



Program Review

World Languages

2012-13

Instructors:

Sara Pierce

Nancy Barclay

Dean: Kurt Green

Table of Contents

Section 1 – Executive Summary	3
Section 2 – Introduction and Program History	4
Section 3 – Program Purpose or Program SLOs	13
Section 4 – Program Goals and Objectives	14
Section 5 – Final Budget Recommendations	27
Section 6 – Appendices of Past APR and AUP	28

Section 1: Executive Summary

The Program Review for the World Languages department (WLG) at Lake Tahoe Community College examined programmatic needs and challenges in regards to personnel, student enrollment, changing demographics and course offerings. Over the past six years, WLG has made progress in a number of areas. The success rate in departmental courses, for example, increased from 79.2 to 86 percent between 2006 and 2012. For distance education offerings, the improvement in course success rates was even higher—from 65.5 to 89.3 percent. During this same time period, moreover, the proportion of distance education course offerings increased significantly as a percentage of all departmental offerings. In 2006-2007, distance education courses represented 10% of the program's offerings; by 2011-2012, that percentage had increased to 27%. While there has been a very positive increase in successful completion rates, of concern is a drop of 15% in total department FTES from 2006-2007 to 2011-2012.

The past five years have also presented challenges that must be proactively addressed in the next several years in order to maintain a vibrant, learner-centered language program. First, the difficulties inherent in identifying, hiring and supporting qualified adjunct faculty will continue to challenge the World Languages department. The depth and breadth of WLG course offerings will be at risk if unable to hire excellent instructors that meet the minimum qualifications. An analysis of the program review data strongly suggests that the vitality of the WLG program has and will continue to rely heavily upon the presence of full-time instructors. Continued improvement in course success and retention rates, and desired gains in certificate and degree achievement, will require both a consistent full-time presence and a stronger, deeper pool of qualified adjunct faculty. Second, the build-out of distance education in WLG will continue. Over the last several years, an intentional effort to “take classes to an online environment” was highly successful, with distance education course offerings within WLG representing an increasing percentage of overall departmental FTES. Over the next six years, WLG will continue to expand online offerings and invest the time and energy necessary to determine and, if warranted, create an online degree in Spanish.

Lastly, WLG recognizes the changing student needs and inherent opportunities associated with the presence of the *Bijou Two-Way Spanish Immersion Program*. To prepare for the post-secondary transition and needs of these students, WLG will research/develop potential classes that feed from the “Bijou Two-Way Spanish Immersion” program. With the changing dynamics of our community and elementary education programs, WLG will investigate creative ways to meet the needs of our dynamic community at large. Toward this end, WLG will reexamine the creation and incorporation of field-based learning experiences such as Study Abroad back into its curricular offerings.

The WLG department recognizes the changes that have occurred over the past five years and looks to the future with a clear vision. It has never been more apparent that language learning proves to be more applicable than ever, for both transfer and career-technical students. By proactively addressing these emerging challenges, WLG will be in a position to maintain a comprehensive program that serves the evolving needs of our students and community for years to come.

Section 2: Introduction and Program History

The World Languages (WLG) department has historically been one of the largest departments at Lake Tahoe Community College (LTCC), with course offerings in Chinese, French, German, Italian, Japanese, Portuguese, Russian, Sign Language and Spanish. Responsive to student demand, the World Languages department varies its course offerings each quarter and strives to meet the needs of both transferring and career-technical students. High school students have additionally become a substantial portion of the WLD program's population. The department continues to promote the Spanish AA-T degree, AA degree and certificate.

The WLG program is dedicated to excellence in teaching, providing students with a non-stress, student-centered classroom environment. Providing quality instruction remains in the forefront of the mission and goals of the department. Believing continual improvement in teaching and learning is possible, lead departmental faculty work closely with adjuncts to provide support and mentoring, which leads to excellent instruction that puts students first. The WLG department supports two (2) full-time instructors and 10-15 adjuncts, depending on the quarter, most of which are "grandfathered in" and not subjected to the minimum qualification requirements of the college. Without a proactive response, the natural attrition of this cohort threatens the depth and breadth of the department's adjunct pool and, by extension, departmental course offerings.

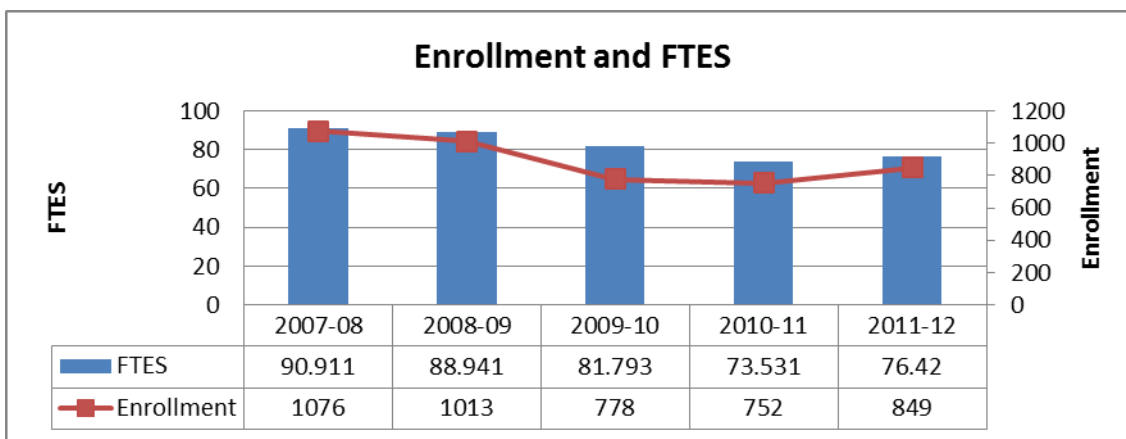
Over the past five (5) years, the WLG department has intentionally focused on building out its online course offerings to increase student access. During this build-out, departmental faculty emphasized maintaining a high-quality learning environment as they transitioned traditional face-to-face classes to the online setting. Due to the nature of learning a language online, different methodologies were attempted and courses were adjusted where necessary to ensure high-quality instruction and learning.

During this same time period, the WLG department lost a half-time instructional aide, and the International Education program was discontinued. These two losses have forced the department to streamline and re-focus its efforts. Without the opportunities for International Education, students lose this fundamental enrichment and have less diverse curricular ways to complete their AA degree and certificate. Additionally, The WLG department has encountered challenges in several other areas. In the past five years, the two full-time faculty members have both served as campus coordinators in different facets, thus limiting the full-time presence in the classroom. Nancy Barclay served as the Distance Education Coordinator for two years (from 2009 – 2011) with 6-units of release-time quarterly, and Sara Pierce serves as the SLO and Assessment Coordinator (2008 – current), given 4-units quarterly. We speculate that the lack of full-time presence in the classroom has adversely affected our enrollments and, by extension, degree and certificate completions.

As mentioned previously, the WLG department also struggles to find qualified adjunct faculty. Due to the minimum qualification requirements, the WLG department must actively continue to search for adjuncts with a Masters. This is no easy task.

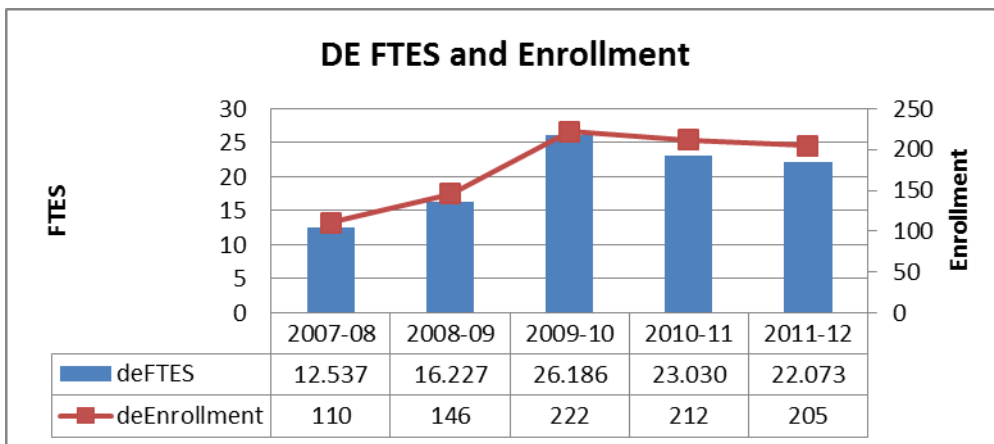
A review of program data suggests a number of trends. With regard to enrollment, the data points to a slow decline over the past five years. Departmental faculty speculate that a variety of factors contributed to this trend. Two major contributions, however, were the requests by College Administration to restrict course offerings to limit unfunded growth, and the lack of qualified adjuncts to teach higher-level language courses. (See Figure 1)

Figure 1



In response to this downward trend, over the last couple year the World Language Department created four classes in an online environment to better meet student demand. . A substantial portion of the department’s FTES is generated through distance education (DE). Due to this intentional roll-out, as of AY 2011-12, the WLG Department had the 5th largest DE presence at LTCC. (See Figure 2)

Figure 2



With both online and face-to-face environments, student success continues to remain vital. Each year, departmental faculty work diligently with their adjunct counterparts to improve course success and retention rates.

The data below is illustrative of the impact that a full-time faculty presence, and an intentional focus on quality, have on learning and success. The inverse relationship in success rates between DE and F2F (i.e., distance education course completion rates are higher than face-to-face) when considered against college wide data, seem counter-intuitive. However, the fact that only full-time faculty members have taught in this online setting, deliberately monitoring its success and quality, these data take on a whole new meaning. These data clearly illustrate the importance of full-time faculty presence within the WLG department (See Figure 3).

Figure 3

Academic Year	DE COMP %	F2F COMP %	Overall COMP %
2006-07	65.5%	79.1%	79.2%
2007-08	69.9%	76.9%	75.2%
2008-09	82.4%	76.9%	83.2%
2009-10	81.6%	83.6%	83.0%
2010-11	89.3%	84.9%	86.0%

Over the past five years, the Spanish degrees and certificates have seen a slow decline. This trend mirrors overall departmental enrollments. Through efforts to increase demand for WLG classes and improve access through the continued build-out of online language learning, the full-time faculty of the department hope to increase both the certificates and degree attainment in the future. (See Figure 4)

Figure 4

Academic Year	# of Awards	Award Type	Title
2007-08	11	AA Degree	World Languages - Spanish
	3	Certificate	World Languages - Spanish
2008-09	13	AA Degree	World Languages - Spanish
	1	Certificate	World Languages - Spanish
2009-10	8	AA Degree	World Languages - Spanish
	6	Certificate	World Languages - Spanish
2010-11	10	AA Degree	World Languages - Spanish
	0	Certificate	World Languages - Spanish
2011-12	6	AA Degree	World Languages - Spanish
	1	Certificate	World Languages - Spanish

Lastly, the department maintains over 100 courses of curriculum and has worked with the Curriculum Committee to inactivate and modify curriculum on a consistent basis. Overall, the department continues to work conscientiously to provide a comprehensive set of course offerings delivered face-to-face and in an online capacity.

World Languages Course Offerings 2008-2013

<u>Course</u>	<u>Quarter Offered</u>	<u>Sections</u>	<u>Enrollment</u>
Chinese	WIN 2012	1	C
French	FA 2008	1	20
	WIN 2009	1	13
	SPR 2009	1	15
	FA 2009	2	26
	WIN 2010	1	21
	SPR 2010	1	12
	FA 2010	1	30
	WIN 2011	1	23
	SPR 2011	1	11
	FA 2011	1	25
	WIN 2012	1	21
	SPR 2012	1	9
	FA 2012	1	16
WIN 2013	1	C	
German	FA 2008	1	30
	WIN 2009	1	19
	SPR 2009	2	34
	FA 2009	1	C
	FA 2010	1	C
	FA 2011	1	11
	WIN 2012	1	9
	SPR 2012	1	7
Italian	WIN 2009	1	34
	SPR 2009	1	C
	SPR 2013	1	36

<u>Course</u>	<u>Quarter Offered</u>	<u>Sections</u>	<u>Enrollments</u>
Japanese	FA 2008	1	22
	WIN 2009	1	17
	SPR 2009	1	15
	FA 2009	1	22
	WIN 2010	1	22
	SPR 2010	1	16
	FA 2010	1	33
	WIN 2011	1	19
	SPR 2011	1	13
	FA 2011	1	16
	WIN 2012	1	14
	SPR 2012	1	11
	FA 2012	1	16
	WIN 2013	1	11
SPR 2013	1	13	
Portuguese	FA 2008	1	22
	WIN 2009	1	13
	SPR 2009	1	10
	WIN 2012	1	17
	SPR 2012	1	C
	WIN 2013	1	C
Russian	FA 2008	1	C
Sign Language	FA 2008	2	28
	SPR 2009	2	27
	SPR 2010	2	30
	FA 2010	2	37
	WIN 2011	2	30
	SPR 2011	2	40
	FA 2011	2	33
	WIN 2012	2	47
	SPR 2012	2	33
	FA 2012	2	45
	WIN 2013	2	33
	SPR 2013	2	39

<u>Course</u>	<u>Quarter Offered</u>	<u>Sections</u>	<u>Enrollments</u>	
Spanish	FA 2008	34	152	International Ed.
	WIN 2009	38	202	International Ed.
	SPR 2009	11	172	
	FA 2009	7	156	
	WIN 2010	9	170	
	SPR 2010	10	161	
	FA 2010	7	133	
	WIN 2011	8	171	
	SPR 2011	11	160	
	FA 2011	8	168	
	WIN 2012	10	191	
	SPR 2012	10	144	
	FA 2012	8	134	
	WIN 2013	10	177	
	SPR 2013	11	155	

Analysis of Course Enrollment numbers for World Languages from fall 2008 through spring 2013:

Chinese has been offered once during winter 2012, and due to low enrollment, it was cancelled. Fifteen sections of French have been offered for a total enrollment of 242 students, or an average class size of 16 students. German has been offered 9 times, and of these nine offerings, 2 sections were cancelled for low enrollment. Of the sections that went, the average class size was 16 students for a total enrollment of 110 students. Italian has been offered three times and cancelled once. The two sections that did go were large with an average of 35 students per section for a total of 70 students. Japanese has enjoyed very consistent numbers and offerings: no class has been cancelled due to low enrollment. There have been 15 sections offered with a total enrollment of 260 students with an average class size of 17. Portuguese has been offered 7 times, but 3 sections have been cancelled. The four sections that did go averaged 16 students for a total enrollment of 62 students. Russian has been offered once in 2008, but it was cancelled. Sign Language has been very consistent and shows the potential for further development and growth. There have been 24 sections offered with no class cancellations. The average class size is 18 students for a total enrollment of 422 students. The Spanish Department has been the mainstay of the World Languages Program. There is an anomaly during fall 2008 and winter 2009 when LTCC still had an International Education Program in conjunction with Foothill/DeAnza. LTCC's Spanish Department provided the instructor for the Spanish portion of the program, so these two quarters were combined with the Spanish classes offered at LTCC and give a rather inflated section count. For these two quarters, there were 72 sections of Spanish offered with a total enrollment of 354 students for an average class size of 5 students. There were 120 sections offered from spring 2009 to spring 2013 with a total enrollment of 2092 students for an average class size of 17.

Analysis of Successful Course Completions and FTES for World Languages from 2006-2007 through 2011-2012:

<u>Academic Year</u>	<u>DE FTES</u>	<u>Completion</u>	<u>Face to Face FTES</u>	<u>Completion</u>
2006-2007	9.669	80.2%	94.816	83.2%
2007-2008	12.537	65.5%	85.441	80.8%
2008-2009	16.227	69.9%	84.939	78.1%
2009-2010	26.186	82.4%	81.793	83.5%
2010-2011	23.030	81.6%	73.531	83.5%
2011-2012	22.073	89.3%	80.287	84.1%

This data confirms the phenomenal growth of distance education in the Spanish Department of the World Languages Program. In 2006-2007, distance education accounted for only 10% of the total WLG FTES; by 2011-2012 this had grown to 27% of the total. Along with this growth, there has been departmental focus on improving Successful Course Completion Rates, especially in distance education. During the 2008-2009 and 2009-2010 academic years, one of the Spanish instructors served as the distance education coordinator, and her efforts in creating a strong 1st week experience of teacher/student interaction, the use of video clips, and modeling best practices reflect this 15%-20% change in successful completions.

A program recommendation is to develop or solicit online instructors for the other languages offered by the World Languages Program.

Section 3: Program Purpose or Program SLOs

The WLG department has created two sets of Program-Level Student Learning Outcomes (SLOs). The Program-level SLOs differ from the degree and certificate SLOs.

The Program-Level Student Learning Outcomes include:

1. Demonstrate awareness, cultural sensitivity and appreciation of different cultures, traditions, and languages.
2. Create simple questions and statements from the beginning-elementary level to the intermediate-high level in languages other than English.
3. Recognize and internalize the importance of communicating in multiple languages in a global society.

The WLG degree and certificate SLOs include:

1. Communicate effectively in the four modalities of listening, reading, writing and speaking in the indicative and subjunctive tenses with reference to the past, present and future.
2. Demonstrate appreciation, understanding and awareness of different Spanish-speaking cultures, peoples, values and traditions.
3. Recognize and internalize the importance of being able to communicate with native Spanish speakers in social, educational and business settings.

To date, the department is satisfied with the Program-level assessment data. The goal will be to maintain and improve these results in the future through our ongoing improvement efforts. Tracking these results will be facilitated by maintaining successful individual course assessment results.

	Mastery	Some Understanding	No Understanding
Program SLO 1	79.35%	17.76%	2.88%
Program SLO 2	62.03%	31.79%	6.14%
Program SLO 3	76.7%	20.7%	2.6%

The WLG department has taken efforts to analyze these data. Please note, the 6.14% that is represented in the *No understanding* category was an error of the instructor in reporting her data. In the future, we will take more efforts to instruct adjuncts how to appropriately report their assessment data. Program SLO 2 is the weakest area and will continue to be the focus of improvement efforts.

Section 4: Program Goals and Objectives

The WLG Program Goals and Objectives all adhere to providing excellent instruction for WLG courses. Our department aims at offering a quality Distance Education program accompanied by a varied, diverse, multilingual face-to-face array of course offerings. Below are the Comprehensive Program Goals for the next 5 years. Yearly goals are presented on an annual basis through the AUP process.

In addition, during the next 5 years, the World Languages Program will examine the viability of reinstating the International Education Program. The WLG Program views International Education as a crucial component of a comprehensive program that offers students a contextualized learning opportunity to further their language studies.

In light of the changes, trends, and challenges highlighted in Section 2 of this report, the following goals and objectives will be established over the next five years. These CPR goals are aligned with the Strategic Plan of the college and identify resource requests that will be necessary in upcoming Annual Unit Planning (AUP) processes. *See Footnotes for the information necessary to complete this section.*

CPR Objective: 1 of 6		
Maintain a comprehensive language program.		
Representative Activities	Responsible Individual(s) and/or Department(s)	Timeline for Completion
a. Increase the depth and breadth of the department's adjunct instructor pool.	WLG Department Human Resources	Ongoing
b. Provide professional development opportunities.	WLG Department	Ongoing
c. Market the Associates Program to department adjuncts.	WLG Department	Ongoing
d. Increase outreach involvement with ESL and the FRC.	ESL faculty FRC staff	Fall 2013
e. Create and sustain collaborative learning opportunities	WLG Department	Winter 2014
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
To provide a comprehensive program of study in World Languages through the development and offering of various languages.	N/A	N/A
Resource and Budget Implications	Estimated Funding Required	Timeline
Additional cost to the general fund.	Unknown	Ongoing

CPR Objective: 1 of 6 – STRATEGIC ISSUES		
Strategic Issue #1	Strategic Goal #1	Strategic Objectives
Student Access: To maximize college accessibility, particularly for those in the community who have been historically underserved and underrepresented in higher education.	Early College Awareness, Preparation, and Readiness	1.1 Strengthen the Secondary to Post-Secondary Education Pipeline 1.2 Focus and sustain outreach and recruitment efforts involving underrepresented and underserved groups
Strategic Issue #1	Strategic Goal #2	Strategic Objectives
Student Access: To maximize college accessibility, particularly for those in the community who have been historically underserved and underrepresented in higher education.	Start Right	2.1 Create a welcoming, inclusive environment, beginning with prospective students' first contact with the college 2.2 Ensure newly entering students have the information, resources and tools to be successful prior to the first day of class

CPR Objective: 2 of 6		
Strategically develop the WLG Department's online capacity.		
Representative Activities	Responsible Individual(s) and/or Department(s)	Timeline for Completion
a. Create an online degree in Spanish.	Sara Pierce and Nancy Barclay	Fall 2013 - 2014
b. Offer online courses in different languages.	WLG Department	Fall 2014
c. Build out an online French program to replace cancelled high school program.	WLG Department	Fall 2014
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
To provide additional online language sequences.	By 2018, there will be at least two additional languages offered online	
Resource and Budget Implications	Estimated Funding Required	Timeline
None.	None.	N/A

CPR Objective: 2 of 6 – STRATEGIC ISSUES		
Strategic Issue #1	Strategic Goal #1	Objective
Student Access: To maximize college accessibility, particularly for those in the community who have been historically underserved and underrepresented in higher education.	Early College Awareness, Preparation, and Readiness	1.1 Strengthen the Secondary to Post-Secondary Education Pipeline
Strategic Issue #1	Strategic Goal #2	Strategic Objectives
Student Access: To maximize college accessibility, particularly for those in the community who have been historically underserved and underrepresented in higher education.	Start Right	2.1 Create a welcoming, inclusive environment, beginning with prospective students' first contact with the college 2.2 Ensure newly entering students have the information, resources and tools to be successful prior to the first day of class
Strategic Issue #2	Strategic Goal #3	Strategic Objectives
Student Learning, Success, and Achievement: to support students' Learning, success, and the timely completion of their educational goals	Clear Expectations and Strong Support	3.1 Establish early, clear expectations for students' performance while providing the support necessary for their success.

CPR Objective: 3 of 6		
Improve course completion rates.		
Representative Activities	Responsible Individual(s) and/or Department(s)	Timeline for Completion
a. Encourage WLG faculty to take the Excellence in Teaching Workshop.	WLG Department	Winter 2014
b. Departmental training for adjuncts.	Nancy Barclay and Sara Pierce	Fall 2013
c. Analyze course offering patterns and data.	Nancy Barclay and Sara Pierce	Fall 2014
d. Revision of course materials with a focus on "readiness."	Nancy Barclay and Sara Pierce	Fall 2014
e. Train in teaching strategies.		
f. Establish the "early alert program" for all courses.		
g. Create "common" online course shells		
Expected Outcomes	Measures (if quantitative)	Baseline (if quantitative)
Improved course completion ratio	90%	86%
Resource and Budget Implications	Estimated Funding Required	Timeline

CPR Objective: 3 of 6 – STRATEGIC ISSUES		
Strategic Issue #2	Strategic Goal #3	Objective
Student Learning, Success, and Achievement: to support students' Learning, success, and the timely completion of their educational goals	Clear Expectations and Strong Support	<p>3.1 Establish early, clear expectations for students' performance while providing the support necessary for their success</p> <p>3.2 Identify, and intervene early with students who are experiencing barriers to learning and success.</p>
Strategic Issue #2	Strategic Goal #5	Objective
Student Learning, Success, and Achievement: to support students' Learning, success, and the timely completion of their educational goals	Clear and Effective Pathways Toward Education	5.1 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals

CPR Objective: 4 of 6		
Maintain a meaningful SLO assessment process.		
Representative Activities	Responsible Individual(s) and/or Department(s)	Timeline for
a. Train adjuncts in the SLO Assessment Process	Sara Pierce	Ongoing
b. Review assessment results during department meetings and revise when necessary	Sara Pierce	Ongoing
c. Improve quality of assessment data	Sara Pierce	Ongoing
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Authentic assessment	Updated TracDat Reports	Reassessment of Spanish Department data
Resource and Budget Implications	Estimated Funding Required	Timeline
N/A	N/A	N/A

CPR Objective: 4 of 6 – STRATEGIC ISSUES

Strategic Issue #2	Strategic Goal # 3	Objective
Student Learning, Success and Achievement	Clear Expectations and Support	3.2 Identify, and intervene early with students who are experiencing barriers to learning and success.
Strategic Issue #2	Strategic Goal # 5	Objective
Student Learning, Success and Achievement	Clear and Effective Pathways Toward Completion	5.1 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals

CPR Objective: 5 of 6		
Augment the “Bijou Two-Way Spanish Immersion” program.		
Representative Activities	Responsible Individual(s) and/or Department(s)	Timeline for Completion
a. Create seamless curricular connections and transitions.	WLG Department	AY 2014
b. Create new courses including a Spanish Literature sequence	WLG Department	Ongoing
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Provide expanded learning opportunities in Spanish.		
Resource and Budget Implications	Estimated Funding Required	Timeline
	Unknown	Ongoing

CPR Objective: 5 of 6 – STRATEGIC ISSUES

Strategic Issue #2	Strategic Goal #4	Objective
Student Learning Success and Achievement	Connecting and Direction	4.1 Promote the development of supportive student relationships/interactions with peers, faculty, and staff 4.2 Ensure all students develop and understand the steps necessary to achieve their educational goals
Strategic Issue #2	Strategic Goal #5	Objective
Student Learning Success and Achievement	Clear and Effective Pathways Toward Completion	5.1 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals 5.2 Facilitate students' early participation in and progress through foundational course sequences culminating in the successful completion of gateway English and Mathematics courses

CPR Objective: 6 of 6		
Research the viability of reinstating the International Education program.	WLG Department	Ongoing
Representative Activities	Responsible Individual(s) and/or Department(s)	Timeline for Completion
a. Advertise program through the Office of College Advancement and Community Engagement		Ongoing
b. Promote the world Languages Club		Ongoing
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Resource and Budget Implications	Estimated Funding Required	Timeline
Marketing materials; indirect costs associated with Director of CACE involvement	Unknown	Ongoing

CPR Objective: 6 of 6 – STRATEGIC ISSUES		
Strategic Issue #4	Strategic Goal #8	Objective
College Sustainability: To ensure college financial, human, technology and facilities resources are sufficient to meet the evolving educational needs of the community.	Fiscal Stability, Resilience, and Vitality	8.1 Ensure Efficient and effective use of available resources 8.2 Diversify and enhance revenue streams
Strategic Issue #4	Strategic Goal #9	Objective
College Sustainability: To ensure college financial, human, technology and facilities resources are sufficient to meet the evolving educational needs of the community.	Vibrant Learning Spaces	9.1 Establish a robust technology infrastructure and support that reflects proactively the evolving needs of students, faculty, and staff 9.2 Maintain healthy, vibrant, and resilient physical spaces and systems
Strategic Issue #4	Strategic Goal #10	Objective
College Sustainability: To ensure college financial, human, technology and facilities resources are sufficient to meet the evolving educational needs of the community.	A Dynamic Workforce	10.1 Develop the professional skills, abilities, and talents of faculty, staff, and administrators on a continual basis 10.2 Improve systems of communication, governance, and recognition to enhance individuals' professional commitment, contributions, and satisfaction

Section 5: Final Budget Recommendations

Currently there are no human resource needs to replace instructors. Be it noted that two (2) fulltime faculty are essential to the vitality to this program. If a vacancy arises, it is imperative to replace this position. Additionally, continue to search for qualified adjuncts. No facility needs required at this time.

No technology needs required at this time.

One of the major challenges facing the World Languages Program revolves around faculty: hiring and training qualified adjunct instructors. The budget implications include advertising for adjuncts and the follow-up training associated with putting the best faculty into the classroom, whether in a face to face or an online environment.

Technology is a very important factor in moving the World Language Program forward. There are resource needs associated with moving to an online Spanish degree as well as establishing an online French sequence to serve the need of high school students who have been left without an alternative to continue their studies in French.

The World Language Program will investigate personnel needs and other challenges necessary to reinstate an International Education program. The costs of this investigation and implementation are yet to be determined.

Section 6: Appendices of Past APR and AUP

Attached on the following pages are the past Annual Program Review updates and Annual Unit Plans for the World Languages Department from the previous program review cycle.

ANNUAL PROGRAM REVIEW (APR) - WORKSHEET

Instructions: Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments and answer the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT

Review the aggregated Program SLO assessment data.

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
Program SLO 1	79.35	17.76	2.88
Program SLO 2	62.03	31.79	6.14
Program SLO 3	76.70	20.70	2.6
Program SLO 4			
Program SLO 5			

What do these results mean to you?

It means that we are assessing and that are students are learning. We looked at the individual assessment forms submitted by our adjuncts to see why students were in the no understanding column. It turned out that instructors were including the students who were absent the day of the assessment.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

Yes!

3. What conclusions do you draw from these results?

We are communicating well with our department and our instructors are assessing often.

Now review the Course SLO assessment data provided for each Program SLO.

4. Does any particular course assessment stand out? Why? No, we are all on track.

Department/Program: _WL_____ Division: __HUM_____ Academic Year (AY): __2012-13_____

5. What conclusions do you draw from these results?
We would like funding to pay our adjuncts to attend our annual meeting where we discuss SLOs.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?
We are doing a good job of measuring the components of reading, writing, listening, speaking, and cultural content in our classes and adjusting as necessary. No major changes are required. We will keep doing the great job as always.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?
We will continue the discussions at our annual department meeting.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? **YES**
Have all program-level SLOs been identified and submitted to the SLO Committee? **YES**
Have all course-level SLOs been mapped to program-level SLOs? **YES**
Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? **YES**

Annual Program Review

1. Based on the data provided, and other information, describe the current status of your Department/Program.
FRE: enrollment decrease a bit.
Completion rates overall look good.
SNL: healthy FTES enrollments are strong and good completion rates
SPA: Distance Ed, more overall FTES in Spanish, SPA FTE went up 4.2!

2. Please explain any significant changes in the Department/Program over the past year.
Less AA degrees and certificates were awarded.

3. Please briefly explain any significant changes expected in the upcoming academic year.
Fulltime instructor (Pierce) will be out fall quarter on maternity leave. We notice a decrease in enrollment and retention when the fulltime instructors are not in the classroom.

ANNUAL PROGRAM REVIEW/UNIT PLAN

In the Table below, describe the “Actions” that your department plans to take during the 2012-13 academic year. These actions should be in response to the outcomes of your *Annual Program Review Update* and/or align with one or more of your *Program Review Goals, Objectives and/or Recommendations*. Further, each planned action must connect to one or more of the *Goals & Objectives* in the College’s Strategic Plan. Lastly, all actions that require additional resources must contain a description and cost estimate. Once all actions and any corresponding resource needs have been identified, each action must be ranked in priority order by the department.

Strategic Goal / Objective	Program Review Goal/Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. n of \sum^n)
5.1	2.e	WLD-1	Complete the course-to-program mapping of SLOs.	-All course-level SLOs in the department are mapped to program-level SLOs. -SLO mapping submitted to the SLO Committee	OT	N/A	N/A	5 of 6
3.1	2.a 2.b	WLD-2	Continue to purchase instructional materials and supplies for our department. Total adjuncts for year: 11!	Continue to offer excellent instruction for student success.	OT	\$700.00	On-going	4 of 6

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. n of \sum^n)
5.1	1.b 1.c 7.a – 7.f	WLD-3	Revive the study abroad program and the partnership with Spanish language schools.	-Students will be able to enhance their language skills and connect with Spanish-speaking peoples. -The study abroad experience will apply to the AA degree in Spanish. -Students would receive a diverse study experience	OT	N/A The instructor would do the ground work	On-going	3 of 6
9.1	2.b 2.g	WLD-4	Purchase a color printer for our office use.	Create colored overhead transparencies for instruction. Using color with vocabulary and grammar instruction enhances learning. Create our own overheads for classes and the department.	IT	\$200.00	OTO	1 of 6
9.1	2.b 2.g	WLD-5	Purchase color ink cartridges	Create colored overhead transparencies	IT	\$300	On-going	2 of 6
6.1	8.a	WLD - 6	Create, support and maintain a new club at LTCC – the ASL (American Sign Language) club	Increase the presence and visibility of college, foster student interaction outside of campus.	OT	Stipend as advisor for club	On-going	6 of 6