

LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	<i>Arturo Dávila-Sánchez</i>
Subject/Discipline:	FREN	Dean:	<i>Chuan Chan</i>
Campus:	<i>Laney</i>		
Mission Statement	<i>The mission of the French Program is to provide courses that comply with requirements for Language Arts, Arts & Humanities, and Liberal Arts, and satisfies the foreign language requirement and/or humanities requirement of four-year colleges and universities. The program uses assessment results to enhance effectiveness of language learning.</i>		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	0	0	141	0	141
Census Enrollment F12	0	0	139	0	139
Census Enrollment F13	0	0	99	0	99
Sections F11	0	0	4	0	4
Sections F12	0	0	4	0	4
Sections F13	0	0	4	0	4
Total FTES F11	0.00	0.00	23.50	0.00	23.5
Total FTES F12	0.00	0.00	23.17	0.00	23.17
Total FTES F13	0.00	0.00	16.50	0.00	16.5
Total FTEF F11	0.00	0.00	1.33	0.00	1.33
Total FTEF F12	0.00	0.00	1.33	0.00	1.33
Total FTEF F13	0.00	0.00	1.33	0.00	1.33
FTES/FTEF F11	0.00	0.00	17.63	0.00	17.63
FTES/FTEF F12	0.00	0.00	17.38	0.00	17.38
FTES/FTEF F13	0.00	0.00	12.38	0.00	12.38

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	0	0	134	0	134
Total Graded F12	0	0	136	0	136
Total Graded F13	0	0	106	0	106
Success F11	0	0	86	0	86
Success F12	0	0	85	0	85
Success F13	0	0	55	0	55
% Success F11	0.00	0.00	0.64	0.00	0.64
% Success F12	0.00	0.00	0.63	0.00	0.63
% Success F13	0.00	0.00	0.52	0.00	0.52
Withdraw F11	0	0	35	0	35
Withdraw F12	0	0	33	0	33
Withdraw F13	0	0	30	0	30
% Withdraw F11	0.00	0.00	0.26	0.00	0.26
% Withdraw F12	0.00	0.00	0.63	0.00	0.24
% Withdraw F13	0.00	0.00	0.28	0.00	0.28

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.00	0.90	0.00	0.9
Contract FTEF F12	0.00	0.00	1.00	0.00	1
Contract FTEF F13	0.00	0.00	0.00	0.00	0.0
TEMP FTEF F11	0.00	0.00	0.33	0.00	0.33
TEMP FTEF F12	0.00	0.00	0.33	0.00	0.33
TEMP FTEF F13	0.00	0.00	1.33	0.00	1.33
Extra Service FTEF F11	0.00	0.00	0.10	0.00	0.1
Extra Service FTEF F12	0.00	0.00	0.00	0.00	0.0
Extra Service FTEF F13	0.00	0.00	0.00	0.00	0.0
Total FTEF F11	0.00	0.00	1.33	0.00	1.33
Total FTEF F12	0.00	0.00	1.33	0.00	1.33
Total FTEF F13	0.00	0.00	1.33	0.00	1.33
% Contract/Total F11	0.00	0.00	0.67	0.00	0.6767
% Contract/Total F12	0.00	0.00	0.75	0.00	0.7519
% Contract/Total F13	0.00	0.00	0.00	0.00	0.0

V. Qualitative Assessments	
<p>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.</p>	<p><i>One of the most widespread languages worldwide, and an <u>official language in 29 countries</u>, French has always been a focal point of interest and attraction for our community. Students taking French at Laney are motivated by a range of reasons, from personal enrichment to travel needs, GE requirements, as well as professional needs.</i></p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p><i>To meet the needs of the community, the French program at Laney offers Elementary French 1A-1B courses, Intermediate French 2A-B courses, and Independent Studies in French. Of the four colleges of PCCD, our program is the only one offering intermediate level French courses for many years.</i></p> <p><i>A considerable number of students are taking French to meet the transfer requirement in foreign language, a key component of the GE requirements. Since fall 2012, the French program has adopted a Laney custom tailored instructional method of “Voila! 6th edition + “iLrn” which offers an array of online resources for learning, while significantly reduced cost for Laney students.</i></p>

VI. Course SLOs and Assessment	
Number of active courses in your discipline	5
Number with student learning outcomes (SLOs)	5
Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	0
Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i>	0 <i>We will resume the process to cover the rest of active courses. We will input results during the next TS workshops to come.</i>
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	40%
If the percent of courses you plan to assess is not 100%, explain why here.	<i>The only FT faculty was on leave Fall 2013, the FR1B course was cancelled in Fall 2014, to the effect that we were unable to complete our plan set forth in 2013-2014 APU. We plan to resume the Assessment process in Spring 2015.</i>
Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.) <i>Our assessment methods include: multiple-choice scantron tests on chapter basis and oral presentations evaluated with rubrics and rating scales; and, for a few students with proficiency background: writing projects evaluated with rubrics and verbal test (conversations).</i>	
List two examples of the most important plans for changes and improvements as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. * * This will be verified by checking in TaskStream. Example: Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety. □	
List two examples of the most significant changes/improvements your department has made as a response to	

assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

Previous assessment results confirm the two areas of weakness of French learners: (1) spelling (especially with grammatical agreement), and (2) verb conjugation. Our focus is placed on those areas by combining instructional techniques and the online "iLrn" assignments (including a Lab component) to improve learning effectiveness.

This year, we will resume using SLO/PLO assessments for quantitative measurement.

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	0
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	
Number of degrees/certificates that have assessed at least one PLO in the past year:	
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	
List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. * (* This will be verified by checking in TaskStream.)	
List two examples of the most significant changes/improvements your department has made as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. * (* This will be verified by checking in TaskStream.) (Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)	

VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

As listed in the Action Plan below, the successful achievement of the those actions will help maintain a strong and sound French program which is already unique among the four PCCD compuses, thus serving better our community.

The restoration of the French tutoring system since pring 2014 helps a good deal with student success. We will continue to work closely with Jackie Graves to maintain the program. The Laney librairy (Everlyn Lord especially) has been supporting our program by proving back issues of a French magazine. We use it regularly in classroom teaching.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

There have always been students unable to receive financial aid timely, so that their purchase of learning materials (textbook and/or e-book and e-workbook) is adversely affected.

X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

1. We will maintain the overall improvement trend in the areas of student enrollment, retention and success;
2. We will do everything possible to maintain the Tutoring program in French which has been welcomed by students;
3. We will consolidate Conversational French 30A-B courses in staffing, textbook adoption and articulation with the other French courses;
4. We will continue to explore the possibility for a French and Chinese collaboration program with Mills College in Oakland. Initial discussion is under way in view of a language consortium.

	XI. Resource Needs: Using the Excel Spreadsheet (separate document)
FORM A	Please describe the need and prioritize any NEW faculty requests.
FORM B	Please describe and prioritize any NEW equipment, material, and supply needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
FORM C	Please describe and prioritize any NEW facilities needs using Form C.
FORM D	Please describe the need and prioritize any NEW classified and student worker requests.
TECH FORM	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form. <i>Since the current instructions in Elementary French and Conversational French courses use the online program "iLrn", smart classrooms are necessary for all classes of those courses.</i>