

Peralta Community College District Annual Program Update Template 2014-2015

I. Overview	
Date Submitted:	11/17/15
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:

A. Chinese Courses:

	Term								2015 Spring
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	
Headcount	286	490	531	259	439	453	208	522	536

B. German Courses:

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spr.
Headcount	286	450	513	259	408	453	208	494	507

C. Vietnamese Courses:

	Term					
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Headcount	16	51	25	54	45	77

III. Faculty Data	
	Fall 2015
Contract FTEF	1.28
Hourly FTEF	0.20
Extra Service FTEF	0.00
Total FTEF	1.48
% Contract/Total	83.69

IV. Faculty Data Comparison				
	Alameda	Berkeley	Laney	Merritt
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 your discipline</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>From 2009-2011 following the retirement of the longtime Spanish instructor, the program was rebuilt</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 Spanish 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.</p> <p>In the Fall of 2013 and Spring of 2014, only Spanish 1A and 30A were offered.</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: Spanish 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 because there is no Spanish program at College of Alameda.
Number with Program Learning Outcomes	N/A
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, & 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 & Equity at CoA have the potential to be greatly enhanced were the college administration to support an AA-T degree in Spanish. 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, counselors have neglected to inform native speakers of their option to challenge 1A/1B and instead continue to tell native speakers that they must take Spanish 1A (which is like telling a native speaker of English that they must take ESL).</p> <p>Student success could also be enhanced were the counselors to recommend 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 & Partners</p>	<p>The college’s mission may be in at risk because of the reduction of the active courses to one course (see section VIII, Community Niche below).</p>
<p>Build Programs of Distinction</p>	<p>See ‘Engage our Communities’.</p>
<p>Create a Culture of Innovation & Collaboration</p>	<p>See “Engage our Communities”.</p>
<p>Develop Resources to Advance & Sustain Mission</p>	<p>It is unlikely that resources can be developed when there is no Spanish program, (see above) and therefore, the college mission cannot be advanced nor can the college’s mission be sustained.</p>

VIII. Accomplishments and Goals – Strategic Plan Relevance	
New Programs Under Development	Due to the reduction of core courses this semester to one, it would be difficult for any new programs to be developed (see above).
Programs Integral to Overall College Strategy	All Spanish courses are integral to the overall college strategy.
Programs Essential for Transfer	Spanish 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. To use head count is to mis-represent CoA/Peralta demographics.</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 due to discrimination; 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”, http://www.ofcy.org/assets/Uploads/Strategic-Plan/OFCY-Youth-Indicator-Report.03162012.pdf.</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	Click here to enter text.

housing, employment, childcare, etc.	
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IX. Accomplishments and Goals - CTE, Transfer, Basic Skills

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.

With the reduction (see above) of the program to one course, it has no viability.

X. Action Plans and data sources (indicate which data sources used)

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.

1. Create an AA degree in Spanish
2. Market the program to high school graduates and other interested parties
3. Schedule more courses
4. Make the program more accessible by offering online courses.

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.

XI. Needs and data sources (indicate which data sources used)

Please prioritize in each category, with highest priority first.

Please describe any equipment, material and supply needs.	None
Please describe any faculty/classified/student assistant needs.	None
Please describe any facilities needs.	None
Please describe any technology 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.](#)