

Long Beach City College - Program Review

Program Review 2015-16 - Foreign Languages

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PR 2A - Enrollment Data:

The enrollment data demonstrates that there has been a decline in enrollment due to cancellation of sections prompted by district-wide budget cuts. The Unduplicated Enrollment by Year data show that in 2012-2013 there were 3,198 students enrolled in all language courses; 2,942 students enrolled in 2013-2014; and 2,764 students in 2014-2015. These numbers reflect a decline of 434 students from 2012-2013 to 2014-2015. The decline in student enrollment is also prompted by the increase in employment opportunities. Furthermore, the Unduplicated Enrollment by Term data reflect a consistent pattern of slightly higher enrollment in the fall semester compared to the spring semester: fall 2012: 1,768 students; fall 2013: 1,599; and fall 2014: 1,429 compared to spring 2012: 1,708; spring 2014: 1,521; and spring 2014; 1,401.

Unduplicated Enrollment by Gender by Term indicates that there has been a slight decline in female enrollment. This decline in female enrollment is at 5% from fall 2012 (57%) to spring 2015 (52%), while during the same time period, a slight increase of 5% in male enrollment is observed: fall 2012: (43%) to spring 2015 (48%). After reflecting on this data, the trend for enrollment by male students is positive since most language classes generally enroll female students in greater number.

PR 2B - Achievement Data:

The Achievement Data across the board is pretty consistent in the three-year period observed. The Retention Rate in all foreign language courses is as follows: 2012-13: 80%; 2013-14: 78%; and 2014-15: 80%. The Success Rate in all foreign language courses is 2012-13: 60%; 2013-14: 58%; and 2014-15: 61%.

Furthermore, the Success and Retention Rate by Gender indicates that female students are slightly (by 1-2%) more successful than their male counterparts in foreign language courses. Retention Rate data, females: 2012-13: 80%; 2013-14: 79%; 2014-15: 81%. Retention Rate data, males: 2012-13: 79%; 2013-14: 78%; 2014-15: 79%. The College's Retention Rate for 2015 was 84%.

The Success Rate data, however, show a wider gap by gender: female: 2012-13: 62%; 2013-14: 61%; 2014-15: 64%. Success Rate data: male: 2012-13: 57%; 2013-14: 55%; 2014-15: 57%. The data show the greatest gap being 6% between male and female students for the Success Rate. The College's Success Rate for 2015 was 64%.

PR 2C - HR (Staffing) Data:

There are currently 8 full-time faculty members in the Department of Foreign Languages: Dr. Marie-Laure Hinton, Professor Rigo Ibarra, Professor Charlotte Jackson, Professor Francisca Mejía-López, Dr. Cynthia Quintero, Dr. Elsa Saucedo, Professor Yukiko Tsuboi, and Professor Ingrid Wollank. In addition to the full-time faculty, the Department of Foreign Languages has approximately 41 part-time instructors who teach a wide range of foreign language courses for the department.

The Department of Foreign Languages has an Instructional Associate, Mich Touch (100%) an Instructional Assistant, Dulce Martinez (49%), and an Administrative Assistant, Yolanda Fernandez (40%).

PR 3A - SLO - summary of collected program data:

The Foreign Language Department is pleased with the results from the 2-year SLO assessment process now in its 3rd cycle. Our expectations of a 75% success rate for Reading, Listening, Speaking, and Writing have been met, and in most cases, have been exceeded.

Here are the Foreign Language Program SLO Results of Assessment : 2014-2015:

1. DEMONSTRATE READING COMPREHENSION (results of assessment reported 12/31/2014)

Results: Results: 47% of students who finished the course answered all five questions correctly; 31% answered four questions correctly; 15% answered three correctly; 5% answered two correctly; 1% answered one correctly; 1% answered none correctly.

Key Findings: The data showed that 94% of students met reading proficiency (3 or more correct answers), which represents an

increase of 2% over the last evaluation. Sixty-four sections totaling 999 students were tested.
Conclusions: We will encourage instructors to continue the reading curriculum and pedagogy they are currently using.

2. DEMONSTRATE AURAL COMPREHENSION (results of assessment reported 6/8/2015)

Results: 46% of students who finished their course answered all five questions correctly; 34% answered four questions correctly; 14% answered three correctly; 4% answered two correctly; 2% answered one correctly; 1% answered none correctly.

Key Findings: The data showed that 93% of students met aural proficiency (3 or more correct answers). This exceeds our expectations of 75%. Forty-nine sections totaling 1315 students were tested.

Conclusions: We will encourage instructors to continue the aural curriculum and pedagogy they are currently using.

3. FORMULATE IDEAS ORALLY (results of assessment reported 12/31/2015)

Results: 47% of students who finished the course answered all five questions correctly; 28% answered four questions correctly; 18% answered three correctly; 06% answered two correctly; 1% answered one correctly; 0% answered none correctly.

Key Findings: The data showed that 93% of students met oral proficiency (3 or more correct answers), which represents an increase of 12% over the last evaluation. This meets our expectations of 75%. Fifty-two sections totaling 968 students were tested.

Conclusions: We will encourage instructors to continue the oral curriculum and pedagogy they are currently using.

4. FORMULATE WRITTEN IDEAS (results of assessment reported 5/30/2014)

Results: 25% of students who finished the course obtained a score of 5; 39% a score of 4; 23% a score of 3; 10% a score of 2; 3% a score of 1; 0% a score of 0.

Key Findings: The data showed that 87% of students met writing proficiency (a score of 3 or more). This exceeds our expectations of 75%. Fifty-six sections totaling 1060 students were tested.

Conclusions: We will encourage instructors to continue utilizing the curriculum and the pedagogy they are currently using in order to achieve results across languages and levels. However, we will modify the SLO scoring criteria in an effort to be more holistic in nature and in order to assist faculty in assessing the quality of writing.

*****SEE ATTACHMENT FOR:

OVERALL RESULTS OF ASSESSMENT FOR THE FOREIGN LANGUAGES DEPT. 2014-2015 (as of November 17, 2015)

PR 3B - SLO - uses in program improvement :

Now that the Foreign Language Department has a full-time professor of Japanese, both the rubric and the prompts have been modified to reflect the specific characteristics inherent in the language.

PR 3C - SLO - action/ change based on results:

The current results that we have reported demonstrate that we are successful in our program. However, we continue to refine the assessment process in order to more accurately assess student learning. Additionally, the department continues to make it a point to instill in instructors the importance of teaching all four basic skills in language acquisition throughout the course. With this in mind, we have reached out to adjunct instructors to ensure uniformity. The Foreign Language Department is in the process of establishing goals and expectations that must be reflected in course syllabi for more standardization.

PR 4A - Projects/ Strategies-development & change:

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

In addition, and more importantly, 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. For example, faculty in the department are aware of the language lab needs of both students and faculty at the PCC campus. Since there is no dedicated language lab space, students and faculty alike struggle to get the support they need while using the language lab. Furthermore, when students go to open lab

hours at the PCC campus, they are pretty much on their own regarding the language resources available to them. In contrast, at the LAC campus, students are able to enjoy much support in the Language Lab since it is staffed throughout the day and the evening.

PR 4B - Projects/ Strategies - results:

See above.

PR 4C - Projects/ Strategies - future plans:

See above.

PR 5 - Dept - how does it fit into big picture?:

The Foreign Language program SLOs integrate, articulate, and complement the institutional goals and initiatives in order to enhance student success and achieve equity. The mission of the Foreign Language Department is to prepare individuals to function, to communicate, and to 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, a program of study in foreign languages provides our students the tools to compete in the global job market, thereby empowering them to take charge of their lives, while maximizing their potential as they function independently and interdependently in any environment the student chooses.

The Department of Foreign Language's Department Plan, Program Review, its resources, and its efforts seek to achieve two main goals: professional development and student competency.

The goals outlined above align with the overall institutional goals and initiatives of the college. The main objective of the Foreign Language Department program is to prepare students for transfer and to equip them with the tools necessary to obtain professional employment in the United States or abroad.

Project/ Strategy and Resource Needed
