Name of Program	Division	Author(s)
Foreign Language Department	Arts, Letters & Social Sciences	Catherine Suárez

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

> The Foreign Language Department offers primarily first- and second-year transfer-level courses in the following individual programs: American Sign Language, Italian, French and

> Spanish. The Department provides students with the language skills they will need for transfer, degrees, advancement at work, and becoming productive and linguistically and culturally responsible members of our ever-changing global economy.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

> The Foreign Language Department, through its four distinct language programs (ASL, French, Italian and Spanish) provides all students with a student-centered approach to language learning, in which individual programs prepare students for transfer and degree requirements while also providing language training and language retention for students with job-related goals. The four programs in the Foreign Language Department provide students with a student-centered learning environment that promotes authentic language learning and global skills sets at each level, allowing students to build their capacity to speak, read and write the target language while learning to respect diverse communities.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

   (Highlight the appropriate box to type in an X.)

   YES X   NO ☐

   If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

   (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
ASL 1A	To request an additional unit be added to the course to provide more learning time. The current unit-value is 3.
ASL 1B	To request an additional unit be added to the course to provide more learning time. The current unit-value is 3.
Italian 1A	To better-align the program with new technologies and suggested breadth and depth.
Italian 1B	To better-align the program with new technologies and suggested breadth and depth.

French 1A	To better-align the program with new technologies and suggested breadth and depth.
French 1B	To better-align the program with new technologies and suggested breadth and depth.
French 2A	To better-align the program with new technologies and suggested breadth and depth.
French 2B	To better-align the program with new technologies and suggested breadth and depth.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES X   NO ☐

If yes, please describe briefly what new curriculum is planned.

> In the Italian Program the Foreign Language Department will put forward course outlines for both Italian 2A and Italian 2B to align the program with the needs of the four-year feeder schools. These classes with be four-unit classes. In Spanish the department will write a course for Study/Travel opportunities, for example, the bi-yearly program to Cuba. This will be a one or two unit class depending on the length of the study/travel experience.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES X   NO ☐

If yes, please describe briefly what new initiatives are planned.

> The Foreign Language Department will research additional ways to encourage enrollment in all of its programs (ASL, French, Italian and Spanish) in order to boost productivity and WSCH/FTEF. The Italian and Spanish programs will continue to offer culturally and linguistically-based opportunities outside of the format of a traditional class. These opportunities will be available for both the Las Positas College community and the surrounding community. Some examples might include the following: guest speakers, artistic and literary events, film festivals and community outreach to underrepresented populations.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)

29	14	4

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

> The SLOs have been inconsistently assessed in all four language programs. In some cases individual courses have never been assessed. The goal of the Foreign Language Department is to assess each course at least one time per academic year. This has been done in the Spanish Program for the last several semesters. Classes in ASL, French, Italian and Spanish taught by part-time instructors have not been assessed or have been assessed inconsistently.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
0	0	0

4. Analysis of SLO/SAO data for AY 2011-12.
   (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

   a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

   (This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > At the current time the Foreign Language Department does not have regular dialogue across the language programs. The Department Coordinator communicates with part-time instructors via email. Very occasionally, the Spanish instructors will meet. The coordinator meets with the part-time ASL faculty on an individual bases due to schedule constraints. Meetings with individual part-time French instructors are done face-to-face when possible. When not possible, these conversations take place by phone or through email exchanges. Evidence of dialogue can be found in emails sent to part-time instructors from the full-time instructor.

   b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

   (Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

   > The assessment results, when available, aid the Foreign Language Department in detecting

the disconnects that occur when one course SLO is used to measure a level of language that is taught by two or three different instructors who each have slightly different goals. For example, in the Spanish program one of the SLOs measures a student's ability to write a well-rounded present tense paragraph in Spanish. This assessment is only helpful if all instructors teaching the same course make it their goal to focus on writing. This is currently not the case. It is also apparent that overseeing part-time instructors and the SLOs to make sure everyone complies with the assessment plan is a huge and time-consuming task. Just putting the written SLOs in place took the department several semesters to accomplish.

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Due to the fact that courses have never been assessed or have been assessed inconsistently, it is inaccurate to use the current assessment results as an avenue to support resource requests. In addition, in some cases the SLOs for individual courses were changed so no clear pattern of data is available.

d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

The Foreign Language Department hopes to assess the courses in Spanish (taught by full-time instructor) twice a year to provide consistency in data reporting. The goal for the ASL, French and Italian Programs will be to have part-time instructors assess their courses at least one time per academic year. The same goal will be expected of the part-time instructors in the Spanish Program.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

The coordinator of the Foreign Language Department reviews data for each of the four programs several times a year. The data are reviewed through the Enrollment Management process, Program Review and printouts that indicate program efficiency and department efficiency, including enrollment at census and WSCH/FTEF. Important pieces of this information are communicated to the part-time instructors through email on an as needed basis. Individual instructors in the ASL, French, and Italian programs are also consulted about changes to their programs. The coordinator currently makes the decisions

> for the Spanish Program.

b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

> The Department learned that SLOs can only be successfully measured across a course if the individuals teaching the course share common goals for student achievement. For the next cycle of SLO assessments the goal of the department is to clearly communicate to needs of the individual programs and how the SLOs for each program need to reflect what is taught in class in both breadth and depth.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> The student data for ASL, French, Italian and Spanish show that Spanish is the most productive course followed by ASL. French and Italian tend to have the same productivity with occasional semesters where French is more productive or Italian is more productive. Spanish has the largest number of course offerings per semester. ASL offerings differ depending on semester, but a typical pattern of offerings might include three to four courses. French and Italian tend to have two sections offered each semester (two 1A classes or one1 1A class and one 1B class). Every third or fourth semester one combined French 2A/2B class is offered to allow French students to finish the French sequence. The 2A/2B class is very small. For the past several semesters the course offerings between French 1A and 1B have been alternated in an effort to insure a "critical mass" of students who will enroll in French 2A/2B. The pattern is to offer two French 1A classes in the fall to create a large number of students to continue on to French 1B. In the spring semester one French 1A class is offered and one French 1B class is offered to allow the students who took French 1A in the fall to continue on with French 1B. This pattern is repeated over several semesters so that a larger pool of French students will be ready to enroll in the combined French 2A/2B class. This situation does not exist in ASL or Spanish. Currently the Italian Program does not offer a 2A/2B level. The semester offerings are patterned so that in the fall semester two Italian 1A classes are offered, and in the spring one section or Italian 1A and one section of Italian 1B are offered. This helps to boost the number of enrollments in the 1B course. Through data it has been determined that the day classes have a better fill rate than the evening classes, but it is the goal of the Foreign Language Department to ensure that both day and evening students have access to the classes they need.

2. Enrollment Management **(Instructional programs only)**

a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

> The total number of FTEF allotted to the Foreign Language Department was 8.21. This number was divided in the following way: ASL: 0.80 FTEF in fall, 0.60 FTEF in spring and 0.20 in summer, French: 0.67 in fall and spring, Italian: 0.67 in both fall and spring, Spanish 1.67 in fall, 1.93 in spring and .33 in summer.

b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

> The total number of FTEF allotted to the Foreign Language Department was 8.61. This number was divided in the following way: ASL: 0.80 FTEF fall and spring, French: 0.87 FTEF fall and 0.40 FTEF spring, Italian: 0.67 FTEF fall and spring, and Spanish 2.20 FTEF both fall and spring. The FTEF for this academic year was increased by 0.40.

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

> It is anticipated that for the 2014-15 academic year the Foreign Language Department will offer the combined Spanish 2A/2B class in the Fall and in the Spring. This class was cut several years ago and is currently only offered in the Spring. The Department would also like to re-instate the second section of Spanish 1B that was cut several years ago to provide both day and evening students with access to the second semester of the program. Currently there is only one Spanish 1B class that is offered on a rotating basis in the morning and in the evening. As the Travel/Study program grows in the Spanish Program, it is anticipated that a one or two unit study/travel course will be offered each semester for students who travel to Spanish-speaking countries with their instructor. The French Program plans to offer the combined French 2A/2B course which is only offered every three to four semesters. Between those semesters the elementary and beginning French courses are offered in a pattern of two French 1A classes one semester and one French 1A and one French 1B class the second semester. This plan was initiated several semesters ago to build a "critical mass" for the combined French 2A/2B course. Enrollment in this course is very low even with this pattern of offerings. In the ASL Program it is anticipated that the offerings will be three ASL 1A classes per semester, one ASL 1B class per semester and one ASL 2A or 2B course per semester on a rotating basis. The Italian Program will continue to offer two Italian 1A courses in the fall and one Italian 1A and one Italian 1B course in the spring.

E. Human Resources (in AY 2011-12)
1. Please complete the following table.

(Enrollment Management data is posted on the IR website:
(http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
8.61	1	I don't understand.

*   If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

**   If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	0	N/A	N/A	N/A
	0	N/A	N/A	N/A
	0	N/A	N/A	N/A
regular hourly classified staff**	0	N/A	N/A	N/A
student assistants	0	N/A	N/A	N/A

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

**   regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

    YES X   NO ☐

    If No, briefly describe. Provide any data which support these needs.

N/A

3. Are there Staff Development needs for the academic year 2014-15?

    YES X   NO ☐

    If yes, elaborate. Provide any data which support these needs.

The data show that there is not enough communication among members of the Foreign Language Department at this time. Efforts have been made in the past to meet with all

part-time faculty by language program, but the effort not very successful. The Italian Program meets with the Program Coordinator three to four times a year. The Spanish Program has three instructors, one full-time and two part-time. Most communication is done through email. Response to these communications is slow and inconsistent. Communication with the ASL Program is done both via email and face-to-face. There are two part-time instructors in ASL. The program coordinator tends to meet with them at separate times because of their conflicting schedules. The Foreign Language Department has never gathered all four language programs to a common meeting. It is a goal for the Foreign Language Department to attempt a language-wide meeting in the next year.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

The Foreign Language Department needs a language laboratory. This laboratory will need to have 25 to 30 computer stations where language students can complete listening and speaking activities. The department also needs 5 voice recorders so that students in all level of French, Italian and Spanish can record themselves reading aloud and so that they can record interviews with other students. Finally, the Department needs three additional SMART Pens. These pens are used by DSPS students and other students who have difficultly taking notes during the lecture portion of a class.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES X   NO ☐

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

The Foreign Language Department needs three to four classrooms that are dedicated to language learning. These classrooms would house the needed books, dictionaries, maps and other necessary ancillaries used in language instruction. The department also needs a working budget to support the needs of the four language programs. The department does not currently have a yearly budget and has not had one in the past twelve years.

H. Financial Resources
1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES   NO X

If yes, please briefly describe amount and general uses.

> The Foreign Language Department has not had a budget for the past twelve years.

2. Are there any **new** financial needs for the academic year 2014-15?
   (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

   YES X   NO ☐

   If yes, briefly describe. Provide any data which support these needs.

   > The Department needs funds to support a language laboratory. It also needs financial support in order to prepare three to four linked classrooms for language teaching. This includes technology, maps, books and dictionaries. Finally the Department needs consistent funds so that it can have a yearly operating budget.

I. Other information pertinent to the program.
   In the space below, discuss any other information which is pertinent to the program. Examples include

   - Internal or external impacts on program
   - (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
   - Other internal or external data *(data not discussed above)*

   > It is important to articulate that the Foreign Language Department has suffered cuts throughout the past several semesters. Many of the cut classes have not yet been replaced. The Department has always been willing in the past to surrender a section when doing so has a positive effect for the greater good of the College. In this time of adding sections, it is now due time to replace the previously cut courses. Secondly, it is paramount that the Administration understand the way in which a multi-program Department like Foreign Language must function to provide students with access to the sequences they will need for transfer and degree completion. A student cannot decide to take ASL 1A and then sign up for Spanish 1B followed by French 2A. Students must continue to follow the sequence within the language program they have chosen. The Foreign Language Department oversees four very distinct programs, none of which can be combined to meet transfer and degree requirements, or for that matter, to follow the very important sequence involved in language acquisition. It is interesting to point out that ASL, Italian, French and Spanish are all listed as separate programs for data purposes, unlike, for example, English or Math. If one wants to read data reports about either of these programs, the individual classes are all listed under the umbrella heading "English" or "Math." Most people don't even know that ASL is part of the Foreign Language Department because it is listed separately in the College Catalogue.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
   (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

   > One goal has been achieved since the last program review update:
   > Evaluate and adopt a textbook program that includes a Smart tools for ASL, French, Italian and Spanish.

B **Summarize objectives not accomplished since the program review update (2012) and why not.**
   (Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

   > The following objectives were not accomplished since the last program review update: A. Establish a group of Foreign Language classrooms where class sets of books, audio-visual materials, maps and realia can be kept on a permanent basis.
   > B. Provide language students with a state-of-the-art language laboratory.
   > C. Offer a cutting-edge, well-rounded foreign language program in ASL, French, Italian and Spanish to our students and to the surrounding community.

C. **What are the objectives for the academic year 2014-15?**
   (Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

   > The objectives for the 2014-2015 academic year are:
   > A. Establish a group of Foreign Language classrooms where class sets of books, audio-visual materials, maps and realia can be kept on a permanent basis.
   > B. Provide language students with a state-of-the-art language laboratory.
   > C. Offer a cutting-edge, well-rounded foreign language program in ASL, French, Italian and Spanish to our students and the surrounding community.
   > D. Save, maintain, and expand the Italian Program.
   > E. Review and re-write course SLOs so that they are better-aligned with current curriculum trends.
   > F. Measure course SLOs at least one time per academic year.

D. **For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**
   (This brief summary should capture the effects on students and the program if the needs are met or unmet.)

   > 36T

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
The Foreign Language Department: ASL, Italian, French and Spanish	Arts, Letters and Social Science	Catherine Suárez

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	Procure FTEF to restore and maintain current programs	To provide students with proper access to language programs in sequence.	None at this time.		Through review of WSCH/FTEF each semester and retention rates	Financial	More FTEF for Spanish, French and Italian	CEMC DEMC
2	Budget for the Foreign Language Department	To be able to support the needs of the individual language programs	None at this time.		Student support for reading,writing, speaking and cultural literacy	Financial		Budget DBSG
3	Language Laboratory		None at this time.		Rate of improvement in speaking and listening comprehension of students Can be measured through testing.	Facilities/ supplies/ financial/	36T	
4	Release	Allow	None at this		Cooridnator	Financial	Release	DSBG

Name of Program	Division	Author(s)
The Foreign Language Department: ASL, Italian, French and Spanish	Arts, Letters and Social Science	Catherine Suárez

	time for coordinator	coordinator to devote needed and adequate time to Department needs.	time.		will be able to better make deadlines, do proper research to support the Department and its needs, attend committee meetings that are important to the future of Department.		time	
5	Group of classrooms identified for Foreign Language Department	To provide students with a learning environment that is supportive of language acquisition	None at this time.		Through the everyday interactions between instructors and students in a properly-prepared language-learning environment.	Financial Facilities Technology	Three to four linked classrooms with maps, books, dictionaries and technology	Facilities Technology Budget DBSG

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.