

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: *_Chinese Program Foreign Languages*

Date: 11/9/2012 (Due by November 13, 2012)

Members of the Instructional Program Review Team:

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

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

See Attachment A for the overview of the Priorities and Goals of Laney College.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?
Yes. The courses are very effective. All course outlines have been updated.
- b. Please indicate how many active courses are in the department inventory.
Since 2009, Laney College has only been providing Chinese I, II and 25 only.
- c. How many of those have been updated in the last 6 years?
Every course is updated.
- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?
(See above).
- e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?
A curriculum review has been planned in Spring, 2013.
- f. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

An online Hybrid Chinese I course has been developed and approved by Laney curriculum committee in 2010. The Chinese program really looks forward to having this course to be offered.

Since Proposition 30 has passed, Chinese program hopes to have the two Chinese conversational classes, 40A and 40B to be re-installed.

- g. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?
SLOs of all offered courses will be updated in Spring 2013.
- h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)
N/A
- i. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.
N/A
- j. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs))
The SLOs of all Chinese courses that the program has been offered since 2009 are mapped to the college's Institutional Learning Outcomes. And yet the result of deleting five (5) out of seven (7) courses since 2009 made the program curriculum not being able to reach the Learning Outcomes.
- k. Recommendations and priorities.
1. To re-install all the courses that have been deleted from offering since 2009.
 2. Offering the On-line Hybrid class that was already approved by Laney Curriculum Committee in 2010.
 3. Reducing the number of students in each class – resulting from offering more sessions of Chinese I and Chinese II.
 4. Resolving the long term lack of language lab problem that the Chinese Program has faced. Chinese Program will get “allowance” in terms of using the F building classrooms and the “Smart Room”.

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
All instructors have had experience utilizing “Youtube”, DVD. Students are urged in each class to use website links and Moodle to do homework and/or supplementary material.
 - b. How does the department maintain the integrity and consistency of academic standards within the discipline?
The instructors have been innovative and improvising facing the big number of students in each class since 2009. The academic standards are held high with the discipline. The student learning outcome could improve if the recommendations above will be realized.
 - c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments. The enrollment number has been unreasonably high due to the session cut. The most urging and specific demand from the students is the program keep offer the courses in each level.
 - d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.
When the deleted courses be re-installed, the program recommends afternoon and Saturday morning classes be scheduled.
 - e. Recommendations and priorities.
 1. Offer afternoon and Saturday classes for the working students.
 2. To provide access to the courses that serve heritage students of the Bay Area Chinese community in general and out neighboring Oakland China Town in particular.
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5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

There is no retention problem in the past three years. On the contrary, the program is under completion for sure.

- b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

The challenge to the students can be summarized in two category: The huge enrollment number in each session and the no continuation after the elementary level and no conversational classes are offered any more to suit the need of working students.

- c. Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

As stated above, the instructors have been innovative and improvising in order to ensure the students need in the classroom and out. The program needs the institution to really look into the situations that described above and provide some change and support.

- d. Recommendations and priorities.

1. The Chinese Program at Laney used to be the only community college among all in the Bay Area that provides the full junior year courses and the only community college that has sent conversational classes abroad. The urgent priority for the program is that the institution to stop course session reduction which resulted in the high enrollment number in each class.
2. The no continuation after elementary level classes that damage the academic integrity of the program will cause the institution lose potential students.
3. The program desperately needs student aid and tutors.

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human and Physical Resources (including equipment and facilities)

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

The program currently has three part-time instructors. No tutor and/or student aids was assigned since 2008.

- b. Describe your current use of facilities and equipment.
Instructors get occasional usage of F170 classroom.
 - c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?
Each of the current classroom needs the white board replaced. The key facility that the program wishes to have is being assigned in “Smart Room” on a regular basis.
 - d. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.
The educational quality has been compromised due to the huge enrollment in each session.
 - e. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?
To re-install the classes that have been deleted from the curriculum since 2009.
 - f. What does the department recommend that the college do to maintain quality educational programs and services?
N/A
 - g. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)
Please see the above recommendations.
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7. Community Outreach and Articulation

For Career and Technical Education Programs:

- a. Describe the department’s connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?
1.Chinese language has been the most popular subject global-wise since the beginning of this millennium. The Chinese program at Laney college, as stated above, used to be a complete program among all the community colleges in the Bay area and produced great result in terms of offering basic foreign language training to the nearby industry. It is a shame that Laney lost it’s edge in this subject in the past few years.
- b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
Students in this program do not attain any technical skills. Rather, they use the basic language skills to enhance their career or ensure their academic pursuit. The feedback on their employment has been great with each instructor. And yet due to

the completion that the students can attain in this program has changed, the

c. What are the employment rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?
Please see the above answers.

For transfer programs:

e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?
No collaborating work has been planned for in the past 4 years.

f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?
The Chinese Program would like to, after the courses that have been deleted for offering in the past few years being re-installed and the on-line and/or hybrid courses offered, develop into an AA program in the future.

For all instructional programs:

g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

The instructors in this program hope the institution will see into the curriculum

h. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.

Currently no full-time faculty members are hired. The program maintains two to three part-time instructors.

i. Recommendations and priorities.

Offer afternoon and Saturday classes for the working students.

To provide access to the courses that serve heritage students of the Bay Area Chinese community in general and out neighboring Oakland China Town in particular.