

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:	SPAN	Dean:	Chuan Chan			
Campus:	Laney					
Mission Statement	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;">Mission Statement</td><td colspan="2" style="padding: 5px;"> <p>The mission of the Spanish Program has been to fulfill the following goals:</p> <ul style="list-style-type: none"> • Requirements for Language Arts, Arts & Humanities, and Liberal Arts. • The completion of AA Majors • It satisfies the foreign language requirement and/or humanities requirement of four-year colleges and universities. • It increases the number of students, retention, course completion, and success for students who are fulfilling a language requirement to transfer. • It uses assessment results to enhance the teaching of language according to student needs. • It serves the Latino Community and we have created a “Spanish for Bilingual Students” 22 A and 22 B articulated and transferable with 4-year colleges to serve heritage students in the Latino Community. We have also created “Introduction to Aztec culture and Language (Nauatl)” (Sp 40A, Sp 40B) that corresponds to the community demand on teaching and studying of Native American and Native Latin American Indigenous cultures and languages </td></tr> </table>			Mission Statement	<p>The mission of the Spanish Program has been to fulfill the following goals:</p> <ul style="list-style-type: none"> • Requirements for Language Arts, Arts & Humanities, and Liberal Arts. • The completion of AA Majors • It satisfies the foreign language requirement and/or humanities requirement of four-year colleges and universities. • It increases the number of students, retention, course completion, and success for students who are fulfilling a language requirement to transfer. • It uses assessment results to enhance the teaching of language according to student needs. • It serves the Latino Community and we have created a “Spanish for Bilingual Students” 22 A and 22 B articulated and transferable with 4-year colleges to serve heritage students in the Latino Community. We have also created “Introduction to Aztec culture and Language (Nauatl)” (Sp 40A, Sp 40B) that corresponds to the community demand on teaching and studying of Native American and Native Latin American Indigenous cultures and languages 	
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II. Enrollment

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	134	690	329	62	1215
Census Enrollment F12	141	599	289	69	1098
Census Enrollment F13	105	557	355	73	1090
Sections F11	5	20	9	2	36
Sections F12	5	19	9	2	35
Sections F13	4	19	11	2	36
Total FTES F11	17.97	110.21	41.10	10.33	179.61
Total FTES F12	21.60	92.35	45.58	11.50	171.03
Total FTES F13	15.97	85.26	54.60	12.17	168
Total FTEF F11	1.53	6.40	2.87	0.67	11.47
Total FTEF F12	1.53	5.80	2.73	0.67	10.73
Total FTEF F13	1.20	5.80	3.53	0.67	11.2
FTES/FTEF F11	11.72	17.22	14.34	15.50	58.78
FTES/FTEF F12	14.09	15.92	16.68	17.25	63.94
FTES/FTEF F13	13.31	14.70	15.45	18.25	61.71

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

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	127	634	319	57	1137
Total Graded F12	124	561	275	66	1026
Total Graded F13	106	569	355	74	1104
Success F11	56	354	174	31	615
Success F12	56	345	169	39	609
Success F13	53	354	211	36	654
% Success F11	0.44	0.56	0.55	0.54	0.54
% Success F12	0.45	0.61	0.61	0.59	0.59
% Success F13	0.50	0.62	0.59	0.49	0.59
Withdraw F11	44	163	85	9	301
Withdraw F12	47	150	71	22	290
Withdraw F13	37	156	77	26	296
% Withdraw F11	0.35	0.26	0.27	0.16	0.26
% Withdraw F12	0.38	0.27	0.61	0.33	0.28
% Withdraw F13	0.35	0.27	0.22	0.35	0.27

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.95	1.53	1.00	0.00	3.48
Contract FTEF F12	0.90	1.08	0.80	0.00	2.78
Contract FTEF F13	0.33	1.20	0.80	0.00	2.33
TEMP FTEF F11	0.53	4.86	1.87	0.67	7.93
TEMP FTEF F12	0.53	4.60	1.73	0.67	7.53
TEMP FTEF F13	0.87	4.60	2.20	0.67	8.34
Extra Service FTEF F11	0.05	0.00	0.00	0.00	0.05
Extra Service FTEF F12	0.10	0.12	0.20	0.00	0.42
Extra Service FTEF F13	0.00	0.00	0.53	0.00	0.53
Total FTEF F11	1.53	6.39	2.86	0.67	11.45
Total FTEF F12	1.53	5.80	2.73	0.67	10.73
Total FTEF F13	1.20	5.80	3.53	0.67	11.2
% Contract/Total F11	0.62	0.24	0.35	0.00	0.3039
% Contract/Total F12	0.59	0.19	0.29	0.00	0.2591
% Contract/Total F13	0.28	0.21	0.23	0.00	0.208

V. Qualitative Assessments

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 is spoken by 50 million people in the United States. There are six million Spanish language students. United States is the second largest Hispanophone country in the world. There are more Spanish speakers in the US than there are speakers of any other language combined.

Learning Spanish is a plus for anybody working in education, industry or in the government of the US.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

We do not offer an AA Degree in Spanish. However, we are working towards a Transfer Degree with counselor Laura Bollentino. We also collaborate closely with our colleagues at BCC (Mr. Fabián Banga and Ms. Gabriela Pisano), and send them many of our students so that they can complete their AA Degree in Spanish.

VI. Course SLOs and Assessment

Number of active courses in your discipline

4

Number with student learning outcomes (SLOs)

4

Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):

0 We started the process during the Flex days. We will insert results in the next TS workshop.

Percent of courses that have assessed at least one SLO last year, 2013-2014:

Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.

0 We started the process during the Flex days. We will insert results in the next TS workshop.

Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	100%
If the percent of courses you plan to assess is not 100%, explain why here.	
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.)	
We use several methods: common test questions (oral and written), compositions with the rubric “accents” in Spanish; compositions checking proper grammar and vocabulary.	
<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> <p>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.</p> <p>Assessing SLO's have helped us to measure learning of Spanish. We have been able to confirm that students are learning the Spanish grammar objectives (written and oral) that we had established. Our student enrollment went from 329 in F11, 289 in F12, and back to 355 in F13. Our FTES went up from 41.10 in F11 to 43.58 in F12 and 54.60 in F13. Our student success rate has been steady: 0.55 in F11; 0.61 in F 12 and 0.59 in F 13. The withdraw students' number has also remained steady: 85 in F11; 71 in F 12, and 77 in F13 .</p> <p>Spanish 1A. Our results are positive. We have increased the number of students and the retention. Some teachers could use more the Moodle platform. However, not all classrooms have access to Internet of a permanent projector.</p> <p>Spanish 1B: the results are positive. However, our student body will only go up when the State requires more than language 5 credits to transfer.</p> <p>Spanish 22 A / B Spanish for Bilingual Students has increased its numbers. We have now 3 classes and 2 of them have more than 40 students. Proper Grammar, new vocabulary, and Accentuation are our major topics.</p> <p>Spanish 30 / 30B We are finally offering the second semester for Elementary Spanish Conversation. We are planning to offer an Intermediate Conversation course in the future.</p>	

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 an AA Degree in Spanish. However, we are working towards a Transfer Degree with counselor Laura Bollentino. We also collaborate closely with our colleagues at BCC (Mr. Fabián Banga and Ms. Gabriela Pisano), and send them many of our students so that they can complete their AA Degree in Spanish
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.

We have created two new classes that have been accepted by the state.

Sp 48A Introduction to Aztec culture and Language (Nauatl)

Sp 48B Introduction to Aztec culture and Language (Nauatl) continuation.

This classes will satisfy the growing demand on studies on Native American and Native Latin American cultures and languages. We will be one of the first institutions to be teaching the Aztec-Mexican Nauatl language still spoken by 1.5 million people in the country.

Thanks to the efforts of prof. Lisa Cook & Jacqueline Graves we have been offering tutoring services to our students. They are receiving help during the whole semester. Hopefully this program will receive support in the future.

Thanks to the help of Librarian Ann Buchalter we count with a Moodle platform that will provide a Spanish Placement Test for students who want to go to higher-level courses. Many students come to Laney College and end up in Spanish 1A although they have already taken years of Spanish in high school or they are Spanish speakers – heritage students. The placement test will help us to better allocate these students and increase the population in our second year courses and/or our courses for heritage and advanced students. We will be working in close collaboration with the counseling officers so that they can access the results of the test.

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.

LATINO CENTER AT LANEY COLLEGE

THE HISPANIC/LATINO POPULATION has reached 50 million people in the United States. Latinos make up at least 26% of the population of Oakland and the San Francisco Bay Area. The creation of a Latino Center will have the long-term objective of getting a 25% ratio of full-time undergraduate Hispanic/Latinos students. At present, Hispanic / Latinos comprise only 11% of our student population. Reaching a higher percentage will also allow us to become a Hispanic Service Institution.

I have met with our president and several deans. They have given me very valuable feedback for the creation of the Center at Laney College. The Center would have the following objectives:

- 1. Outreach – We will reach out to the Latino community: High schools students, adult population, parents, as well as successful Latino business people, politicians, famous stars, musicians, and artists. This outreach program will aim to bring students to our college as well as to raise funds for grants, financial aid, scholarships, etc.**
- 2. Grants and donations. One of the main objectives of the outreach will be to obtain funds and donations from the Latino community for grants, scholarships, computers, technology devices, etc. to support our students and the Center's activities. We would like to have the support of a professional to write proposals for grants and donations.**
- 3. Recruitment – Having reached out to the Latino community, we will try to recruit students for our programs (Educational, Technological, ESL, Legal Interpretation, Medical Interpretation, Nursing, Carpintería fina, Welding, etc.) A Latino Day will be included for this purpose.**
- 4. Welcome – The Latino Center will work closely with the Welcome Center to assist students and help them find the right schedule of classes based on their needs.**
- 5. Counseling – We will work closely with counselors from our College to make sure students get the appropriate schedule and classes.**
- 6. Retention – The Center will facilitate the students' access to financial aid, tutoring, books, grants, and scholarships that will allow them to continue and successfully finish their studies.**

- 7. Transfer** – The Center will work closely with counselors to help students to transfer to the colleges and universities that most suit their needs.
- 8. Success** – We will assess the progress of students in order to measure their success.

Some of the resources that we need to establish the Center for Latino Students would be:

- 1. A position for the Coordinator of the Program.**
- 2. Office at the Laney Tower or any other building assigned by the College.**
- 3. Webpage that will be added to our Laney College website.**
- 4. 3 Student-worker positions.**
- 5. 2 telephone lines.**
- 6. 3 desks with computer.**
- 7. A photocopy machine.**
- 8. LCD projector for presentations.**
- 9. Support for printing materials.**

(Budget to be discussed with Administration)

This is the first draft of our project. We would like the Administration to give us their feedback to better define and consolidate the project

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.