

# The Instructional (Academic Affairs) Program Review Narrative Report

**1. College:** *Laney College*

**Discipline, Department or Program:** (Dept. of Foreign Languages) Spanish Program

**Date:** November 10, 2012 (Due by November 13, 2012)

**Members of the Instructional Program Review Team:** Arturo Dávila-Sánchez

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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.*

**The mission of the Spanish Program has been to provide courses that comply with:**

- **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 has 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**
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**3. Curriculum:**

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?

**In times of economical crises, we have decided to offer only first year Spanish language (Sp 1A, Sp 1B, Sp 30A, Sp 30 B) so that we do not have to cancel classes**

**for lack of students. The State of California requires only 5 language credits to transfer. Although we get 40 students in all our Spanish 1A courses, the number decreases drastically for Spanish 1B since students do not need that class to transfer. This happens throughout our Foreign Languages Program. French 1B, Chinese 1B, and Japanese 1B do not have as many students as the first semester courses.**

**Our Spanish course outlines have been updated.**

- b. Please indicate how many active courses are in the department inventory.

**Spanish 1A, Spanish 1B, Spanish 30 A, Spanish 30 B, Spanish 22 A-B (Spanish for Bilingual Students (concurrent courses). Spanish 2A and Spanish 2 B have not been recently offered due to the reasons mentioned above.**

- c. How many of those have been updated in the last 6 years?

**All of them.**

- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?

**If we receive notice that any of them has not been updated, we will immediately do it.**

- e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

**The Dept. of Foreign Languages is scheduled to have a curriculum review of course outlines on Group B (2013-2014). Date provided by Prof. Amy Bohorquez.**

- 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?

**We are presently teaching several Sp 1A and Sp 22 A-B (Spanish for Bilingual Students) face to face and in a hybrid form. The Moodle platform has helped very much to develop these courses. Students have reacted positively to the courses. We hope to implement the hybrid to other levels of Spanish acquisition.**

- 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?

**All our courses are in the process of assessing SLO's. We have been meeting regularly with Kathy Williamson and David J. Mitchell to correctly complete our cycles of SLO's assessment and planning.**

- 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.)

**We do not offer an AA Degree in Spanish. However, we 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.**

- 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.
- 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))

**All our courses SLO's try to comply with Laney College Institutional SLO's, namely: Communication, critical thinking, global awareness, ethic and civil responsibility, and personal and professional development. The 25% cultural component of our courses emphasizes these outcomes.**

- k. Recommendations and priorities.

**As long as the state government of California does not recognize the need of one-year language requirement for transfer students, it will be very hard for us to retain students in the second semester and second year of our programs (Spanish, French, Chinese, and Japanese).**

**Smart classrooms are always welcome. They increase the effectiveness of our teaching. We hope that the Administration will increase this kind of facilities and make them available for Full-Time as well as Part-Time instructors.**

*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.*

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#### **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?

**The use of the open-source Moodle platform for long-distance and hybrid classes has helped very much to develop these courses. Students have reacted positively to hybrid courses. We are presently teaching several Sp 1A and Sp 22 A-B (Spanish for Bilingual Students) face to face and in hybrid form. We hope to implement the hybrid method to other levels of Spanish acquisition.**

- b. How does the department maintain the integrity and consistency of academic standards within the discipline?

**We keep using the latest edition of books to teach Spanish (*Dos Mundos* 7<sup>th</sup> edition), a book used by major universities as well as the UC system. We are constantly receiving and revising new editions of Hispanic and Latin American journals and recently published books for Spanish language acquisition to compare them with the textbook and the methods that we are employing.**

- 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.

**Our census enrollment per class went up from 391/ 13 in Fall 2009 = 30 students per class, to 302/ 9 in Fall 2010 = 33.5 students per class, to 331 / 9 in Fall 2011 = 36.7 students per class.**

**Sections offered were drastically cut and students had to choose from 9 courses in 2010 and 2011 instead of 13 in 2009.**

- d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.

**We are offering several Spanish 1A courses at different times of the day. They always get 40 students at the beginning of the semester. We already explained that Spanish 1B and conversational courses Sp 30 A and Sp 30 B are successful in the evenings with mostly adult students.**

**We have also decided to keep scheduling first-year courses to be sure the we will get the maximum of students and no class will be impacted and cancelled for lack of students. Thus, we protect our Part-Time Instructors' jobs and we do not have to painfully cancel a class.**

- e. Recommendations and priorities.

**We need to get many more smart classrooms. The use of the web and Moodle is extremely useful when teaching a foreign language. Due to the amount of accessible links (music, videos, news, cultural documentaries, films, karaoke, etc.), they can really help our instructors to improve the student learning outcomes.**

We feel very strong in our first semester Spanish 1A classes. We need to find a way to affect State policies and change the requirement of only one semester of language to a requirement of one year or two semesters. Thus we will be able to really offer advanced classes and retain students. If especially transfer students do not “need” to take advanced classes, they will not take them.

## 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?

Spanish 1 A courses are the most demanded. Students require only 5 credits of a foreign language to transfer. It has been very hard to get more than 15-20 students in our Sp 1B courses. This happens especially in the mornings. Transfer students take only classes that they need. We have been able to offer one Sp 1B course in the evenings as well as conversational courses such as Spanish 30 A and Spanish 30 B because the students are very different. Evening students are usually adults who come from work and show interest in learning a foreign language for personal reasons more than just transferring to a 4-year college.

**Retention was our major objective in 2009.** Fortunately, the retention number has increased. We have gone from 61% in Fall 2009 to 71% in Fall 2011. Spanish for Bilingual Student course have been extremely successful and the retention rate is above 80%. We have both courses as “concurrent” and this has increased even more the retention (90% and 100%) in Fall 2011.

### Fall 2009.

<b>SPAN</b>		<b>391</b>	<b>237</b>	<b>61%</b>
SPAN	1A	253	145	57%
SPAN	1B	35	24	69%
SPAN	22A	22	18	82%
SPAN	2A	22	18	82%
SPAN	30A	33	18	55%
SPAN	30B	26	14	54%

### Spring 2010

<b>SPAN</b>		<b>333</b>	<b>216</b>	<b>65%</b>
SPAN	1A	238	148	62%
SPAN	1B	23	18	78%
SPAN	22B	34	27	79%
SPAN	30A	38	23	61%

### Fall 2010

<b>SPAN</b>		<b>301</b>	<b>176</b>	<b>58%</b>
SPAN	1A	207	112	54%

SPAN	1B	27	19	70%
SPAN	22A	35	29	83%
SPAN	30A	32	16	50%

### Spring 2011

<b>SPAN</b>		<b>292</b>	<b>209</b>	<b>72%</b>
SPAN	1A	196	137	70%
SPAN	1B	22	18	82%
SPAN	22A	21	20	95%
SPAN	22B	22	21	95%
SPAN	30A	31	13	42%

### Fall 2011

<b>SPAN</b>		<b>331</b>	<b>234</b>	<b>71%</b>
SPAN	1A	224	153	68%
SPAN	1B	32	27	84%
SPAN	22A	40	36	90%
SPAN	22B	7	7	100%
SPAN	30A	28	11	39%

**Retention in first-year courses Sp 1A and Sp 1B has gone up. The conversation courses Sp 30 A-B are not articulated and transferable. Some other colleges are not even offering them anymore. Retention is not as favorable.**

**We have been successful in retention of students. However, we have to study why is it that, although we are retaining more students (61% in 2009 vs 71% in 2011), and their grades have improved (85 “A”s in 2009 vs 94 “A”s in 2011), the productivity has decreased.**

**(Data taken from the Laney College Program Review Data for Spanish, Section II, Department Overview, Student Retention, Student Success)**

- 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?

**Many students do not know how to study. They do not understand that the study of a language is similar to the study of an instrument. It requires discipline, practice, and hard work.**

**In the past, counselors have been sending “heritage students” to take Spanish 1A. They already know Spanish and tend not to talk or to get bored. Other students get intimidated. I have come with a solution: I have asked them to become “tutors” of other students. We have developed a “network of Spanish tutors” with heritage students who help other students in need with their homework, quizzes, grammar and pronunciation.**

**Prof. Lisa Cook used to hire some of these students and they were working as Spanish tutors and getting paid. Unfortunately the program was short of funds this year. I am giving “extra credit” to our heritage students and a letter of recognition for their work.**

**I am also getting in touch with counselors from different colleges (Alameda, Merritt, and Berkeley) so that they send heritage students to our Spanish for Bilingual courses (Sp 22 A-Sp 22 B) and not to Spanish 1A or Spanish 1B.**

- 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?

**In the past, I have steadily attended workshops to input SLO’s for all Spanish courses and the result of their assessment. This semester I have been meeting with Kathy Williamson and her help has been invaluable. I think we have really advanced in this matter.**

- d. Recommendations and priorities.

**We would like to ask from the Administration to help us study numbers of retention and productivity. They seem to be contradictory. The goal would be to attract more FTES students in our Spanish classes.**

*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.*

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## **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 Spanish Department counts currently with one full-time instructor and six part-time instructors. We have recently recommended instructors Ms Zaya Rustamova, Ms Heather McMichael, and Ms Janet French to teach a course for our department.**

<b>Contract FTEF</b>	<b>1</b>
<b>Hourly FTEF</b>	<b>1.87</b>
<b>Extra Service FTEF</b>	<b>0</b>
<b>Total FTEF</b>	<b>5.73</b>
<b>% Contract/Total</b>	<b>0.35</b>

- b. Describe your current use of facilities and equipment.

**Although it is not always possible, we try to use smart classrooms. We have received constant help from the Audio Visual Center, Mr. Agustín Rodríguez and Ms. Roxana Post, who assist us when we need projectors, VCRs, DVDs etc. We also use the Open Lab building (F Building 17) where Antoine Mehouelley, Vu, and their staff of students are also extremely helpful to our instructors.**

- c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What is your key staffing and facilities needs for the next three years? Why?

**Every teacher that has had the opportunity to teach at a smart classroom wants to use it again. I think the college should strengthen the infrastructure of the college even before hiring new instructors. There are no sufficient smart classrooms for everybody and the fight for these spaces is becoming stressful. I have had this request for smart classrooms from all the Department of Foreign Language programs and instructors.**

**In my case, I teach hybrid courses (Sp 1A and Sp 22 A/B) and without access to Internet and a computer I would not be able to function. I need to project quizzes to the students and explain them how the Moodle platform works.**

- 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.

**As it was explained before, our retention number increased, our enrollment too. Our productivity went down. We don't get as many FTES as we used to do. Students had financial aid difficulties and many had to drop. However, the overall educational quality did was not affected. Some courses received many more students, but at the end, we retained 10% more students that in 2009.**

- 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?

**Technology compensates reduced resources. Moodle is a tremendous help for teaching. Students have really responded positively to the hybrid method of teaching and the direct use of computers. To give you an example, some students bring their computers or I-phones and take the quizzes directly on them. Likewise they take notes, open Google translator, watch *Dos Mundos* video tutorials, music videos, karaoke songs, or Youtube grammar explanations, etc. The web is an infinite library for foreign language resources.**

- f. What does the department recommend that the college do to maintain quality educational programs and services?



**More buildings with computers like the F Building (Open Lab), more computers, ink to print, paper, and staff to serve student. We need to concentrate our effort on hiring staff as much as hiring new full-time instructors. First we should strengthen the infrastructure of Laney College.**

- g. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

### **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 Dr. Elnora Webb, and deans Peter Crabtree and Marco Menéndez. 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, adults, 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 Director of the Program.
2. Office at the Laney Tower.
3. Webpage that will be added to our Laney College website.
4. 3 Student-worker positions.
5. 2 telephone lines.
6. 3 desks with a computer.
7. A photocopier 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.**

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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?

N/ A

- 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?

N/ A

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

N/ A

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.)

N/ A

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?

N/ A

*For transfer programs:*

- d. 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?

**Spanish is the language spoken by the fastest growing population in the US. 50% of Americans are Latinos. Immigration is still very large in the Bay Area. Our program is particularly relevant to serve the Latino Community.**

**Almost all our Spanish courses are articulated and transferable with CSU and UC system. We received many students from the CSU and UC and many of our students transfer to those institutions. We cover the same Spanish grammar topics that they would cover if they were to take a course in those institutions.**

**Courses like Spanish 22 A-B "Spanish for Bilingual Students" are growing steadily and are designed to serve "heritage students" and English speaking advanced students from elementary and intermediate Spanish courses. We have been very successful with these courses.**

**These courses are articulated and transferable to 4-year institutions. Students are starting to write academic papers that will give them the tools to do it in 4-year colleges. They analyze literature, poetry, cultural topics, and develop critical postcolonial tools of analysis (class, race, gender).**

- e. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

**We are working very closely with BCC (Mr. Fabián Banga and MS. Gabriela Pisano) to help students finish an AA in Spanish. There is much more awareness of this objective in our students. I am in constant communication with the Spanish Department and the Ethnic Studies Departments at UC Berkeley. We consult their policies concerning language instruction and receive their feedback on how students are able to fulfill all requirements to transfer.**

**We worked closely with Prof Angela Zawadzki and Denise Richardson for the creation, implementation and success of the “Legal and Community Interpreting Program” that will have its first generation of students at the end of this Fall 2012. It has been a combined effort that started with the guidance and support of Dean Linda Sanford and many magistrates in Oakland.**

*For all instructional programs:*

- f. Describe the department’s efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

**We are using the latest edition of Spanish textbook Dos Mundos 7<sup>th</sup> edition. We convened with BCC to keep using the same book for if students take one course with us and another course with them. Thus, we secure continuity for students in the two colleges. McGraw-Hill has provided a custom-made edition of the book that has reduced 50% the price of the book for students in our courses. That was a major accomplishment and helped us immensely to improve student retention in our college.**

**As a full-time Instructor for the Spanish well as the M/ Lat programs I can think of two main highlights in the past two years:**

**1.- The Spanish and M/Lat programs have been invited two consecutive years by the Oakland Museum to participate in the annual Day of the Dead exhibit. One of our major objectives has been to educate the community and share the celebration with all different constituencies in the Bay Area. “Día de los Muertos” has become a multicultural and transnational celebration since we all share a loved one that has passed. We honor our ancestors and everybody has been invited. Prof. Leslee Stradford, Mr. Agustín Rodríguez, and myself, we built an altar in 2011 which was visited by more than 10 000 people (see attached pictures). This year on Sunday October 21, 2012 we built a one-day altar in honor of our beloved colleague Loretta Hernández who recently passed away which was visited by more than 1000 people who attended the celebrations (see attached pictures).**

**2.- We will be offering two courses on Indigenous cultures and languages. We will start with two courses on “Introduction to Aztec culture and language” which will cover the study of the Aztec civilization –yesterday and today—as well as the Mexica-Nahuatl, a**

**language still spoken by 4 million people in the regions of Mexico, Central America, and border communities in the US.** Course outlines will be sent this semester to curriculum committee and hopefully will be revised during Spring 2013 to be implemented in Fall 2013. Many community colleges and universities in the country (Yale University, UC Santa Barbara, Harvard University, UC Davis, Stanford University, Cal State Los Angeles, Salt Lake Community College, Palomar Community College, San Marcos, CA, among many others) are already including the learning of Mexica-Nahuatl, Maya, and Quechua in their departments of Ethnic Studies (Chicano Programs), Indigenous Studies and Spanish. These courses will create transcultural and transamerican links among different indigenous communities in United States and Latin America (Mexico, Central America, and South America). Hopefully we can cross list these two course for Spanish and M /Lat students.

- g. 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.

**All our instructors have been evaluated except the new faculty (Heather McMichael and Zaya Rustamova).**

**Still, we don't know if they will be offered another course next semester Spring 2013. The Administration promised that we would restore course if Proposition 30 passed. It did. Now we have to wait to restore classes. Once this is decided we can plan how to evaluate the new instructors (if they keep teaching with us).**

- h. Recommendations and priorities.

**The creation of a Latino Center could bring many more Latino students to our community.** We hope the Administration responds to our project and helps us to consolidate it. The results on retention in "Spanish for Bilingual Students" Sp 22 A / B show the success of such courses that directly serve the needs of "heritage students" and the Latino community. The Latino Center would aim to recruit students of all ages and background.

**We will try to keep working closely with the Museum of Oakland** that is a very important institution. Creating new courses in Indigenous languages will help us to serve an important part of the Latino community who is asking for the teaching of those languages.

**We will move on with the process of evaluating our Instructors in order to maintain the quality of instruction we have had for many years.**

**Thank you for all your support and work.**

## Checklist of Tasks

1. The Office of Academic and Student Affairs will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or the semester in which the Instructional Program Review will occur. The schedule will include a timeline and deadlines for completion.
2. The Division Dean, in conjunction with the Department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.
3. The Instructional Program Review Team will review and analyze the Core Data Elements.
4. The Instructional Program Review Team will assemble and review the course outlines.
5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.
6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.
7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.
8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College's integrated planning process.
9. The Executive Vice President of Student Learning will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

## Definitions

**Department/Program:** For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

**WSCH (Weekly student contact hours):** The number of class contact hours a course is scheduled to meet per week in a given semester. A "full load" of study is considered to be 15 WSCH for two semesters, or 30 WSCH.

**FTES (Full Time Equivalent Student):** This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 WSCH (class hours) per week for 35 weeks (one academic year) generates 1 FTES. Thus:

$$1 \text{ FTES} = 15 \text{ WSCH for two semesters} = 30 \text{ WSCH.}$$

Since a standard semester meets for 17.5 weeks, it follows that

$$1 \text{ FTES} = 15 \text{ WSCH} \times 17.5 \text{ weeks} \times 2 \text{ semesters} = 525 \text{ class contact hours.}$$

$$\text{FTES for a class} = (\text{Enrollment}) \times \text{WSCH} \times 17.5 / 525 = (\text{Enrollment}) \times \text{WSCH} / 30$$

Example: 25 students in a class that meets 3 hours per week:

$$\text{FTES} = 25 \times 3/30 = 75/30 = 2.5$$

**FTEF (Full Time Equivalent Faculty):** Also known as load equivalency.

$$1 \text{ FTEF} = 1 \text{ instructor teaching 15 "equated hours" per week for 1 semester.}$$

One lecture hour = 1 equated hour. One lab hour = .8 of one equated hour. For lecture classes, equated hours = class contact hours. For lab classes, equated hours = 0.8 x class contact hours.

Example: An instructor teaching a lecture class that meets 3 hours per week for 1 semester:

$$\text{FTEF} = 3/15 = .2$$

Example - An instructor teaching a lecture class that meets 3 hours per week and a lab class that meets 5 hours per week:  $\text{FTEF} = (3 + 5 \times .8)/15 = 7/15 = 0.47$

**FTES/FTEF – Productivity:** FTES/FTEF is a measure of the productivity of a class or group of classes (e.g, department, division, special program, college).

Interpretation:  $\text{FTES/FTEF} = \text{number of full time students per full time faculty member}$

Example: 40 students taking a lecture class that meets 3 hours per week:

$$\text{FTES} = 40 \times 3 / 30 = 4$$

$$\text{FTEF} = 3/15 = 0.2$$

$$\text{FTES/FTEF} = \text{Productivity} = 4/0.2 = 20$$

In this example, Productivity = 20 and Enrollment = 40, and so Productivity = Enrollment/2.

This is true whenever class contact hours = equated hours:

$$\text{FTES/FTEF for a lecture class} = \text{Enrollment}/2.$$

**DSCH - Daily student contact hours (applies only to DSCH designated classes):**

Number of class hours a course is regularly scheduled to meet each day. DSCH total for a class is obtained by multiplying DSCH by the number of students actively enrolled in the class and then multiplying by the number of days the course is scheduled to meet (CLM) in the semester.

**Successful Course Completion Rate for a Class:** Number of course completions with grade A, B, C or Pass divided by Total number of course completions.

Course completions = A, B, C, D, F, I, W, Pass, No Pass, In Progress, Report Delayed.

**Retention Rate for a Class:** Class completion with grade other than W divided by Census Enrollment (CW1) not counting non-graded courses.

Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade.

**Persistence Rate Fall to Spring:** Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester divided by Number of students enrolled in Fall Semester at census date

**College Drop Rate:** Number of students who dropped all classes, including W grades, divided by Students enrolled at census date.

**Student Learning Outcomes:** The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.