

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW

		Date Submitted:	November 1, 2009
Discipline	Foreign Languages -Spanish	Dean:	Dr. Stacy Thompson
Department Chair	David Morales		
Mission/History <i>Brief, one paragraph</i>	<p>The mission of the Spanish Department at Merritt is to help students develop communicative and cultural competence in Spanish. Students who study Spanish at Merritt work on developing proficiency in listening, speaking, writing, and reading in Spanish, in addition to developing cultural knowledge about the Spanish-speaking world. Courses are conducted predominantly in Spanish and much class time is dedicated to task-based, communicative activities.</p> <p>Merritt had one contract instructor in Spanish for almost 20 years. This fall, Ms. Guerrero was transferred to COA. Under her tenure Spanish diminished in its offerings, reflected in diminishing productivity numbers. In Spring 2006, only two Spanish 1A sections and one section of 30A were offered. In Fall 2006, only one section of Spanish 1A was offered. The evening program expanded in Spring 2006. Currently in Fall 2009, Merritt is offering only two sections of Span 1A, one in the day and one in the evening with a productivity number at 21.57! Because of the financial crisis we are not able to meet the growing demand for these classes. Without a doubt, we could readily fill a third section each semester and eventually move Spanish to a place comparable to our sister colleges.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	26.33	-44%	1.72	15.30	A major improvement. Currently in F09, productivity is at 21.57.

2007/08	47.14	13%		4.36	10.37	FTEF in these years looks too high. I'm not sure if Guerrero's FTEF was divided properly between ESL and Spanish, but my guess is that it was not.
2006/07	41.73	24%		3.43	12.16	
2005/06	33.57	n/a		3.24	10.37	

	Fall					CODE	Comments
	2004	2005	2006	2007	2008		
Quantitative Assessments							
1. Enrollment (duplicated)	120	107	152	192	66		Major drop in sections
2. Sections (master sections)	4	5	6	8	3		Major drop in sections
3. FTEF	1.19	1.52	1.72	2.11	.86		
4. FTES	17.2	15.9	22.6	26.1	10.3		
5. FTES/FTEF	14.5	10.5	13.1	12.3	11.9		Low productivity consistently
6. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	With Hispanics now the dominant statistical culture in California and second highest nationally. Spanish is in large demand in industry. There is a demand for traditional language mastery as well as conversational classes.

9. College strategic plan relevance	Merritt's total enrollment has lagged behind our sister colleges in large measure because of a lack of leadership at the faculty level. Currently, in F09, there is no contract Spanish faculty. With solid adjunct professors, we are now building a successful and reputable program that will allow us to meet the demands and interests of our local Merritt community. Such success is critical to Merritt's desire to increase matriculation to UC, as well as prepare students for a successful career as we quickly approach the second decade of the 21 st century.
-------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Check all that apply

New program under development

Program that is integral to the college's overall strategy

Spanish is integral to Merritt's college in seeking access to a diverse community in a state where the Spanish speaking populace dominates our state. Learning Spanish will play a critical role in students being successful in today's market.

Program that is essential for transfer

Spanish is integral to Merritt's strategy to increase its transfer rate to UC. Foreign language is required for a UC degree. But we must offer Span 1B as well in order to meet this requirement.

Program that serves a community niche.

With Spanish being the next most prominent language in California, our conversational classes play a critical need for our diverse community.

Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.

Other _____

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

10.ACTION PLAN -- Include overall plans/goals and specific action steps.

It is most important that the first year of the core program in Spanish be maintained. The means 1A followed by 1B. This means offering several 1A sections that feed into 1B. Currently we offer two sections of 1A, one in the day and one in the evening. We need to add a third course offering in F10 that includes Span 30A and in S11 a fourth course offering including Span 1B.

Additional Planned Educational Activities

11. Health/safety/legal issues:	
----------------------------------------	--

Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES _____	NO _____
12a. If you answered no to question 12 then, what percentage have you completed?		
13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	_____ course outcomes _____ program outcomes _____ institutional learning outcomes	

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			
Fund 14			
Fund 17			
Measure A			
VTEA			
Total			

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		66	10.31	.53	0.00	.33	.86	61%	
Comments									

<i>Current</i>	<i>If filled</i>	<i>If not filled</i>	<i># FTE (faculty assigned)</i>
<p><i>Narrative: Are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p> <p>Adjunct faculty are available and the only alternative given our current faculty staffing.</p>			
<p><i>Faculty Staff Requests 2010-2011:</i></p>			

FACULTY ETHNICITY F2008			
Ethnicity	# of Contract	# of Adjunct	Total
Asian			
African American			
Filipino			
Hispanic/Latino	1	1	2
Native American			
Other			
White			
Unknown			
Total	1	1	2

...

FACULTY GENDER FALL 2008			
Gender	# of Contract	# of Adjunct	Total
Male			
Female	1	1	2
Not Supplied			
Total	1	1	2

RESOURCE NEEDS

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

...

IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity			
Ethnicity	Baseline Fall 04-07	Fall 08	College
Asian	7%	47% (31)	16%
African American	38%	5% (3)	36%
Filipino	2%	0%	3%
Hispanic/Latino	18%	11% (7)	14%
Native American	0%	3% (2)	1%
Other	2%	2% (1)	2%
White	25%	29% (19)	21%
Unknown	8%	5% (3)	6%

...

Student Demographics: Gender			
Gender	Baseline Fall 04-07	Fall 08	College
Male	27%	24% (16)	31%
Female	70%	73% (48)	69%
Not Supplied	2%	3% (2)	0%

Analysis

1. What are you doing to increase access?

Currently we offer only two sections, one in the day and one at night. We hope to increase our offerings in the following academic year.

Student Retention Rate: Ethnicity		
<i>Students who receive a grade other than w</i>		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	33%	63% (40)
African American	42%	43% (217)
Filipino	0%	50% (12)
Hispanic/Latino	57%	52% (105)
Native American	50%	50% (2)
Other	0%	67% (9)
White	63%	66% (142)
Unknown	67%	62% (45)
Spanish Average	50%	54% (572)
College Retention Average: 72%		

Student Retention Rate: Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	54%	44% (16)
Female	54%	52% (48)
Not Supplied	58%	50% (2)

Analysis
<p>1. If your disciplines retention rate is beneath the colleges rate, then why? Retention will improve immediately now that Spanish faculty has changed.</p>
<p>2. If your retention rate is below the college rate, then what are you doing to increase retention? The decision to change faculty was made at the district level.</p>
<p>3. If your retention rate is above the college's rate do you have any best practices to share?</p>

Student Course Completion Rate (SCCR):Ethnicity <i>Students who receive a grade A, B, C, or Credit</i>		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	43%	33% (3)
African American	29%	32% (31)
Filipino	42%	0
Hispanic/Latino	46%	57% (7)
Native American	0	50% (2)
Other	44%	0
White	61%	53% (19)
Unknown	53%	67% (3)
Spanish Average	43%	42%
College SCCR Average:60%		

....

Student Successful Course Completion Rate (SCCR): Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	39%	44%
Female	44%	42%
Not Supplied	55%	42%

Analysis
1. If your disciplines successful course completion rate (SCCR) is beneath the college's rate, then why?
2. If your sccr is below the college rate, then what are you doing to increase it?
3. If your sccr is above the college's rate do you have any best practices to share?