Foreign Languages & American Sign Language Program Review
2012-2013

1. Program/Department Description

1A. Description

The foreign language courses teach students communication skills in a second language and provide an understanding of the cultures of the target language. All of the foreign language courses provide instruction designed to develop proficiency 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.

All of the American Sign Language courses at Ventura College provide instruction in receptive and expressive sign vocabulary, appropriate grammatical and affective facial expressions, syntax, and body modifiers.

Degrees/Certificates

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

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/ Supplies		Books/ Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

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

1D. College Vision

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

1E. College 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.

1F. College 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

Foreign Languages & American Sign Language Program Review
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1G. Program/Department Significant Events (Strengths and Successes)

Foreign Languages:
- 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 languages use both formative and summative assessment techniques on a consistent basis.
- The foreign language faculty has a collaborative relationship with the Tutoring Center and its foreign language tutors.
- The foreign language department has hosted a series of movie nights to promote cultural awareness in the community.
- All of the foreign language courses currently offered are transferrable to the CSU and UC systems.

American Sign Language:
- The Sign Language program teaches ASL, the fourth most used Language in the United States.
- ASL is widely accepted as a foreign language requirement at four-year universities including Harvard and Brown, in addition to the UC's and CSU's.
- The program and classes consist of very dedicated students, some of whom have Deaf family members or co-workers. Many express their interest in pursuing a job related to Deafness e.g.: social worker, teacher, or Interpreter for the Deaf.
- The program is enriched by class presentations from successful Deaf adult guest speakers who discuss a variety of aspects of the Deaf Community, assistive technology, and who answer student questions.
- ASL classes consistently reach their enrollment capacity and have wait lists. Ventura College presently has 191 students enrolled in the program with 157 of them in SL10A.

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	12 years
Degrees/Credentials	B.A., M.A.

Name	Sandford, Art
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	27 years
Degrees/Credentials	B.A., M.A. ,Ph.D.

Name	Somoza, Ben
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	18 years
Degrees/Credentials	B.A., M.A.

2. Performance Expectations

2A.   Student Learning Outcomes

2A1. 2012-2013 - *Institutional* Student Learning Outcomes
1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - *Program* Level Student Learning Outcomes
   For programs/departments offering degrees and/or certificates
1. N/A

2.

2A3. **2012-2013** - *Course* Level Student Learning Outcomes
   Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes
   1. N/A

   2.

2C. **2012-2013** Program OPERATING Outcomes
   1. N/A

   2.

2D. Mapping of Student Learning Outcomes - *Refer to TracDat*

3. Operating Information

3A.   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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly 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.

3B: 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.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at

http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

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In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

The analysis of foreign language data shows that in fiscal year 12 there was an 11% decrease in expenditures for part-time faculty compared to the three-year average from FY09-11. This is a result in reduction of the total number of sections taught. The 25% increase in expenditures for full-time faculty over the three-year average from FY09-11 is due to the reassignment of a full-time faculty member.

Foreign Languages:

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	211,395	221,810	361,799	265,001	330,334	25%	8%
2	PT Faculty	327,646	365,814	324,762	339,407	301,326	-11%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	681	609	648	646	500	-23%	1%
8	Services	200	200	-	200	-	-100%	2%
9	Equipment	-	-	-	-	-	0%	18%
	Total	**539,922**	**588,433**	**687,209**	**605,188**	**632,160**		**0%**

Foreign Languages: Budget Expenditure Trends

FY11, FT Faculty,
FY10, PT Faculty,
3 Year Average, PT
FY09, PT Faculty,
Faculty, 339,407
330,384,762

3 Year Average, FT
Faculty, 265,001

FY10, FT Faculty,
FY09, FT Faculty,
221,810
211,395

Legend: FY09 · FY10 · FY11 · 3 Year Average · FY12

Foreign Languages: Comparative Budget Changes

Category	FY12 Program Change from Prior Three Year Average	Other
FT Faculty	25%	8%
PT Faculty	-11%	-8%
Classified	-7%	0%
Students	0%	2%
Supervisors	0%	6%
Managers	0%	0%
Supplies	-23%	1%
Services	(off chart, <-50%)	2%
Equipment	0%	18%
Total	0%	
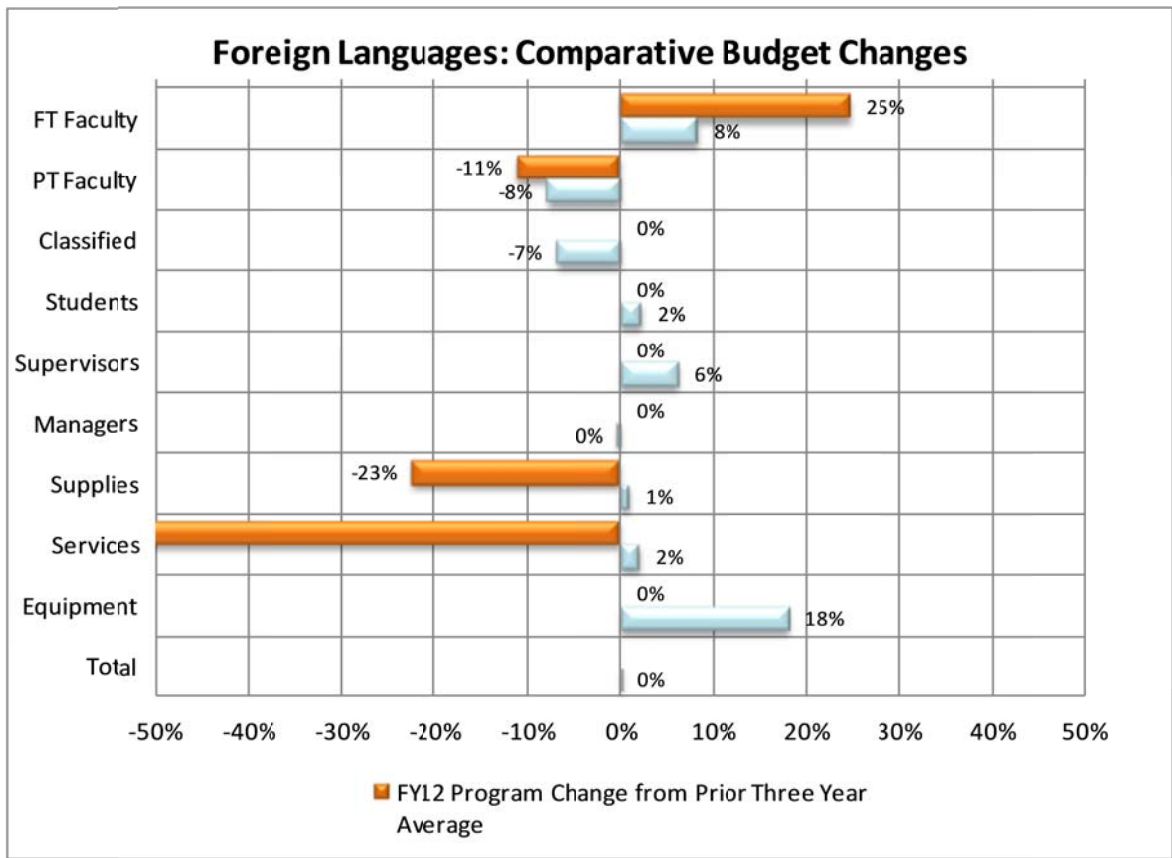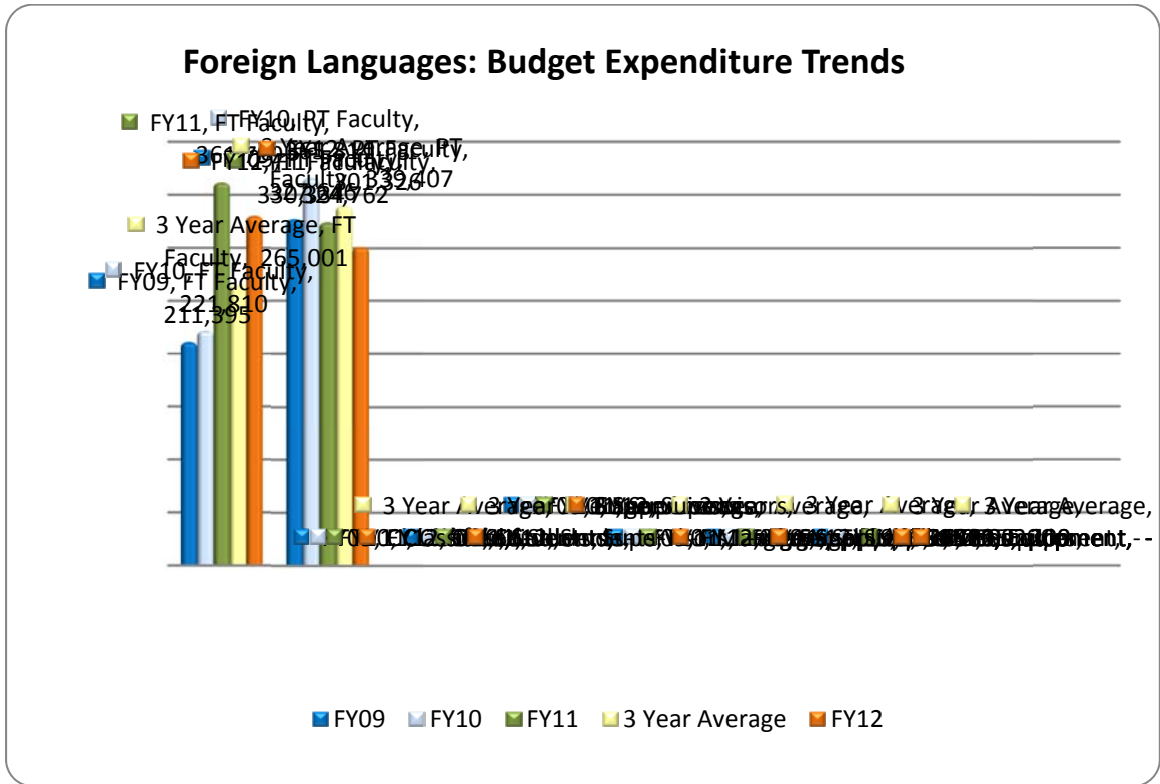
Legend: FY12 Program Change from Prior Three Year Average

Sign Language:

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	2,168	2,545	1,585	2,099	1,585	-24%	8%
2	PT Faculty	56,301	64,754	54,787	58,614	51,366	-12%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	-	-	-	-	-	0%	1%
8	Services	-	-	-	-	-	0%	2%
9	Equipment	-	-	-	-	-	0%	18%
	Total	58,469	67,299	56,372	60,713	52,951		0%

Sign Language: Budget Expenditure Trends

Sign Language: Comparative Budget Chart

Category	FYL2 Program Change from Prior Three Year Average	
FT Faculty	-24%	8%
PT Faculty	-12%	-8%
Classified	-7%	0%
Students	2%	0%
Supervisors	6%	0%
Managers	0%	0%
Supplies	1%	0%
Services	2%	0%
Equipment	18%	0%
Total	0%	

FYL2 Program Change from Prior Three Year Average
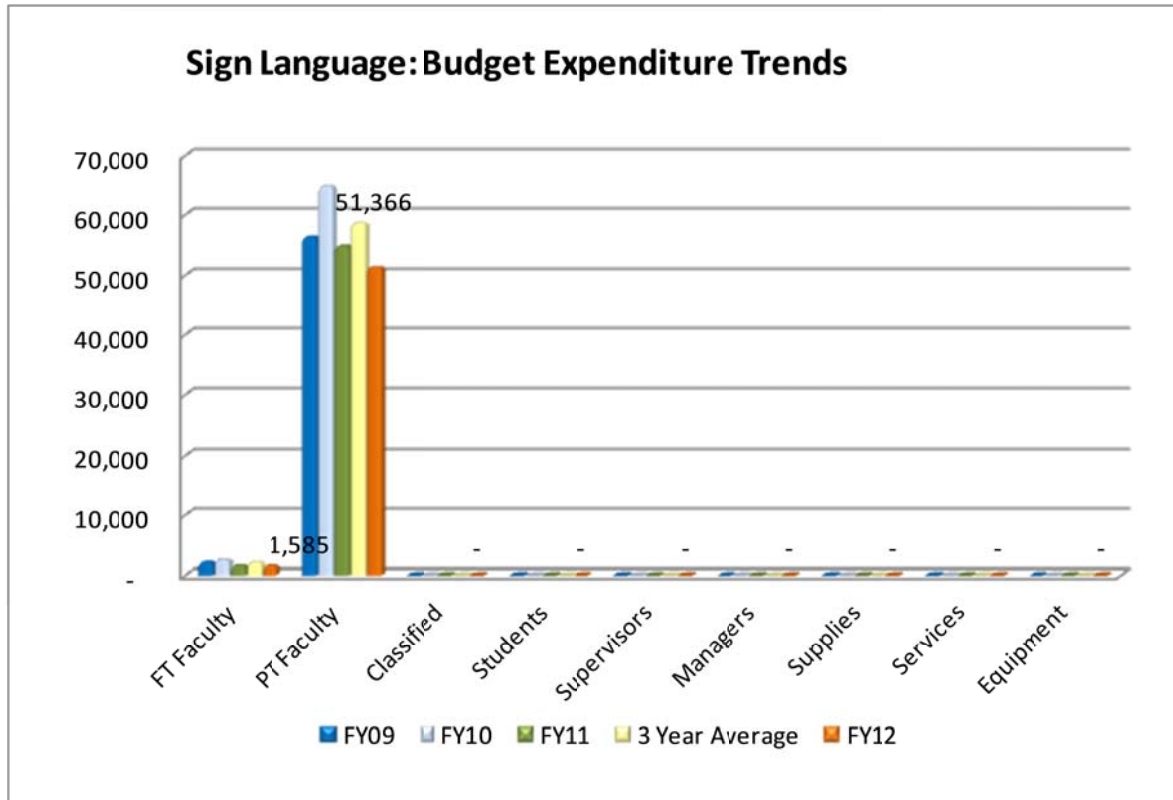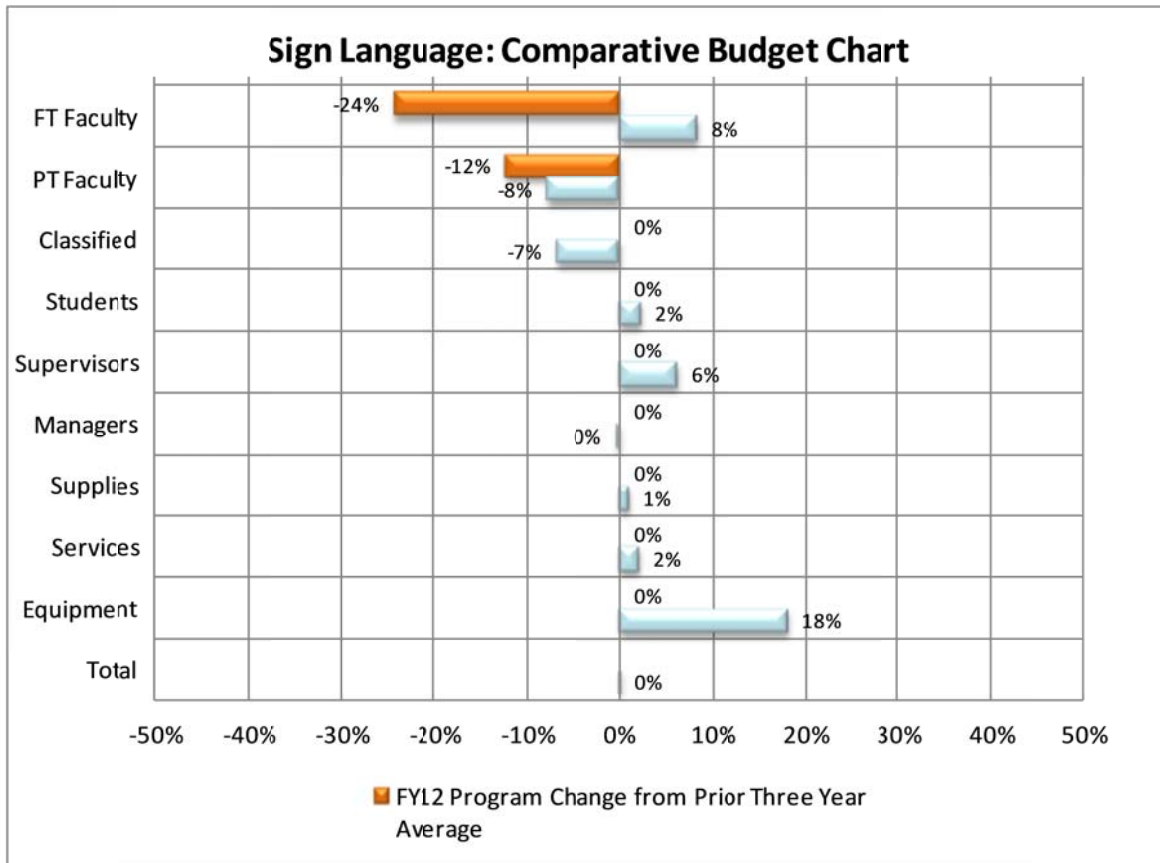
3C2: Interpretation of the Program Inventory Information

http://www.venturacollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

3C3: Interpretation of the Program Productivity Information

-- The discipline of French is taught entirely by hourly faculty and offered only 3 sections in FY12 (one fewer than its prior 3-year average) with a total census enrollment of 95 students. Not surprisingly, there was a concomitant drop in WSCH from 290 to 240, or a 17% reduction.

-- The discipline of German is also taught entirely by hourly faculty and offered 5 sections in FY 12, one fewer than its prior 3-year average, with a total census enrollment of 140 students. Again, not surprisingly, there was a concomitant drop in WSCH from 380 to 345, or a 9% reduction.

-- The discipline of Italian is also taught exclusively by hourly faculty. There have been 2 sections of Italian offered every fiscal year since 2010. In FY 2012, however, there was a 39% increase in enrollment of the prior 3-year average and an increase in WSCH of 36%.

-- The discipline of Japanese is taught exclusively by hourly faculty and from FY 09 to FY11 offered an average of 3 sections. In FY 12, however, the course offerings were cut to 1 section only. This 63% reduction in sections resulted in a 45% drop in WSCH, to the credit on the lone hourly faculty member.

-- The discipline of Sign Language (ASL) is also taught exclusively by hourly faculty and offered an average of 14 sections in fiscal years 09-11. In FY12, however, only 12 sections were offered, a reduction of 16%. To the credit of the discipline faculty, however, this resulted in only a 12% reduction in WSCH.

-- Likewise, while the discipline of Spanish offered 5 fewer sections in FY12 as compared to its prior 3-year average of 53, it nonetheless *increased* enrollments by 1% and WSCH by 2%, certainly a lot of credit is due to the Spanish faculty.

French: Productivity Changes							
Title	**FY09**	**FY10**	**FY11**	**3 Year Average**	**FY12**	**Program Change**	**College Change**
Sections	5	3	3	4	3	-18%	-11%
Census	130	122	109	120	95	-21%	-8%
FTES	20	20	18	19	16	-17%	-6%
FT Faculty	0.17	-	-	0	-	-100%	10%
PT Faculty	0.43	0.50	0.50	0	0.50	5%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	0.60	0.50	0.50	1	0.50	-6%	-5%
WSCH	300	300	270	290	240	-17%	-6%
WSCH/Faculty	500	600	540	544	480	-12%	-2%

French: Productivity Changes
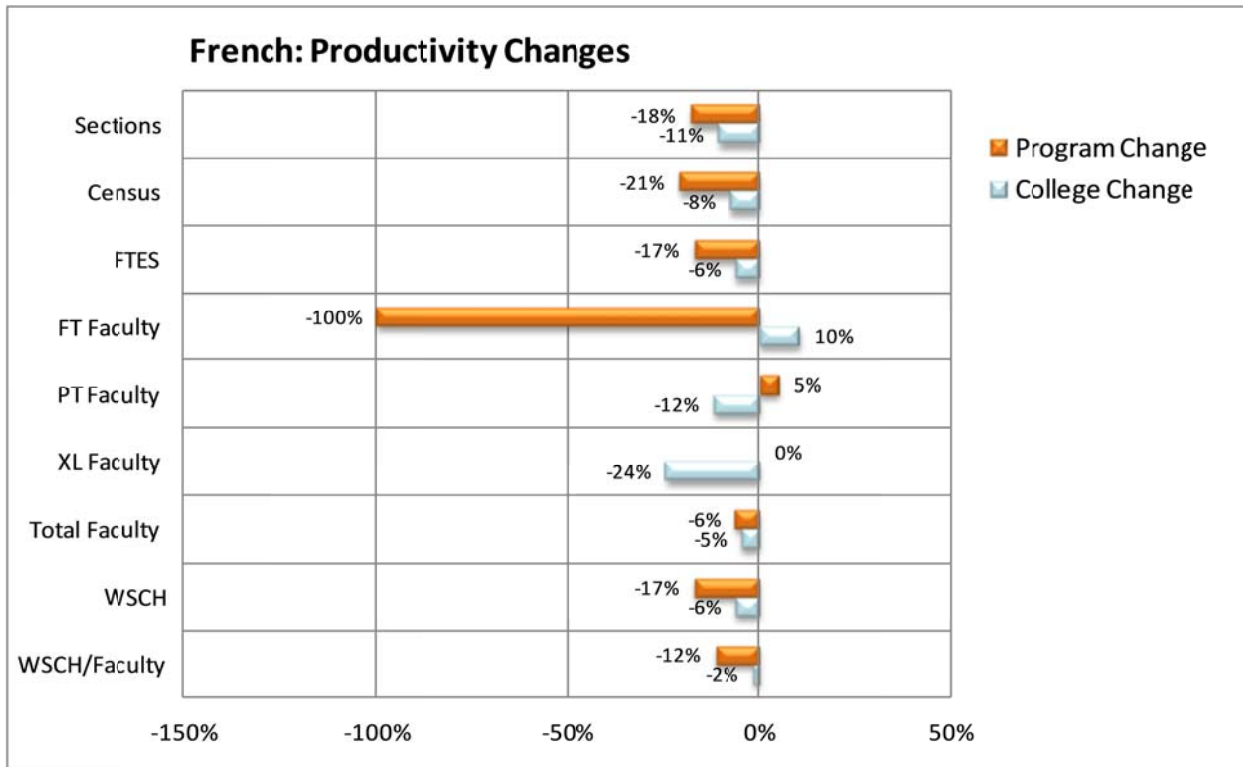
German: Productivity Changes

Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	6	6	5	6	5	-12%	-11%
Census	163	175	141	160	140	-12%	-8%
FTES	26	27	23	25	23	-9%	-6%
FT Faculty	-	-	-	-	-	0%	10%
PT Faculty	0.77	0.77	0.67	1	0.67	-9%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	0.77	0.77	0.67	1	0.67	-9%	-5%
WSCH	390	405	345	380	345	-9%	-6%
WSCH/Faculty	506	526	515	516	515	0%	-2%

German: Productivity Changes

Italian: Productivity Changes							
Title	**FY09**	**FY10**	**FY11**	**3 Year Average**	**FY12**	**Program Change**	**College Change**
Sections	1	2	2	2	2	20%	-11%
Census	39	71	82	64	89	39%	-8%
FTES	7	12	14	11	15	36%	-6%
FT Faculty	-	-	-	-	-	0%	10%
PT Faculty	0.17	0.33	0.33	0	0.33	19%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	0.17	0.33	0.33	0	0.33	19%	-5%
WSCH	105	180	210	165	225	36%	-6%
WSCH/Faculty	618	545	636	596	682	14%	-2%

Italian: Productivity Changes

<table>
<tr><td colspan="8">Japanese: Productivity Changes</td></tr>
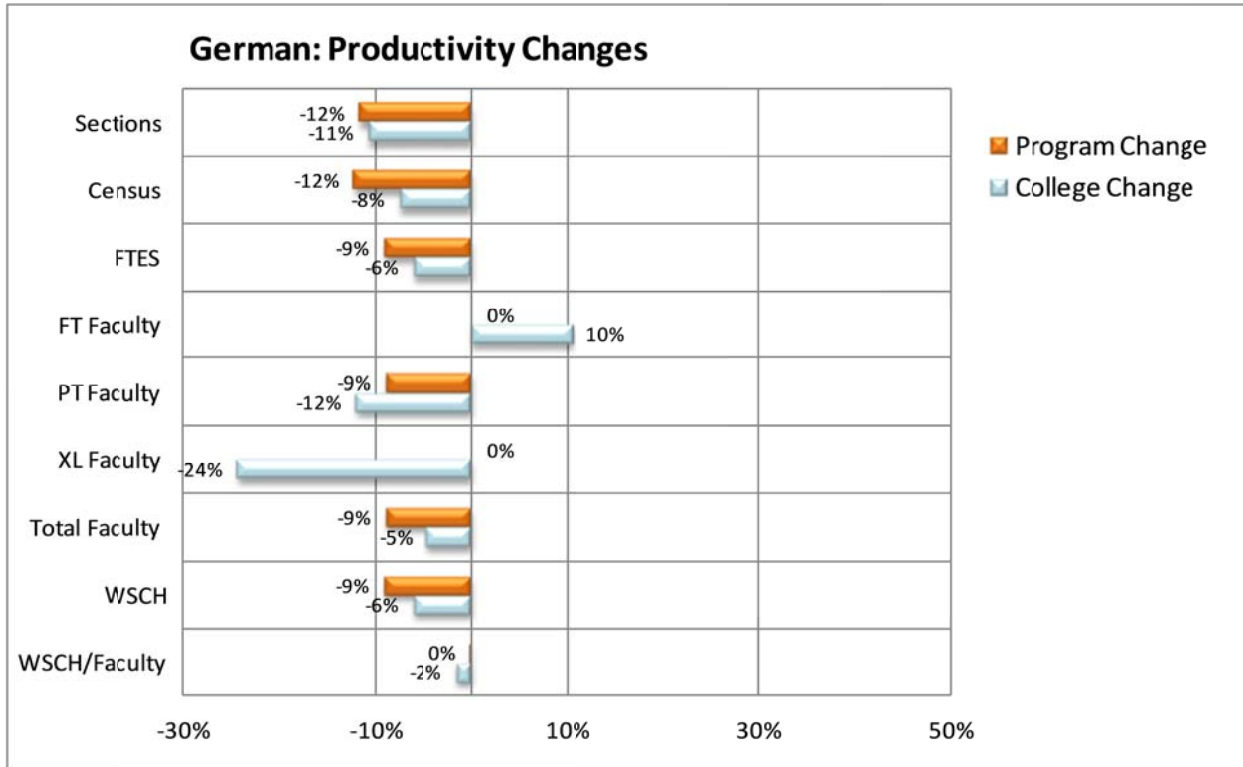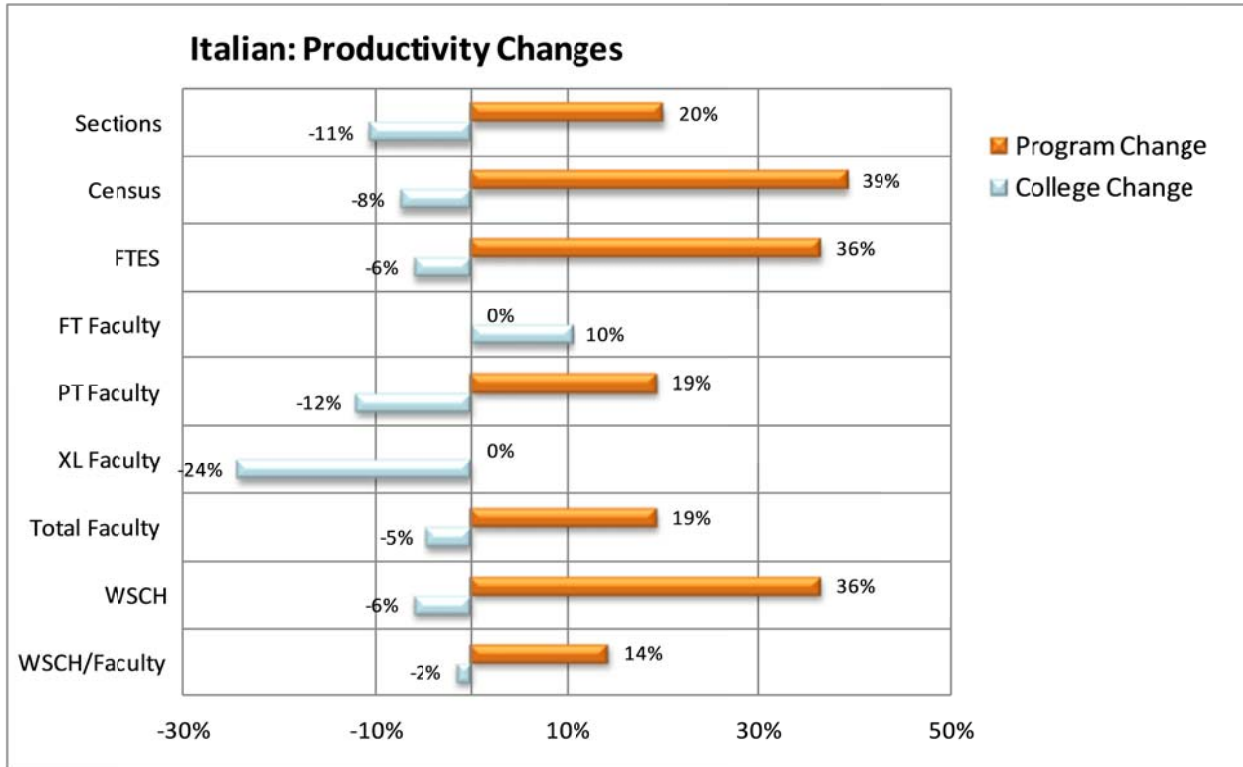<tr>
<td>Title</td>
<td>FY09</td>
<td>FY10</td>
<td>FY11</td>
<td>3 Year
Average</td>
<td>FY12</td>
<td>Program
Change</td>
<td>College
Change</td>
</tr>
<tr><td>Sections</td><td>3</td><td>3</td><td>2</td><td>3</td><td>1</td><td>-63%</td><td>-11%</td></tr>
<tr><td>Census</td><td>97</td><td>106</td><td>52</td><td>85</td><td>42</td><td>-51%</td><td>-8%</td></tr>
<tr><td>FTES</td><td>14</td><td>15</td><td>9</td><td>13</td><td>7</td><td>-45%</td><td>-6%</td></tr>
<tr><td>FT Faculty</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>0%</td><td>10%</td></tr>
<tr><td>PT Faculty</td><td>0.43</td><td>0.43</td><td>0.33</td><td>0</td><td>0.17</td><td>-57%</td><td>-12%</td></tr>
<tr><td>XL Faculty</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>0%</td><td>-24%</td></tr>
<tr><td>Total Faculty</td><td>0.43</td><td>0.43</td><td>0.33</td><td>0</td><td>0.17</td><td>-57%</td><td>-5%</td></tr>
<tr><td>WSCH</td><td>210</td><td>225</td><td>135</td><td>190</td><td>105</td><td>-45%</td><td>-6%</td></tr>
<tr><td>WSCH/Faculty</td><td>488</td><td>523</td><td>409</td><td>479</td><td>618</td><td>29%</td><td>-2%</td></tr>
</table>

Japanese: Productivity Changes

	Program Change	College Change
Sections	-63%	-11%
Census	-51%	-8%
FTES	-45%	-6%
FT Faculty	0%	10%
PT Faculty	-57%	-12%
XL Faculty	0%	-24%
Total Faculty	-57%	-5%
WSCH	-45%	-6%
WSCH/Faculty	29%	-2%

Sign Language: Productivity Changes
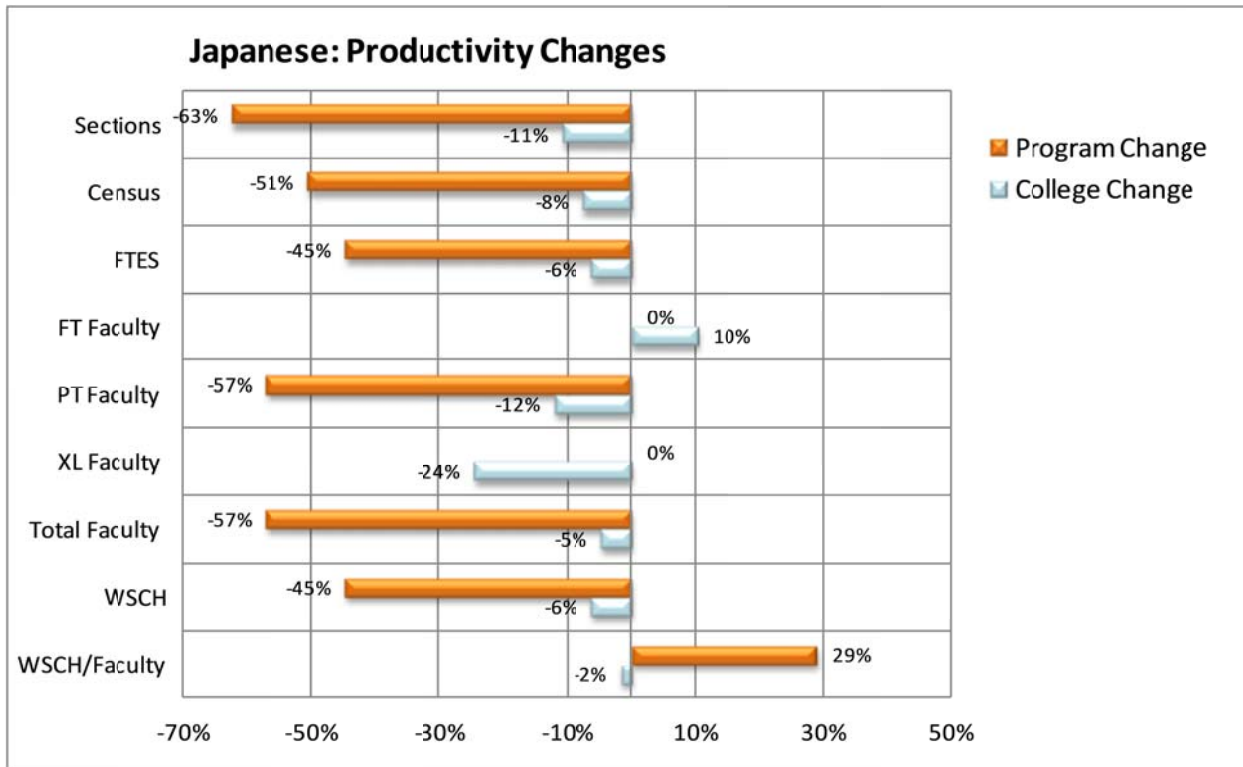
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	15	15	13	14	12	-16%	-11%
Census	563	507	503	524	460	-12%	-8%
FTES	55	50	49	51	45	-12%	-6%
FT Faculty	-	-	-	-	-	0%	10%
PT Faculty	1.50	1.50	1.30	1	1.20	-16%	-12%
XL Faculty	0.05	-	-	0	-	-100%	-24%
Total Faculty	1.55	1.50	1.30	1	1.20	-17%	-5%
WSCH	825	750	735	770	675	-12%	-6%
WSCH/Faculty	532	500	565	531	563	6%	-2%
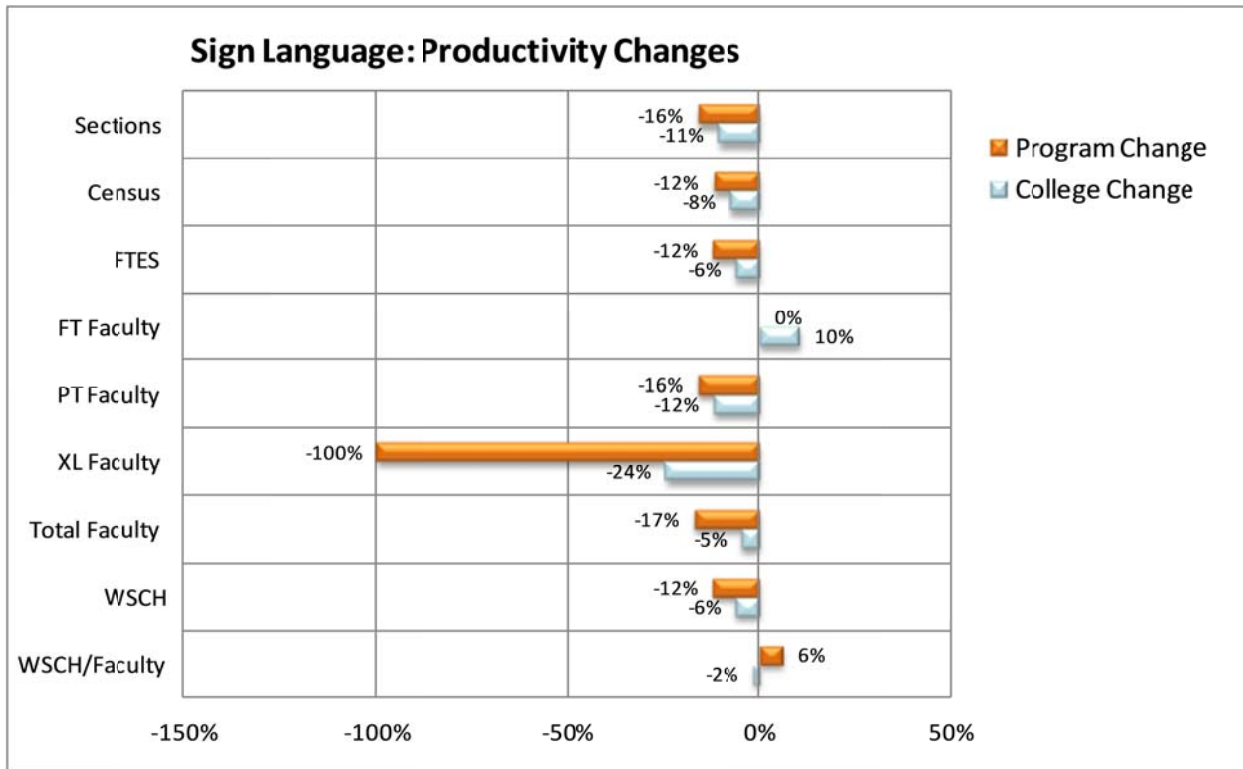
Sign Language: Productivity Changes

| Spanish: Productivity Changes							
Title	**FY09**	**FY10**	**FY11**	**3 Year Average**	**FY12**	**Program Change**	**College Change**
Sections	56	53	51	53	48	-10%	-11%
Census	1,701	1,756	1,661	1,706	1,725	1%	-8%
FTES	274	288	273	278	283	2%	-6%
FT Faculty	1.33	2.00	2.50	2	3.00	54%	10%
PT Faculty	7.20	6.50	5.50	6	5.00	-22%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	8.53	8.50	8.00	8	8.00	-4%	-5%
WSCH	4,110	4,320	4,095	4,175	4,245	2%	-6%
WSCH/Faculty	482	508	512	500	531	6%	-2%

Spanish: Productivity Changes
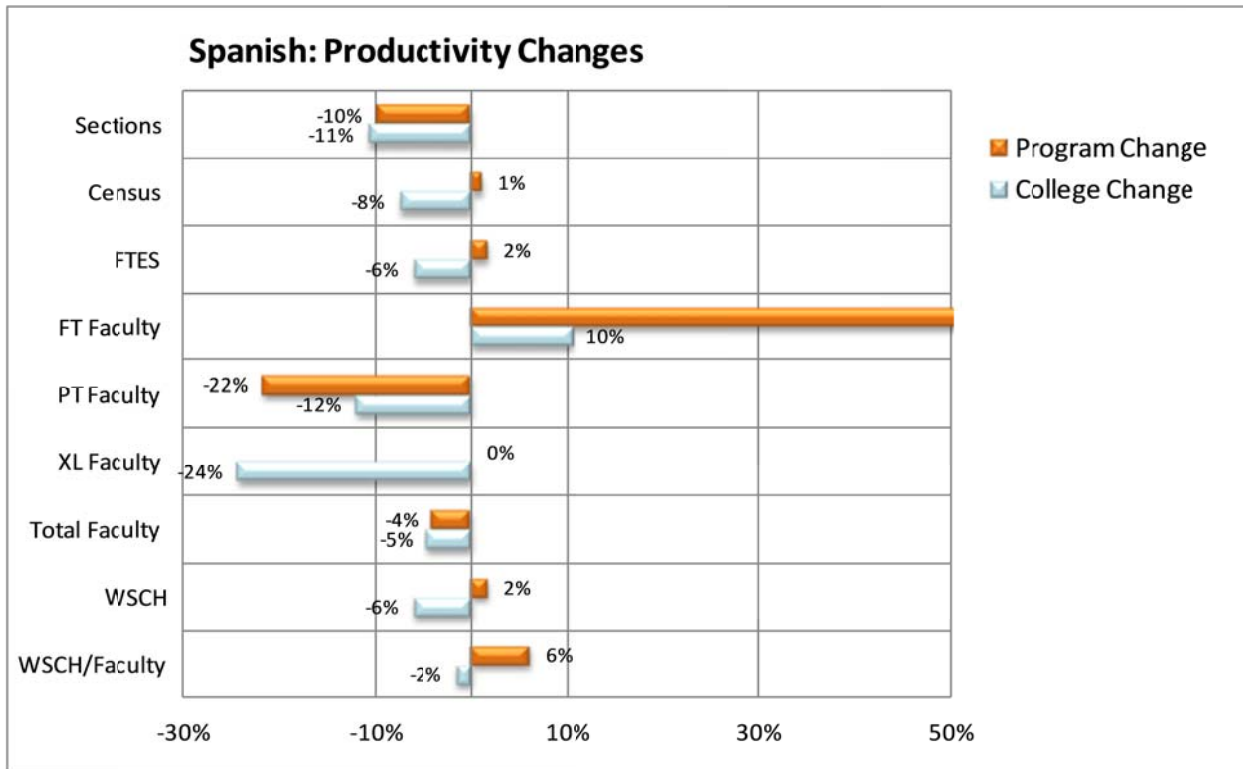
3C4: Interpretation of the Program Course Productivity Information

Given the nature and complexity of language study and student academic goals and needs, first semester courses enrollments will generally exceed those of second, third and fourth semester courses. All introductory (first semester) courses in the Foreign Language exceeded the 525 goal. In all of the disciplines that offered a second semester course in FY 12 (FREN, GERM, SL, SPAN) there was an average WSCH of 83.25 in the second semester courses. (The WSCH ranged from 54% in FREN V02 to 99% for SPAN V02.) For SPAN V03 and V04 (the only intermediate level courses offered in FY12), there was an average WSCH of 86.5%.

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
FRENV01	Elementary French I	615	668	593	625	570	(55)	525	109%
FRENV02	Elementary French II	315	495	450	420	285	(135)	525	54%
FRENV51A	Conversation in French I	405	-	-	405	-	(405)	525	0%
FRENV51B	Conversation in French II	405	-	-	405	-	(405)	525	0%
TOTAL	Annual College WSCH Ratio	497	610	545	551	475	(76)	525	90%

French: College WSCH Ratio by Course — District Goal = 525
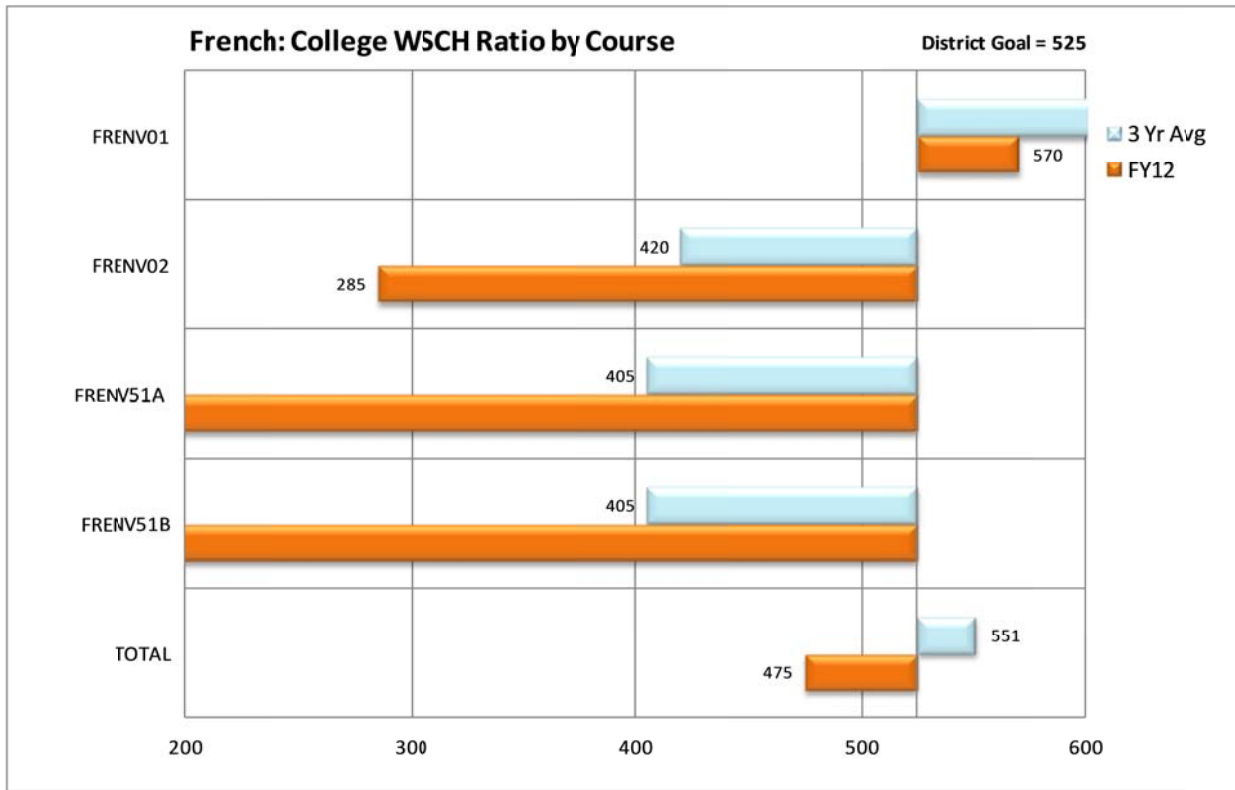
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
GERMV01	Elementary German I	595	585	600	593	555	(38)	525	106%
GERMV02	Elementary German II	435	525	315	425	435	10	525	83%
GERMV51A	Conversation in German I	261	315	189	255	261	6	525	50%
GERMV80	Conversational German	206	315	-	261	-	(261)	525	0%
TOTAL	Annual College WSCH Ratio	507	533	526	522	521	(1)	525	99%
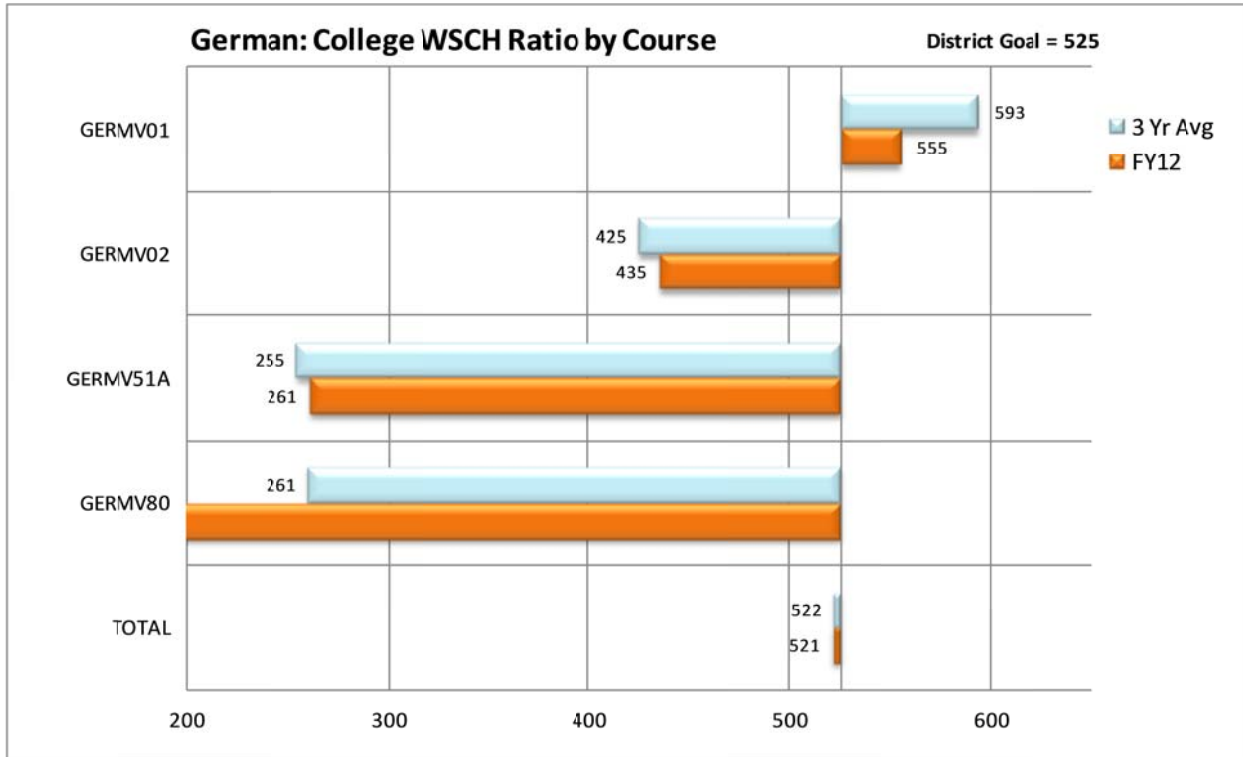
German: College WSCH Ratio by Course — District Goal = 525

Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
	College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)								
ITALV01	Elementary Italian I	585	540	615	580	668	88	525	127%
ITALV02	Elementary Italian II	-	525	-	525	-	(525)	525	0%
TOTAL	Annual College WSCH Ratio	585	533	615	578	668	90	525	127%

Italian: College WSCH Ratio by Course — District Goal = 525
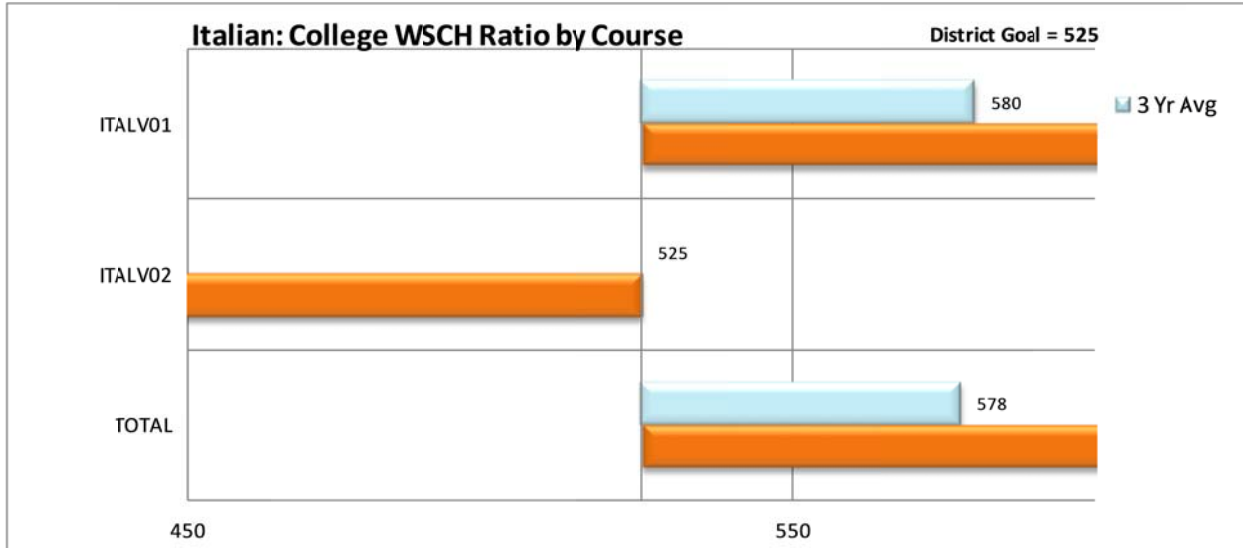
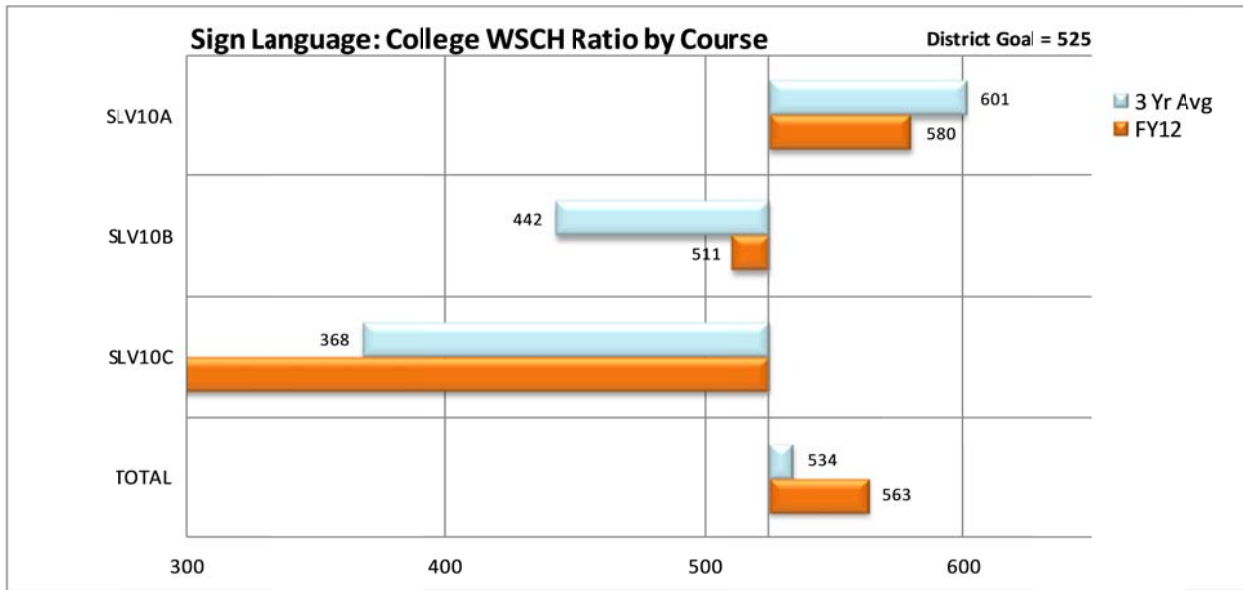# Foreign Languages & American Sign Language Program Review
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College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
JAPNV01	Elementary Japanese I	615	675	555	615	630	15	525	120%
JAPNV02	Elementary Japanese II	435	375	225	345	-	(345)	525	0%
JAPNV80	Conversational Japanese	370	494	-	432	-	(432)	525	0%
TOTAL	**Annual College WSCH Ratio**	489	518	390	466	630	164	525	120%
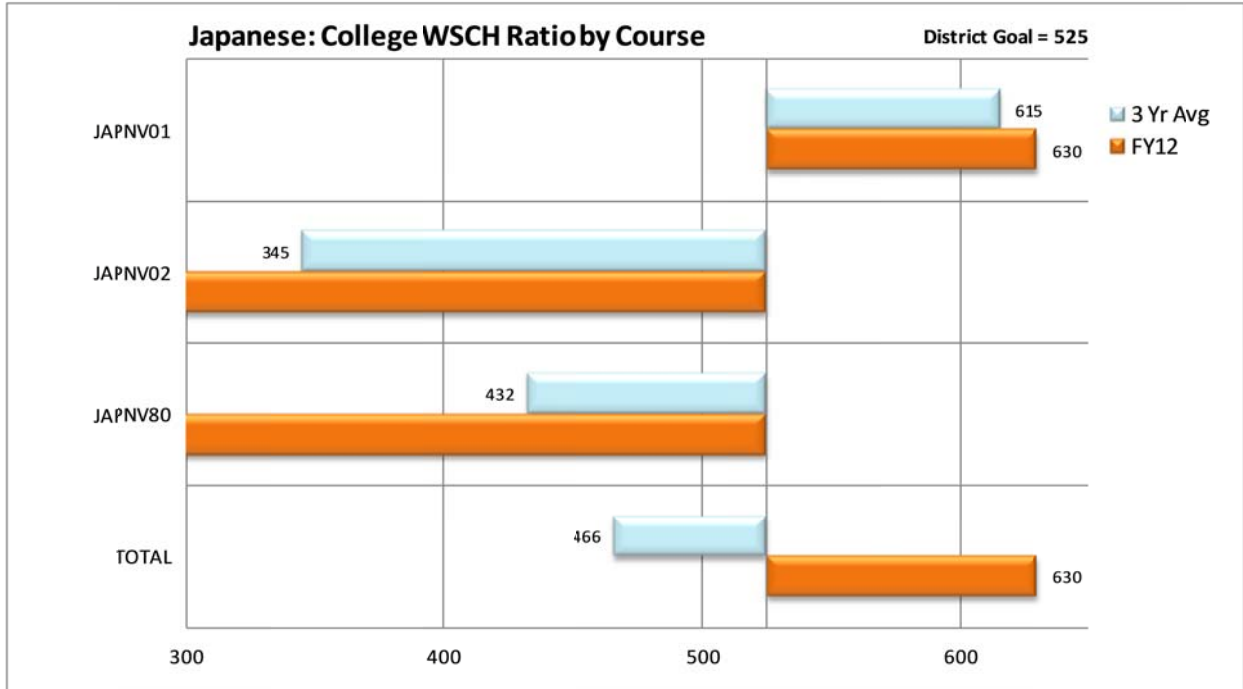
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
SLV10A	American Sign Language: Beg	628	587	587	601	580	(21)	525	110%
SLV10B	American Sign Language: Inter	456	362	508	442	511	69	525	97%
SLV10C	American Sign Language: Adv	360	375	-	368	-	(368)	525	0%
TOTAL	**Annual College WSCH Ratio**	535	498	569	534	563	29	525	107%

Sign Language: College WSCH Ratio by Course — District Goal = 525

Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
	College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)								
SPANV01	Elementary Spanish I	536	527	535	533	550	17	525	105%
SPANV02	Elementary Spanish II	464	476	477	472	518	46	525	99%
SPANV03	Intermediate Spanish I	362	500	418	427	439	12	525	84%
SPANV03S	Spanish Heritage Language I	300	585	585	490	-	(490)	525	0%
SPANV04	Intermediate Spanish II	194	465	585	415	465	50	525	89%
SPANV04S	Spanish Heritage Language II	420	465	585	490	-	(490)	525	0%
SPANV51A	Conversation in Spanish I	457	-	-	457	-	(457)	525	0%
SPANV51B	Conversation in Spanish II	459	-	-	459	-	(459)	525	0%
SPANV70	Spanish for Medical Personnel	-	-	-	-	-	-	525	0%
SPANV80	Conversational Spanish	-	-	-	-	-	-	525	0%
SPANV90	Directed Studies in Spanish	-	-	-	-	-	-	525	0%
SPAN	**Annual College WSCH Ratio**	482	508	511	500	532	32	525	101%

Spanish: College WSCH Ratio by Course — District Goal = 525

Course	3 Yr Avg	FY12
SPANV01	533	550
SPANV02	472	518
SPANV03	427	439
SPANV03S	490	
SPANV04	415	465
SPANV04S	490	
SPANV51A	457	
SPANV51B	459	
SPANV70		
SPANV80		
SPANV90		
SPAN	500	532
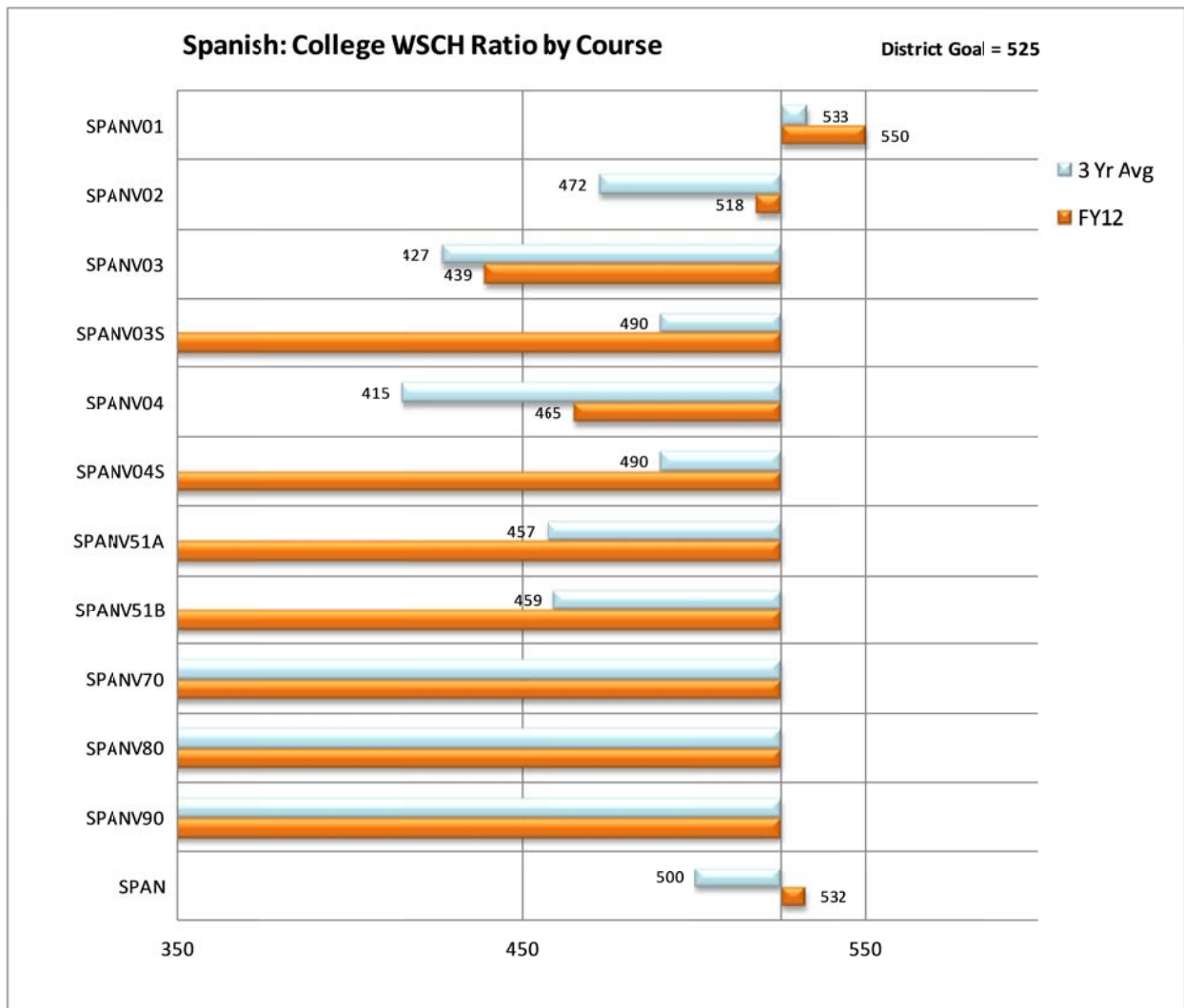
3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

The analysis of the French program's student success rate indicates that for FY12 it was 7 % lower than the college average and 3% higher than the college's three-year average. The completion rate indicates that FY12 it was 13% lower than the college average and was the same as the college's three-year average. In comparison to the FY11, the French program completion rate decreased by 13% and the success rate decreased by 8%. In FY12 34% of students in French received A's compared to 32% for the college; 22% received B's compared to 21% for the college, 8% received C's compared to 14% for the college, and 7% received F's compared to 9% for the college. As can be seen from these numbers, the students in the French program received more A's and B's than the college. Students in French received 2% less F's than the college.

The analysis of the German program's student success rate indicates that for FY12 it was 12% lower than the college average and 1% lower than the college's three year average. The completion rate indicates that for FY12 it was 4% lower than the college average and 7% lower than the college's three-year average. In comparison to FY11, the German program completion rate increased by 12% and the

success rate decreased by 2%.   There is very little difference between the college and German program's grade distribution. In FY12 23% of students received A's compared to 32% for the college, 20% received B's compared to 21% for the college, 27% received C's compared to 14% for the college, and 17% received F's compared to 9% for the college.

The analysis of the Italian program's student success rate indicates that for FY12 it was 5% lower than the college average and 1% higher than the college's three-year average. The completion rate indicates that for FY12 it was 6% lower than the college average and 5% lower than the college's three-year average. In comparison to FY11, the Italian program completion rate decreased by 3% and the success rate decreased by 4%. In FY12 24% of students in Italian received A's compared to 32% for the college; 29% received B's compared to 21% for the college, 13% received C's compared to 14% for the college, and 7% received F's compared to 9% for the college. There is very little difference between the college and Italian program's grade distribution.

The analysis of the Japanese program's student success rate indicates that for FY12 it was 2% higher than the college average and 8% higher than the college's three-year average. The completion rate indicates that FY12 was 6% lower than the college average and 1% higher than the college's three-year average. In comparison to FY11, the Japanese program completion rate decreased by 4% and the success rate increased by 2%. In FY12 35% of students received A's compared to 32% for the college; 20% received B's compared to 21% for the college, 18% received C's compared to 14% for the college, and 0% received F's compared to 9% for the college. As can be seen from these numbers, the students in the Japanese program received more A's and C's and less F's than the college.
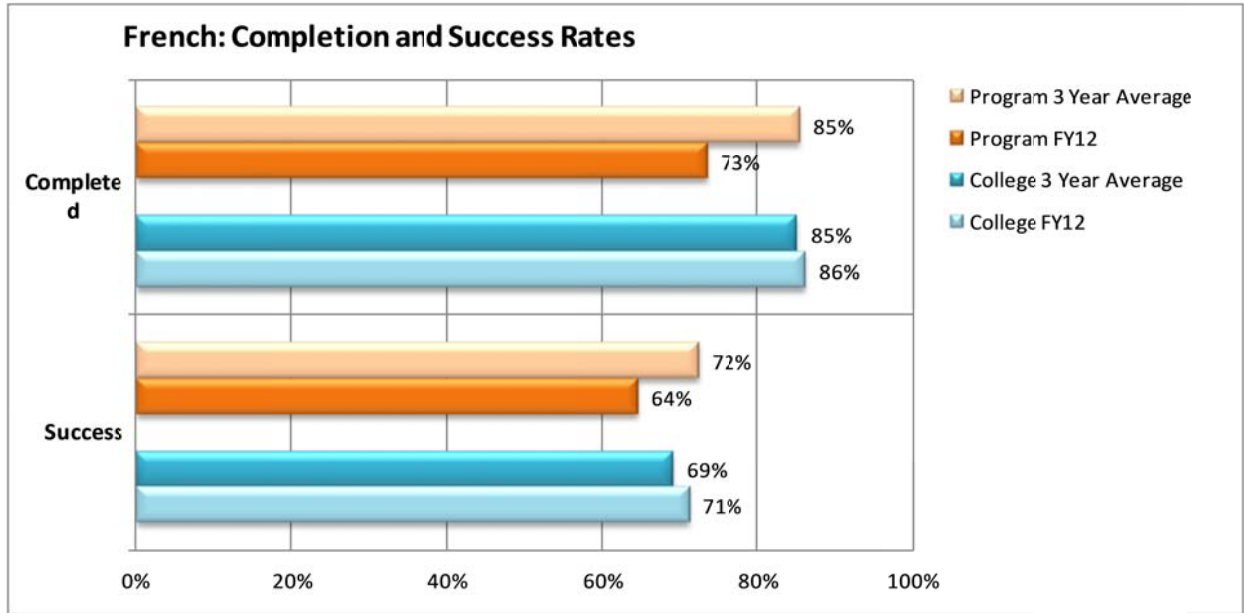
The analysis of the American Sign Language program's student success rate indicates that for FY12 it was 13% higher than the college average and 13% higher than the college's three year average. The completion rate indicates that for FY12 it was 7% higher than the college average and 8% higher than the college's three-year average. In comparison to FY11, the ASL program completion rate decreased by 3% and the success rate decreased by 5%. The ASL program's grade distribution is higher than the college's grade distribution. In FY12 44% of students received A's compared to 32% for the college, 28% received B's compared to 21% for the college, 13% received C's compared to 14% for the college, and 7% received F's compared to 9% for the college.

The analysis of the Spanish program's student success rate indicates that for FY12 it was 4% higher than the college average and 7% higher than the college's three year average. The completion rate indicates that the Spanish FY12 was equal to the college's FY12 average and the college's three-year average. In comparison to FY11, the Spanish program success rate decreased by 2%. In comparison to FY11, the Spanish program completion rate increased by 1%. There is very little difference between the college and Spanish program's grade distribution. In FY12 33% of students received A's compared to 32% for the college, 27% received B's compared to 21% for the college, 15% received C's compared to 14% for the college, and 5% received F's compared to 9% for the college.

Foreign Languages & American Sign Language Program Review
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Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
FREN	FY09	46	27	14	4	3	14	1	15	124	109	91
FREN	FY10	48	33	2	2	5	7	1	22	120	98	85
FREN	FY11	35	29	14	1	5	10	-	15	109	94	79
FREN	3 Year Avg	43	30	10	2	4	10	1	17	118	100	85
FREN	FY12	31	20	7	-	2	6	-	24	90	66	58

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
FREN	FY09	37%	22%	11%	3%	2%	11%	1%	12%	100%	88%	73%
FREN	FY10	40%	28%	2%	2%	4%	6%	1%	18%	100%	82%	71%
FREN	FY11	32%	27%	13%	1%	5%	9%	0%	14%	100%	86%	72%
FREN	3 Year Avg	37%	25%	8%	2%	4%	9%	1%	15%	100%	85%	72%
FREN	FY12	34%	22%	8%	0%	2%	7%	0%	27%	100%	73%	64%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

French: Completion and Success Rates

- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

Completed:
- 85%
- 73%
- 85%
- 86%

Success:
- 72%
- 64%
- 69%
- 71%

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Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
GERM	FY09	60	38	12	9	4	11	2	25	161	136	119
GERM	FY10	64	36	14	2	4	7	6	35	168	133	116
GERM	FY11	50	21	11	-	-	12	-	41	135	94	82
GERM	3 Year Avg	58	32	12	4	3	10	3	34	155	121	106
GERM	FY12	31	27	23	-	8	23	-	25	137	112	81

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
GERM	FY09	37%	24%	7%	6%	2%	7%	1%	16%	100%	84%	74%
GERM	FY10	38%	21%	8%	1%	2%	4%	4%	21%	100%	79%	69%
GERM	FY11	37%	16%	8%	0%	0%	9%	0%	30%	100%	70%	61%
GERM	3 Year Avg	38%	20%	8%	2%	2%	6%	2%	22%	100%	78%	68%
GERM	FY12	23%	20%	17%	0%	6%	17%	0%	18%	100%	82%	59%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%
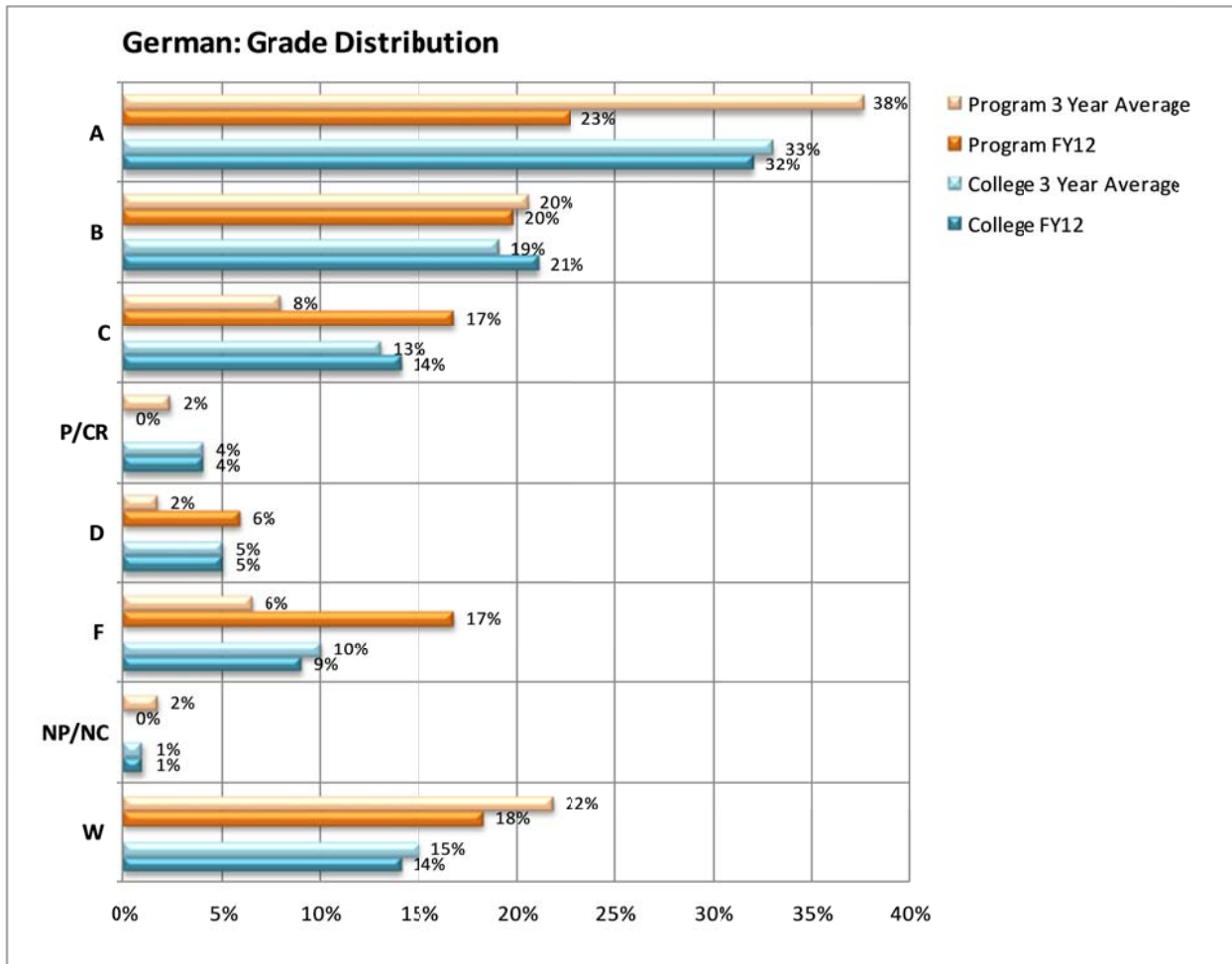
German: Grade Distribution

German: Completion and Success Rates
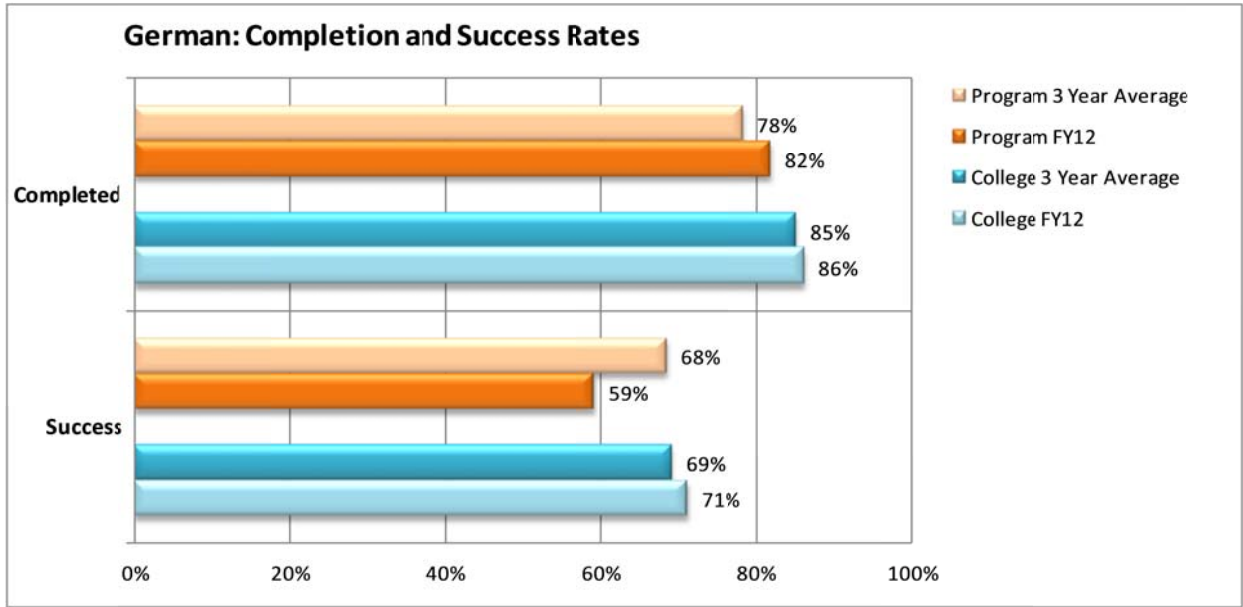
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
ITAL	FY09	12	8	7	-	2	2	-	7	38	31	27
ITAL	FY10	29	9	6	2	2	7	-	12	67	55	46
ITAL	FY11	27	14	15	1	5	5	-	14	81	67	57
ITAL	3 Year Avg	23	10	9	1	3	5	-	11	62	51	43
ITAL	FY12	21	25	11	-	6	6	-	17	86	69	57

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
ITAL	FY09	32%	21%	18%	0%	5%	5%	0%	18%	100%	82%	71%
ITAL	FY10	43%	13%	9%	3%	3%	10%	0%	18%	100%	82%	69%
ITAL	FY11	33%	17%	19%	1%	6%	6%	0%	17%	100%	83%	70%
ITAL	3 Year Avg	37%	17%	15%	2%	5%	8%	0%	18%	100%	82%	70%
ITAL	FY12	24%	29%	13%	0%	7%	7%	0%	20%	100%	80%	66%
College	**3 Year Avg**	**33%**	**19%**	**13%**	**4%**	**5%**	**10%**	**1%**	**15%**	100%	**85%**	**69%**
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

Italian: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

Grade	Program 3 Year Average	Program FY12	College 3 Year Average	College FY12
A	37%	24%	33%	32%
B	17%	29%	19%	21%
C	15%	13%	13%	14%
P/CR	2%	0%	4%	4%
D	5%	7%	5%	5%
F	8%	7%	10%	9%
NP/NC	0%	0%	1%	1%
W	18%	20%	15%	14%

Italian: Completion and Success Rates

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

	Program 3 Year Average	Program FY12	College 3 Year Average	College FY12
Completed	82%	80%	85%	86%
Success	70%	66%	69%	71%
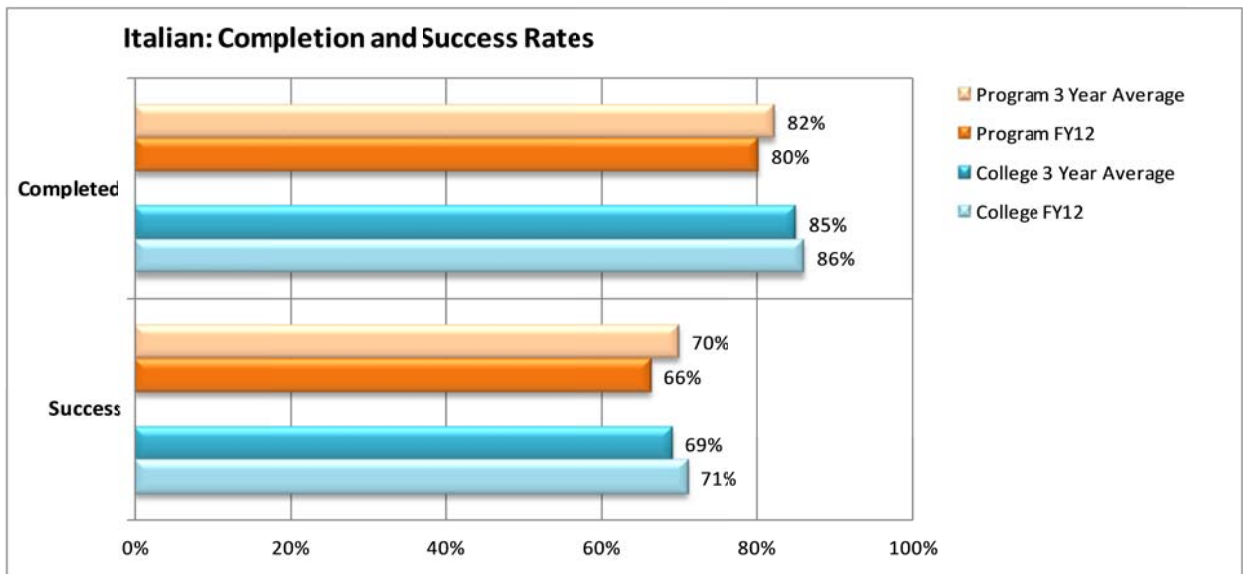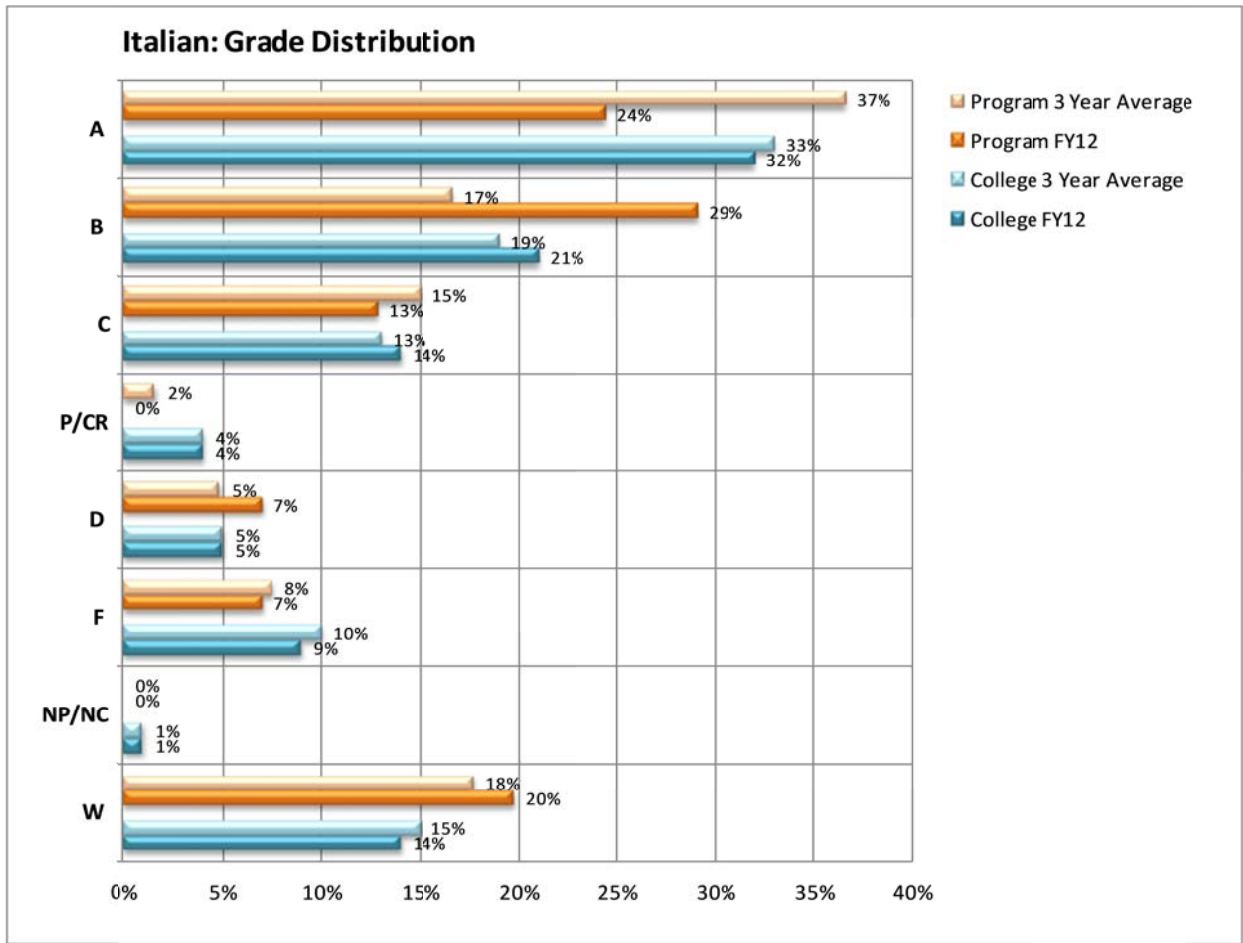
Foreign Languages & American Sign Language Program Review
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Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
JAPN	FY09	37	16	26	1	3	5	-	10	98	88	80
JAPN	FY10	36	20	17	1	4	3	-	16	97	81	74
JAPN	FY11	20	11	5	-	4	3	-	8	51	43	36
JAPN	3 Year Avg	31	16	16	1	4	4	-	11	82	71	63
JAPN	FY12	14	8	7	-	3	-	-	8	40	32	29

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
JAPN	FY09	38%	16%	27%	1%	3%	5%	0%	10%	100%	90%	82%
JAPN	FY10	37%	21%	18%	1%	4%	3%	0%	16%	100%	84%	76%
JAPN	FY11	39%	22%	10%	0%	8%	6%	0%	16%	100%	84%	71%
JAPN	3 Year Avg	38%	19%	20%	1%	4%	4%	0%	14%	100%	86%	77%
JAPN	FY12	35%	20%	18%	0%	8%	0%	0%	20%	100%	80%	73%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%
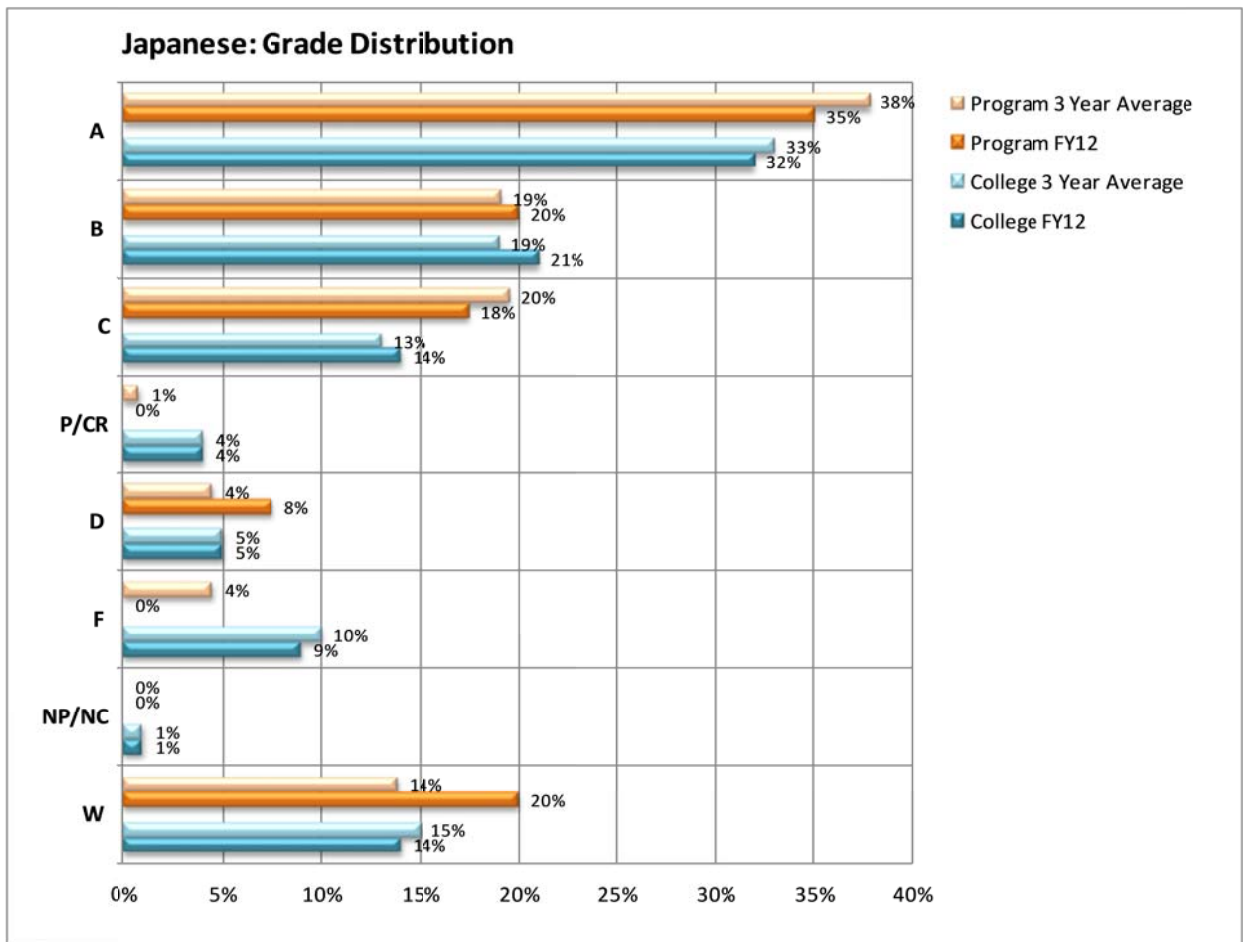
Japanese: Grade Distribution

Japanese: Completion and Success Rates
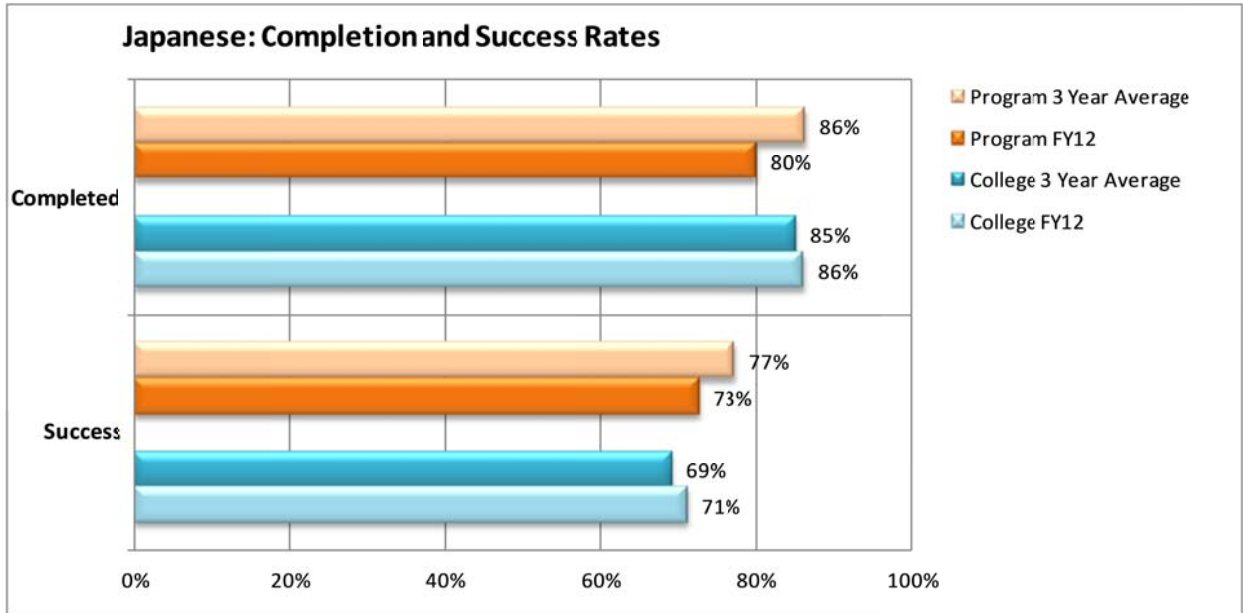
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
SL	FY09	190	184	69	1	8	56	1	47	556	509	444
SL	FY10	174	143	69	2	22	54	-	33	497	464	388
SL	FY11	212	147	68	1	17	16	-	31	482	461	428
SL	3 Year Avg	192	158	69	1	16	42	0	37	512	478	420
SL	FY12	199	127	57	-	12	30	-	31	456	425	383

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
SL	FY09	34%	33%	12%	0%	1%	10%	0%	8%	100%	92%	80%
SL	FY10	35%	29%	14%	0%	4%	11%	0%	7%	100%	93%	78%
SL	FY11	44%	30%	14%	0%	4%	3%	0%	6%	102%	96%	89%
SL	3 Year Avg	38%	31%	13%	0%	3%	8%	0%	7%	101%	93%	82%
SL	FY12	44%	28%	13%	0%	3%	7%	0%	7%	100%	93%	84%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

SL: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

Grade	Program 3 Year Average	Program FY12	College 3 Year Average	College FY12
A	38%	44%	33%	32%
B	31%	28%	19%	21%
C	13%	13%	13%	14%
P/CR	0%	0%	4%	4%
D	3%	3%	5%	5%
F	8%	7%	10%	9%
NP/NC	0%	0%	1%	1%
W	7%	7%	15%	14%

SL: Completion and Success Rates

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

	Program 3 Year Average	Program FY12	College 3 Year Average	College FY12
Completed	93%	93%	85%	86%
Success	82%	84%	69%	71%
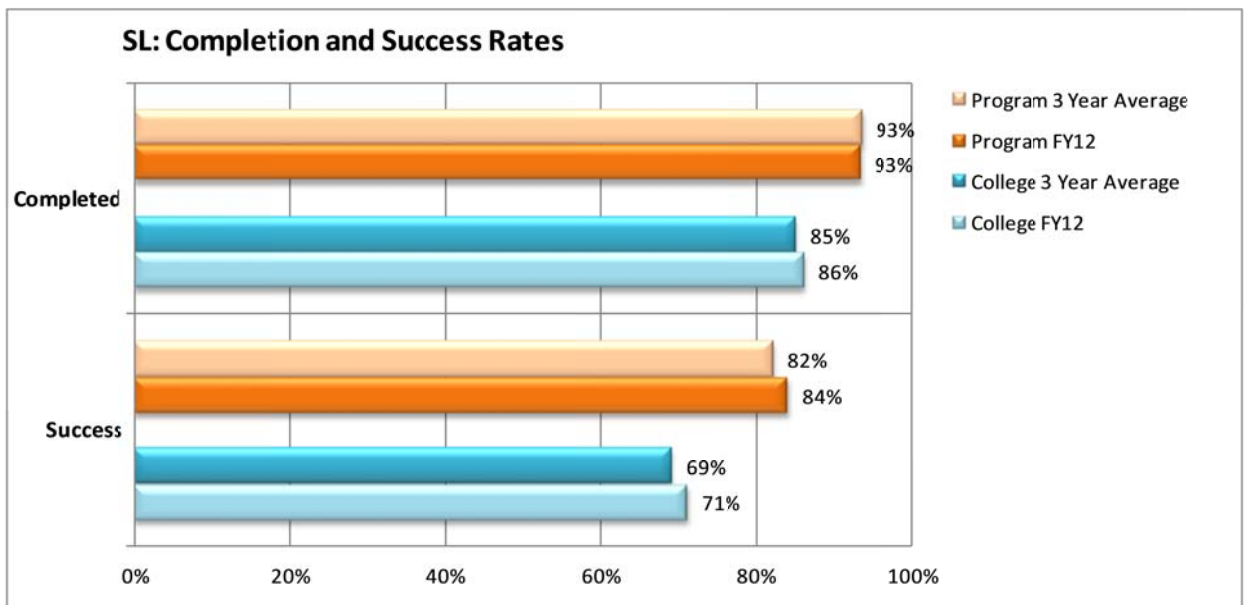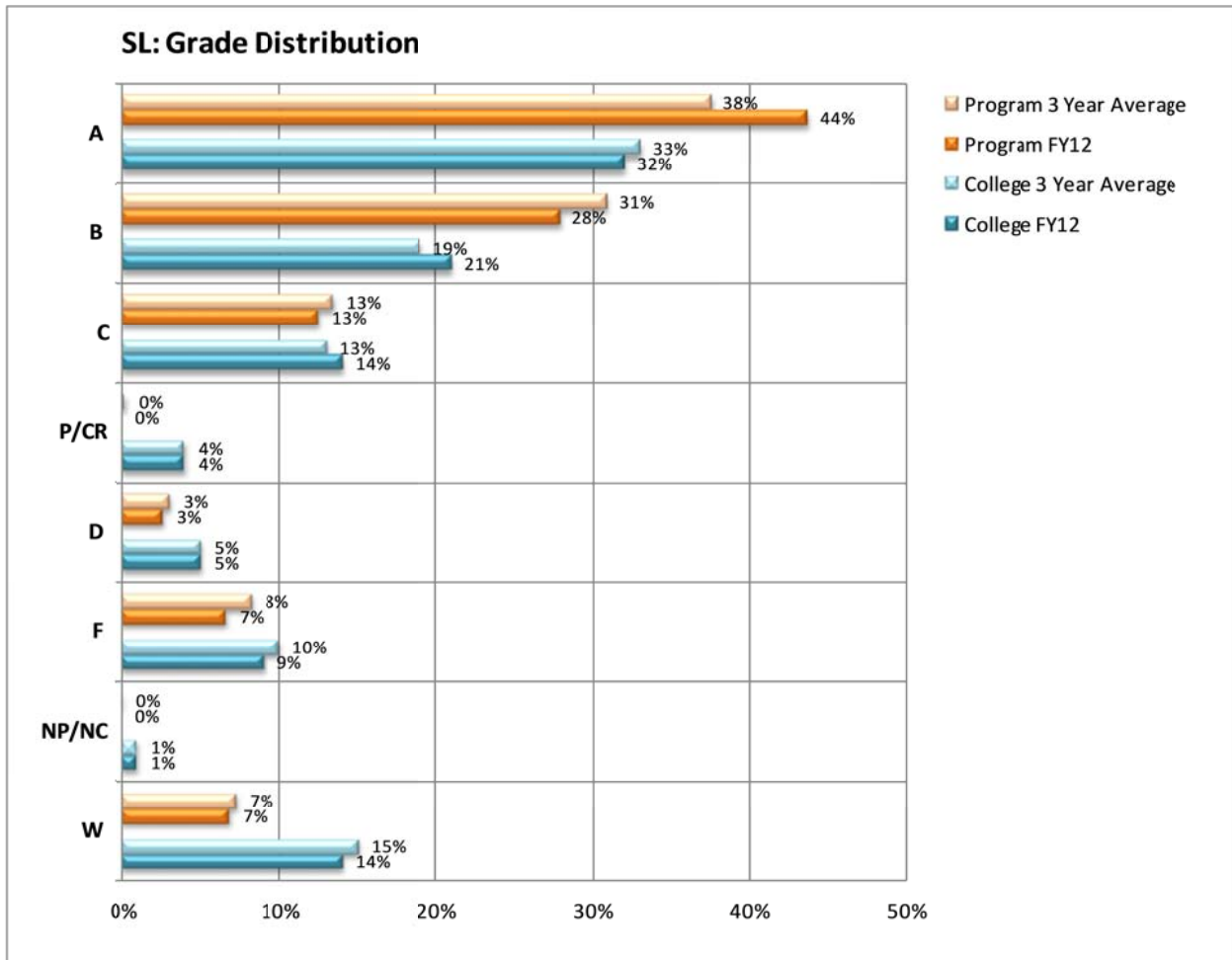
Foreign Languages & American Sign Language Program Review
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Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
SPAN	FY09	573	382	197	24	74	96	9	264	1,619	1,355	1,176
SPAN	FY10	644	454	202	11	68	74	3	253	1,709	1,456	1,311
SPAN	FY11	648	375	209	4	50	82	-	235	1,603	1,368	1,236
SPAN	3 Year Avg	622	404	203	13	64	84	4	251	1,644	1,393	1,241
SPAN	FY12	555	449	253	4	103	83	1	240	1,688	1,448	1,261

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
SPAN	FY09	35%	24%	12%	1%	5%	6%	1%	16%	100%	84%	73%
SPAN	FY10	38%	27%	12%	1%	4%	4%	0%	15%	100%	85%	77%
SPAN	FY11	40%	23%	13%	0%	3%	5%	0%	15%	100%	85%	77%
SPAN	3 Year Avg	38%	25%	12%	1%	4%	5%	0%	15%	100%	85%	76%
SPAN	FY12	33%	27%	15%	0%	6%	5%	0%	14%	100%	86%	75%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

Spanish: Grade Distribution

Spanish: Completion and Success Rates
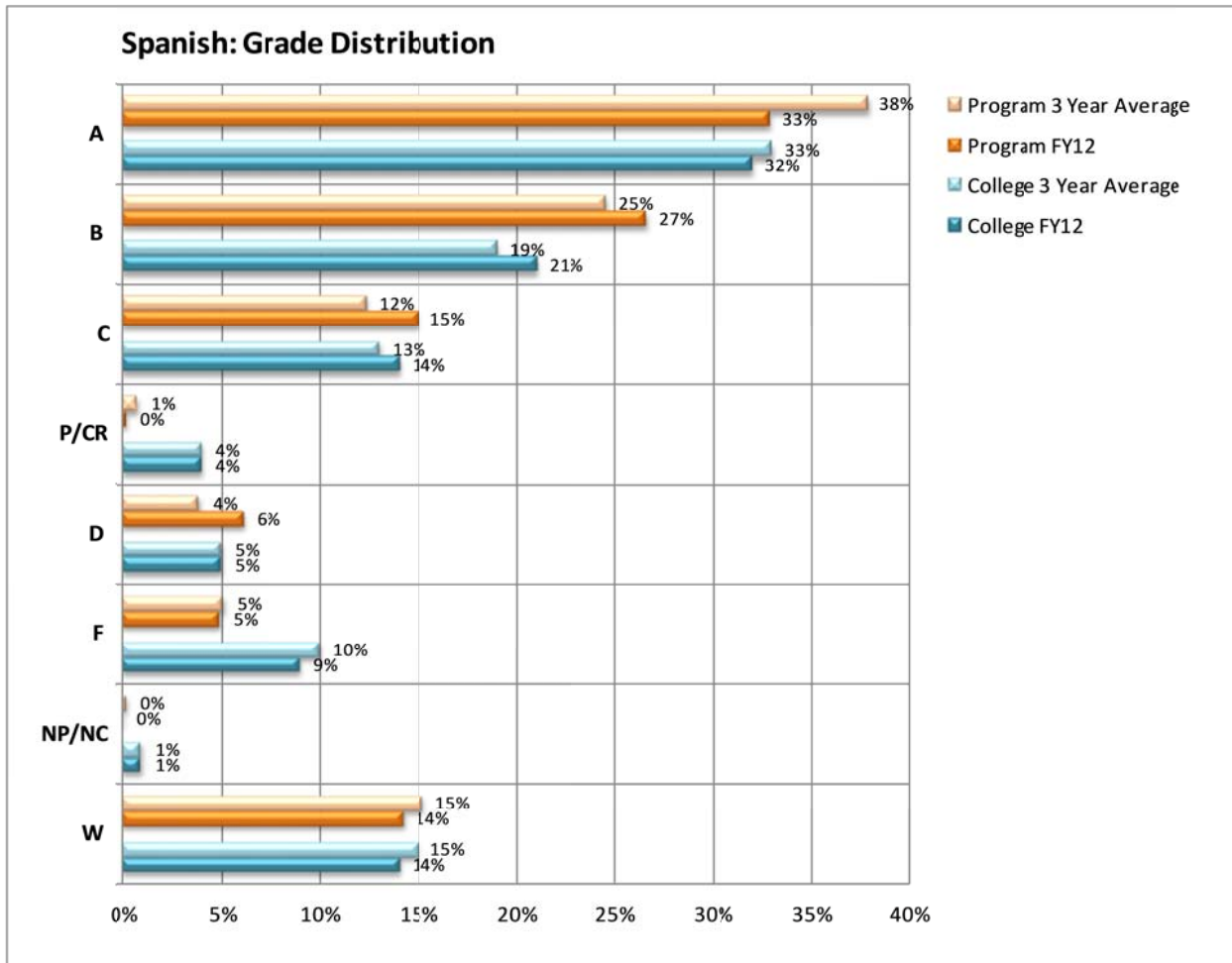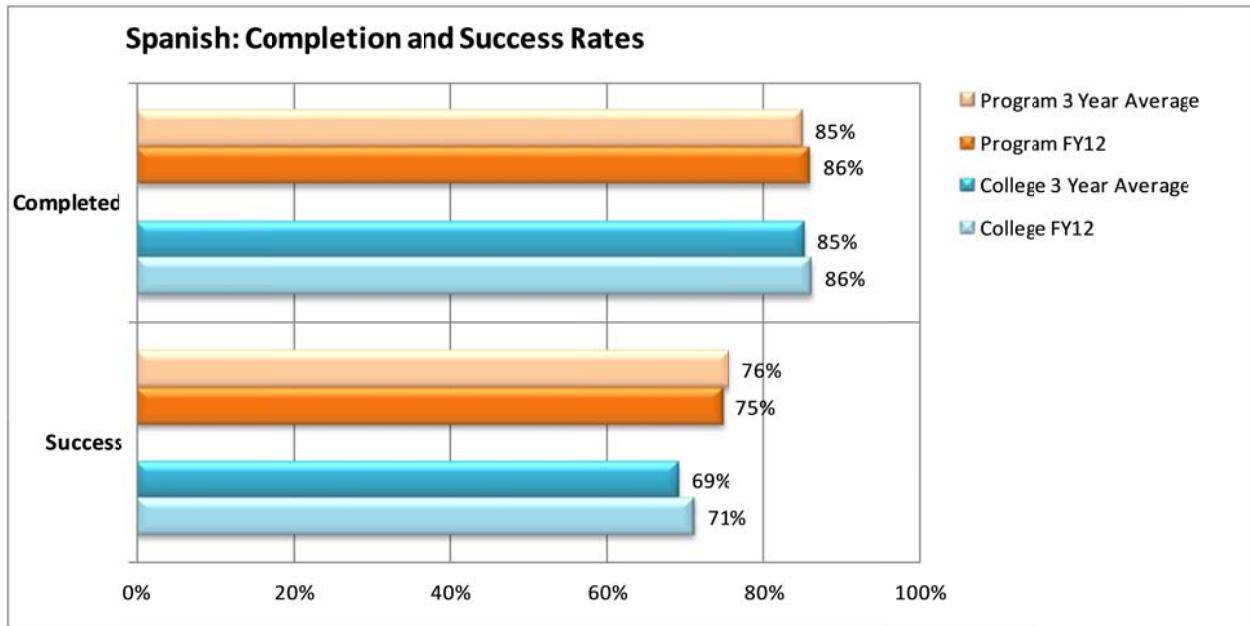
3C6: Interpretation of the Program Completion Information

The Foreign Language courses are not part of a program.

Foreign Languages : Student Certificates and Degrees
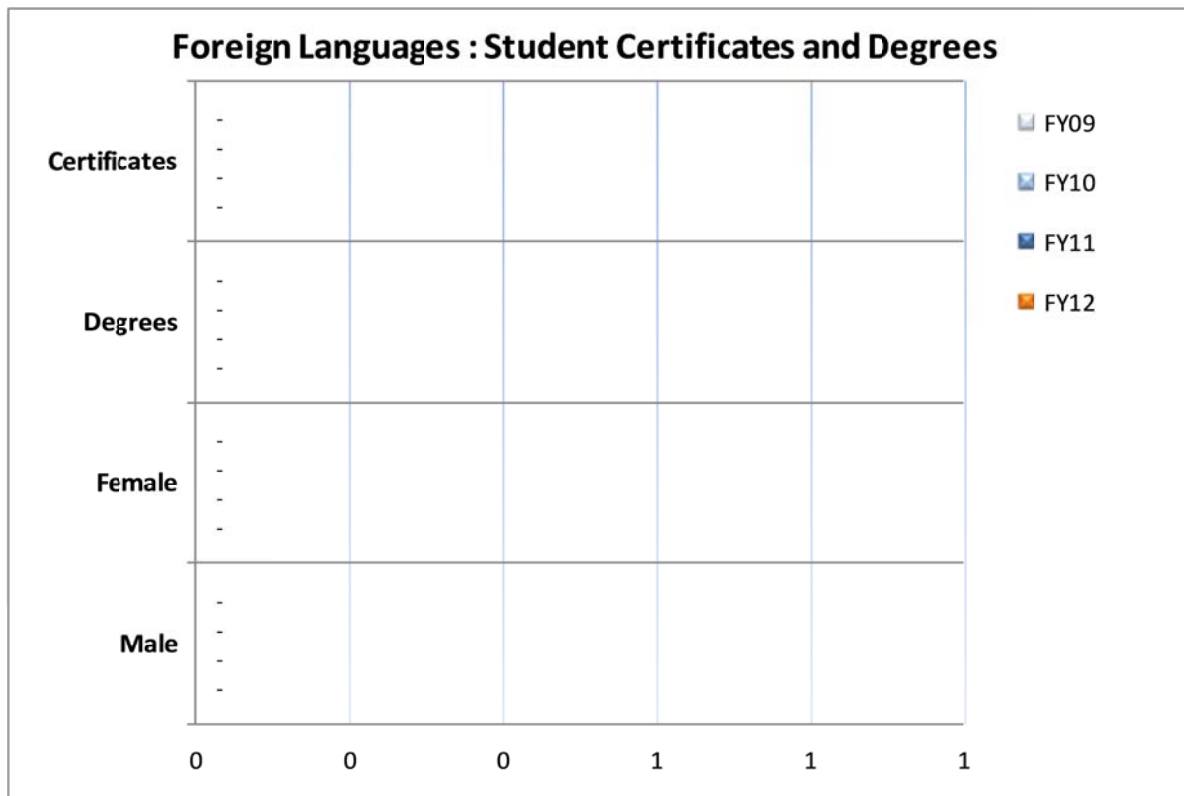
3C7: Interpretation of the Program Demographic Information

- The demographics for the French program indicate a similar trend to that of the college.
- The German program on the other hand, has seen a decrease in Hispanic enrollment. There are 17% less Hispanic students enrolled in German than the college's average. The demographics for the German program indicate that 20% more white students and 14% more male students are enrolled in German than the college's average.
- The demographics for the Italian program indicate a higher enrollment of Hispanic students than the college. There are 11% more Hispanic students enrolled in Italian than the college's average. There are also 12% more female students enrolled in Italian than the college average.
- The Japanese demographics indicate that 18% less Hispanic students are enrolled in Japanese than the college. However, there are 6% more white students, 7% more Asian, and 10% more Filipinos enrolled in Japanese than the college's average.   There are also 19% more male students enrolled in Japanese than the college's average. This program provides one of the few opportunities for students to pursue an interest in Asian language and culture.
- The ASL demographics indicate a significant amount of female enrollment. There are 19% more female students in ASL than the college's average.
- The Spanish program has seen a steady increase in Hispanic enrollment. Since 2009 the Hispanic enrollment in Spanish courses has increased by 10% and is 8% higher than the college average. Since 2009 the number of white students enrolled in Spanish has decreased by 5% and in comparison to the college average has also decreased by 5%. There were 7% more female students enrolled in Spanish than the college's average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
FREN	FY09	41	52	3	11	-	2	1	14	82	41	1	30
FREN	FY10	37	58	2	3	-	5	-	15	71	48	1	25
FREN	FY11	46	40	7	5	-	1	2	8	54	55	-	25
FREN	**3 Year Avg**	**41**	**50**	**4**	**6**	**-**	**3**	**1**	**12**	**69**	**48**	**1**	**27**
FREN	FY12	44	34	2	3	-	2	-	5	45	45	-	23
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
FREN	FY09	33%	42%	2%	9%	0%	2%	1%	11%	66%	33%	1%	30
FREN	FY10	31%	48%	2%	3%	0%	4%	0%	13%	59%	40%	1%	25
FREN	FY11	42%	37%	6%	5%	0%	1%	2%	7%	50%	50%	0%	25
FREN	**3 Year Avg**	**35%**	**42%**	**3%**	**5%**	**0%**	**2%**	**1%**	**10%**	**59%**	**41%**	**1%**	**23**
FREN	FY12	49%	38%	2%	3%	0%	2%	0%	6%	50%	50%	0%	23
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

French: Demographics
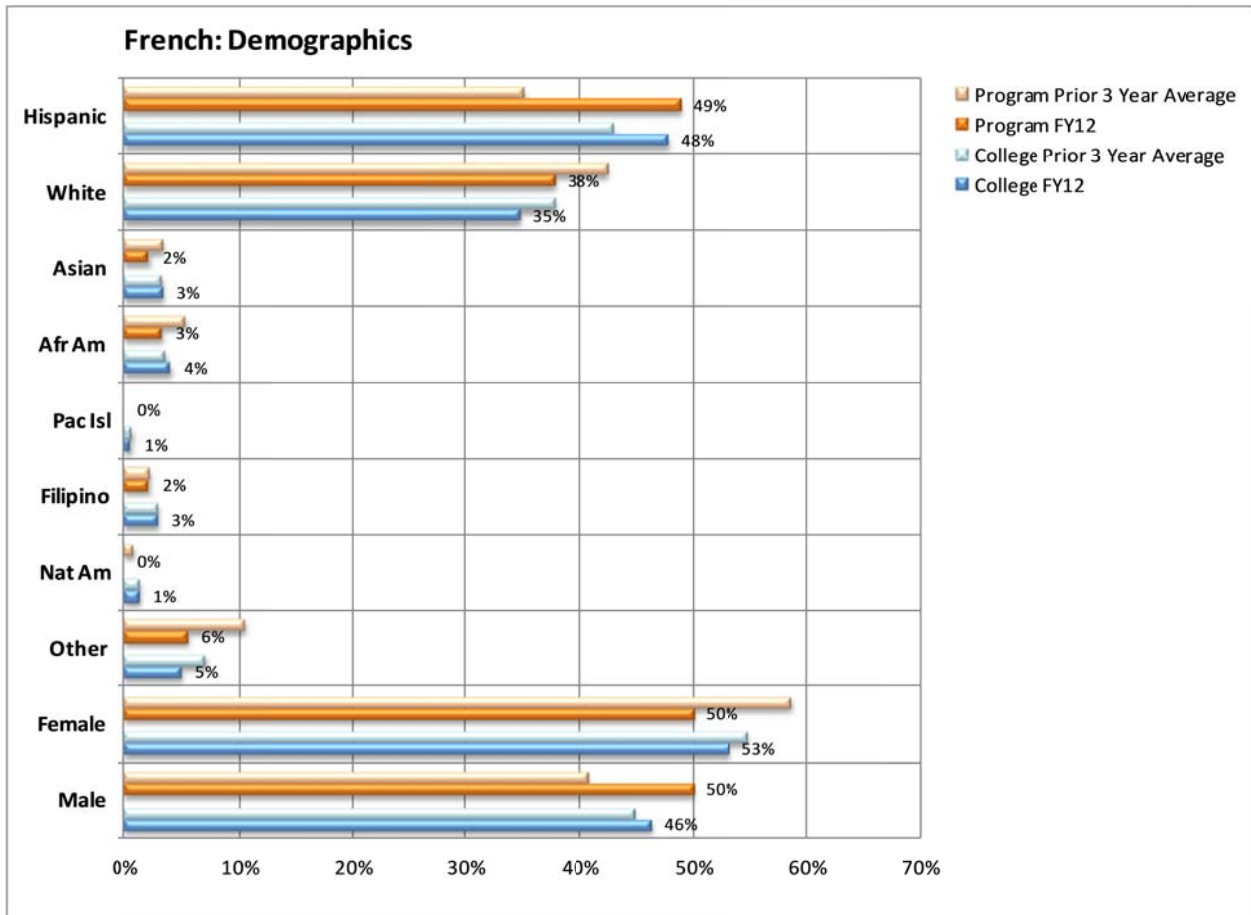
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GERM	FY09	42	94	2	3	-	-	4	16	68	93	-	27
GERM	FY10	36	100	3	6	-	-	1	22	64	100	4	26
GERM	FY11	51	67	2	2	-	3	3	7	56	78	1	24
GERM	**3 Year Avg**	**43**	**87**	**2**	**4**	**-**	**1**	**3**	**15**	**63**	**90**	**2**	**26**
GERM	FY12	43	75	1	2	1	3	4	8	54	82	1	23
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
GERM	FY09	26%	58%	1%	2%	0%	0%	2%	10%	42%	58%	0%	27
GERM	FY10	21%	60%	2%	4%	0%	0%	1%	13%	38%	60%	2%	26
GERM	FY11	38%	50%	1%	1%	0%	2%	2%	5%	41%	58%	1%	24
GERM	**3 Year Avg**	**28%**	**56%**	**2%**	**2%**	**0%**	**1%**	**2%**	**10%**	**41%**	**58%**	**1%**	**23**
GERM	FY12	31%	55%	1%	1%	1%	2%	3%	6%	39%	60%	1%	23
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

German: Demographics
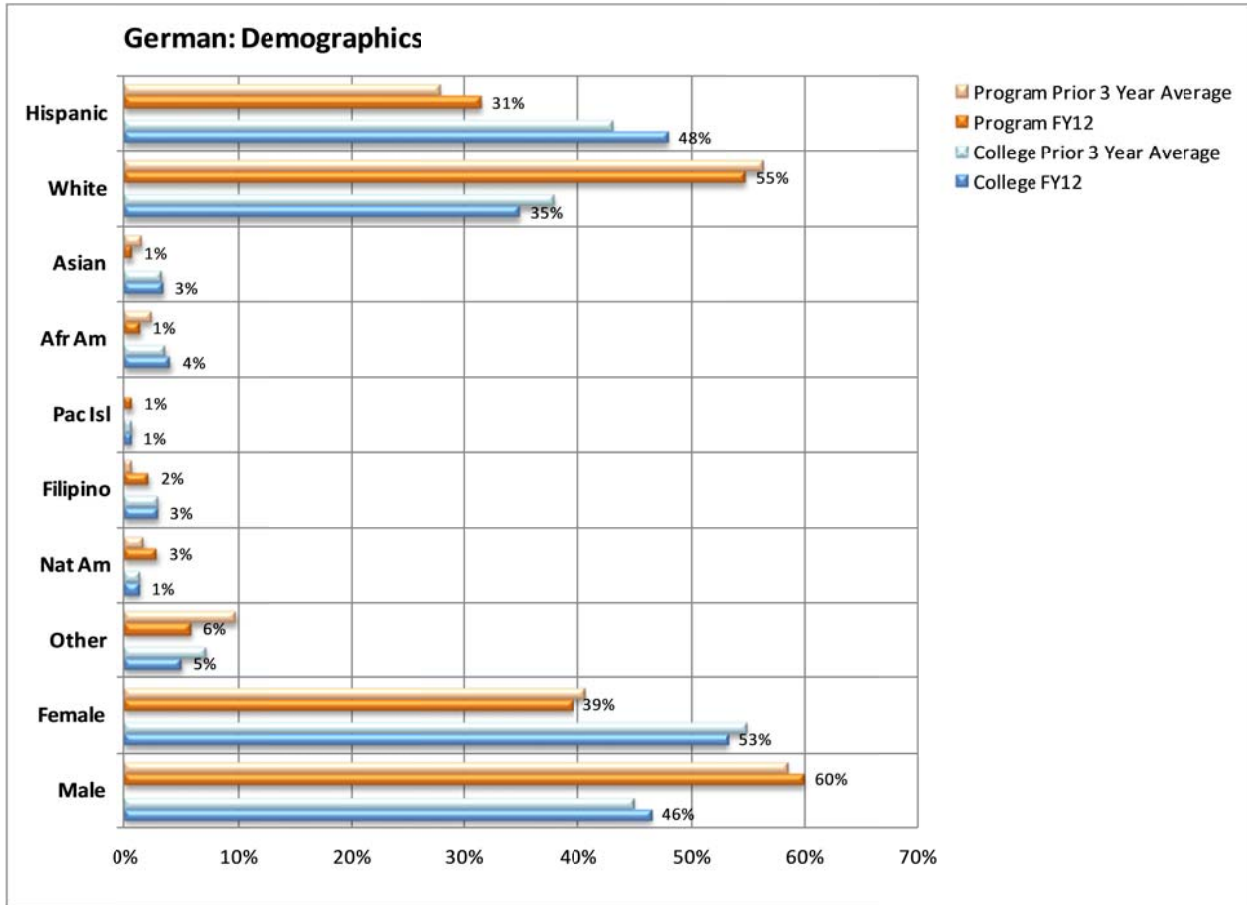
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ITAL	FY09	20	15	-	-	-	-	1	2	22	16	-	30
ITAL	FY10	41	20	-	-	-	1	1	4	37	28	2	30
ITAL	FY11	51	17	1	2	-	2	2	6	48	33	-	22
ITAL	**3 Year Avg**	**37**	**17**	**0**	**1**	**-**	**1**	**1**	**4**	**36**	**26**	**1**	**27**
ITAL	FY12	51	25	1	1	1	1	1	5	56	29	1	22
College	**3 Year Avg**	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ITAL	FY09	53%	39%	0%	0%	0%	0%	3%	5%	58%	42%	0%	30
ITAL	FY10	61%	30%	0%	0%	0%	1%	1%	6%	55%	42%	3%	30
ITAL	FY11	63%	21%	1%	2%	0%	2%	2%	7%	59%	41%	0%	22
ITAL	**3 Year Avg**	**60%**	**28%**	**1%**	**1%**	**0%**	**2%**	**2%**	**6%**	**58%**	**41%**	**1%**	**22**
ITAL	FY12	59%	29%	1%	1%	1%	1%	1%	6%	65%	34%	1%	22
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

Italian: Demographics

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
JAPN	FY09	11	51	18	3	1	2	1	11	50	48	-	26
JAPN	FY10	34	32	13	1	-	10	-	7	33	64	-	24
JAPN	FY11	20	17	4	2	2	3	-	3	12	38	1	23
JAPN	**3 Year Avg**	**22**	**33**	**12**	**2**	**1**	**5**	**0**	**7**	**32**	**50**	**0**	**24**
JAPN	FY12	12	16	4	2	-	5	1	-	13	26	1	21
College	**3 Year Avg**	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
JAPN	FY09	11%	52%	18%	3%	1%	2%	1%	11%	51%	49%	0%	26
JAPN	FY10	35%	33%	13%	1%	0%	10%	0%	7%	34%	66%	0%	24
JAPN	FY11	39%	33%	8%	4%	4%	6%	0%	6%	24%	75%	2%	23
JAPN	**3 Year Avg**	**26%**	**41%**	**14%**	**2%**	**1%**	**6%**	**0%**	**9%**	**39%**	**61%**	**0%**	21
JAPN	FY12	30%	40%	10%	5%	0%	13%	3%	0%	33%	65%	3%	21
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

Japanese: Demographics

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SL	FY09	176	305	18	13	1	7	7	30	382	174	1	26
SL	FY10	178	249	14	11	-	10	7	28	335	160	2	25
SL	FY11	206	219	11	11	3	14	7	22	334	158	1	25
SL	**3 Year Avg**	**187**	**258**	**14**	**12**	**1**	**10**	**7**	**27**	**350**	**164**	**1**	**25**
SL	FY12	201	187	9	27	2	8	5	17	327	128	1	23
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SL	FY09	32%	55%	3%	2%	0%	1%	1%	5%	69%	31%	0%	26
SL	FY10	36%	50%	3%	2%	0%	2%	1%	6%	67%	32%	0%	25
SL	FY11	42%	44%	2%	2%	1%	3%	1%	4%	68%	32%	0%	25
SL	**3 Year Avg**	**36%**	**50%**	**3%**	**2%**	**0%**	**2%**	**1%**	**5%**	**68%**	**32%**	**0%**	**23**
SL	FY12	44%	41%	2%	6%	0%	2%	1%	4%	72%	28%	0%	23
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

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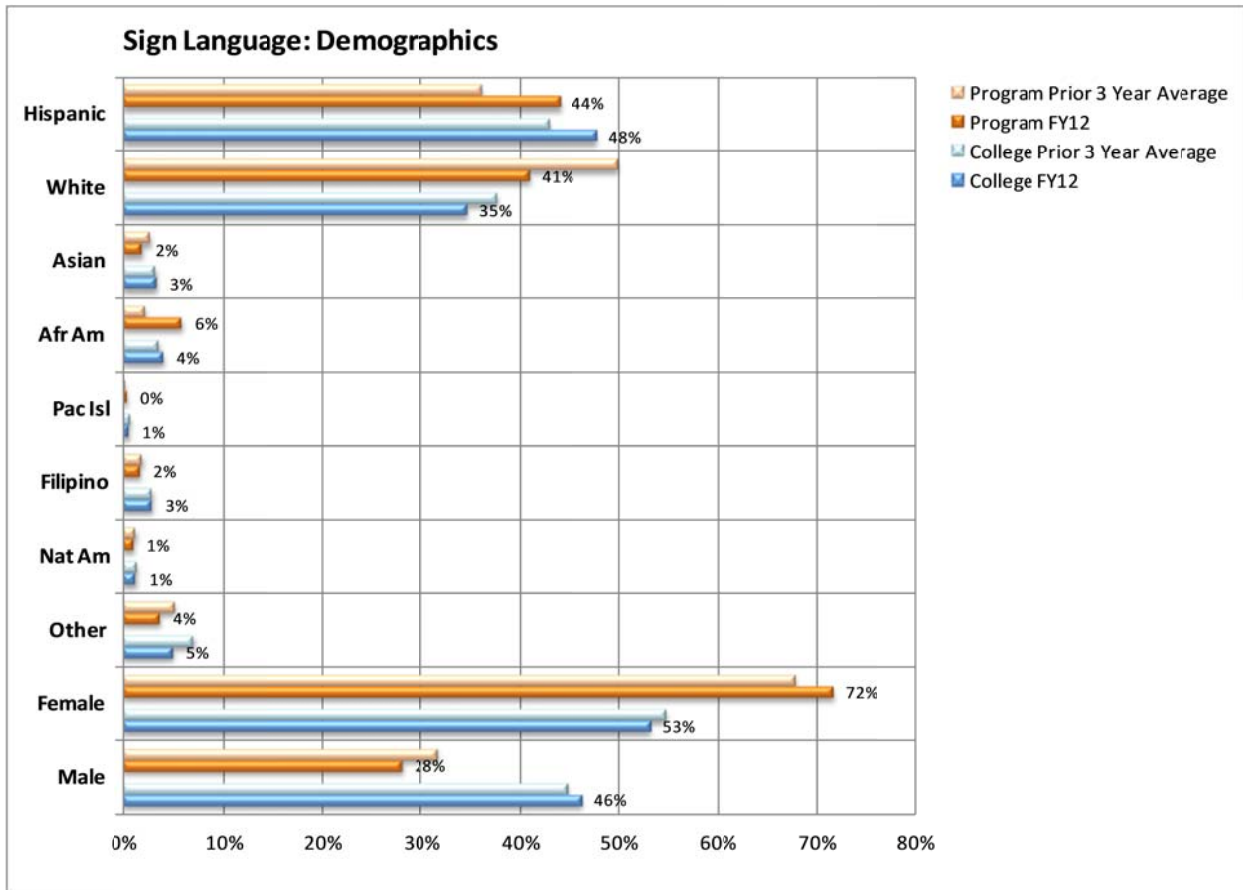
Sign Language: Demographics

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPAN	FY09	744	565	60	42	8	29	22	149	948	660	11	27
SPAN	FY10	798	616	54	40	14	40	23	126	994	716	1	25
SPAN	FY11	816	514	52	34	6	52	27	103	939	663	2	25
SPAN	**3 Year Avg**	**786**	**565**	**55**	**39**	**9**	**40**	**24**	**126**	**960**	**680**	**5**	**26**
SPAN	FY12	941	506	49	58	5	32	24	73	1,006	669	13	24
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPAN	FY09	46%	35%	4%	3%	0%	2%	1%	9%	59%	41%	1%	27
SPAN	FY10	47%	36%	3%	2%	1%	2%	1%	7%	58%	42%	0%	25
SPAN	FY11	51%	32%	3%	2%	0%	3%	2%	6%	59%	41%	0%	25
SPAN	**3 Year Avg**	**48%**	**34%**	**3%**	**2%**	**1%**	**2%**	**1%**	**8%**	**58%**	**41%**	**0%**	24
SPAN	FY12	56%	30%	3%	3%	0%	2%	1%	4%	60%	40%	1%	24
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

Spanish: Demographics

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	Given a topic in the target language the student will be able to write an appropriate response in the target language adhering to grammatical and structural conventions.
Operating Information	
This ISLO is in the process of being assessed in all of the Foreign Language courses and will be completed by the end of fall 2012.	
Analysis – Assessment	
There is no data to analyze yet.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by the Foreign Languages Department.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will not be assessed by the Foreign Languages Department.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will not be assessed by the Foreign Languages Department.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed by the Foreign Languages Department in fall 2014 and spring 2015 per the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - *For programs/departments offering degrees and/or certificates*

Program-Level Student Learning Outcome 1	Performance Indicators
	The foreign language courses are not part of a program, so the PSLOs do not apply.
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: 2012-2013 Course Level Student Learning Outcomes - *Refer to TracDat*

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its completion rate from the average of the **program's** prior three-year retention rate. The completion 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 FY12 completion rates for the French, German, Italian, and Japanese programs are on average 6% lower than the college's average.

Operating Information
The inclusion of multicultural events in our foreign language programs will increase completion rates as they will have a positive impact on student motivation and real world applications. Currently only the ASL and Spanish courses have a completion rate above the college average. On campus multicultural events will: - promote multi-cultural awareness and appreciation among our students and enrich college-community relations   - strengthen the college's claim to be a Hispanic-serving institution

Analysis – Assessment
The ASL program's completion rate was the only one in the department that exceeded the college's average by 7%. The Spanish program's completion rate was equal to the college's average. The ASL and Spanish courses have more opportunities to encourage students to participate in on campus or off campus cultural/extra-curricular events. The French, German, Italian, and Japanese programs could benefit from on campus cultural events related to their respective disciplines. If this outcome is fulfilled in the upcoming year, the FY13 data will be analyzed to see if there are increases in the programs' completion rates.

4C. 2012-2013   Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
Designate classrooms for Foreign Language courses that are conducive to the discipline's practices.	The FY12 student success rates for the French, German, and Italian programs are on average 7% lower than the college's success rate average.

Operating Information
Currently we have no foreign language designated classrooms, and those that are being used for foreign language instruction, are filled with classes being taught by other disciplines not even in the same division.   This results in scheduling conflicts and is further exacerbated by the shared use of a classroom between five and three unit classes.   Assigning foreign language designated rooms would cut down on time spent on scheduling faculty.

- Faculty could spend more time interacting with students instead of changing classrooms.
- Foreign Language classes require classroom preparation time to set up visual aids and audio/video components used for listening comprehension during instructional time. If instructors are in the same classroom, they have more time to prepare and check that the equipment is ready to reduce the loss of instructional minutes.

Analysis – Assessment
If the request for designated classrooms is met, the FY13 foreign language data will be analyzed in the next program review to see if there have been improvements in the student success rates.

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	5.5
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	4.5
Up to 4	Agreed-upon productivity rate	3.75
Up to 4	Retention rate	3.5
Up to 3	Success rate (passing with C or higher)	2.5
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	**Interpretation**	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL   22.75

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CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	**Interpretation**	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

2012-2013 - **FINDINGS**

Finding 1: Fewer sections of SPAN V02, V03 and V04 offered in FY12 than in three prior years.

Finding 2: The WSCH for upper-level courses: FREN V02 (54%), GERM V02 (83%), SPAN V03 (84%), and SPAN V04 (89%) is lower than that of the annual college WSCH ratio.

Finding 3: The FY12 completion rates for the French, German, Italian, and Japanese programs are on average 6% lower than the college's average.

Finding 4: The FY12 student success rates for the French, German, and Italian programs are on average 7% lower than the college's success rate average.

Finding 5:

6. Initiatives

6A: 2011-2012 - Initiatives

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

Initiative ID FL1201

Links to Finding 2: 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.)	

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

Initiative ID FL1202

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 FL1203

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.)	

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2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Program	Category	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	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Foreign Languages	Budget	1	H		H	FL1201	Placement Exam	Explore and implement a Spanish placement exam to provide a suggested level placement for students.	2,000	2,000	2,000	
2	Foreign Languages	Other	1	H			FL1201	Placement Exam	Explore and implement a Spanish placement exam to provide a suggested level placement for students.	2,000		2,000	
3	Foreign Languages	None	2				FL1202	Rubric Revision	Improve the grading rubric of the SLO assessments to more accurately reflect the course outcomes.			2,000	
4	Foreign Languages	None	3				FL1203	525 Initiative	Reduce the district 525 WSCH for the upper-level courses.			2,000	

Line Number	Program	Category	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	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	American Sign Language	None	1				SL1201	Keep SL Program	The SL program's #1 priority is to continue offering the SL courses at VC.			-	
2	American Sign Language	None	2				SL1202	SL Enrollment Increase	Increase the cap of student enrollment in SL courses.			-	

6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:
2011-2012 identified initiatives - ART1201, ART1202, etc.
2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1
Explore and implement a Spanish Self-Assessment Activity to provide a suggested level of placement for students in SPAN V01, SPAN V02 or SPAN V03.

Initiative ID FL1301

Links to Finding 2: In order to increase the number of second and third semester courses, it is necessary to provide students a tool with which they can assess their proficiency in Spanish as correlated to our curriculum.

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 the department to reach 100% of the 525 WSCH goal in the V02 and V03 courses.

Request for Resources: Researcher costs for the exploration and development of an Assisted Self-Assessment Activity that could be linked to Banner when a student attempts to enroll in an upper-level course (levels V02 or V03). Personnel/Programming cost to link self-assessment to Banner (dollar amount unknown).

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.)	

Initiative 2:

The colleges' shift to pre-requisite verifications has resulted in fewer students enrolling in second and third semester Spanish courses. The pre-requisite challenge process is cumbersome, confusing and time-consuming. Many students, therefore, opt to enroll in SPAN VO1 in order to guarantee a seat in a 5-unit course and not risk having to scramble to fill out their schedules. Given the robust nature of the District's course management platform, Banner, there must be a way for students to submit a challenge to a pre-requisite online. Once they submit their challenge petition they will be provisionally placed into the course of their choice. Within 24-48 hours their petition will be reviewed and either approved or denied. They will receive an email or text notification of its approval or denial, and, if it is approved, they will have their provisional enrollment status in the course changed to officially enrolled.

Initiative ID FL1302

Links to Finding 2: 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: Will expedite the process for students to submit a petition to challenge a pre-requisite by making it available online. This will result in more students being able to enroll in the higher-level classes (Spanish V02, V03, and V04) and prevent the lower levels from being over enrolled and upper-level courses being cancelled due to low enrollment. Placing students in upper-level Spanish courses may help the department to reach 100% of the 525 WSCH goal in the V02 and V03 courses.

Request for Resources: Funds (amount ?) to hire Banner programming consultant to accomplish the task.

Funding Sources
Please check one or more of the following 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.)	

Initiative 3:

Cultural events would promote the learning of a foreign language to the community and would further increase students' interests in the languages they are studying in a context outside of the classroom. Cultural events such as film showings, foreign language cultural events (Día de los muertos/Mardi Gras), and foreign language guest speakers would give students and the community extra exposure to the various languages taught in the department. Foreign language's emphasis on language development often impedes cultural development. While we recognize the importance of developing multi-lingual citizens, we fail to develop multiculturalism, an undervalued but essential twentieth-century work skill. It is the hope of the Foreign Language Department to host multi-cultural events to encourage growth in the upper-level study of French, German, Italian, Japanese, ASL, and Spanish and increase the completion rates of all of the languages taught at VC, as well as to enhance multicultural awareness in our graduates and transferring students.

Initiative ID FL1303

Links to Finding 4: The inclusion of multicultural events in our foreign language programs will increase completion rates as they will have a positive impact on student motivation and real world applications. Currently only the ASL and Spanish courses have a completion rate above the college average.

Benefits:

On campus multicultural events will:
- promote multi-cultural awareness and appreciation among our students and enrich school-community relations
- strengthen the college's claim to be a Hispanic-serving institution.

Request for Resources: $2000 to publicize events, invite guest speakers, and for materials.

Funding Sources

Please check one or more of the following 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.)	

Initiative 4: Classrooms need to be designated "Foreign Language Classrooms"

Initiative ID: FL1304

Link to Finding 4: Currently faculty members are moving from classroom to classroom when they are teaching back to back classes. This not only makes things inconvenient for the instructor, but takes away from time answering questions and communication with students before and after class time. Prior to the construction of the new classrooms, the department had four classrooms that were designated for foreign language instruction. Currently we have no foreign language designated classrooms, and those that are being used for foreign language instruction, are filled with classes being taught by other disciplines not even in the same division. This results in scheduling conflicts and is further exacerbated by the shared use of a classroom between five and three unit classes.

Benefits:

- Assigning foreign language designated rooms would cut down on time spent on scheduling faculty.
- Faculty could spend more time interacting with students instead of changing classrooms.
- Foreign Language classes require classroom preparation time to set up visual aids and audio/video components used for listening comprehension during instructional time. If instructors are in the same classroom, they have more time to prepare and check that the equipment is ready to reduce the loss of instructional minutes.

Request for Resources: Designate classrooms for Foreign Language courses that are conducive to the discipline's practices.

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	X

11/7/2012

6C: 2012-2013 **Program Initiative Priority Ratings**

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
Foreign Languages	2	General Fund	H				FL1301	Spanish Placement Exam	Funds needed for the development of an online Spanish Self-Assessment Exam.	
Foreign Languages	2	General Fund	H				FL1302	Online Pre-requisite Challenge Petition	Programming costs to link the pre-requisite challenge petition to Banner.	
Foreign Languages	4	General Fund	M				FL1303	Cultural Events	Funds needed to publicize events, invite guest speakers, and for materials.	$2000.00
Foreign Languages	4	College Facilities	M				FL1304	Foreign Language Designated Classrooms	College facilities funds for designated classrooms for Foreign Language courses.	$0

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

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 **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A.   Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B.   2012 - 2013 ASSESSMENT QUESTIONS

1.   Did you complete the program review process last year, and if so, did you identify program initiatives?
The Foreign Language Department completed the program review process and identified program initiatives last year.

2a. Were the identified initiatives implemented?
Of the three initiatives identified last year, only one (changing the rubric) was implemented. The department did not receive the requested funds for the placement exam. There was no decision made on the initiative to reduce the WSCH in the upper-level foreign language courses.

2b. Did the initiatives make a difference?
No difference at all because most of the initiatives were not implemented.

3.   If you appealed or presented a minority opinion for the program review process last year, what was the result? N/A

4. How have the changes in the program review process worked for your area?
It has created a lot more work, with very little difference. The amount of time dedicated to this process has impacted the amount of instructional preparation time for the full-time faculty in the department.

5.   How would you improve the program review process based on this experience?
I would hire someone to prepare the data analysis for every department. Once the data has been analyzed by a professional who is familiar with data analysis, that person could work with the faculty from respective departments to prepare findings and initiatives. Hiring a professional data interpreter would reduce the margin of error that can occur by having

untrained faculty to analyze data. I think it would expedite the process, create better initiatives, and would not have a negative impact on the faculty's time to prepare for classes.

There also needs to be better communication from the College Planning Council on the decisions made regarding each department's initiatives. An extra column should be added to the Program Initiative Priority Ratings chart to indicate whether each initiative will or will not receive the funds requested. If an initiative is not funded, an explanation from the CPC should be provided to each department.

7C.   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 appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.