# Academic Program Review Committee

**Program: Foreign Languages**
**Date Reviewed: 09/21/17**
**Resubmittal Date:**

Please use these notes along with the comments from APRC members and your dean when revising this document.

**General Comments:** Very thorough document; for each section throughout the document <mark>itemize the recommendations under the *List any related recommendations*</mark> heading (prioritize and note any as "mission critical")

| 1. Overview of the Program | Comments |
|---|---|
| a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. | • As this section represents an "executive summary" or "sizzle page" for the program, incorporate *more* of the unique aspects of program (e.g., change in transfer requirements and GE options at UC and CSU) and highlight program accomplishments<br>• Introduce program's biggest needs in this section<br>• As a large department with low enrollment, lead with the program's strengths as rationale for any program needs |
| b) Describe the degrees and/or certificates offered by the program. | • Elaborate on degree requirements (e.g., how many units) |
| c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A) | • P. 4 – Strategic Initiative #1 - In third sentence of the 2nd paragraph of, correct the spelling of "enrollment."<br>• P. 4 - Strategic Initiative #1 – In the 3rd paragraph, elaborate regarding the use of *Vistas* |
| d) Discuss the status of recommendations from your previous program review. | • D1 and D6 – Provide additional information regarding on-hold status and whether or not program will proceed with recommendation in future |
| e) Describe highlights of the program's previous success and future vision. | • |
| Other | • |

| 2. Analysis of Research Data (include data provided by Institutional Research & Planning) | |
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| **Provide and <u>analyze</u> the following statistics/data** | **Comments** |
| a) Head count of students in the program | • Make a statement regarding how the program's enrollment trend compares to college-wide enrollment<br>• It may be useful to describe how the current process of manual approval for enrollment into native language courses has impacted enrollment in those courses |
| b) Course grade distribution | • |
| c) Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.) | • P. 10, 2<sup>nd</sup> paragraph – Perhaps replace "success rate perspective" with "student equity perspective."<br>• Carolyn P. will provide data set which includes disaggregated data<br>• Include statement indicating how the program intends to address performance gaps to promote student equity |
| d) Retention rates | • |
| e) A comparison of success and retention rates in face-to-face classes with distance education classes | • |
| f) Enrollment statistics with section and seat counts and fill rates | • Discuss how fill rates for Winter and Summer compare to the traditional terms |
| g) Scheduling of courses (day vs. night, days offered, and sequence) | • Chris W. suggested an analysis of fill rates (e.g., by day, time of day) to inform future scheduling |
| h) Improvement rates (if applicable) | • For this section, provide discussion regarding how success rates for higher level language courses compare to success rates for introductory level courses (see p. 23 for verbiage that may be relevant for this section)<br>• In charts, present data for different years in ascending order from left to right; address any other formatting issues |

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| i) Additional data compiled by faculty | • |
| j) List any related recommendations. | • |

| 3. Curriculum Review | Comments |
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| <mark>GENERAL</mark>: Somewhere in the Curriculum section, elaborate on the distinction between foreign language and second language (as you described in the meeting) | |
| a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years. | • |
| b) Explain any course additions to current course offerings. | • Describe any course additions currently under consideration (e.g., courses for translation certificate) |
| c) Explain any course deletions and inactivations from current course offerings. | • Describe any course deletions and/or inactivations currently under consideration |
| d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.) | • Describe the program's plans to develop courses offered via distance education (e.g., hybrid, online) |
| e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs: | • |
| 1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle? | • |
| 2. Are there any concerns regarding program courses and their articulation? | • Elaborate on program's response to the changes in UC and CSU transfer requirements related to foreign language coursework (e.g., Spring 2017 meeting with CSULB and several CCCs; consultation with articulation officers across the state)<br>• Chris W. recommended reaching out to the statewide academic senate (e.g., resolution) regarding the UC and CSU transfer issues |

| 3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal | • Carolyn P. will provide 2015-2016 data |
|---|---|
| f) List any related recommendations. | • Consider exploring open educational resources (OER) to reduce costs for students<br>• Chris W. recommended considering accelerated courses (e.g., 8-week) |

| 4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs) | Comments |
|---|---|
| a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. | • |
| b) Provide a timeline for course and program level SLO assessments. | • |
| c) State the percent of course and program SLO statements that have been assessed. | • |
| d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples. | • P. 25 – Perhaps discuss any plans to address the results of the assessment of SLOs #1 and 2 for Japanese 21<br>• P. 32 – Modify "PLOs 3 and 4" heading, as the section includes information regarding PLO #5; perhaps note in text that PLO #5 is only applicable for certain courses |
| e) Describe how you have improved your SLO process and engaged in dialogue about assessment results. | • Describe the Consistency Project, as it is mentioned in several sections of the document |
| f) Discuss any findings from SLO/PLO assessments that help to justify recommendations. | • Identify any needs that are supported by assessment results (e.g., additional software, staffing for extended lab hours) |
| g) List any related recommendations. | • |

| 5. Analysis of Student Feedback | Comments |
|---|---|
| a) Describe the results of relevant surveys in each of the following areas: | • Re-format the charts (e.g., truncated description of response vs. use of letters) |
|    i. Student Support | • P. 34 – in narrative below the charts, consider reporting combined percentage for "All the time" and "Most of the time," as both responses indicate that students feel supported |
|    ii. Curriculum | • |
|    iii. Facilities, Equipment, and Technology | • |
|    iv. Program Objectives | • |
| b) Discuss the implications of the survey results for the program. | • The results reported in third paragraph of P. 37 regarding lab hours of operations may be used as justification for extended hours; make the connection here as rationale for recommendation for additional staffing |
| c) Discuss the results of other relevant surveys. | • P. 43 – Consider how the survey results might be used as rationale or justification for an increase in number of sections of Spanish for native speakers (SPAN 51A and 51B) |
| d) List any related recommendations. | • |


| 6. Facilities and Equipment | Comments |
|---|---|
| a) Describe and assess the existing program facilities and equipment. | • **ESCALATE** concerns with implications for health and safety to Facilities and/or the Office of Safety and Health (Valerie Wagner) - p. 44, p. 45 |
| b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | • Perhaps create a replacement cycle for heavily used equipment and materials (e.g., bulbs) |

| c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | • Perhaps create a replacement cycle for heavily used equipment and materials<br>• P. 45 – consider "absorbed" vs. "absolved" in the parenthetical note for item #2 of 1st paragraph |
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| d) List any related recommendations. | • |

| 7. Technology and Software | Comments |
|---|---|
| a) Describe and assess the adequacy and currency of the technology and software used by the program. | • |
| b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. | • Consider any needs related to licenses and/or maintenance |
| c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals | • Consider any needs related to licenses and/or maintenance<br>• Perhaps create a technical upgrade cycle |
| d) List any related recommendations. | • |

| 8. Staffing | Comments |
|---|---|
| a) Describe the program's current staffing, including faculty, administration, and classified staff. | • Chris W. encouraged program to consider its current ratio of full-time to part-time faculty relative to the 75/25 goal |
| b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals. | • |
| c) List any related recommendations. | • |

| 9. Future Direction and Vision | Comments |
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| a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? | • |

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| b) Explain the direction and vision of the program and how you plan to achieve it. | • |
| c) List any related recommendations. | • |

| 10. Prioritized Recommendations | Comments |
|---|---|
| a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations. | • Perhaps prioritize items that bear a cost |
| b) Explain why the list is prioritized in this way. | • |