Program Review
For Cycle 2012-13 (2nd Year Group)

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<td>Data provided by Institutional Effectiveness and Academic Services</td>
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<td>Data Provided by HR</td>
<td>Data provided by Department Faculty</td>
<td>Department Plan</td>
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6. College Wide
Overall – How does this information fit with the College Wide Goals?

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and accreditation.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages). Each question includes the “Feedback Rubric Prompts” that will be used by the committee to read, reflect, and provide feedback on your Program Review; please use these to guide the formulation of your responses. Each program (curriculum guide) within your department requires a separate Program Review Document.

Program Review Questions

Name of Program being reviewed: FOREIGN LANGUAGES

1– 3. Enrollment, Achievement, and HR Data

Summarize and interpret the data for each of the first three above as they relate to your program.

Response:

1. Enrollment Patterns: Shows that our program is doing well overall.

2. Achievement Data: success, retention, and completion rates generally declined. We believe this is due to the fact that students in our classes are increasingly underprepared to handle transfer-level coursework.

Feedback Rubric Prompts:
How has the program explained their data for the columns 1-3 (enrollment, achievement, staffing)?

- Was the content concise yet sufficiently in depth?
- Was there sufficient detail to understand their point?
- Were the data effectively related to trends in student access and performance during the review cycle? If
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there were anomalies in the data, were they adequately explained?

Did the review explain how the staffing structure (including full-time to part-time ratio of faculty) has affected, positively or negatively, the program’s ability to fulfill its mission and goals?

4. SLOs

a) Summarize the collected program data

Response:
The Foreign Language Department is very pleased with the results from the 2-year assessment cycle just completed. The data show that all languages performed above expected outcomes. Our expectations were a 75% success rate (or a rubric of 3 or better out of 5): the Reading SLO was 100%, the Listening SLO was 92%, the Speaking SLO was 81%, and the Writing SLO was 89%.

Feedback Rubric Prompts:
> o How has the program explained their SLO data (class and program level)?
> o Were changes and responses made to the courses and/or program as a result of the data analysis?

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

Response:
Each semester we test a different SLO for all of the courses in the department. We established a standardized rubric for all languages and levels for the purposes of consistency. As we analyze the results, we are able to modify and improve as necessary. To date, the data demonstrate that our program is successful in the attainment of the four language skills being assessed according to the national ACTFL (American Council on the Teaching of Foreign Languages) standards.

- Summarize how the program has responded to SLO assessment results.

Response:
When necessary, we worked with the individual languages to ensure that we addressed their particular needs. This included revisiting the artifact and the instructions for the writing SLO in Japanese. We reevaluate the artifacts at the end of each cycle to see if it can be improved. The Department makes it a point to instill in the instructors the importance of teaching the four basic skills in language acquisition throughout the course. As a result we have witnessed more uniformity in the
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implementation of our goals. Instructors are given guidelines and supplementary materials to maximize the use of the text book and ancillary materials.

Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

Response:

The Foreign Language Department is fortunate in that we are able to measure the four basic skills required for language acquisition: Reading, listening, writing and speaking, which also transfer across the curriculum.

Feedback Rubric Prompts:
Do you feel that you have an understanding of how the program has used their SLO data for program improvement?

5. Goals

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

Response:

The responses from the SLOs have strengthened our emphasis on the four necessary skills for language acquisition and have validated our teaching methods. We have not changed our goals, but we have noticed more uniformity in the results.

In addition, and more important, this process has made us more aware of the specific needs (morning students vs. night, PCC students vs. LAC students, etc.) of our different student populations.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Response:

SEE ABOVE

c) Based on the new data collected (4), what are your plans for change in the future?

Response:

SEE ABOVE
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Feedback Rubric Prompts:  
Describe what appears to have contributed significantly to the program's plan development for the past three years.  
  o Do they have a vision?  
  o Have the data from questions 1-4 (of the program review template) informed their planning?

6. College Wide  
Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Response:  
The Foreign Language programs SLOs integrate, articulate, and complement the institutional goals and initiatives just by the nature of the discipline. Our mission is to prepare individuals to function, communicate and participate in all aspects of society. Foreign language courses enhance the social, political, historical and cultural knowledge of our students so that that they may succeed in the overall global community. Furthermore, it provides our students the tools to compete in the global job market, thereby empowering them to take charge of their lives, to maximize their potential, and to function independently and interdependently in any environment the student chooses.

The Foreign Languages Department plan, program review, resources and efforts seek to achieve two main goals: Professional development and student competency.

These goals align with the overall college institutional goals and initiatives. It is the main objective of the Foreign Language Department program to prepare students for transfer and obtain professional employment here in the United States or abroad.

Feedback Rubric Prompts:  
Do you have a clear idea of how their program supports institutional goals?  
  o Did they reference the institutional goals and mission?  
  o How does their Program Review give you a clear idea of how their program fits into the college mission?