

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

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Arturo Dávila-Sánchez
Subject/Discipline:	JAPAN	Dean:	Chuan Chan
Campus:	Laney		
Mission Statement	<p><u>The mission of the Japanese Program is to provide courses that meet:</u> <u>*Requirements for AA majors: Language Arts, Arts & Humanities and Liberal Arts.</u> <u>*Foreign language requirement and/or humanities requirement of four-year colleges and universities.</u></p>		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	0	0	109	0	109
Census Enrollment F12	0	0	123	0	123
Census Enrollment F13	0	0	98	0	98
Sections F11	0	0	3	0	3
Sections F12	0	0	3	0	3
Sections F13	0	0	3	0	3
Total FTES F11	0.00	0.00	16.19	0.00	16.19
Total FTES F12	0.00	0.00	18.16	0.00	18.16
Total FTES F13	0.00	0.00	14.77	0.00	14.77
Total FTEF F11	0.00	0.00	0.87	0.00	0.87
Total FTEF F12	0.00	0.00	0.87	0.00	0.87
Total FTEF F13	0.00	0.00	0.87	0.00	0.87
FTES/FTEF F11	0.00	0.00	18.68	0.00	18.68
FTES/FTEF F12	0.00	0.00	20.96	0.00	20.96
FTES/FTEF F13	0.00	0.00	17.05	0.00	17.05

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

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	0	0	104	0	104
Total Graded F12	0	0	119	0	119
Total Graded F13	0	0	98	0	98
Success F11	0	0	70	0	70
Success F12	0	0	78	0	78
Success F13	0	0	60	0	60
% Success F11	0.00	0.00	0.67	0.00	0.67
% Success F12	0.00	0.00	0.66	0.00	0.66
% Success F13	0.00	0.00	0.61	0.00	0.61
Withdraw F11	0	0	24	0	24
Withdraw F12	0	0	22	0	22
Withdraw F13	0	0	25	0	25
% Withdraw F11	0.00	0.00	0.23	0.00	0.23
% Withdraw F12	0.00	0.00	0.66	0.00	0.18
% Withdraw F13	0.00	0.00	0.26	0.00	0.26

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.00	0.00	0.00	0.0
Contract FTEF F12	0.00	0.00	0.00	0.00	0.0
Contract FTEF F13	0.00	0.00	0.00	0.00	0.0
TEMP FTEF F11	0.00	0.00	0.87	0.00	0.87
TEMP FTEF F12	0.00	0.00	0.87	0.00	0.87
TEMP FTEF F13	0.00	0.00	0.87	0.00	0.87
Extra Service FTEF F11	0.00	0.00	0.00	0.00	0.0
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	0.87	0.00	0.87
Total FTEF F12	0.00	0.00	0.87	0.00	0.87
Total FTEF F13	0.00	0.00	0.87	0.00	0.87
% Contract/Total F11	0.00	0.00	0.00	0.00	0.0
% Contract/Total F12	0.00	0.00	0.00	0.00	0.0
% 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>	n/a
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p><u>Our courses are in compliance with requirements for AA majors in Language Arts, Arts & Humanities and Liberal Arts. They also meet Foreign language requirement and/or humanities requirement of four-year colleges and universities.</u></p>

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

VI. Course SLOs and Assessment	
Number of active courses in your discipline	<u>4</u>
Number with student learning outcomes (SLOs)	<u>4</u>
Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	<u>1.5</u>
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>	<u>30%</u>
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	<u>50%</u>
If the percent of courses you plan to assess is not 100%, explain why here.	<u>We will assess the courses during this semester.</u>
<p>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.)</p> <p><u>*Written test</u></p> <p><u>*Oral test</u></p> <p><u>*Conversation practice with a partner.</u></p> <p><u>*Skit performance in pair and group.</u></p>	
<p>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. *</p> <p>* This will be verified by checking in TaskStream.</p> <p>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.</p>	
<p>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. *</p> <p>(* This will be verified by checking in TaskStream.)</p> <p>(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.)</p>	

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Example: ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

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.)	—We do not offer AA degree or certificates degree in Japanese.
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.)	

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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.

— (The program introduces Japanese language and culture to students and community any occasions College Fair, informal on campus "Japanese speaking" gathering etc.).

Proposals for Japanese 1B has been approved and started from spring semester, 2011 to offer every other semester. 1B is now being offered every semester since 2014 fall semester.

Among the four colleges of PCCD, we are the only Japanese program that offers conversation based course and grammar and structure based course.

Our program is resourceful in regard of the language and culture to the students as mentioned above.

In addition to the listening and visual aides, more work is being planned to introduce internet resources including Moodle and other helpful websites into classes.

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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

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.-*Japanese program will have developed viable SLOs for all the courses and they will be part of the course syllabi.

2.*Proposal for Japanese 1B, which has not been offered for at least 15 years, has been approved and started in spring, 2011 to be offered every other semester. 1B is now being offered every semester since fall, 2014. To make the course solid and strong Japanese 1B instructors will teach the course with close communication and coordination with Japanese 1A instructors.

3.*Proposal for Japanese 2A has been approved by Curriculum Committee and the State of California in fall 2014. Hopefully it will be offered in fall, 2015. Japanese instructors will work hard to make the course solid and stable in coordination with Japanese 1A and 1`B instructors.

4.*We will continue to improve teaching methods and incorporate new and effective techniques.

5.*Tutoring resource center will provide Japanese tutoring service for the students soon. We still need a paid in-class assistant (favorably Japan born Japanese) to each instructor to cover the needs of all the students in the classroom.

6.To retain the knowledge and interest of Japanese of the students who take (took) any of our Japanese program, we have started informal gathering/meeting to refresh/brush up their Japanese and update information about the language and culture.

*To encourage students who are interested in going and working in Japan we will have more opportunities to introduce J.E.T. Program, a Japanese government sponsored program. This is a paid program for the young people who hold degree BA or higher are eligible to apply to the program.

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	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.