Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
   Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

   > The decrease in foreign language enrollment reflects the college's decreased enrollment.

3. Are the demographics of students in your program similar to those of the College, as a whole?
   Yes

4. If no, please describe why they differ (600 characters max).

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
   No

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

> It would be difficult to increase the program's enrollment given that the program's enrollment reflects the decreased enrollment trend of the college. Our program has a moderate demand because the General Education Transfer Curriculum only requires one semester of a foreign language. Therefore, the majority of students only take one semester of a foreign language. The Foreign Language department is working with the District Administrative Relations office to create a marketing outreach postcard to increase community awareness of the foreign language courses offered at Ventura College.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
    Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
    Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
    Remaining Constant
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
    No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

> The gap between the Hispanic and White students is not significant . The success rate for Hispanic students taking a foreign language course is only 1.3% lower than the White students' success rate. However, there is a gap between Black and White students in the foreign language success rate. The success rate for Black students taking a foreign language is 7.2% lower than the White students' success rate.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
    No

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

The success rate of Hispanic and Black students taking a foreign language course is currently 5% higher than the college's success rate.

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Decreasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

Currently, the foreign language courses have an enrollment capacity of 35. The productivity of the program in 2014 was below the college's 525 standard because in 2012 the enrollment capacity was reduced from 38 to 32 students. The capacity was increased to 35 in 2014 in an effort to increase productivity. The program's fill rate decreased in 2014 reflecting the college's enrollment reduction and because the foreign language course enrollment capacity was increased from 32 to 35 students per course.

5. Are you able to increase your productivity and/or course fill rate?
   No

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

Our program has a moderate demand because the General Education Transfer Curriculum only requires one semester of a foreign language. Therefore, the majority of students only take one semester of a foreign language. The Foreign Language department is working with the District Administrative Relations office to create a marketing outreach postcard to increase community awareness of the foreign language courses offered at Ventura College.

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   No

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   - Select -

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
   - Select -

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
   - Select -

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

<div style="border:1px solid black; height:380px;"></div>

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   No
2. If yes, why haven't they been assessed? (600 characters max)

<div style="border:1px solid black; height:380px;"></div>

3. What percentage of your program's courses have assessed at least half of their SLO's?
   100%
4. Have you made any changes to courses based on the results of SLO assessment?
   No
5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
   90 Courses
7. How closely have you adhered to your SLO rotational plan?
   Completely
8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

   N/A

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

   The foreign language program has positively contributed to the college's assessment of the institutional learning outcome for the communication ISLO. The foreign language ISLO assessment results indicated that foreign language students performed above the achievement level that was established by the college's ISLO.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
    6
11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?
    No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

The foreign language program has assessed 100% of its courses and has diligently adhered to its rotational plan. The assessment results indicate that the program is meeting the established SLO performance goals. The SLO assessment results have been discussed collaboratively during department meetings and individual foreign language programs have modified the SLO assessments when needed. The SLOs were discussed during six department meetings held on Feb. 20 2014, May 13, 2014, Aug. 14, 2014, Mar. 26, 2014, May 12, 2015, and Aug. 17, 2015.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
   Yes
2. How have these changes impacted student learning? (600 characters max)

Loss of one full-time faculty and higher level courses have been greatly reduced. This has impacted student learning because it limits the options for students to continue learning a foreign language beyond the beginning level. Currently, out of the six foreign languages taught by the department, only Spanish offers intermediate courses.The Italian program which has high success and retention rates only offers level 1 and does not have any level 2 course offerings. This greatly impacts students' ability to complete some AA and AA-T programs which require 2 semesters of a foreign language.

Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Foreign Languages	None	FL1601	Offer Spanish for the Heritage Speaker	No Resources Needed	-		-	H	H			N/A	Pending	
Foreign Languages	None	FL1602	Research for possible unit increase in SL (3-4 units)	No Resources Needed	-		-	H	H			N/A	Pending	
												- Select -	- Select -	
												- Select -	- Select -	

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Foreign Languages	FL 1603	Placement Exam at Assesment Center	Move the online Spanish assessment exam to the Assessment Center to increase the number of students who take the exam and encourage students to enroll in higher level Spanish courses. Of the 1026 students who have taken the Spanish assessment exam since February 2013, 544 have placed above Spanish V03. Despite these high assessment results the program has	unknown	Categorical	Other	☐Goal 1 ☒Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☐Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☒High ☐Med ☐Low	☐Req ☒High ☐Med ☐Low	☐Req ☒High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
			struggled to fill the few sections of Span V03 and V04; due to a cumbersome assessment and prerequisite clearance process.									
Foreign Languages	FL 1604	Full Time ASL instructor	There are currently 5 part time ASL instructors teaching the 21 units of ASL that are being offered this semester. This indicates that adjunct instructors have been used to adjust for growth in the ASL program.	65,000	College Funds	Faculty	☒Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☐Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☒High ☐Med ☐Low	☐Req ☒High ☐Med ☐Low	☐Req ☒High ☐Med ☐Low

Program	Code	Item	Description	Amount	Type	Category	Goals	Metrics				
Foreign Languages	1605	Lending Library Textbooks	Purchase Tu mundo textbooks and Connect access codes for the Lending Library. Since Tu mundo is a recent textbook adoption, there are currently no books or access codes available for students in the Lending Library. This is an equity issue for the low income students who cannot successfully complete the course without the textbook. A lack of lender books affects the success of Spanish heritage students who have the skills to successfully complete the course, but do not do so.	5,000	Categorical	Other	☐Goal 1 ☒Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☒# Under-represented students ☒Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
					- Select -	- Select -	☐Goal 1 ☐Goal 2 ☐Goal 3	☐Enrollment ☐# Under-represented	☐Req ☐High ☐Med	☐Req ☐High ☐Med	☐Req ☐High ☐Med	☐Req ☐High ☐Med

								☐Degrees/ Certificates ☐Close equity gaps				

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Process Assessment
How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

Section I – Submission Verification
Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:
☒ I verify that this program document was completed in accordance with the program review process.
Dean Verification:
☐ I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*

APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal:　　_____ Faculty

　　　　　　　　　　　　_____ Personnel – Other

　　　　　　　　　　　　_____ Equipment- Computer

　　　　　　　　　　　　_____ Equipment – Other

　　　　　　　　　　　　_____ Facilities

　　　　　　　　　　　　_____ Operating Budget

　　　　　　　　　　　　_____ Program Discontinuance

　　　　　　　　　　　　_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.