Foreign Languages Program Review

2011-2012

1. Program Description

A. Description

The foreign language courses prepare students with communication skills in a second language and provide an understanding of the respective cultures of the target language. All of the foreign language courses provide instruction to develop proficiency skills in aural comprehension, speaking, reading, and writing. The beginning level courses introduce basic grammar, vocabulary, communicative functions, and culture. The intermediate level courses continue development of proficiency skills through discussion of films, periodicals, and literary works to increase vocabulary, cultural awareness, and knowledge of linguistic variations.
(American Sign Language is presented in a separate Program Review file)

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Listen and comprehend a passage in the target language in a variety of contexts and formats
2. Write clearly and accurately in a variety of contexts and formats in the target language
3. Read and comprehend a passage in the target language from a variety of contexts and formats
4. Speak clearly and accurately in both formal and informal settings in the target language

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

Foreign Language program does not currently have a certificate of achievement.

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

Admission into Spanish 02, 03, and 04 is determined by the fulfillment of prerequisites.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

- The Spanish program has introduced hybrid courses into its curriculum to increase student accessibility.

- Program instructors incorporate online and computer assisted resources such as online workbooks, textbooks, audio-video components, self correcting activities providing instant feedback to students.
- 57% of foreign language courses are taught by full-time faculty who has a combined total of more than 50 years of teaching experience.
- The foreign language department boasts a highly qualified, competent, and experienced adjunct faculty.
- Faculty in the foreign language use both formative and summative assessment techniques on a consistent basis.
- The foreign language faculty has a collaborative relation with the Tutoring Center and its foreign language tutors.
- The German student club hosted several cultural events such as a European breakfast, a series of movie nights, and attended the Oktoberfest.
- The foreign language department hosted a series of movie nights in collaboration with the local high school language clubs.
- All of the foreign language courses in our program are transferrable to the CSU and UC systems.

K. Organizational Structure

President: Robin Calote
Executive Vice President: Ramiro Sanchez
Dean: Tim Harrison
Department Chair: Tania DeClerck

Instructors and Staff

Name	**DeClerck, Tania (Dept. Chair)**
Classification	Assistant Professor
Year Hired	2008
Years of Work-Related Experience	11 years
Degrees/Credentials	B.A., M.A.

Name	**Sandford, Arthur J.**
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	26 years
Degrees/Credentials	B.A., M.A. ,Ph.D.

Name	**Somoza, Ben**
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	17 years
Degrees/Credentials	B.A., M.A.

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Listen and comprehend a passage in the target language in a variety of contexts and formats
2. Write clearly and accurately in a variety of contexts and formats in the target language
3. Read and comprehend a passage in the target language from a variety of contexts and formats
4. Speak clearly and accurately in both formal and informal settings in the target language

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** is this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4
FREN V01	M	P	P	P
FREN V02	M	P	P	P
FREN V03	M	M	M	M
FREN V04	M	M	M	M
FREN V51A	M			P
FREN V51B	M			P
FREN V51C	M			P
FREN V80				
FREN V88				
FREN V89				
FREN V90				
GERM V01	M	P	P	P
GERM V02	M	P	P	P
GERM V03	M	M	M	M
GERM V04	M	M	M	M
GERM V51A	M			P
GERM V51B	M			P
GERM V51C	M			P
GERM V80				
GERM V88				
GERM V89				
GERM V90				
ITAL V01	M	P	P	P
ITAL V02	M	P	P	P
ITAL V03	M	M	M	M
ITAL V04	M	M	M	M
ITAL V51A	M			P
ITAL V51B	M			P
ITAL V80				
JAPN V01	M	P	P	P
JAPN V02	M	P	P	P

JAPN V51A	M			P
JAPN V51B	M			P
JAPN V80				
SPAN V01	M	P	P	P
SPAN V02	M	P	P	P
SPAN V03	M	M	M	M
SPAN V3S	M	M	M	M
SPAN V04	M	M	M	M
SPAN V04S	M	M	M	M
SPAN V20	M	M	M	P
SPAN V51A	M			P
SPAN V51B	M			P
SPAN V70				
SPAN V72				
SPAN V75				
SPAN V79				
SPAN V80				
SPAN V88				
SPAN V89				
SPAN V90				

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3. Operating Information

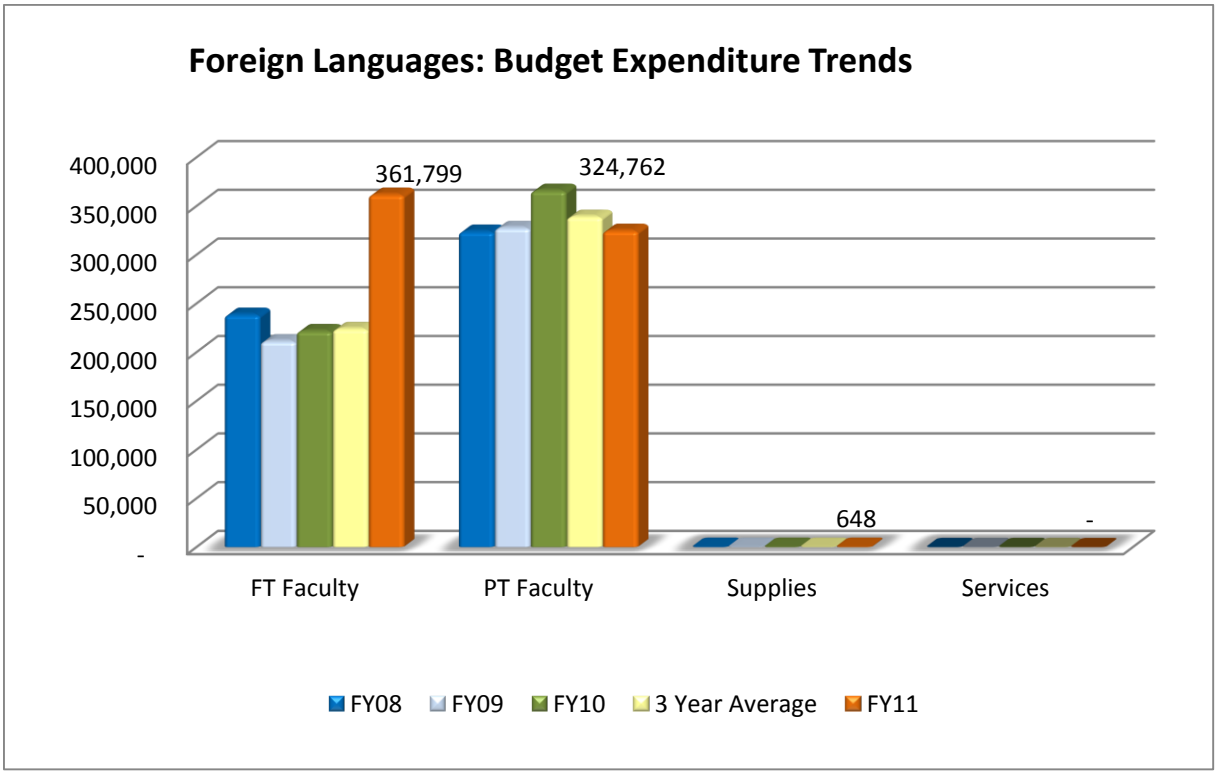
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	238,644	211,395	221,810	223,950	361,799	62%	12%
2	PT Faculty	323,835	327,646	365,814	339,098	324,762	-4%	-10%
7	Supplies	626	681	609	639	648	1%	24%
8	Services	100	200	200	167	-	-100%	-17%
	Total	**563,205**	**539,922**	**588,433**	**563,853**	**687,209**	**22%**	**0%**

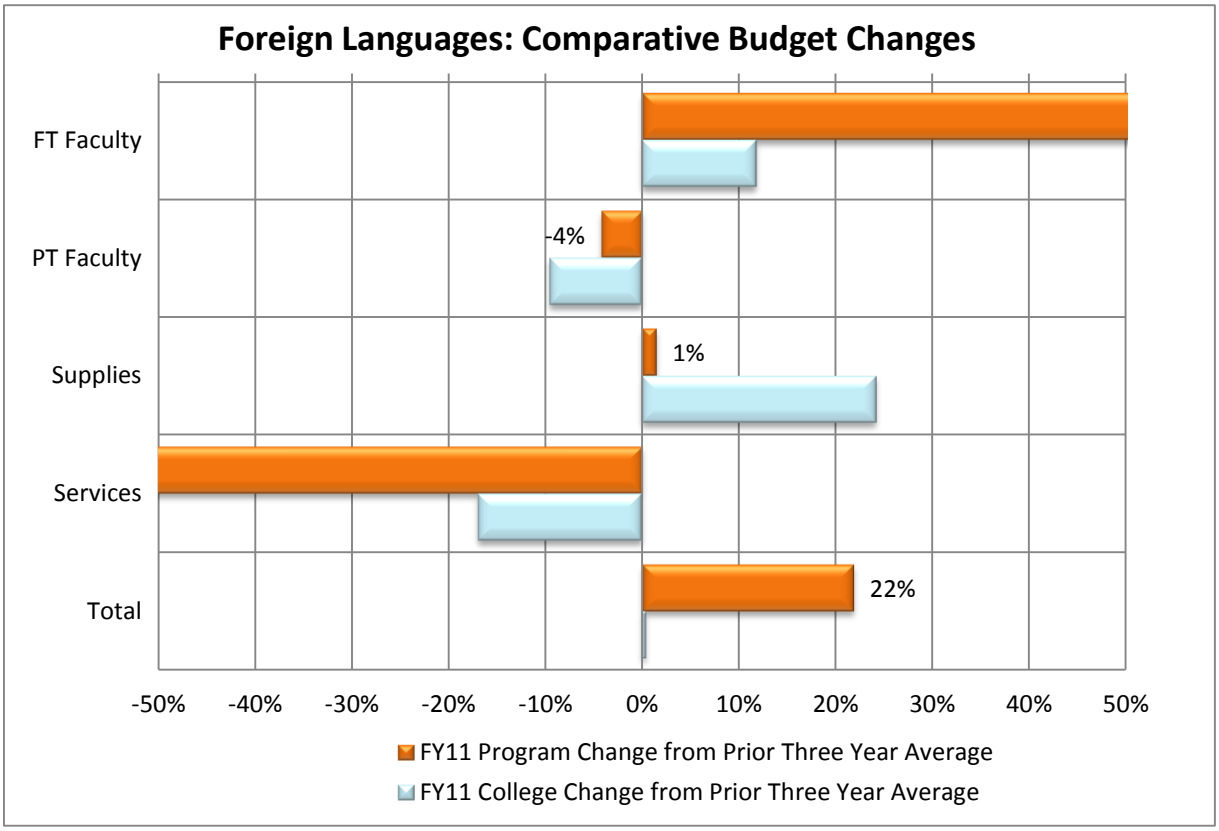
A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.



A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The analysis of foreign language data shows that in fiscal year 11 there was an increase by 62%. This is a result of one full-time faculty member returning to the department due to being reassigned from a non-teaching position.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment inventory in the Banner Assets system								

B2: Interpretation of the Program Inventory Information

The foreign language department has no inventory.

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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C2A: Productivity Summary Table

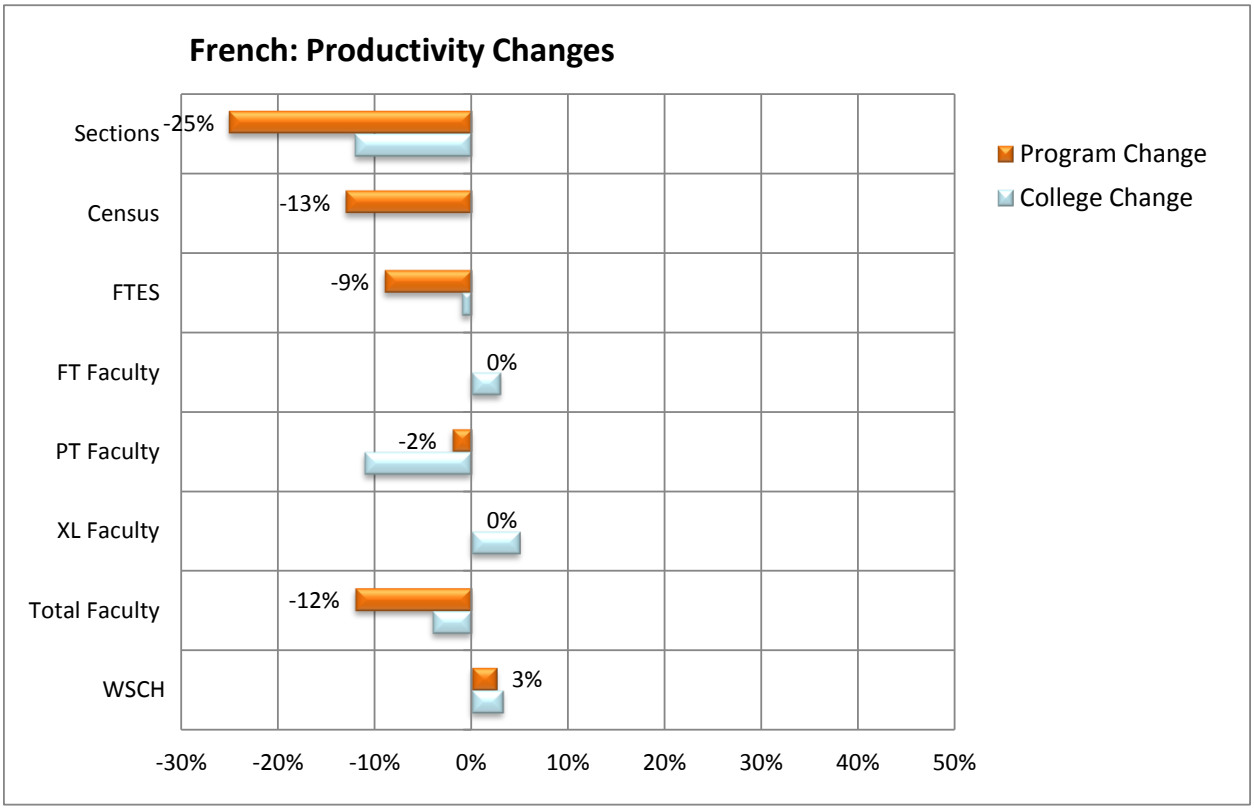
This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

French

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	4	5	3	4	3	-25%	-12%
Census	123	130	122	125	109	-13%	0%
FTES	19	20	20	20	18	-9%	-1%
FT Faculty	-	0.17	-	0.06	-	0%	3%
PT Faculty	0.60	0.43	0.50	0.51	0.50	-2%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	0.60	0.60	0.50	0.57	0.50	-12%	-4%
WSCH	475	500	600	526	540	3%	3%

C3A: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



C4A: Interpretation of the Program Productivity Information

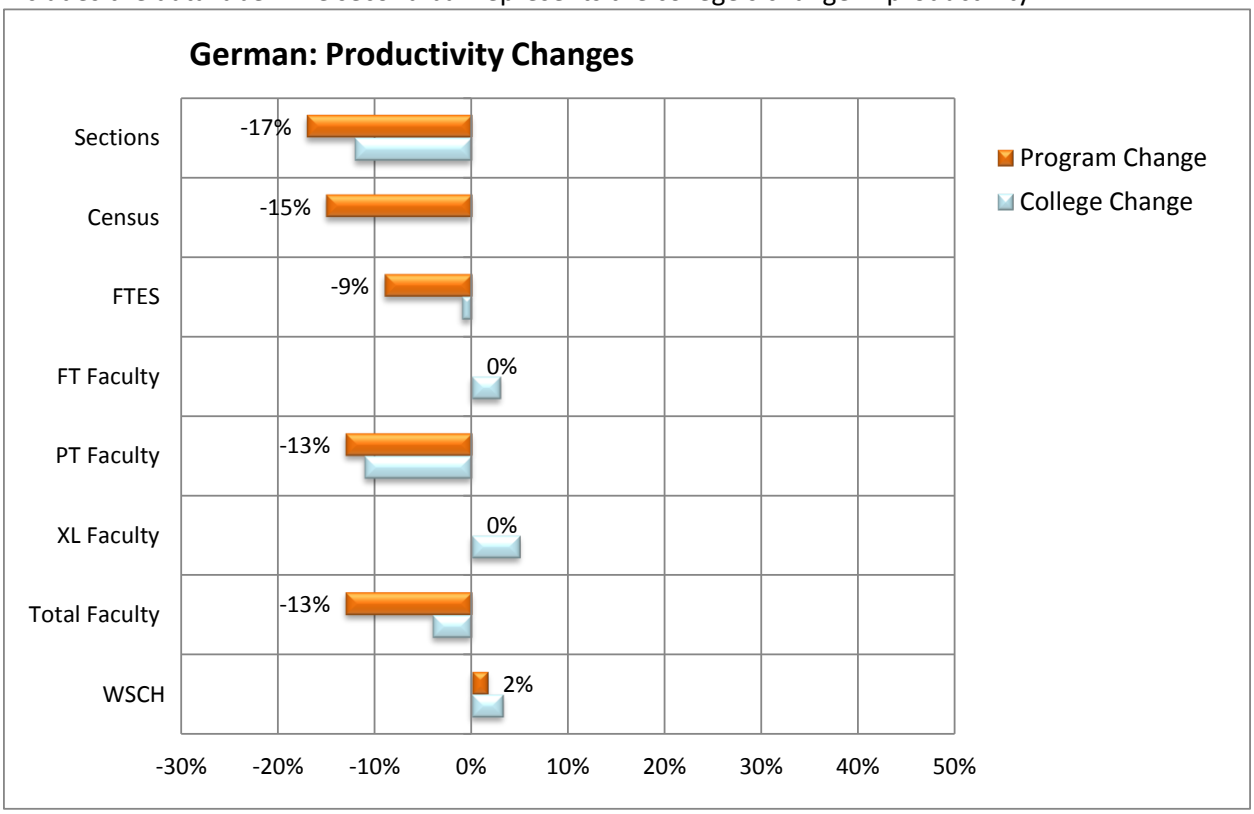
The data indicate that the productivity in the French program as measured by WSCH has increased by 3% even though the number of sections has been reduced by 25% over a three year average. Despite these reductions in sections the WSCH goal the French program has exceeded the district WSCH goal for the discipline.

C2B - German

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	6	6	6	6	5	-17%	-12%
Census	159	163	175	166	141	-15%	0%
FTES	24	26	27	26	23	-9%	-1%
FT Faculty	-	-	-	-	-	0%	3%
PT Faculty	0.77	0.77	0.77	0.77	0.67	-13%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	0.77	0.77	0.77	0.77	0.67	-13%	-4%
WSCH	468	506	526	506	515	2%	3%

C3B: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



C4: Interpretation of the Program Productivity Information

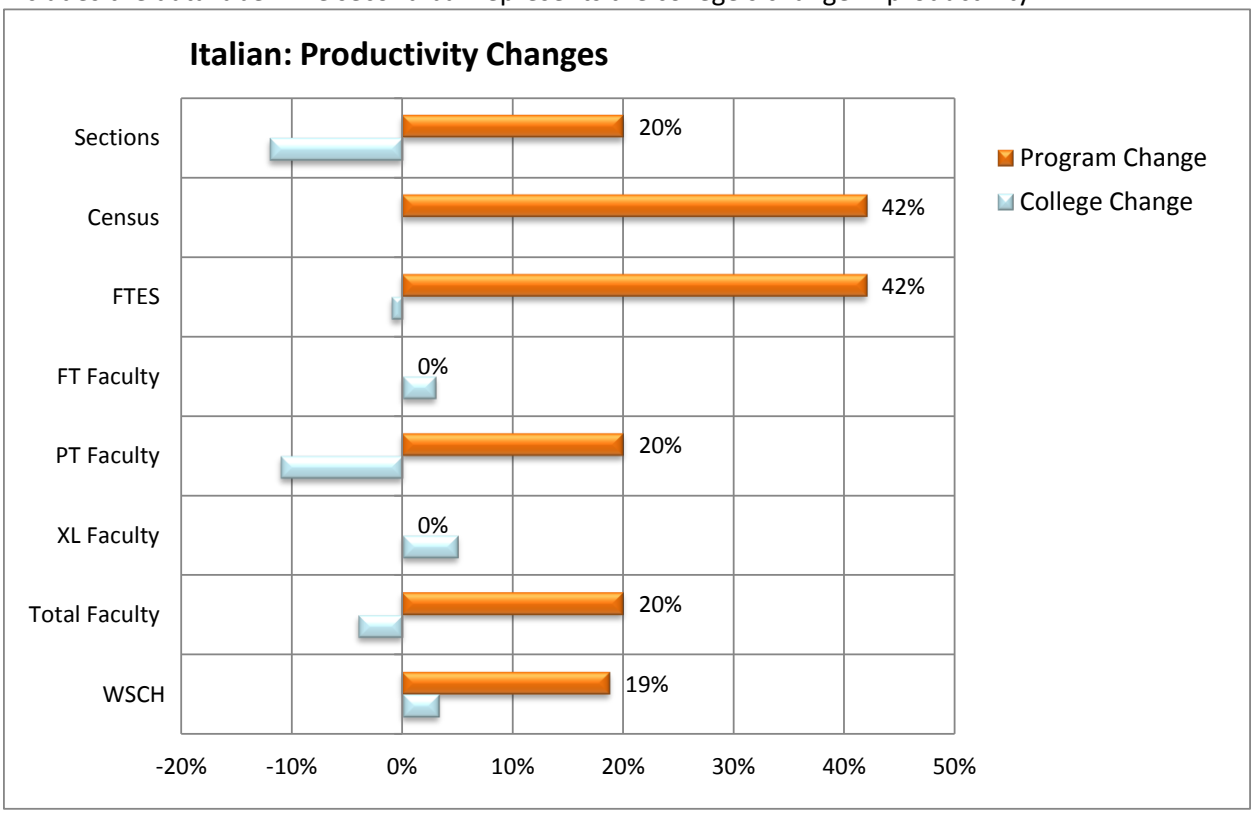
The data indicate that the productivity in the German program as measured by WSCH has increased by 2% even though the number of sections has been reduced by 17% over a three year average. Despite these reductions in sections the German program has increased its WSCH by 2% over its three year average and has come closer to reaching the district WSCH goal for the discipline.

C2C - Italian

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	2	1	2	2	2	20%	-12%
Census	63	39	71	58	82	42%	0%
FTES	11	7	12	10	14	42%	-1%
FT Faculty	-	-	-	-	-	0%	3%
PT Faculty	0.33	0.17	0.33	0.28	0.33	20%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	0.33	0.17	0.33	0.28	0.33	20%	-4%
WSCH	500	618	545	536	636	19%	3%

C3C: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



C4C: Interpretation of the Program Productivity Information

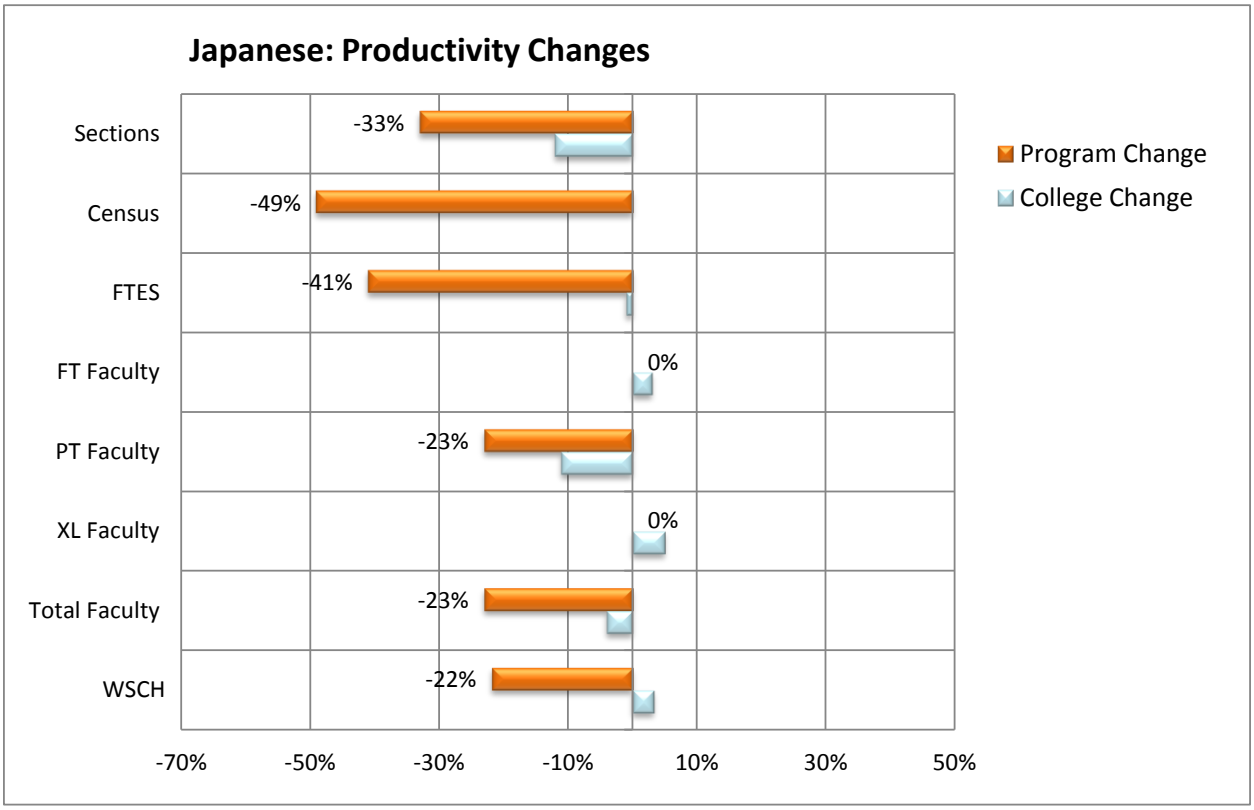
The Italian program has significantly increased its productivity as measured by WSCH by 19% due to a 42% jump in FTES. One possible contributing factor to this considerable increase is the recent addition of an Italian program at Ventura High School. In addition, Italian is a very accessible language to our Latino students who come from Spanish-speaking backgrounds.

C2D - Japanese

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	3	3	3	3	2	-33%	-12%
Census	105	97	106	103	52	-49%	0%
FTES	15	14	15	15	9	-41%	-1%
FT Faculty	-	-	-	-	-	0%	3%
PT Faculty	0.43	0.43	0.43	0.43	0.33	-23%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	0.43	0.43	0.43	0.43	0.33	-23%	-4%
WSCH	523	488	523	523	409	-22%	3%

C3D: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



C4D: Interpretation of the Program Productivity Information

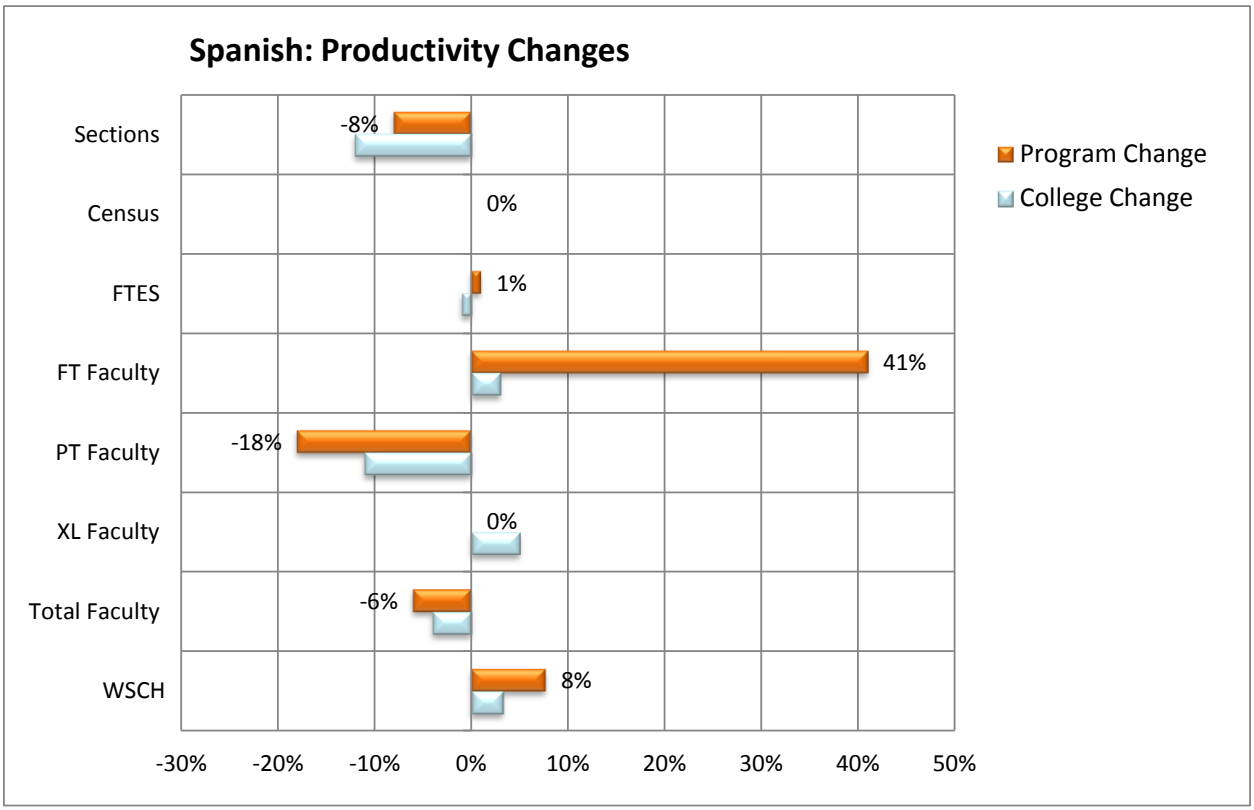
The data indicate that the productivity in the Japanese program as measured by WSCH has decreased by 22% due to the reduction of sections by 33%. Despite these reductions in sections the Japanese program has only seen a 22% reduction in its WSCH. What is significant to note is that this reduction can be directly related to the loss of one section of Japanese V01, the feeder course for Japanese V02. The data also suggests that the growth would be greater if the number of units offered each semester for Japanese V01 were increased from five to ten units.

C2E-Spanish

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	58	56	53	56	51	-8%	-12%
Census	1,525	1,701	1,756	1,661	1,661	0%	0%
FTES	247	274	288	270	273	1%	-1%
FT Faculty	2.00	1.33	2.00	1.78	2.50	41%	3%
PT Faculty	6.53	7.20	6.50	6.74	5.50	-18%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	8.53	8.53	8.50	8.52	8.00	-6%	-4%
WSCH	434	482	508	475	512	8%	3%

C3E: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



C4E: Interpretation of the Program Productivity Information

Despite an 8% reduction in the number of sections offered, the Spanish program has increased its WSCH by 8% over its three-year average. The Spanish program has been steadily increasing its productivity every year from 434 in FY08 to 512 in FY11. Despite the reduction of sections, the Spanish program has grown by 1% in FTES.

D1A: District WSCH Ratio Productivity Table

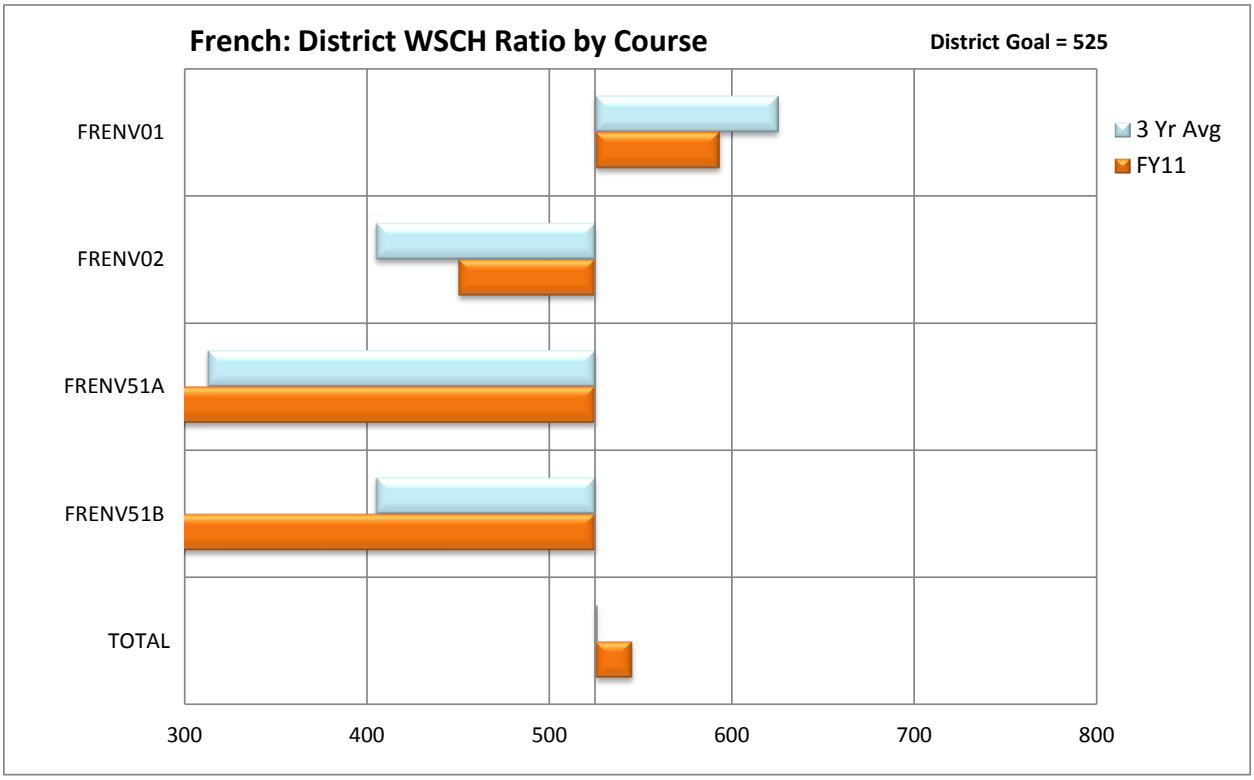
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

French

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
FRENV01	Elementary French I	593	615	668	625	593	-5%	525	113%
FRENV02	Elementary French II	405	315	495	405	450	11%	525	86%
FRENV51A	Conversation in French I	255	405	-	313	-	-100%	525	0%
FRENV51B	Conversation in French II	-	405	-	405	-	-100%	525	0%
TOTAL	**Annual District WSCH Ratio**	**484**	**497**	**610**	**526**	**545**	**4%**	**525**	**104%**

D2A: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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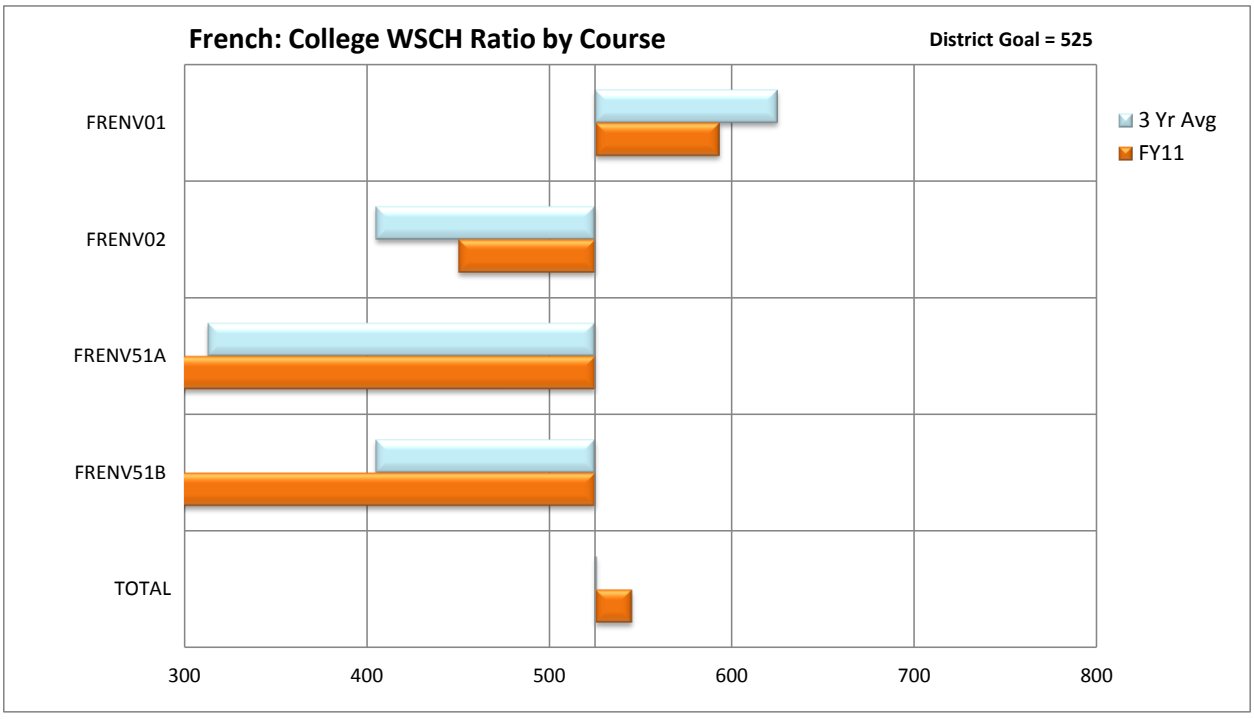
D3A: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

French

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
FRENV01	Elementary French I	593	615	668	625	593	-5%	525	113%
FRENV02	Elementary French II	405	315	495	405	450	11%	525	86%
FRENV51A	Conversation in French I	255	405	-	313	-	-100%	525	0%
FRENV51B	Conversation in French II	-	405	-	405	-	-100%	525	0%
TOTAL	**Annual College WSCH Ratio**	**484**	**497**	**610**	**526**	**545**	**4%**	**525**	**104%**

D4A: College WSCH Ratio Productivity Chart
This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5A: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6A: Interpretation of the Program Course Productivity Information

District and college data are the same because the foreign language program does not have extra large classes. The WSCH goal is the same for the district and the college.

D1B: District WSCH Ratio Productivity Table

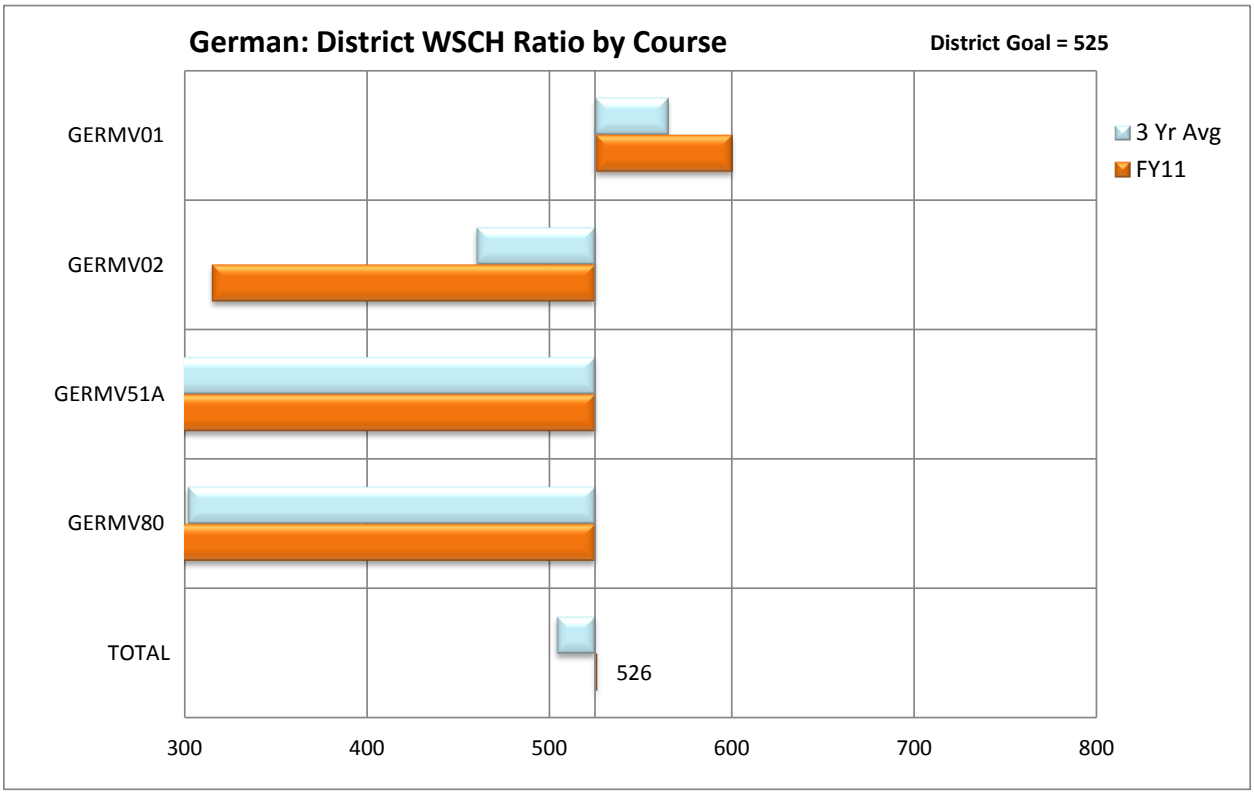
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

German

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
GERMV01	Elementary German I	515	595	585	565	600	6%	525	114%
GERMV02	Elementary German II	420	435	525	460	315	-31%	525	60%
GERMV51A	Conversation in German I	126	261	315	239	189	-21%	525	36%
GERMV80	Conversational German	384	206	315	302	-	-100%	525	0%
TOTAL	**Annual District WSCH Ratio**	**473**	**507**	**533**	**504**	**526**	**4%**	**525**	**100%**

D2B: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



Foreign Languages Program Review
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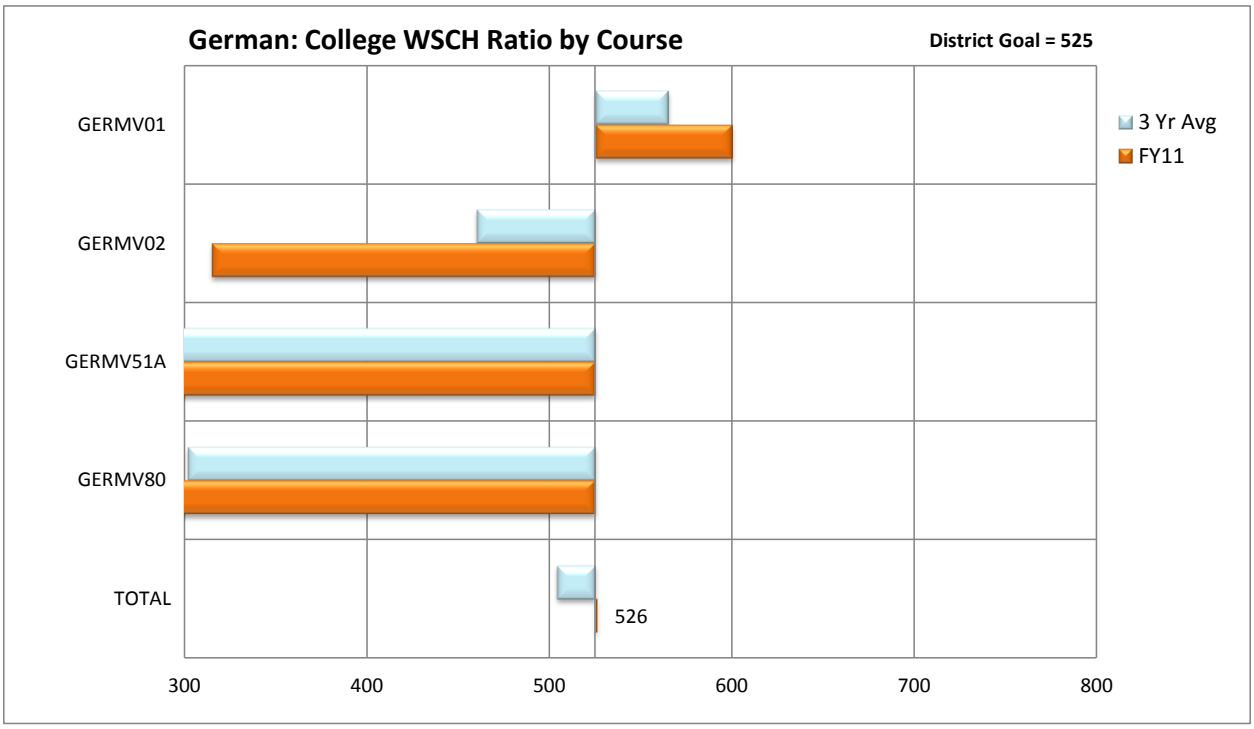
D3B: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
GERMV01	Elementary German I	515	595	585	565	600	6%	525	114%
GERMV02	Elementary German II	420	435	525	460	315	-31%	525	60%
GERMV51A	Conversation in German I	126	261	315	239	189	-21%	525	36%
GERMV80	Conversational German	384	206	315	302	-	-100%	525	0%
TOTAL	**Annual College WSCH Ratio**	**473**	**507**	**533**	**504**	**526**	**4%**	**525**	**100%**

D4B: College WSCH Ratio Productivity Chart
This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5B: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6B: Interpretation of the Program Course Productivity Information

District and college data are the same because the foreign language program does not have extra large classes. The WSCH goal is the same for the district and the college.

D1C: District WSCH Ratio Productivity Table

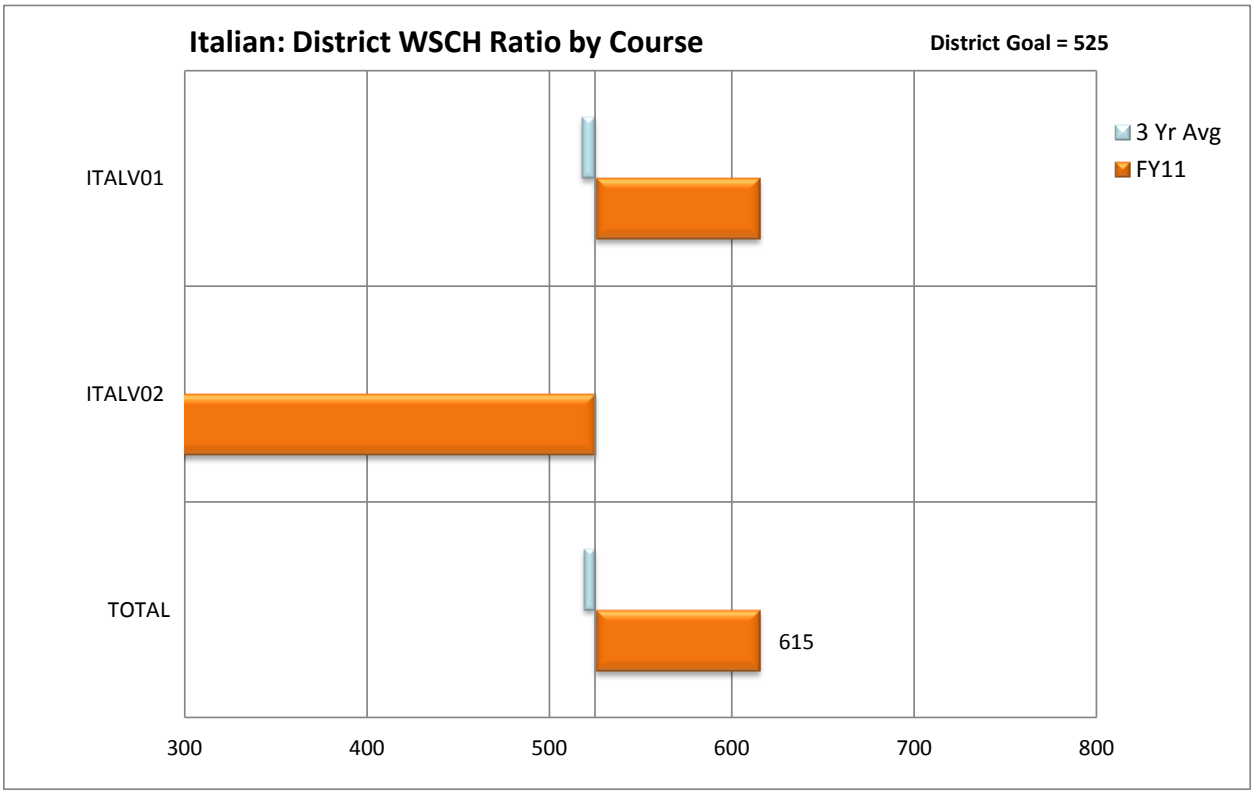
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Italian

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
ITALV01	Elementary Italian I	473	585	540	518	615	19%	525	117%
ITALV02	Elementary Italian II	-	-	525	525	-	-100%	525	0%
TOTAL	**Annual District WSCH Ratio**	**473**	**585**	**533**	**519**	**615**	**18%**	**525**	**117%**

D2C: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



D3C: College WSCH Ratio Productivity Table

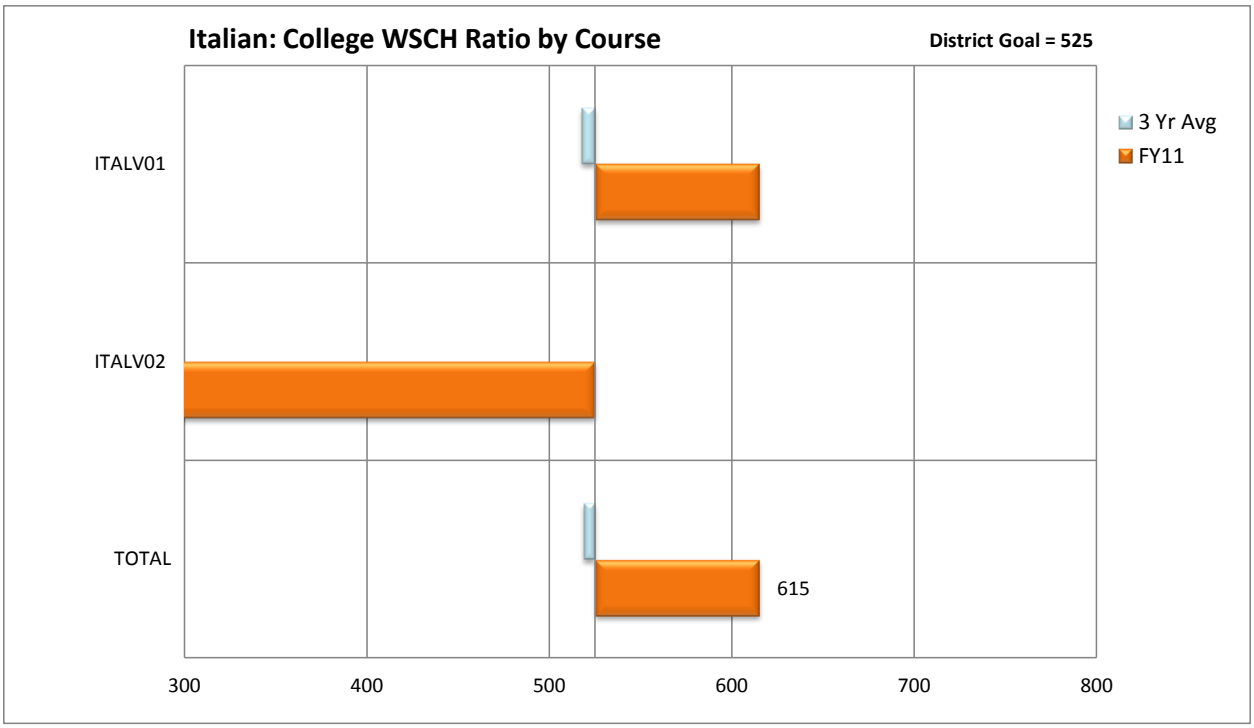
This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Italian

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
ITALV01	Elementary Italian I	473	585	540	518	615	19%	525	117%
ITALV02	Elementary Italian II	-	-	525	525	-	-100%	525	0%
TOTAL	**Annual College WSCH Ratio**	**473**	**585**	**533**	**519**	**615**	**18%**	**525**	**117%**

D4C: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5C: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6C: Interpretation of the Program Course Productivity Information

District and college data are the same because the foreign language program does not have extra large classes. The WSCH goal is the same for the district and the college.

D1D: District WSCH Ratio Productivity Table

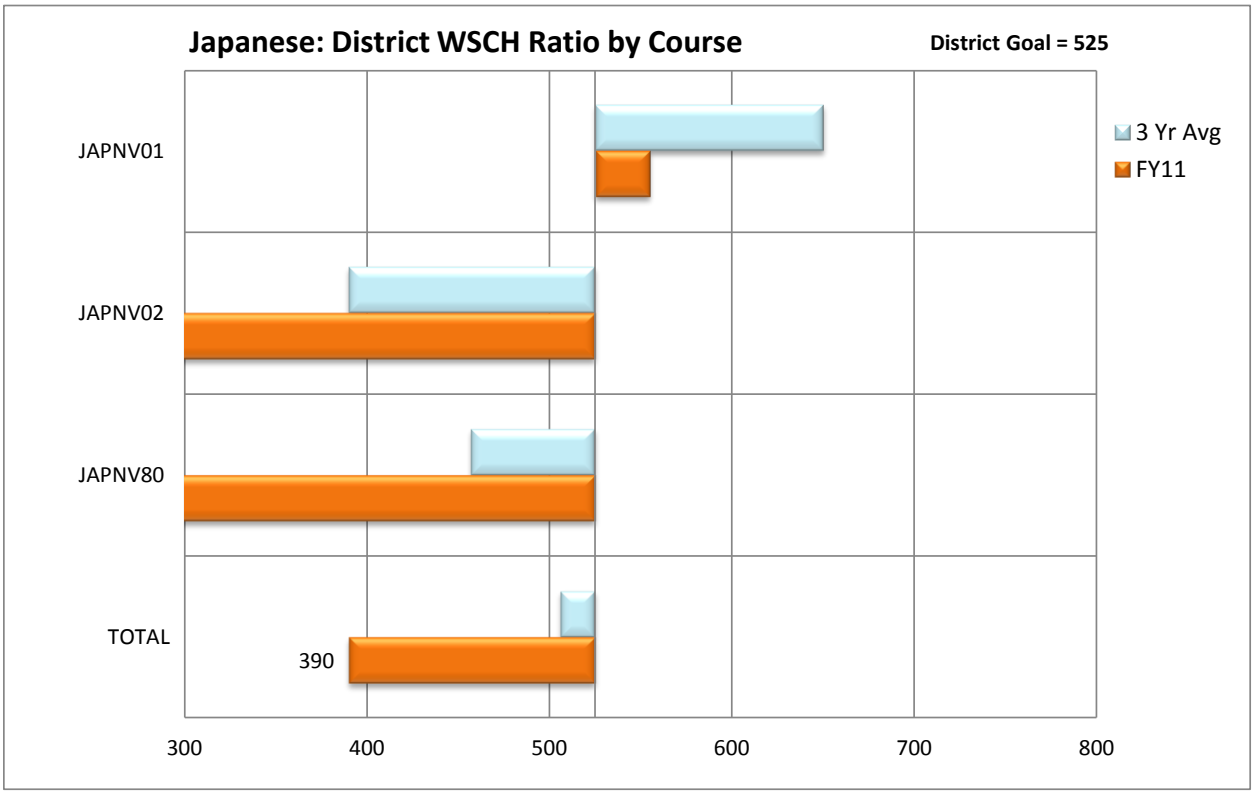
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Japanese

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
JAPNV01	Elementary Japanese I	660	615	675	650	555	-15%	525	106%
JAPNV02	Elementary Japanese II	360	435	375	390	225	-42%	525	43%
JAPNV80	Conversational Japanese	507	370	494	457	-	-100%	525	0%
TOTAL	**Annual District WSCH Ratio**	**509**	**489**	**518**	**506**	**390**	**-23%**	**525**	**74%**

D2D: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



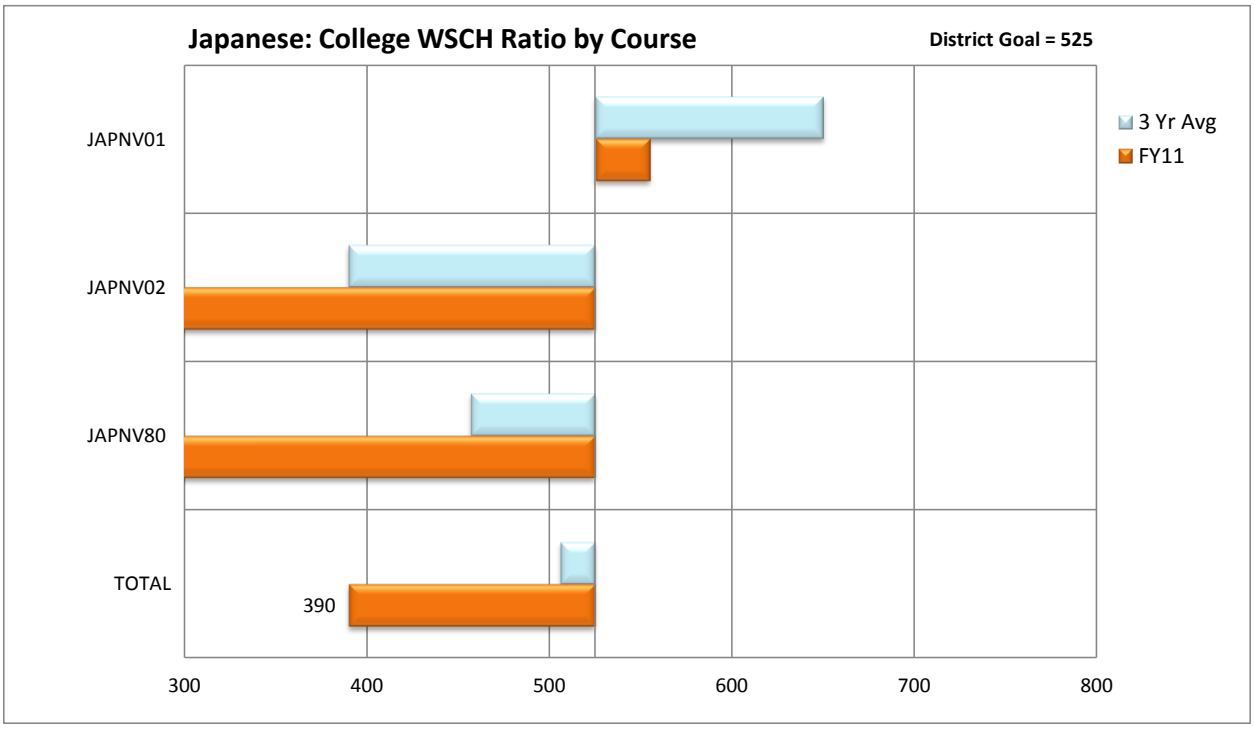
D3D: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Japanese

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
JAPNV01	Elementary Japanese I	660	615	675	650	555	-15%	525	106%
JAPNV02	Elementary Japanese II	360	435	375	390	225	-42%	525	43%
JAPNV80	Conversational Japanese	507	370	494	457	-	-100%	525	0%
TOTAL	**Annual College WSCH Ratio**	**509**	**489**	**518**	**506**	**390**	**-23%**	**525**	**74%**

D4D: College WSCH Ratio Productivity Chart
This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5D: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6D: Interpretation of the Program Course Productivity Information

District and college data are the same because the foreign language program does not have extra large classes. The WSCH goal is the same for the district and the college.

D1E: District WSCH Ratio Productivity Table

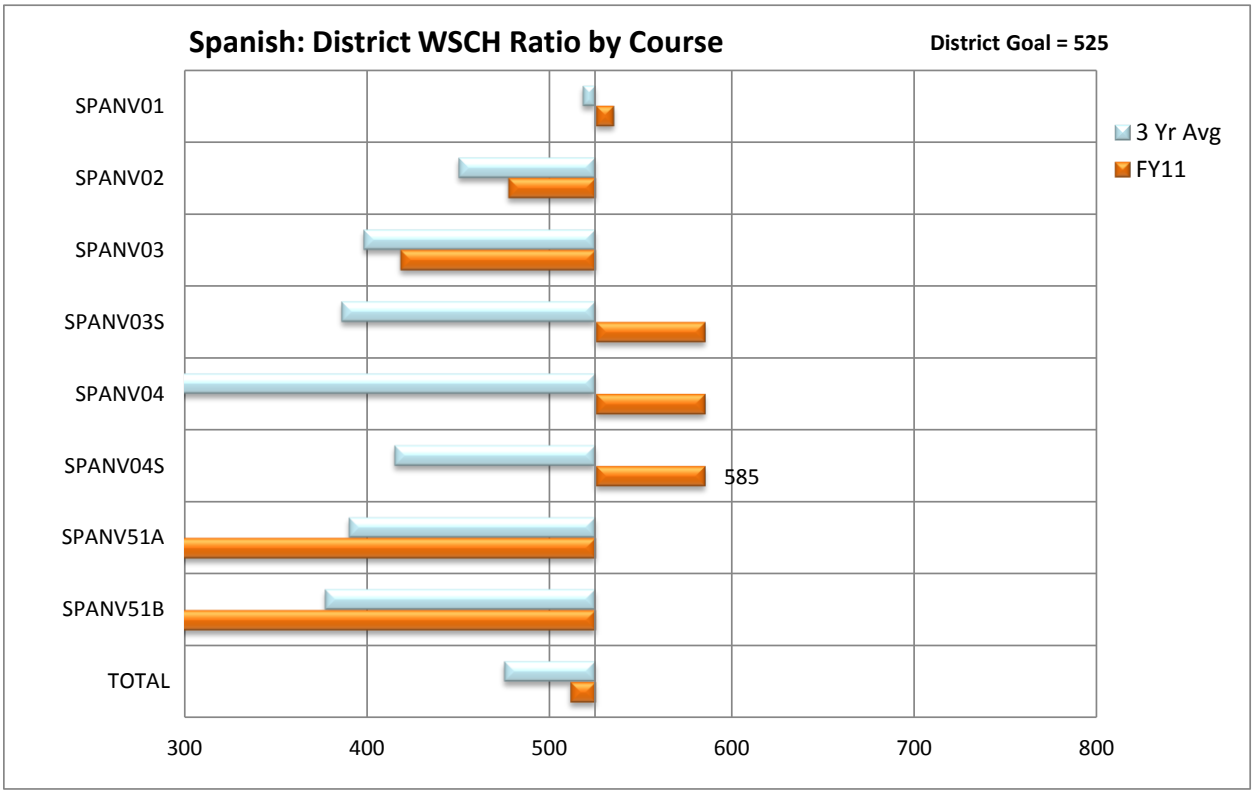
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Spanish

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
SPANV01	Elementary Spanish I	488	536	527	518	535	3%	525	102%
SPANV02	Elementary Spanish II	404	464	476	450	477	6%	525	91%
SPANV03	Intermediate Spanish I	344	362	500	398	418	5%	525	80%
SPANV03S	Spanish Heritage Language I	390	300	585	386	585	52%	525	111%
SPANV04	Intermediate Spanish II	289	194	465	281	585	108%	525	111%
SPANV04S	Spanish Heritage Language II	390	420	465	415	585	41%	525	111%
SPANV51A	Conversation in Spanish I	321	457	-	390	-	-100%	525	0%
SPANV51B	Conversation in Spanish II	341	459	-	377	-	-100%	525	0%
TOTAL	**Annual District WSCH Ratio**	**435**	**482**	**508**	**475**	**511**	**8%**	**525**	**97%**

D2E: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



D3E: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

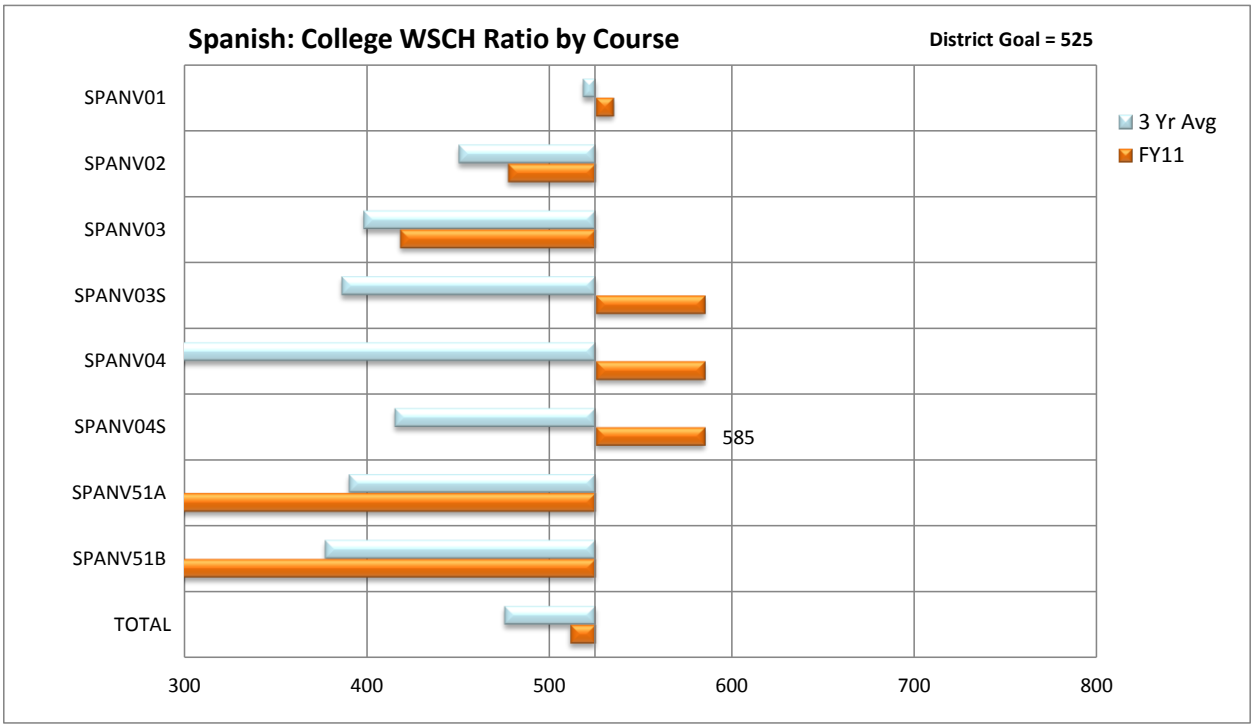
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Spanish

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
SPANV01	Elementary Spanish I	488	536	527	518	535	3%	525	102%
SPANV02	Elementary Spanish II	404	464	476	450	477	6%	525	91%
SPANV03	Intermediate Spanish I	344	362	500	398	418	5%	525	80%
SPANV03S	Spanish Heritage Language I	390	300	585	386	585	52%	525	111%
SPANV04	Intermediate Spanish II	289	194	465	281	585	108%	525	111%
SPANV04S	Spanish Heritage Language II	390	420	465	415	585	41%	525	111%
SPANV51A	Conversation in Spanish I	321	457	-	390	-	-100%	525	0%
SPANV51B	Conversation in Spanish II	341	459	-	377	-	-100%	525	0%
TOTAL	**Annual College WSCH Ratio**	**435**	**482**	**508**	**475**	**511**	**8%**	**525**	**97%**

D4E: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5E: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6E: Interpretation of the Program Course Productivity Information

District and college data are the same because the foreign language program does not have extra large classes. The WSCH goal is the same for the district and the college.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2A: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

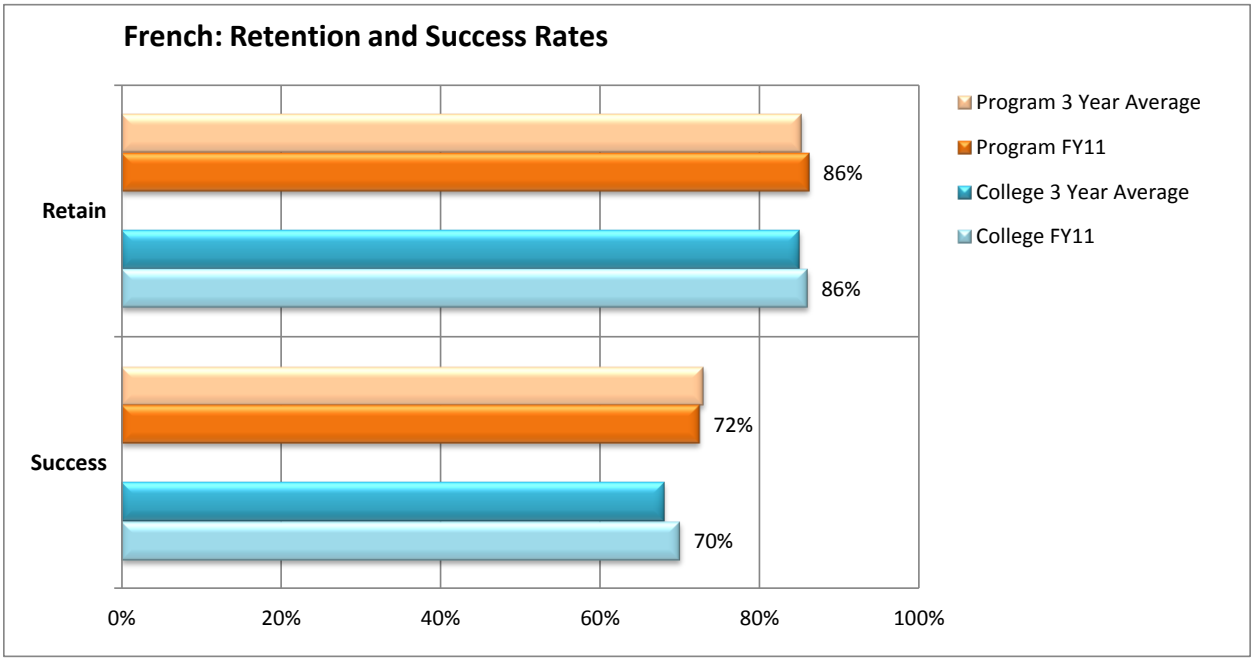
French

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
FREN	FY08	46	28	14	4	2	10	16	1	121	105	92
FREN	FY09	46	27	14	4	3	14	15	1	124	109	91
FREN	FY10	48	33	2	2	5	7	22	1	120	98	85
FREN	3 Year Avg	47	29	10	3	3	10	18	1	122	104	89
FREN	FY11	35	29	14	1	5	10	15	-	109	94	79

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
FREN	FY08	38%	23%	12%	3%	2%	8%	13%	1%		87%	76%
FREN	FY09	37%	22%	11%	3%	2%	11%	12%	1%		88%	73%
FREN	FY10	40%	28%	2%	2%	4%	6%	18%	1%		82%	71%
FREN	3 Year Avg	39%	24%	8%	2%	2%	8%	15%	1%		85%	73%
FREN	FY11	32%	27%	13%	1%	5%	9%	14%	0%		86%	72%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

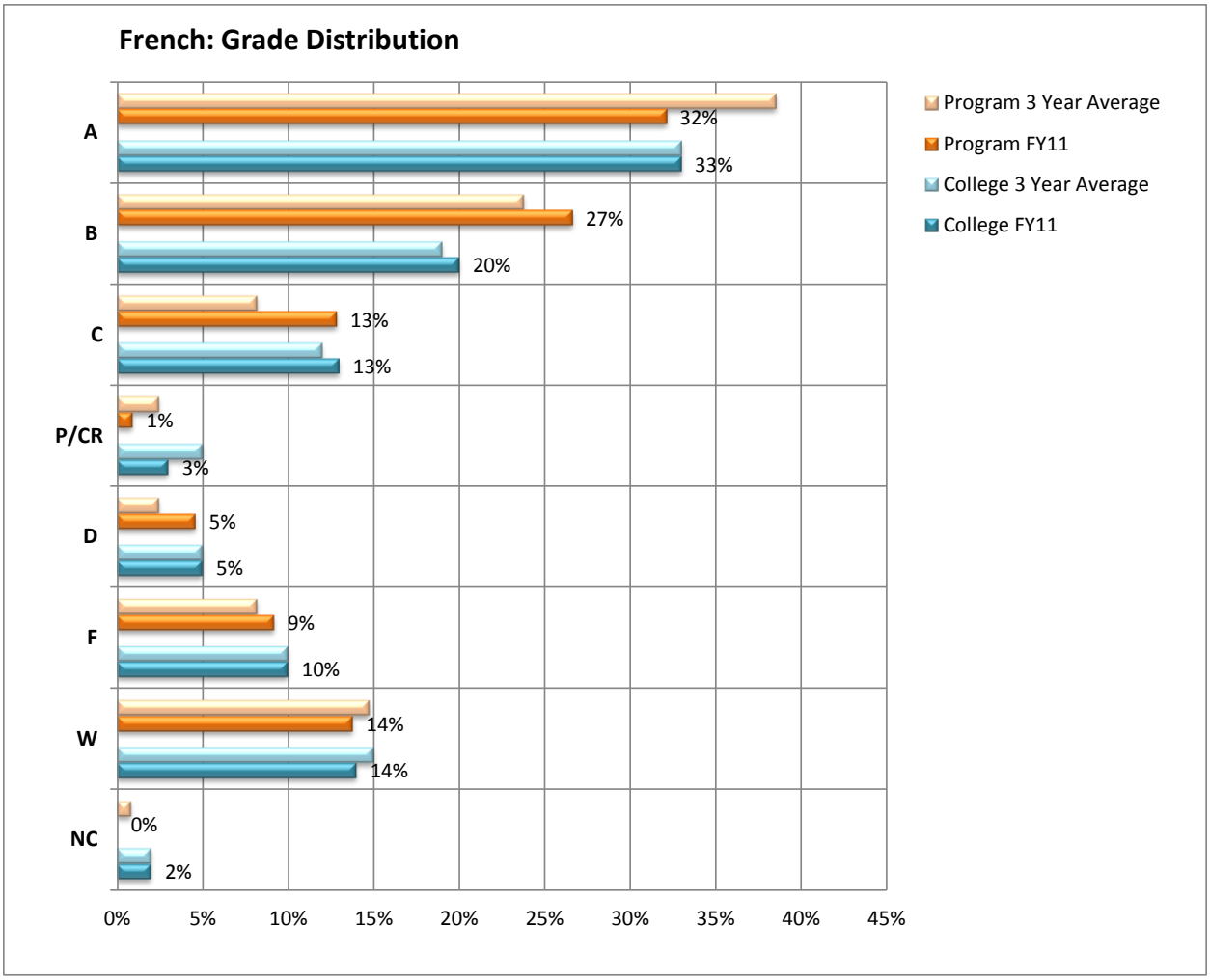
E3A: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4A: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5A: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6A: Interpretation of Program Retention, Student Success, and Grade Distribution

The analysis of the French program's student success rate indicates that for FY11 it was 2% higher than the college average and 5% higher than the college's three year average. The retention rate indicates a similarity between the French program and the college's FY11 and three year average. There is very little difference between the college and French program's grade distribution. In FY11 32% of students received A's compared to 33% for the college, 27% received B's compared to 20% for the college, and both the college and the French program had 13% of students who received a grade of C. As can be seen from these numbers the students in the French program were more successful as compared to the college average.

Foreign Languages Program Review
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E2B: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

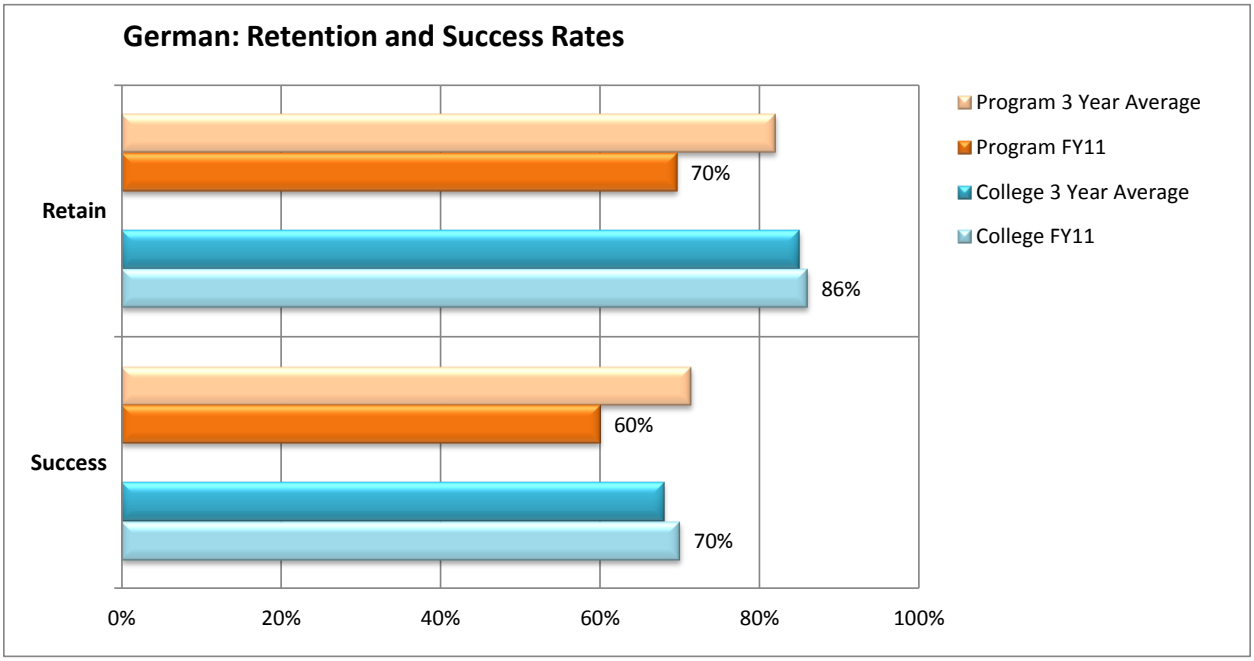
German

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
GERM	FY08	49	31	17	12	4	10	28	3	154	126	109
GERM	FY09	60	38	12	9	4	11	25	2	161	136	119
GERM	FY10	64	36	14	2	4	7	35	6	168	133	116
GERM	3 Year Avg	58	35	14	8	4	9	29	4	161	132	115
GERM	FY11	50	21	10	-	-	11	41	2	135	94	81

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
GERM	FY08	32%	20%	11%	8%	3%	6%	18%	2%		82%	71%
GERM	FY09	37%	24%	7%	6%	2%	7%	16%	1%		84%	74%
GERM	FY10	38%	21%	8%	1%	2%	4%	21%	4%		79%	69%
GERM	3 Year Avg	36%	22%	9%	5%	2%	6%	18%	2%		82%	71%
GERM	FY11	37%	16%	7%	0%	0%	8%	30%	1%		70%	60%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

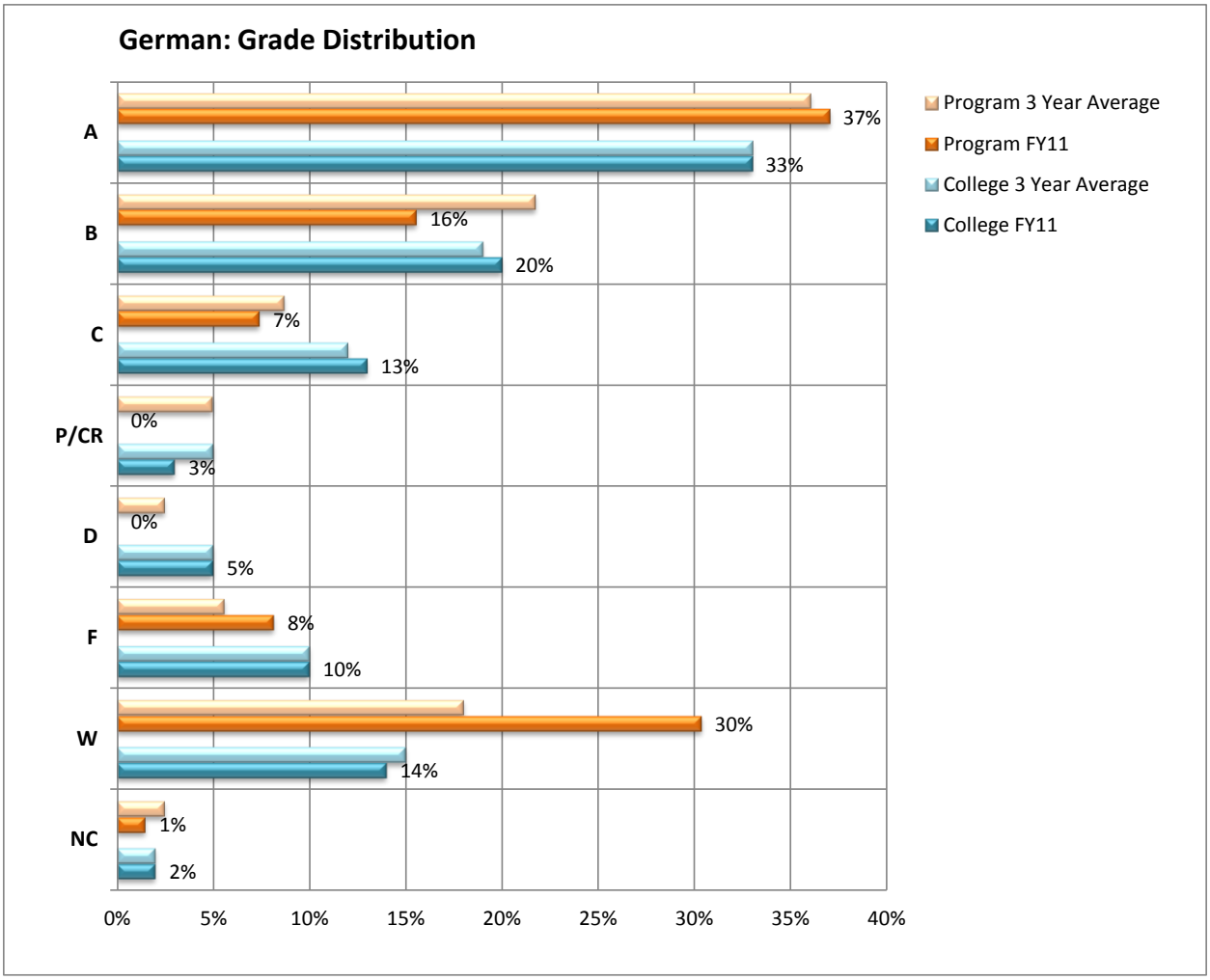
E3B: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4B: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6B: Interpretation of Program Retention, Student Success, and Grade Distribution

The analysis of the German program's student retention rate indicates that for the three year average it was only 3% lower than the college average. However, the success rate was 3% higher than the college average. Both the retention and success rates are within 3% of the college average. There is very little difference between the college and German program's grade distribution. The figures for all letter grades do not vary by more than 3% for the college and the program's three year average. Given the complexity of the German language, the fact that the success and retention rates are nearly identical to those of the college as a whole is a reflection of the expertise, diligence, and hard work of our part time German faculty.

Foreign Languages Program Review
2011-2012

E2C: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

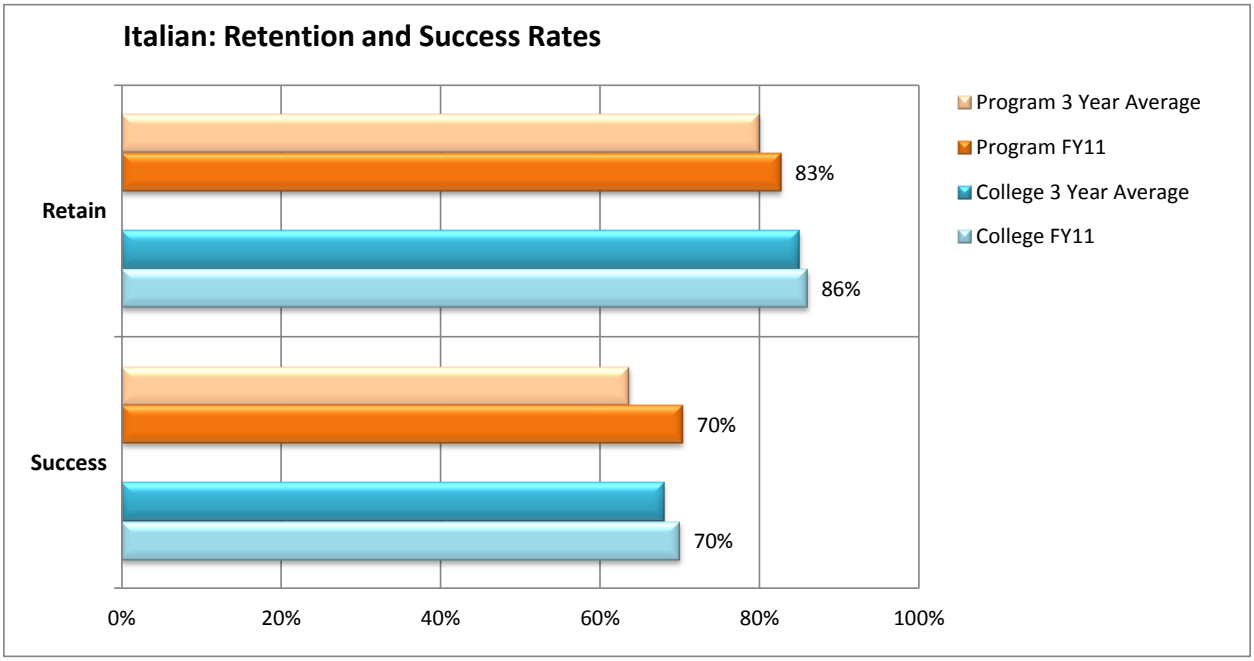
Italian

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ITAL	FY08	16	8	9	-	5	8	15	-	61	46	33
ITAL	FY09	12	8	7	-	2	2	7	-	38	31	27
ITAL	FY10	29	9	6	2	2	7	12	-	67	55	46
ITAL	3 Year Avg	19	8	7	1	3	6	11	-	55	44	35
ITAL	FY11	27	14	15	1	5	5	14	-	81	67	57

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ITAL	FY08	26%	13%	15%	0%	8%	13%	25%	0%		75%	54%
ITAL	FY09	32%	21%	18%	0%	5%	5%	18%	0%		82%	71%
ITAL	FY10	43%	13%	9%	3%	3%	10%	18%	0%		82%	69%
ITAL	3 Year Avg	35%	15%	13%	2%	5%	11%	20%	0%		80%	64%
ITAL	FY11	33%	17%	19%	1%	6%	6%	17%	0%		83%	70%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

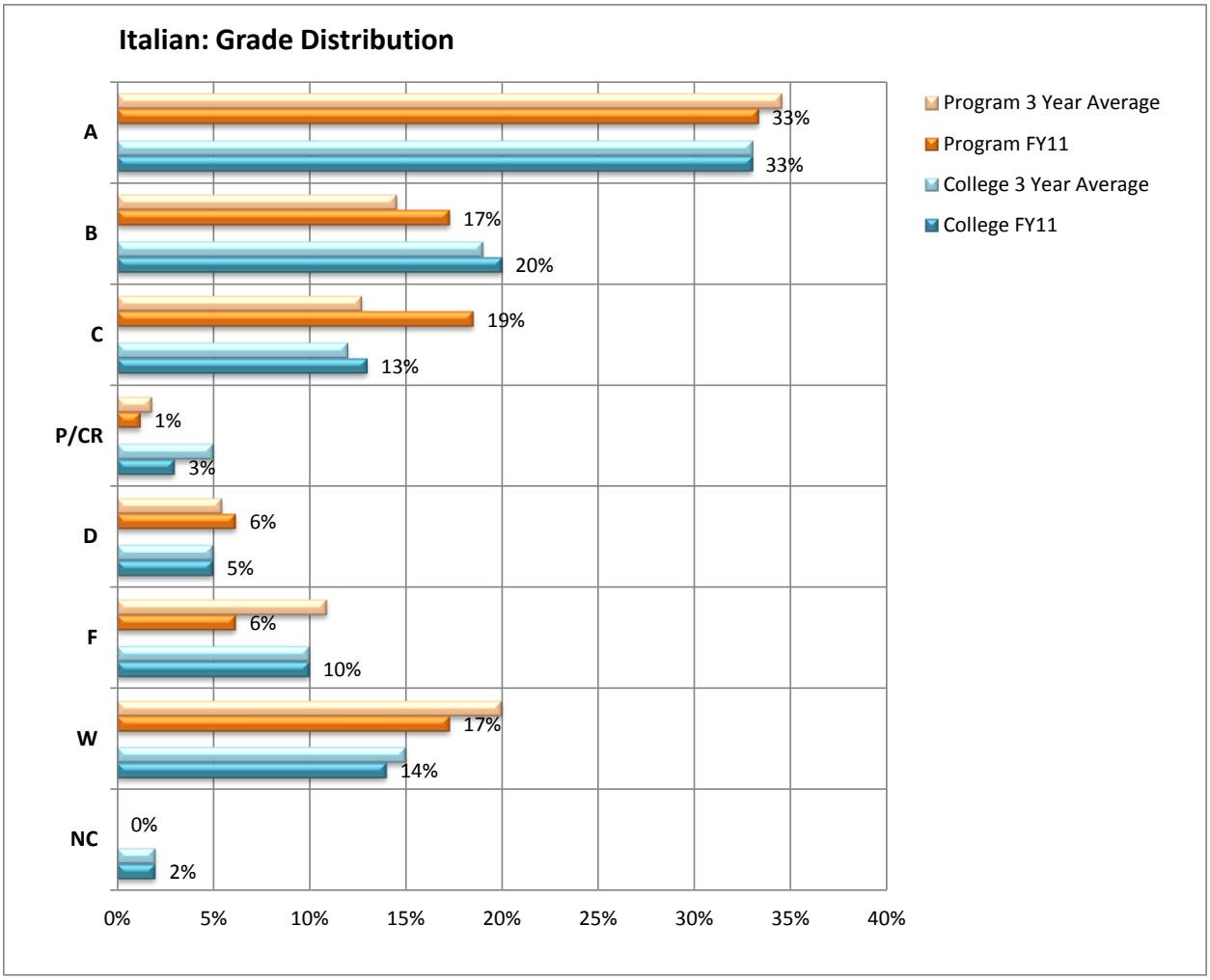
E3C: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4C: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5C: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

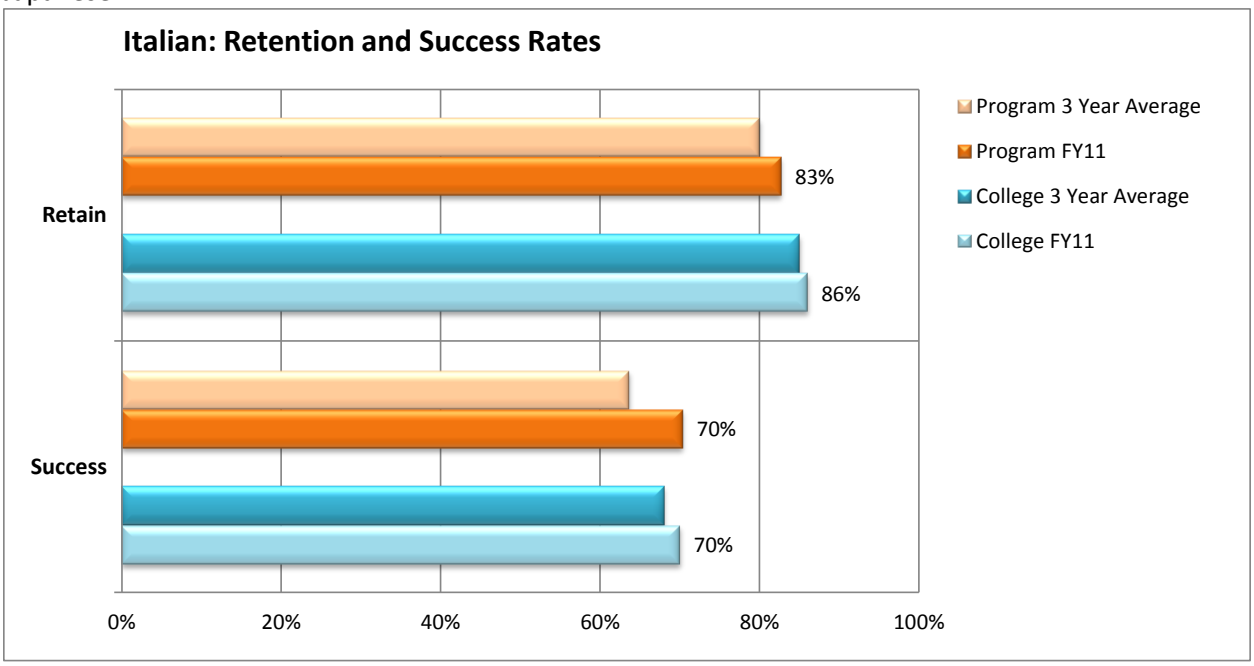
E6C: Interpretation of Program Retention, Student Success, and Grade Distribution

The analysis of the Italian program's student success rate indicates that there has been a significant 16% increase from FY08 to FY11. The retention rate indicates an increase from 75% in FY08 to 83% in FY11. The three year average of grade distribution shows little variance between the college and the program's three year average. All letter grades were within 2% variance with the exception of the B grade which had a 4% spread. The fact that we have had continuity in staffing the Italian program is likely a contributor to the increase of the student success and retention that we have seen in the last three years.

E2D: Student Success Summary

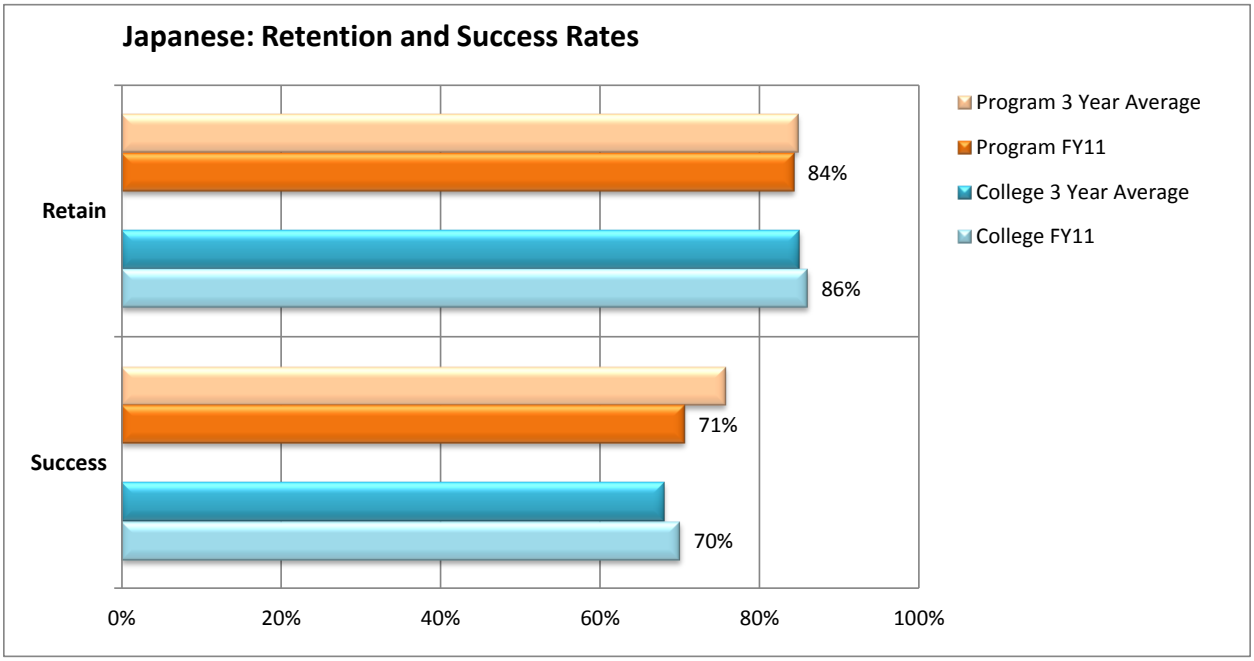
The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

Japanese



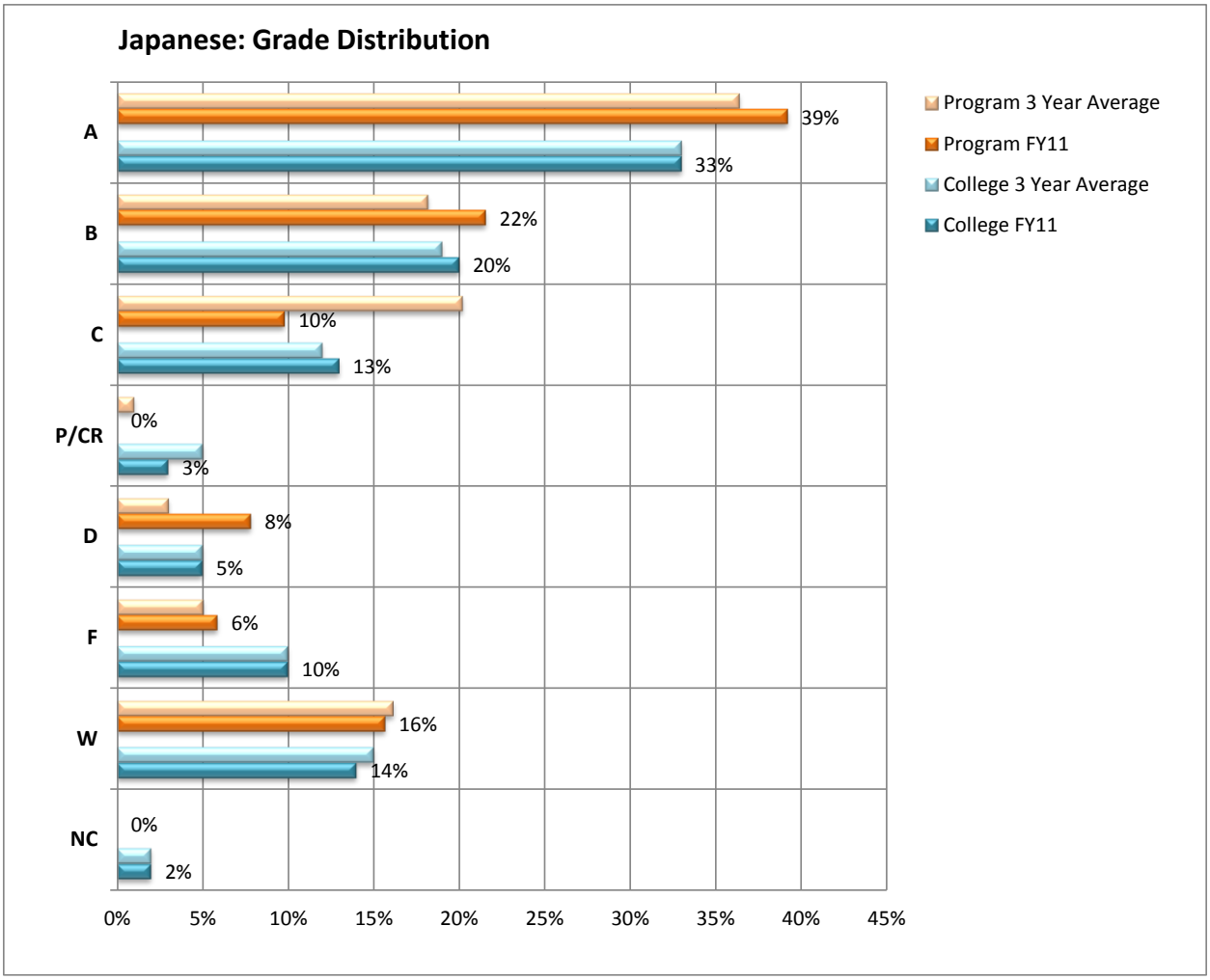
E3D: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4D: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5D: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6D: Interpretation of Program Retention, Student Success, and Grade Distribution

The analysis of the Japanese program's student retention rate indicates that its three year average is identical to the college's three year average. However, the success rate was 10% higher than the college's three year average. Given the complexity of the Japanese language, the fact that the success rate is significantly higher than that of the college is a positive reflection of the expertise, creativity, and hard work of our part time Japanese instructor. Regarding grade distribution, there is very little difference between the college and the Japanese program's three year average given that letter grade distributions do not vary by more than 2%.

E2E: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

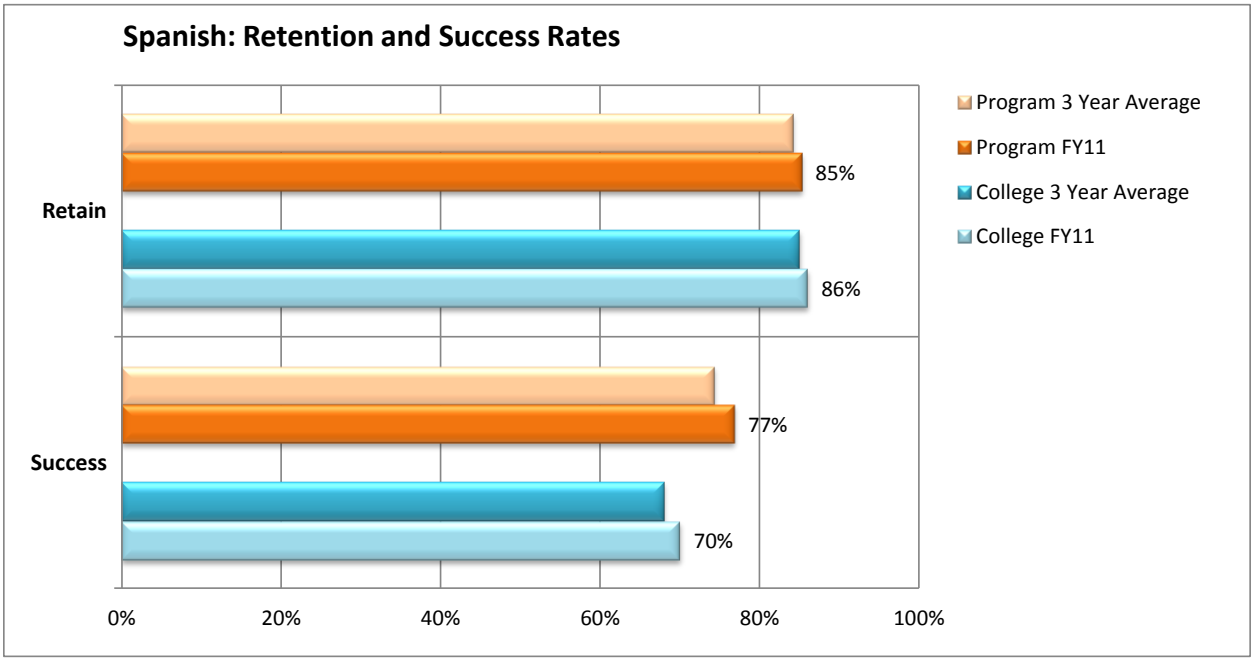
Spanish

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SPAN	FY08	528	374	164	19	55	90	242	7	1,479	1,236	1,085
SPAN	FY09	573	382	197	24	74	96	264	9	1,619	1,355	1,176
SPAN	FY10	644	454	202	11	68	74	253	3	1,711	1,456	1,311
SPAN	3 Year Avg	582	403	188	18	66	87	253	6	1,603	1,349	1,191
SPAN	FY11	648	374	206	4	50	81	235	5	1,604	1,368	1,232

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SPAN	FY08	36%	25%	11%	1%	4%	6%	16%	0%		84%	73%
SPAN	FY09	35%	24%	12%	1%	5%	6%	16%	1%		84%	73%
SPAN	FY10	38%	27%	12%	1%	4%	4%	15%	0%		85%	77%
SPAN	3 Year Avg	36%	25%	12%	1%	4%	5%	16%	0%		84%	74%
SPAN	FY11	40%	23%	13%	0%	3%	5%	15%	0%		85%	77%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

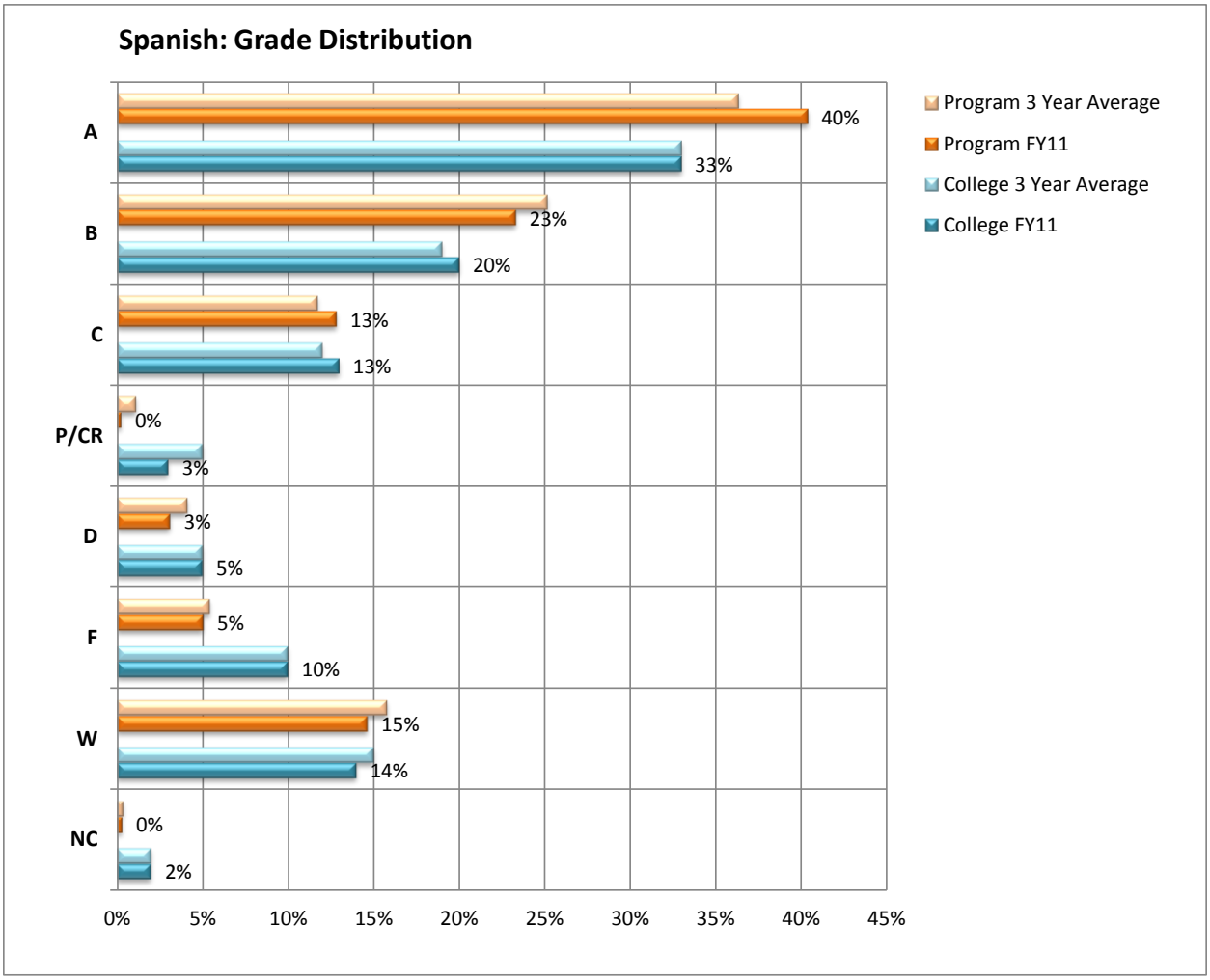
E3E: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4E: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5E: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6E: Interpretation of Program Retention, Student Success, and Grade Distribution

The analysis of the Spanish program's retention rate indicates that it has been consistent in the past three years changing only by a marginal 1%. The Spanish program's three year average retention rate is 84% compared to the college's 85%. However, the success rate for the Spanish program has been significantly higher than that of the college. The Spanish program's three year average of 74% exceeds the college's three year average of 68% by 6%. In addition, in FY11 the Spanish program boasted a 77% success rate compared to the college's 70% success rate. The program has seen steady progress in increasing its success rate going from 73% in FY08 to 77% in FY11. The success could be attributed to the increase of full time faculty and the overall stability of our instructional staff. The part time faculty team has remained constant since the increase of the maximum part time load to .66 FTEF allowing each instructor to teach two sections of Spanish thereby being more invested in the program and students' success.

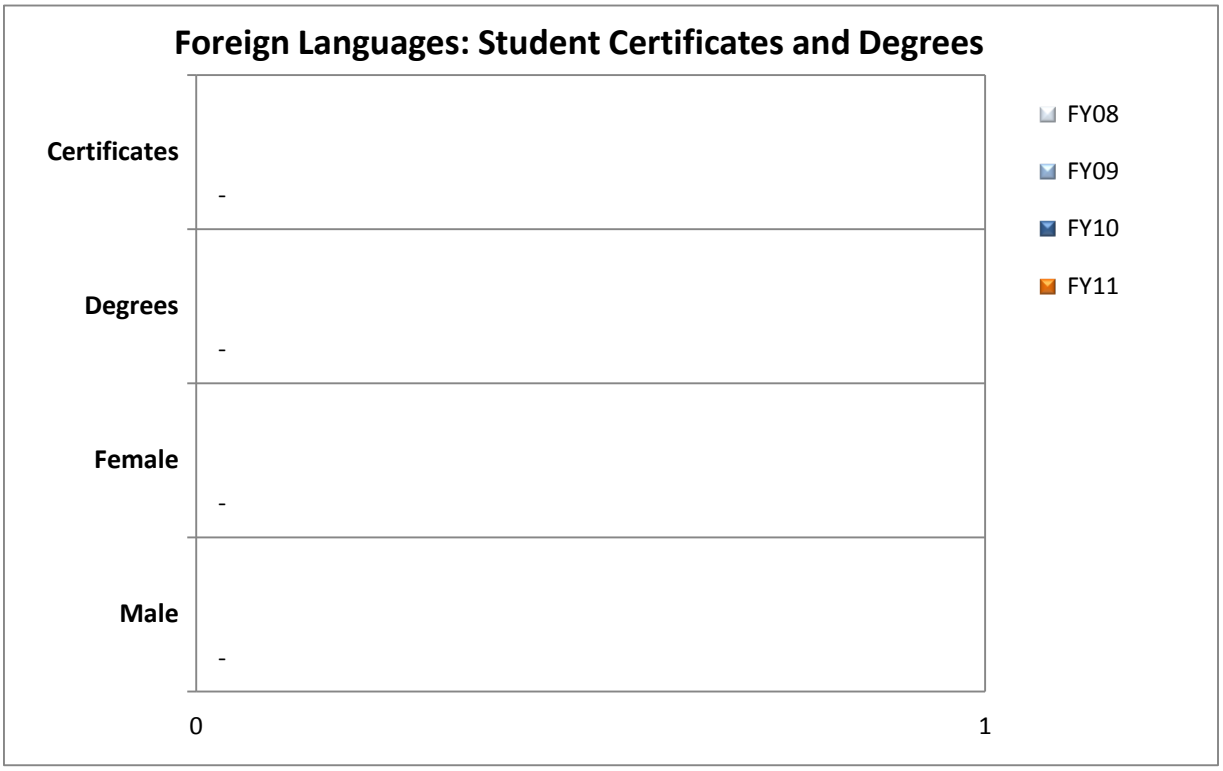
Regarding grade distribution, the Spanish program's three year average for the number of A's is 3% higher than the college's three year average, and 6% higher for the number of B grades. This could possibly be attributed to the 9% increase of Hispanic enrollment from FY08 to FY11. The prerequisite enforcement may have been a contributing factor to this increase because it has made it more difficult for more advanced students to enroll in the second and third semester courses; thereby perhaps increasing the number of over-prepared students in lower level classes.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Foreign Languages:

Program	FY	Certificates	Degrees	Female	Male
-	FY08	-	-	-	-
-	FY09	-	-	-	-
-	FY10	-	-	-	-
-	FY11	-	-	-	-
Total Awards in 4 Years		**-**	**-**	**-**	**-**



F2: Interpretation of the Program Completion Information

The Foreign Language program does not currently have a certificate.

Foreign Languages Program Review
2011-2012

G1A: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

French

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
FREN	FY08,	37	52	7	2	1	7	-	15	97	23	1	29
FREN	FY09,	41	52	3	11	-	2	1	14	82	41	1	28
FREN	FY10,	37	58	2	3	-	5	-	15	71	48	1	24
FREN	**3 Year Avg**	**38**	**54**	**4**	**5**	**-**	**5**	**-**	**15**	**83**	**37**	**1**	**27**
FREN	**FY11**	**46**	**40**	**7**	**5**	**-**	**1**	**2**	**8**	**54**	**55**	**-**	**24**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

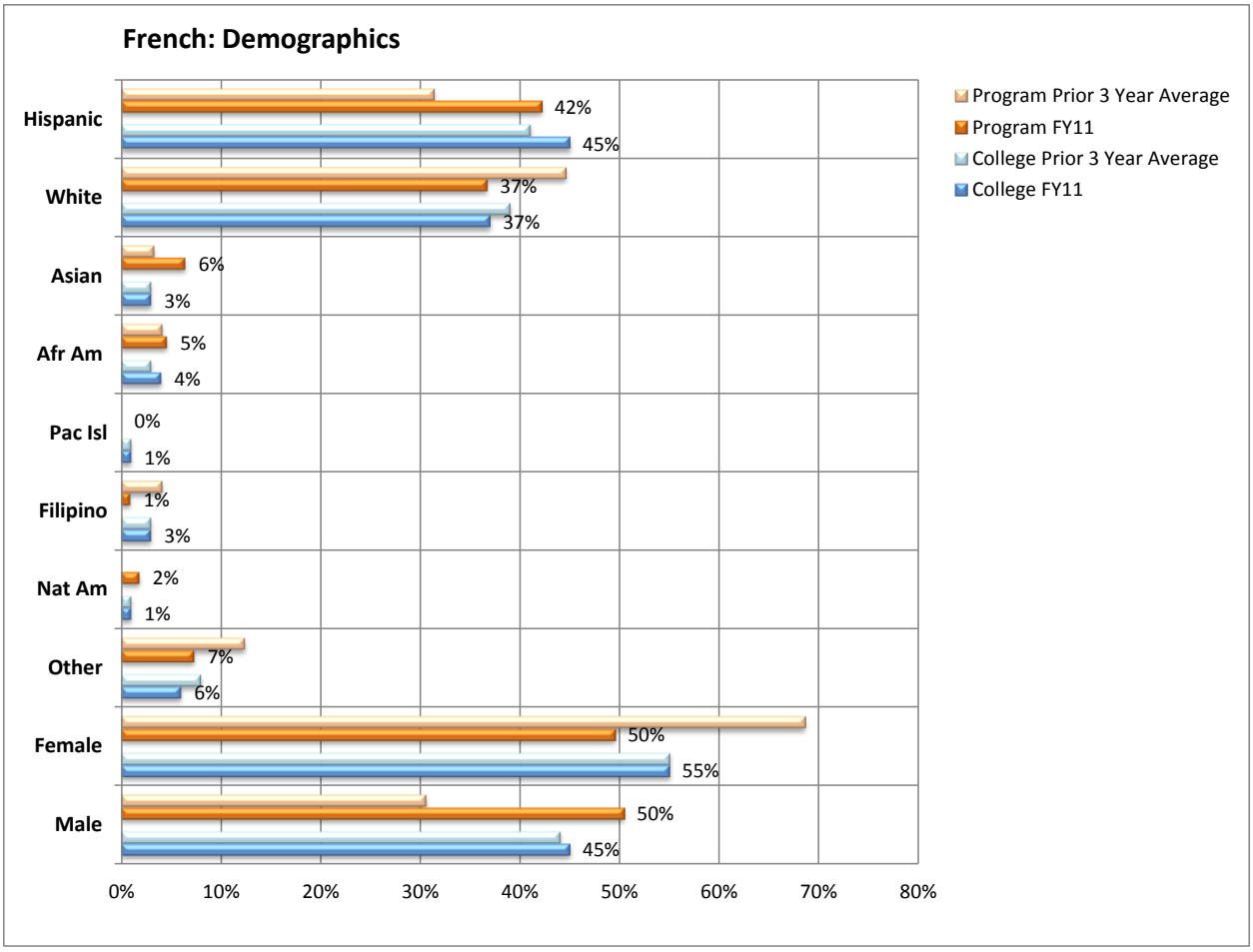
This table shows the program and college percentage of census enrollments for each demographic category.

French

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
FREN	FY08,	31%	43%	6%	2%	1%	6%	0%	12%	80%	19%	1%	29
FREN	FY09,	33%	42%	2%	9%	0%	2%	1%	11%	66%	33%	1%	28
FREN	FY10,	31%	48%	2%	3%	0%	4%	0%	13%	59%	40%	1%	24
FREN	3 Year Avg	31%	45%	3%	4%	0%	4%	0%	12%	69%	31%	1%	27
FREN	**FY11**	**42%**	**37%**	**6%**	**5%**	**0%**	**1%**	**2%**	**7%**	**50%**	**50%**	**0%**	24
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2:A Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3A: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4A: Interpretation of the Program Demographic Information

The French program's demographic rates indicate a similar increase in Hispanic students to that of the college as a whole.

Foreign Languages Program Review
2011-2012

G1B: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

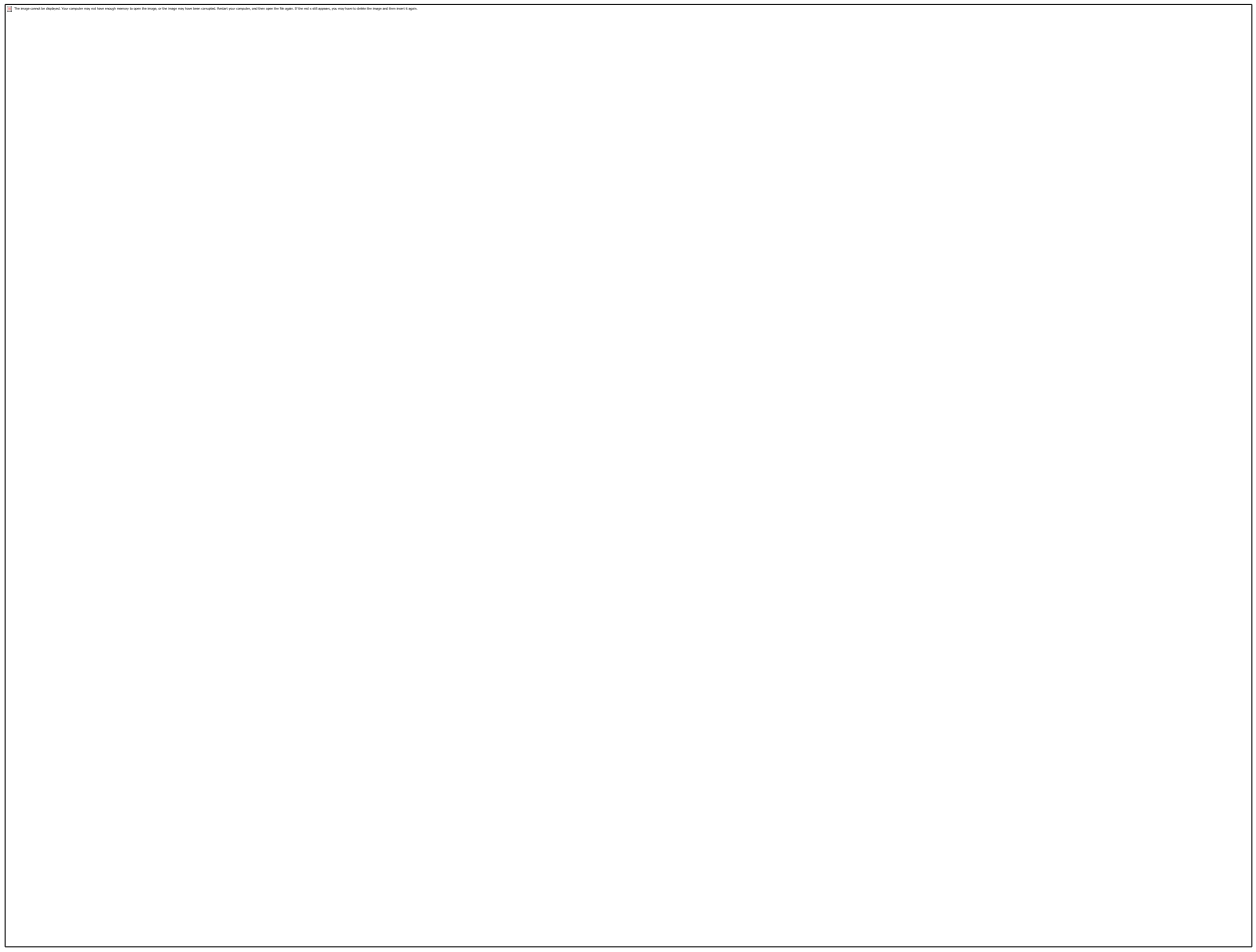
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GERM	FY08,	31	96	5	2	-	2	2	16	72	79	3	28
GERM	FY09,	42	94	2	3	-	-	4	16	68	93	-	26
GERM	FY10,	36	100	3	6	-	-	1	22	64	100	4	25
GERM	**3 Year Avg**	**36**	**97**	**3**	**4**	**-**	**1**	**2**	**18**	**68**	**91**	**2**	**26**
GERM	**FY11**	**51**	**67**	**2**	**2**	**-**	**3**	**3**	**7**	**56**	**78**	**1**	**23**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GERM	FY08,	20%	62%	3%	1%	0%	1%	1%	10%	47%	51%	2%	28
GERM	FY09,	26%	58%	1%	2%	0%	0%	2%	10%	42%	58%	0%	26
GERM	FY10,	21%	60%	2%	4%	0%	0%	1%	13%	38%	60%	2%	25
GERM	3 Year Avg	22%	60%	2%	2%	0%	1%	1%	11%	42%	57%	1%	26
GERM	**FY11**	**38%**	**50%**	**1%**	**1%**	**0%**	**2%**	**2%**	**5%**	**41%**	**58%**	**1%**	23
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2B: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3B: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4B: Interpretation of the Program Demographic Information

The German program has seen an 18% increase in Hispanic enrollment from FY08 to FY11. While the Hispanic enrollment is still lower than the college average, it is trending upward.

G1C: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

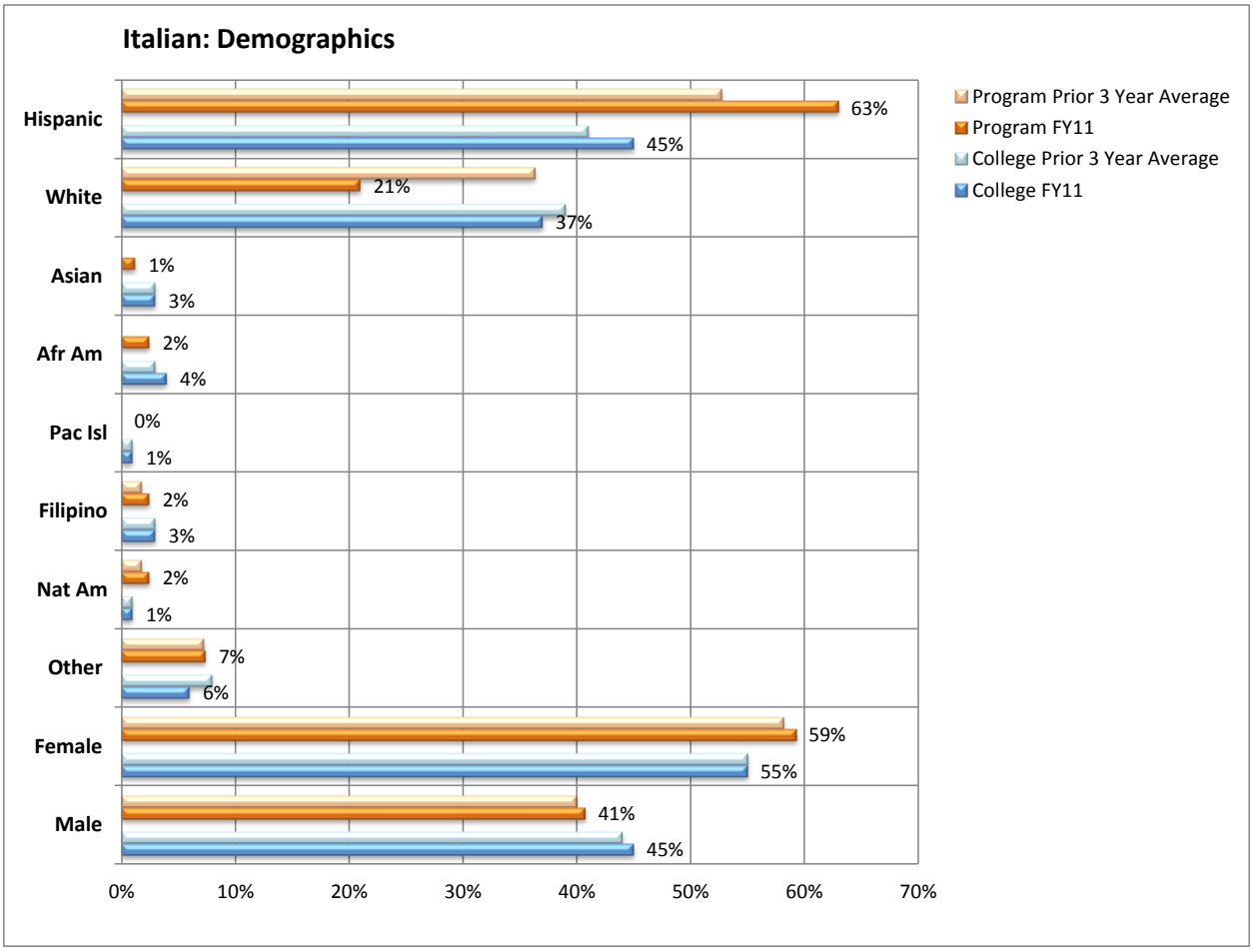
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ITAL	FY08,	27	26	-	1	1	1	1	4	38	23	-	32
ITAL	FY09,	20	15	-	-	-	-	1	2	22	16	-	29
ITAL	FY10,	40	20	-	-	-	1	1	5	37	28	2	29
ITAL	**3 Year Avg**	**29**	**20**	**-**	**-**	**-**	**1**	**1**	**4**	**32**	**22**	**1**	**30**
ITAL	**FY11**	**51**	**17**	**1**	**2**	**-**	**2**	**2**	**6**	**48**	**33**	**-**	**21**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ITAL	FY08,	44%	43%	0%	2%	2%	2%	2%	7%	62%	38%	0%	32
ITAL	FY09,	53%	39%	0%	0%	0%	0%	3%	5%	58%	42%	0%	29
ITAL	FY10,	60%	30%	0%	0%	0%	1%	1%	7%	55%	42%	3%	29
ITAL	3 Year Avg	53%	36%	0%	0%	0%	2%	2%	7%	58%	40%	2%	30
ITAL	**FY11**	**63%**	**21%**	**1%**	**2%**	**0%**	**2%**	**2%**	**7%**	**59%**	**41%**	**0%**	21
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2C: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3C: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4C: Interpretation of the Program Demographic Information

The Italian program has seen an 18% increase in Hispanic enrollment from FY08 to FY11. The program's three year average of 53% Hispanic enrollment is 12% higher than that of the college.

G1D: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

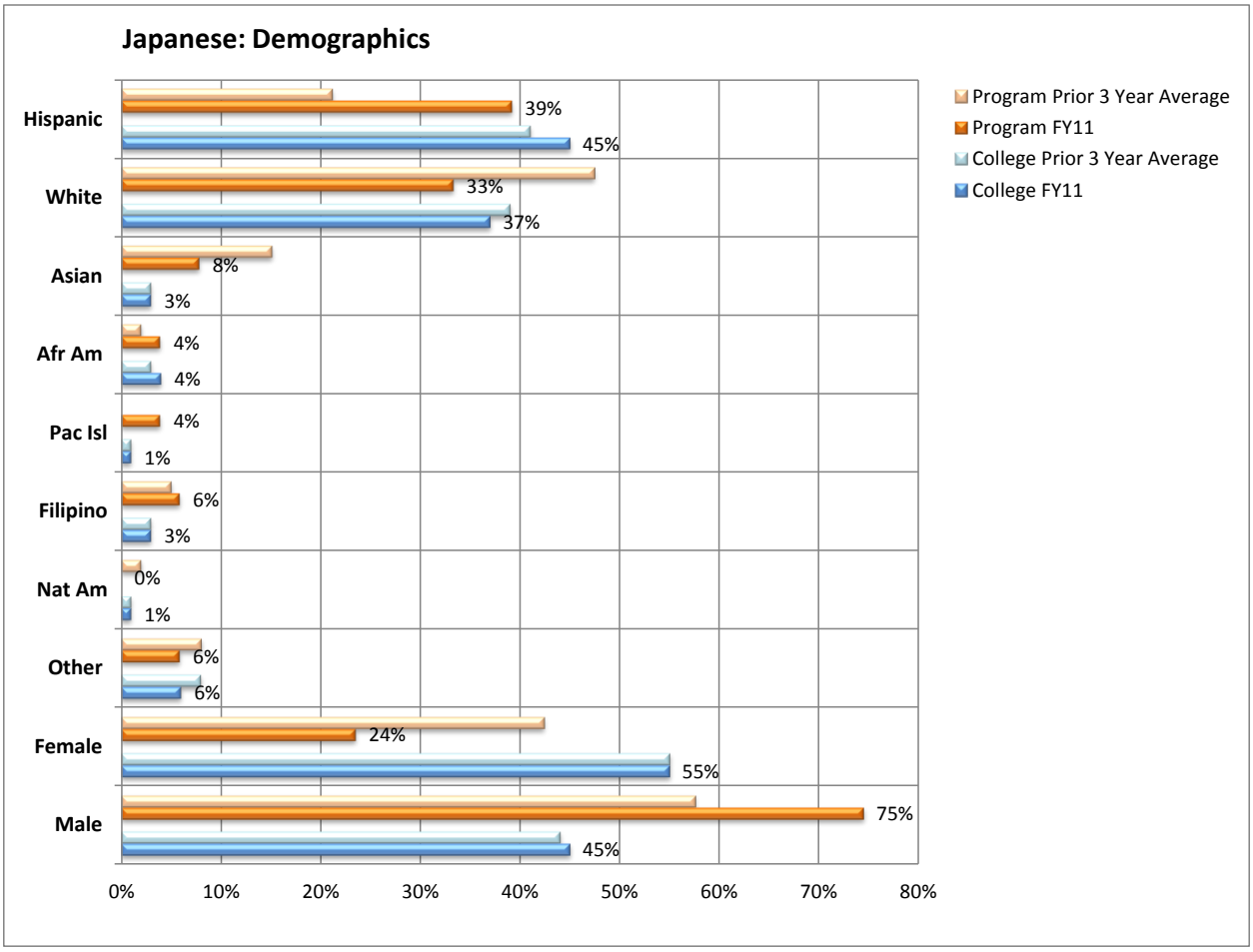
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
JAPN	FY08,	18	57	13	1	-	3	5	6	43	60	-	26
JAPN	FY09,	11	51	18	3	1	2	1	11	50	48	-	25
JAPN	FY10,	34	32	13	1	-	10	-	7	33	64	-	23
JAPN	**3 Year Avg**	**21**	**47**	**15**	**2**	**-**	**5**	**2**	**8**	**42**	**57**	**-**	**25**
JAPN	**FY11**	**20**	**17**	**4**	**2**	**2**	**3**	**-**	**3**	**12**	**38**	**1**	**22**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
JAPN	FY08,	17%	55%	13%	1%	0%	3%	5%	6%	42%	58%	0%	26
JAPN	FY09,	11%	52%	18%	3%	1%	2%	1%	11%	51%	49%	0%	25
JAPN	FY10,	35%	33%	13%	1%	0%	10%	0%	7%	34%	66%	0%	23
JAPN	3 Year Avg	21%	47%	15%	2%	0%	5%	2%	8%	42%	58%	0%	25
JAPN	**FY11**	**39%**	**33%**	**8%**	**4%**	**4%**	**6%**	**0%**	**6%**	**24%**	**75%**	**2%**	22
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2D: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3D: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4D: Interpretation of the Program Demographic Information

The Japanese program has more than doubled its Hispanic enrollment from FY08 to FY11. The program's Hispanic enrollment is slightly lower than the college average, but it has made dramatic increases. The Asian student enrollment in the Japanese program has been consistently higher than the college's three year average. The three year average of Asian enrollment in the Japanese program was five times higher than the college as a whole. However, in FY11 the Asian enrollment dropped by nearly half from 15% (its three year average) to 8% in FY11; while Hispanic enrollment has seen dramatic increases. This program provides one of the few opportunities for students to pursue an interest in Asian language and culture.

G1E: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

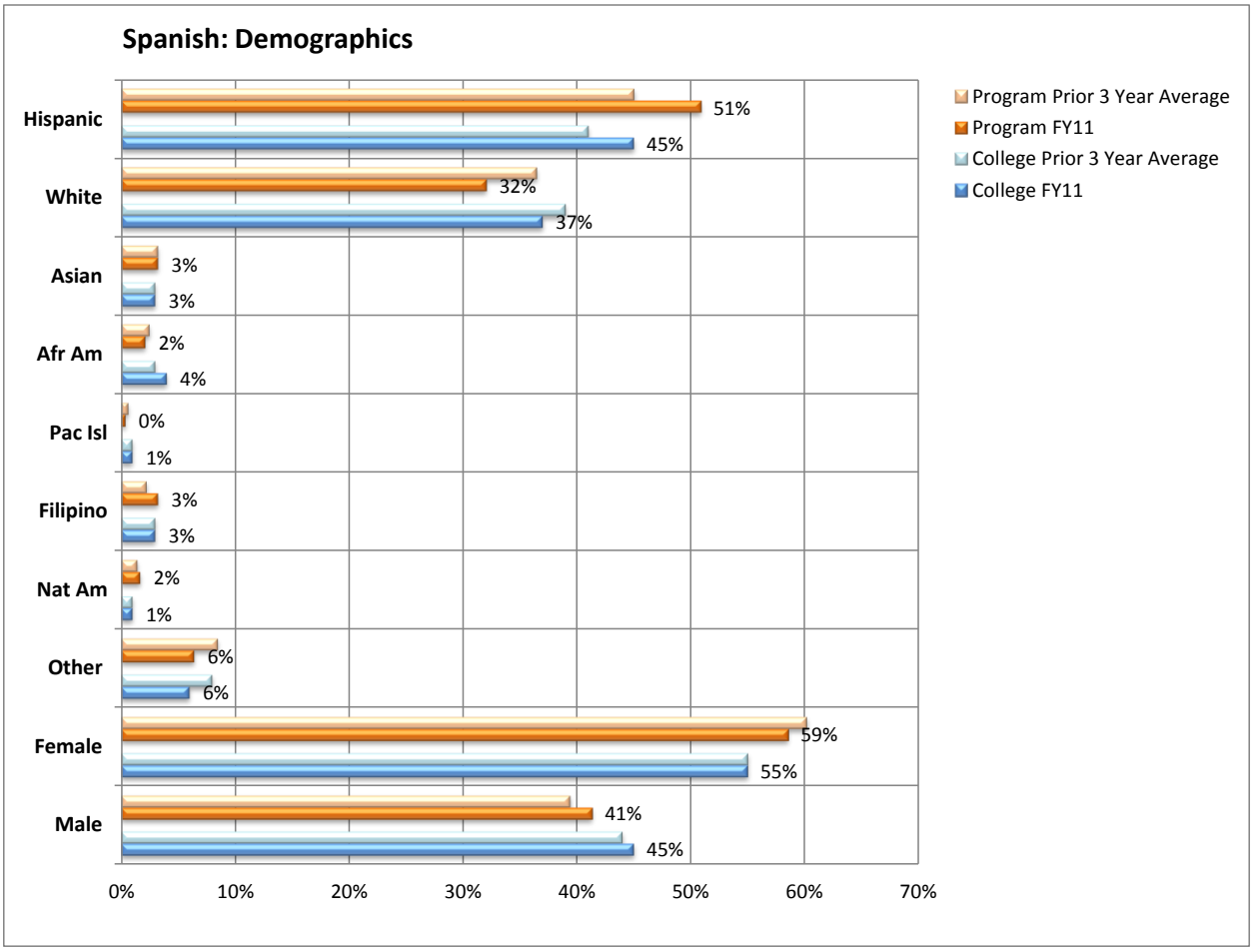
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPAN	FY08,	623	573	43	38	7	40	23	132	954	520	5	27
SPAN	FY09,	744	565	60	42	8	28	22	150	948	660	11	26
SPAN	FY10,	798	616	54	40	14	40	23	126	994	716	1	24
SPAN	**3 Year Avg**	**722**	**585**	**52**	**40**	**10**	**36**	**23**	**136**	**965**	**632**	**6**	**25**
SPAN	**FY11**	**816**	**514**	**52**	**34**	**6**	**52**	**27**	**103**	**939**	**663**	**2**	**23**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPAN	FY08,	42%	39%	3%	3%	0%	3%	2%	9%	65%	35%	0%	27
SPAN	FY09,	46%	35%	4%	3%	0%	2%	1%	9%	59%	41%	1%	26
SPAN	FY10,	47%	36%	3%	2%	1%	2%	1%	7%	58%	42%	0%	24
SPAN	3 Year Avg	45%	36%	3%	2%	1%	2%	1%	8%	60%	39%	0%	25
SPAN	**FY11**	**51%**	**32%**	**3%**	**2%**	**0%**	**3%**	**2%**	**6%**	**59%**	**41%**	**0%**	23
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2E: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3E: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4E: Interpretation of the Program Demographic Information

The three year average for the Spanish program's Hispanic enrollment is 4% higher than the college's three year average. The FY11 Hispanic enrollment is 6% higher than the college's FY11 average.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Listen and comprehend a passage in the target language in a variety of contexts and formats.	The students will listen to a 1 to 2 minute recorded selection in the target language and answer 8-10 multiple choice or true/false questions. 75% of the students will perform at a satisfactory level as defined in the rubric.
Operating Information	
Of the 265 students who took the assessment in Spanish V01, 94% performed at a satisfactory level. However, 6% of those students performed below the satisfactory level. All levels and languages in the department participated in the SLO assessment. However, the Spanish program's results were selected because they provide the largest sample. The program level SLO assessment data will be analyzed in the near future.	
Analysis – Assessment	
Given the results of the assessment, modifications will be made to adjust the rubric and performance indicators to more accurately reflect the student's level of mastery.	

Program-Level Student Learning Outcome 2	Performance Indicators
Write clearly and accurately in a variety of contexts and formats in the target language	The students will respond to written questions related to a topic under discussion with one sentence answers in the target language with 90% grammatical and syntactical accuracy. 80% of the students will perform at the mastery level.
Operating Information	
The data is not yet available.	
Analysis – Assessment	
Assessment of the course level writing SLO has been completed. However, the data has not yet been compiled at the program level.	

Program-Level Student Learning Outcome 3	Performance Indicators
Read and comprehend a passage in the target language from a variety of contexts and formats	Having read a narrative of 50-100 words the student will be able to answer correctly 5-10 multiple choice or true/false questions. 80% of the students taking the assessment will perform at mastery level as defined by the rubric.
Operating Information	
The data is not yet available.	
Analysis – Assessment	
Assessment of the course level reading SLO has been completed. However, the data has not yet been compiled at the program level.	

Program-Level Student Learning Outcome 4	Performance Indicators
Speak clearly and accurately in both formal and informal settings in the target language	The students will respond orally to aural questions related to a topic under discussion in complete sentences in the target language with 90% grammatical and syntactical accuracy. 80% of the students will perform at the mastery level.
Operating Information	
The data is not yet available.	
Analysis – Assessment	
Assessment of the course level speaking SLO has been completed. However, the data has not yet been compiled at the program level.	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The Italian program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The Italian program will increase the retention rate by 2% or more above the average of the program's previous three year average retention of 80%.
Operating Information	
The data indicate that the Italian program retention rate in FY11 was 83%. The retention rate in the previous three year average was 80%.	
Analysis – Assessment	
The Italian program exceeded the 2% retention rate increase goal. While still below the college average rate of 85%, the Italian program has made strides in its retention rate over the past four years.	

Student Success Outcome 2	Performance Indicators
The Spanish program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The Spanish program will increase the retention rate by 2% or more above the average of the program's previous three year average retention of 84%.
Operating Information	
The data indicate that the Spanish program retention rate for FY11 was 85%. The retention rate in the previous three year average was 84%. This represents a 1% increase.	
Analysis – Assessment	
The Spanish program's retention rate is only 1% less than the college's three year and FY11 averages. Given that the program's retention rate is already so close to the college's retention rate, it is unlikely to see more than incremental increases in retention due to the variety of factors that affect community college student persistence.	

Student Success Outcome 3	Performance Indicators
The Italian program will increase its success rate from the average of the **program's** prior three-year success rate. The success rate is the percentage of students at census who receive a grade of C or better.	The Italian program will increase the success rate by 2% or more above the average of the **program's** retention rate for the prior three years.
Operating Information	
The data indicate that the Italian program success rate for FY11 was 70%. The retention rate in the previous three year average was 64%. This represents a 6% increase.	
Analysis – Assessment	
The Italian program exceeded the 2% success rate goal by 4%. The Italian program has exceeded the college three-year average of 68%. In FY11 the Italian program matched the college success rate of 70%.	

Student Success Outcome 4	Performance Indicators
The Spanish program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 2% over the average of the **program's** student success rate for the prior three years of 74%.
Operating Information	
The data indicate that the Spanish program success rate for FY11 was 77%. The success rate in the previous three year average was 74%. This represents a 3% increase.	
Analysis – Assessment	
The Spanish program exceeded the 2% success rate goal by 1%. The Spanish program success rate in FY11 was 7% greater than the college's FY11 success rate.	

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
Operating Information	
Not applicable.	
Analysis – Assessment	

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	
Not applicable.	

5. Findings

Finding 1: The disproportionate number of A and B grades in the Spanish program could possibly be attributed to the 9% increase of Hispanic enrollment from FY08 to FY11. The prerequisite enforcement may also be a contributing factor to this increase because it has made it more difficult for more advanced students to enroll in the second and third semester courses; thereby perhaps increasing the number of over-prepared students in lower level classes.

Finding 2: The 94% success rate of the foreign language program students who took the listening comprehension SLO assessment and a review of the grading rubric indicate that we should reexamine the testing instrument to more accurately reflect the course level objectives.

Finding 3: The V01 course in the foreign language program exceeded its district 525 goal by 10.4%. At the V02 level even the largest discipline in the program, Spanish, fell short by 9% of the district 525 goal. This is a natural drop given the significant and normal decrease in enrollment numbers in upper-level foreign language courses.

6. Initiatives

Initiative: Explore and implement a Spanish placement exam to provide a suggested level placement for students.

Initiative ID

Links to Finding 1: In order to decrease the number of over-prepared students in the lower- level courses, it is necessary to assess students who do not fulfill the pre-requisite, but who may otherwise have equivalent language skills. Currently the introductory-level courses of Spanish have too many over-prepared students resulting in an inflated performance of SLO assessments.

Benefits: Suggested level placement will increase the number of students in higher-level courses and will better suit the linguistic needs of students who have already acquired Spanish skills from experiences outside of a classroom. Placing students in upper-level Spanish courses may help to approach the 525 WSCH goal in the V02 and V03 courses.

Request for Resources: Researcher costs for the exploration and development of a placement exam (approximately $2000.00). Assessment Office personnel cost for the administration and evaluation of the placement exam (unknown amount).

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Foreign Languages Program Review
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Initiative: Improve the grading rubric of the SLO assessments to more accurately reflect the course outcomes.

Initiative ID

Links to Finding 2: After analyzing the results of the course level SLO assessment summaries, it was determined that the achievement level for the student performance indicator was set too low. The low achievement level resulted in an elevated number of students who performed far above the achievement level and very few students who performed below the achievement level.

Benefits: By changing the rubric, the assessment results will reflect the course outcomes more accurately in order to adjust the instruction and/or curriculum to better suit the needs of the students.

Request for Resources: No monetary resources needed.

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Reduce the district 525 WSCH for the upper-level courses.

Initiative ID

Links to Finding 3: After reviewing the data, it is evident that exceeding the district 525 goal is unlikely given that the higher the level of the course the smaller the pool of potential students.

Benefits: Reducing the district 525 goal for the upper-level courses would more fairly demonstrate the program's productivity.

Request for Resources: No monetary resources needed.

Funding Sources

No new resources are required (use existing resources)	**X**
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Initiative ID

Links to Finding 4

Benefits

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

	Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1													
2													
3													
4													
5													

Other Equipment Requests

	Equipment	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1													
2													
3													
4													
5													

Facilities Requests

	Facilities	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1													
2													
3													
4													
5													

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.