

The Comprehensive Instructional Program Review Report

1. College: Laney College

Discipline, Department or Program: Modern Languages

Date: October 15, 2015

Members of the Comprehensive Instructional Program Review Team: Zujian Zhang, Lin Wang, Arturo Dávila- Sanchez, Gaye Ying, Akemi Uchima-Decena & Satoko Pielt.

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The Laney College Department of Modern Languages offers courses designed to develop reading, writing, listening and speaking skills at the beginning, intermediate and advanced levels to students who want to learn a second language.

Courses offered are Chinese, French, Japanese and Spanish. These are taught by a team of top-rate teachers who highly value knowledge retention and active student participation while acquainting students with the various cultures.

The mission of the Department of Modern Languages has been to provide courses that comply with:

- **Requirements for Language Arts, Arts & Humanities, and Liberal Arts.**
 - **The completion of AA Majors and a Transfer Degrees (in progress)**
 - **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 Bay Area Community and has established relations with High Schools, Adult Programs and has created (or is creating) courses for heritage students.**
-

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

CHINESE

- **Four Chinese courses will be updated by the end of 2015, including Chinese 1, Chinese 2, Chinese 4 and Chinese 040 B.**

SPANISH

- **All courses have been updated. Some are still at CC.**

What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

CHINESE

- **A new hybrid course (Chinese II) is being proposed.
A new course (Introduction to Cantonese for community interpreting) is being proposed.**

SPANISH

- **We have created two 5-credit courses, “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 40GC, Sp 48GD) that corresponds to the community demand on teaching and studying of Native American and Native Latin American Indigenous cultures and languages.**

Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate

- **Transfer Degrees in Progress**

4. Assessment:

Laney's Program Review Resources & Information webpage (<http://www.laney.edu/wp/instruction/program-review/>) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros and Rebecca Bailey (hsisneros@peralta.edu, rbailey@peralta.edu).

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

All our outlines include SLO's and ILO's.

- Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.

See MODLAN at a Glance

We have assessed our SLO's during the last three years.

Inserting the results into Taskstream has been difficult.

We met with Heather Sisneros and Rebecca Bailey we will work together with them with the new system to be more effective inserting results.

To answer the following questions, please review either your "At-a -Glance" report generated from TaskStream, or your Laney Assessment Spreadsheet. Answer the questions below, and attach the report (save it with your area's information and include it when you turn in your Program Review).

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and year of assessment for each example. Attach as evidence your Laney Assessment Spreadsheet or TaskStream "Status Report" for the courses in your examples.

Improvement 1.

We have created new classes to divide heritage students from Anglophone speakers.

Improvement 2.

We are trying to use technology as much as possible to help students improve their learning.

Improvement 3.

We hired a new Full-Time Chinese instructor to satisfy the needs of that program. Students are already very excited with the new instructor and taking her classes.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the relevant data from your Laney Assessment Spreadsheet or the TaskStream report “Assessment Findings and Action Plan” section for each example.

Plan 1.

We will develop the action plan this coming year 2016 and work closely with Heather Sisneros and Rebecca Bailey to insert results.

Plan 2.

Plan 3.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

SPAN Hybrid Student Success is 73.53% higher than Laney College Success rate, 61.76%.

We are very successful with our Hybrid courses. Students like spending less time in the classroom and covering the material at home, at their own time. These courses are very helpful for students who work, single or married mothers, fathers, etc.

Hybrid courses are the ideal form of DE. The instructor meets with the students, part of the class is traditional, Face to Face, and still it has the digital, electronic, online component.

Our Spanish hybrid courses rate (73.53%) is higher than our Face to Face courses rate (68.80%). Even more, it is higher than Laney College rates for Face to Face (69.11%); 100% Online courses (51.44%) And Hybrid courses (61.76%),

Hybrid courses are the most successful courses we have. However, you need a SMART CLASSROOM to effectively teach a hybrid course.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

All sections have 70% or more success rate.

We all cover the same material, F 3 F courses and Hybrid courses.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

Refer to our MODLAN Alignment Summary.

We attended workshops offered by David J. Mitchel and Michele Fossum on ILO's and we have them in all our syllabi.

We will work closely with Heather Sisneros and Rebecca Bailey to map our ILO's

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach either your Laney Assessment Spreadsheet or “Goal Alignment Summary” report from TaskStream.

Refer to our MODLAN Alignment Summary.

We attended workshops offered by David J. Mitchel and Michele Fossum on ILO’s and we have them in all our syllabi.

We will work closely with Heather Sisneros and Rebecca Bailey to map our ILO’s

5. Instruction:

Describe effective and innovative strategies used by faculty to involve students in the learning process.

- **Unfortunately there are very few SMART CLASSROOMS available for our instructors. We have**
- **asked that LCD projectors should be installed in the E building classrooms but we have not been successful. Whenever any of our instructors gets a smart classroom the class improves significantly.**
- **Now that we have been informed by Mr. Antoine Mehouelley that the Instructional Wireless Project has been completed (Sept. 29, 2015), we hope to get LED projectors in the different classrooms where our instructors teach.**
- **We will attend the IT meetings to inform them of our needs.**
- How has new technology been used by the discipline, department or program to improve student learning?
- **Moodle is constantly used in hybrid courses. Smart classrooms used when possible.**
- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
-
- **We use the same book, cover the same grammar content and chapters, and our syllabi are similar**
- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years.

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Headcount	322	698	742	308	720	723	315	666	837	

- An explanation of student demand (or lack thereof) for specific courses.

Our enrollment is high. All our first-year courses have enough students every semester.

- Productivity for the discipline, department, or program compared to the college productivity rate.

CHIN/FREN/JAPAN/SPAN Productivity Rate

	Term									
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
Productivity	19.33	17.62	17.64	16.25	15.57	16.67	14.82	14.87	15.47	

Laney College Productivity Rate

Productivity	Term									
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41	

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.
- Are courses scheduled in a manner that meets student needs and demands? How do you know?
- Recommendations and priorities.

Our productivity rate is close to the school's rate: 15.47 ve 15.41.

Better infrastructure (Smart classrooms) will allow us to raise productivity

6. Student Success:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

CHIN/FREN/JAPAN/SPAN Student Success

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	79.03%	67.74%	66.67%	81.91%	66.76%	71.45%	75.83%	72.85%	71.75%	

Laney College Completion Standard

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%	

Department/discipline course completion rates

Success	Course	Term								
		2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	CHIN 1 - ELEMENTARY CHINESE	92.63%	87.06%	78.31%	93.02%	81.58%	93.24%	80.95%	93.24%	89.11%
	CHIN 2 - ELEM CHINESE (CONT)	NA	84.62%	88.37%	90.00%	96.55%	83.33%	92.31%	100.00%	94.44%
	CHIN 25 - CHINESE CHARACTER WRITING	NA	80.65%	NA	NA	94.44%	NA	NA	NA	NA
	CHIN 25A - Chinese Character Writing I	NA	NA	NA	NA	NA	NA	NA	97.22%	NA
	CHIN 3 - INTERMEDIATE CHINESE	NA	NA	NA	NA	94.44%	93.55%	NA	NA	83.33%
	CHIN 40A - CONV CHIN (MANDARIN)	NA	NA	76.47%	NA	NA	87.50%	NA	NA	85.00%
	FREN 1A - ELEMENTARY FRENCH	NA	62.93%	58.70%	59.26%	53.57%	71.26%	59.09%	67.61%	60.55%
	FREN 1B - ELEMENTARY FRENCH	NA	60.00%	77.78%	NA	60.00%	66.67%	NA	82.35%	94.44%
	FREN 30A - BEG CONVERS FRENCH	NA	NA	NA	NA	NA	NA	NA	NA	80.00%
	JAPAN 1A - ELEMENTARY JAPANESE	81.48%	65.85%	58.62%	82.05%	56.94%	58.67%	73.81%	55.13%	58.75%
	JAPAN 1B - ELEMENTARY JAPANESE	NA	NA	80.43%	NA	NA	80.77%	NA	82.61%	84.00%
	JAPAN 50A - CONV JAPANESE/CULTR	75.86%	64.86%	NA	95.65%	76.92%	NA	75.00%	81.82%	65.52%
	SPAN 1A - ELEMENTARY SPANISH	64.89%	58.85%	51.97%	73.61%	52.91%	55.56%	65.59%	62.90%	64.11%
	SPAN 1B - ELEMENTARY SPANISH	78.95%	NA	84.85%	82.93%	81.58%	76.92%	78.38%	85.29%	86.84%
	SPAN 22A - SPAN/BILING SPKRS I	NA	82.76%	81.40%	84.62%	80.70%	74.51%	100.00%	70.49%	74.67%
	SPAN 22B - SPAN/BILING SPKRS II	NA	80.00%	86.67%	100.00%	83.33%	85.00%	100.00%	77.78%	95.83%
	SPAN 30A - BEG CONVERS SPANISH	NA	59.09%	NA	NA	43.33%	66.67%	NA	53.33%	33.33%
	SPAN 30B - BEG CONVERS SPANISH	NA	55.56%	NA	NA	NA	NA	NA	NA	77.78%
	Grand Total	79.03%	67.74%	66.67%	81.91%	66.76%	71.45%	75.83%	72.85%	71.75%

Discussion:

Our completion rate is higher than the college: 71.75% vs 69.11%
The Chinese program stands out for its completion rate.

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

Chinese, French, Japanese, Spanish offered no DE courses from Summer 2012 to Spring 2015.

Laney College DE Student Success

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%	

Discussion:

- Describe course completion rates in the department for **Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

CHIN/FREN/JAPAN/SPAN Hybrid Student Success

Success	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Hybrid										
SPAN	68.66%	67.94%	63.84%	78.47%	70.97%	64.29%	73.94%	72.19%	73.53%	
SPAN 1A - ELEMENTARY SPANISH	64.21%	62.89%	54.62%	72.97%	65.56%	62.37%	58.21%	74.12%	66.33%	
SPAN 1B - ELEMENTARY SPANISH	79.49%	NA	NA	82.93%	NA	NA	78.38%	NA	NA	
SPAN 22A - SPAN/BILING SPKRS I	NA	82.76%	81.40%	84.62%	83.87%	72.00%	96.97%	70.49%	78.43%	
SPAN 22B - SPAN/BILING SPKRS II	NA	80.00%	86.67%	100.00%	100.00%	62.50%	100.00%	60.00%	95.24%	
Grand Total	68.66%	67.94%	63.84%	78.47%	70.97%	64.29%	73.94%	72.19%	73.53%	

Laney College Hybrid Student Success

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%	

Discussion:

Our Hybrid courses rate is higher than the college's rate: 73.15% vs 61.76%. Spanish Program offers successful hybrid courses in our department. We offer very successful hybrid courses. Hybrid Chin 1 that will be evaluated this Fall 2015

Students really like the use of Moodle and Smart classrooms.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?
- **Students really like the use of Moodle and Smart classrooms. It makes a big difference.**
- **We encourage Administrators to go to F to F courses with and without technology,**
- **and hybrid courses in smart classrooms. You will notice the difference.**
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

CHIN/FREN/JAPAN/SPAN Retention

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	86.77%	80.00%	77.73%	87.17%	81.32%	81.52%	88.74%	81.31%	79.26%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discussion:

Our retention rate is close to the college retention standard: 79.26 vs 81.25%

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

We are working with Articulation Officer Laura Bollentino to have the Transfer Degree.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount 3

Part-time faculty headcount _____ **10** _____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____

Classified staff headcount _____

- Describe your current utilization of facilities and equipment.
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We need smart classrooms or semi smart classrooms. That is, LED projectors and access to Internet.

Our Hybrid courses rate is higher than the college's rate: 73.15% vs 61.76%.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Smart Classrooms.

E 202 A was assigned for at Language LAB many years ago.

We are in conversation with Mr. Antoine Mehouelley for its construction.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

●

●

- **Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.**

- **Please refer to the Program Review prepared**

by every program.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

 - Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

 - Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
-

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

There are not enough Smart Classrooms.

Prof. Gaye Ying took three courses with Alexis Alexander and has never been able to Teach in smart classroom.

**We met with the It committee and are requesting smart or semi-smart classrooms
Such as G 241 or A 191A with LED projectors or
Rooms with plasma TV's.**

We will follow up with the IT committee.

10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale:

We have most of our outlines updated.

We found out that this has to be done every 6 years and not 3 years.

This topic is under discussion but we would like to do it every 6 years.

Textbooks don't change that often and if they do, the prices of new editions go up and students can't buy such expensive textbooks.

A few years ago, for example, the textbook for Spanish 1A, "Dos Mundos" was more expensive than the course itself.

We kept the 7th edition and now it's possible to obtain copies through the internet for \$10, \$20 or \$ 30 dollars.

- **Goal 2. Assessment:**

Activities and Rationale:

We are assessing SLO's from the different courses we have.

We will keep assessing them and hopefully it will be easier to insert them on Taskstream.

- **Goal 3. Instruction:**

Activities and Rationale:

- **Goal 4. Student Success:**

Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

- Please refer to the Program Review prepared by every program.

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources: Classified				
Human Resources: Student Workers				
Technology				
Equipment				
Supplies				
Facilities				
Professional Development				
Other (specify)				

Appendix B

Please refer to MODLAN alignment summary F-15

PCCD Program Review Alignment of Goals Template

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report


Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Arturo Dávila-Sánchez  **Nov. 2, 2015**

 Print Name Signature Date

Discipline, Department or Program Chair

 Print Name Signature Date

Received by Vice President of Instruction

 Print Name Signature Date

