p>N/A</p>
<p>Build Programs of Distinction</p>	<p>N/A</p>
<p>Create a Culture of Innovation &amp; Collaboration</p>	<p>N/A</p>
<p>Develop Resources to Advance &amp; Sustain Mission</p>	<p>We need to market our World Languages to different communities and create multiple course programs for each of these languages- Spanish, Chinese, Vietnamese, and German.</p>

<b>VIII. Accomplishments and Goals – Strategic Plan Relevance</b>	
New Programs Under Development	Due to the reduction of core courses this semester, it would be difficult for any new programs to be developed (see above).
Programs Integral to Overall College Strategy	All World Languages courses are integral to the overall college strategy.
Programs Essential for Transfer	World Languages 1A, 1B, 2A and 2B are essential for transfer. 2A and 2B have not been offered by the college. And 1B is no longer offered.
Programs that Serve a Community Niche	<p>In addition to transfer, the Spanish courses also serve a community niche to the Spanish speaking population of Oakland and Alameda which continues to grow rapidly.</p> <p>CoA needs to determine demographic representation, not based on head count, but weighted by FTES percentages. This would more accurately reflect the growing latino demographic in Peralta and CoA.</p> <p>In the Oakland public schools, latino students make up the largest ethnic group of the student population. According to 2010 census data, latinos make up over 25% of the Oakland population. It is a fact that Latinos are reticent about disclosing demographic status; the numbers are most likely much higher than 25%. More importantly for CoA and PCCD, “Latino youth represent the largest ethnic group in Oakland for youth under 20 years of age.” See the chart on page 10, “Race and Ethnicity of Oakland Youth by Age Group”, <a href="http://www.ofcy.org/assets/Uploads/Strategic-Plan/OFCY-Youth-Indicator-Report.03162012.pdf">http://www.ofcy.org/assets/Uploads/Strategic-Plan/OFCY-Youth-Indicator-Report.03162012.pdf</a>.</p> <p>COA is currently seeing a rapid rise in its latino student population and the ‘wave’ of Latino students that is coming and is eligible to enroll at CoA is significant. Spanish 2A and 2B would fill the need of this community by offering courses that develop their reading and writing skills in Spanish and offer them an potential AA-T degree. (Native speakers can either challenge the pre-requisite for 1A and 1B or take the Credit by Exam for Spanish 1A/1B.)</p> <p>Because these courses are not offered at COA, this large community niche is not being served.</p>
Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to	<a href="#">Click here to enter text.</a>

housing, employment, childcare, etc.	
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<b>IX. Accomplishments and Goals - CTE, Transfer, Basic Skills</b>	
CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	Spanish courses are college transfer courses.  They also offer highly valuable marketable skills – Spanish proficiency. It is the second language of the East Bay, of California, of the United States and of the world. These skills are indispensable in industry such as law enforcement, all medical fields, education, social services, sales and more. The evidence is indisputable.
Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion	All Spanish courses satisfy CSU and UC requirements for transfer. Spanish 1B, Spanish 2A and 2B satisfy the UC Foreign Language requirement at UC Berkeley. Spanish 2A and 2B have not been offered in many years.

<b>X. Action Plans and data sources (indicate which data sources used)</b>	
Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.	None
Data Source – Assessment Findings	Click here to enter text.
Data Source – BI Data	Click here to enter text.
Data Source – Institutional Goals	Click here to enter text.
Other Data Sources	Click here to enter text.

<b>XI. Needs and data sources (indicate which data sources used)</b> Please prioritize in each category, with highest priority first.	
Please describe any <b>equipment, material and supply</b> needs.	None
Please describe any <b>faculty/classified/student assistant</b> needs.	None
Please describe any <b>facilities</b> needs.	None
Please describe any <b>technology</b> needs.	None
Data Source – Assessment Findings	Click here to enter text.
Data Source – BI Data	Click here to enter text.
Data Source – Institutional Goals	Click here to enter text.
Other Data Sources	Click here to enter text.