

Program Review and Analysis

Part I Outcomes

1. What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.

Outcome(s) Foreign Languages Program(General)	Qualitative Measure(s)	Quantitative Measure(s)
a. Gain knowledge and awareness of other cultures by comparison and contrast of American and French, Spanish, or German language, customs, societies, institutions, etc.	Informally, many students have verbally expressed to instructors their clear understanding of the value that this cultural exposure affords: increased marketability in the workplace, acquisition of "soft skills" in cross-cultural communication that opens doors to management positions, health care services, and other professional arenas. Additionally, many students use their newfound proficiency in foreign languages and cultures to enhance their personal ties to friends and family.	Foreign Language instructors require students to complete oral and writing assignments and projects that are research-based and that offer exposure to the target languages and cultures. Examinations include a cultural component which tests students understanding of cultural elements and nuances. Classroom exercises focus on communication and application of language in “real life situations.” Foreign Language Night is a concrete example that showcases students’ integration of cultural information and language proficiency. Ongoing contact between former students and instructors, occasional surveys indicate that students are utilizing their foreign language skills in a variety of contexts, both professional and personal.
b. Complete high-school foreign language requirements necessary for transfer to a four-year institution and/or fulfill foreign language graduation requirements established by some four-year institutions.	SCC foreign language students have been placed successfully in summer work programs abroad; SCC student participation in prestigious full-year study abroad programs has increased; and SCC students have been placed successfully in upper division Foreign Language courses upon transfer to four-year institutions.	Ongoing contact with colleagues in area two-year, four-year colleges and local high schools; attendance to conferences ensure that our programs and materials are in line with the prevailing trends in our respective disciplines.
c. Pursue an AA degree in Foreign Languages (General) or in an Individual Language (French, German, Spanish) with the intent of entering a major’s program of study at a four-year institution.	Student testimonies indicate that their AA degrees have established a solid foundation in various arenas: publishing, translation, business, education, teaching, health field, graduate programs	Student feedback of SCC alumni indicates that many students transfer successfully to four-year programs in Languages and Linguistics, and go on to utilize their skills successfully in their lives and careers.

Outcome(s) Foreign Languages (Individual Languages)	Qualitative Measure(s)	Quantitative Measure(s)
a. Read, write, speak, listen, and engage with the target culture at the novice-mid to advanced-low proficiency levels (depending on course level), as prescribed by the ACTFL Proficiency Guidelines and the ILR Culture Proficiency Guidelines	Students' engagement with the course activities have generated curiosity and increased appreciation of languages and cultures: several students now visit important cultural sites where they hadn't before, including the De Young, Legion of Honor, the Mission district, ethnic restaurants; they are taking trips abroad; reading authors in the original languages; writing poetry and fiction in the target languages; exploring the communities around them, including music, dance, film; and drawing in their families in the process.	Foreign Language instructors require students to participate in classroom discussions, presentations to demonstrate their understanding of the target languages and cultures. Students are also required to write sentence level exercises, paragraphs, compositions, skits, stories, quizzes, and examinations, to demonstrate their reading, writing, and critical thinking skills.

2. The specific SCC Strategic Direction and Goal(s) supported by this program:

I.A, I.B, I.C, I.D: Communication—Read, Write, Listen, Speak and Converse

II. A, II. C, II.D: Critical Thinking and Information Competency—Analysis, Research, Problem Solving

III.B: Global Awareness—Social Diversity and Civics

Part II Analysis

1. Identify and explain the trends in:

A. French ('07-'10):

Enrollment— Up 7%

Retention—Up 2%.

Fill rate— Up 16.9%

Other Factors— FTES surged by 23%.

Outcome Data— We are proud of the excellence of the foreign language department as the end product clearly demonstrates; the accomplishments and/or achievements of so many of our former students speak well for the quality of the program as a whole. Our connections at four-year institutions have conveyed that our students are doing very well; in fact, many of our students have distinguished themselves not only at other institutions, but also in the workplace.

How do the above trends relate to the factors and outcomes identified during the last review?

a. Students' enthusiasm has been sparked by the enticement of a trip abroad to France with a home-stay with French families. Thanks to the Study Abroad Program at SCC Lorna Marlow-Muñoz plans to take her fifth group to France in 2011. It will now be possible for students to take French 12 in Paris.

b. The French club has grown and is a leading presence on campus. It organizes monthly events, such as trips to museums, restaurants, and films. Club officers wrote a grant and received \$900 from ASSC for twenty club members to spend a weekend in San Francisco immersed in French activities.

c. The French instructor, Lorna Marlow-Muñoz, continues to collaborate with high school teachers to stage a yearly French Immersion Day hosted at SCC. The Immersion Day is in its seventh year and has an average of a hundred students in attendance from local high schools. The day is full of communicative activities, song, food and dance.

d. The French department is pleased that the ethnic diversity of our college is reflected to a good degree in French classes. French classes usually have between 1/3 to 1/2 of the student population represented by African-American, Latino, Filipinos and Asian students. We are able to work closely with the Tutoring Center, so that students who might have learning difficulties can be successful in French classes. Several tutors have received awards in recognition of their patience and dedication.

B. German ('07-'10):

Enrollment—Up by 73%

Retention— Up 9.4%

Fill rate— Up 46.5%

Other Factors— FTES surged to 105%

Outcome Data—

How do the above trends relate to the factors and outcomes identified during the last review?

- a.
- b.
- c.

C. Spanish ('07-'10):

Enrollment— Is up 3 % over '08-'09 despite an 11% reduction in the number of sections offered and personnel to teach them

Retention— Is up 6% since '07-'08.

Fill rate— Is up 5.5% since '07-'08

Other Factors— Our FTES increased by 13.5% between '07 and '10

Outcome Data— We are pleased that we have seen an increase in our FTES , growth and retention. Our enrollment went from flat to a 3 % growth despite fewer sections offered and the partial loss of a full time faculty member to 40% release time (as Academic Senate President: '07='08 followed by 80% release time for ASP as well as coordinator of Learning Labs.)

How do the above trends relate to the factors and outcomes identified during the last review?

- a. The new configuration of Spanish classes that we initiated during our last 3 year review has been a success. By reducing the number of chapters covered, we have been able to spend more time incorporating the element of culture thereby addressing one of our Core 4 goals (global concerns) in a tangible way
- b. Our decision to help increase enrollments by adding more classes on a 3 day a week (as opposed to a 5 day a week configuration) has also had positive results. The option to take our classes in a way that reduces the commute to campus and allows for increased flexibility in scheduling work hours is enormously helpful to many students who struggle financially to balance work and school. We will continue to offer more classes on schedules that meet fewer than 5 days a week to accommodate our students.
- c. The implementation of a new way of students accounting for their own attendance and performance in our language classes has encouraged personal accountability and increased awareness of their need to prepare, attend and participate in the class in order to succeed. The form has led to better attendance and performance in class leading to increased satisfaction and success overall.
- d. Ongoing regular meetings of foreign language faculty have fostered shared ideas and support for each other and energized our teaching.
- e. The addition of Foreign Language night has drawn in more students, excited by what they have seen their peers in our foreign languages classes can do. Their performances in skits, productions of songs, poetry readings and the like have

attracted students from other foreign language classes as well as students not currently enrolled in a foreign language to get in on the “fun” and experience of being able to communicate in Spanish and the other languages SCC offers.

f. To further facilitate retention and growth, we made a joint decision to offer classes that allow an instructor to carry his/her students through sequentially from Spanish 1, consecutively (semester by semester) through to Spanish 4 so that students may be assured of having their same instructor (if they so desire). We found that if students sat out a semester waiting for their instructor in Spanish 1 or 2 to offer the next level, they fell too far behind to succeed when they did take the follow up course. This change, we hope, will curtail that trend.

D. Foreign Language Other ('07-'10):

Enrollment— Down 13%

Retention— Down 24%

Fill rate—Up 39% (due to fewer sections offered)

Other Factors— FTES drop of 14%

Outcome Data— The dip in FTES and enrollment is directly related to budgetary cuts which caused 53% of Foreign Language “Other” sections to be eliminated.

How do the above trends relate to the factors and outcomes identified during the last review?

a. Growth trend from 2007-2010 decreased directly as a result of loss of sections in Japanese, and low fill rate in Portuguese (Foreign Language “Other” sections took a major hit from the Division’s cuts of Humanities classes).

b. The department has not been able to find a qualified Tagalog instructor, even if this offering were possible.

c. Latin, Italian, and Portuguese first-level courses tend to fill routinely but second-level and above depend on strong enrollments, and the reality is that they often have been sluggish in the last few years.

*Our Dean, who manages the adjunct faculty who teach the less-commonly-taught languages, mentioned that these languages are more often than not taken for personal growth, and as such, their numbers can fluctuate greatly.

Part III Conclusions and Recommendations (All Languages)

1. What are the major accomplishments of the program during the past four years?

French:

- The French club has grown and is one of the largest clubs on campus. Many of the active club members are choosing to continue their French studies.
- French classes have among the highest percentage rates of retention in the Humanities Division.
- Club officers wrote a grant and received \$900 from ASSC for the club members to spend a weekend in San Francisco immersed in French activities. Twenty students attended the weekend.

Spanish:

- Enrollment, retention, and fill rates have gone up due to changes implemented in the scheduling of classes.
- Foreign Language Night has been a great draw and motivator for students.
- Spanish faculty have successfully implemented the realignment of content and material covered in Spanish 1-3 to meet SLO criteria to incorporate more cultural component, to allow better coverage of first-year concepts, and to provide a smoother transition into Spanish 4.
- Spanish instructors have incorporated the use of electronic workbook and lab manuals as a first step toward the future offering of a hybrid Foreign Language class. Instructors have received training in this area and will continue to seek opportunities to refine the process.
- Instructors are creating rubrics to hold students accountable for their participation and attendance, thus addressing the Core Competency of Personal Responsibility, thereby encouraging students to become more proactive about their learning process. This has led to increased student awareness of their accountability and has improved student attendance, participation and success overall.
- Faculty are changing their schedules to allow for classes to be taught sequentially so that students progress successfully through to Spanish 4. We feel that students will more likely continue on through the fourth semester if they have the option of continuing with instructors they had in Spanish 1 and 2, and this will encourage students to become majors in the program.

German:

2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.

- Faculty are changing their schedules to allow for classes to be taught sequentially so that students progress successfully through to Spanish 4. We feel that students will more likely continue on through the fourth semester if they have the option of continuing with instructors they had in Spanish 1 and 2, and this will encourage students to become majors in the program.
- Faculty need release-time and/or funding for training to develop online or hybrid courses for students who are not able to attend on-campus courses.
- Faculty would like to revisit the idea of creating a Foreign Language website through the MySolano application to keep students and the community informed of local community and college-wide projects and events organized by the Foreign Language clubs periodicals and other resources.
- Faculty need to formalize information-gathering on students and their needs via surveys and other means to map out the direction of the Foreign Language Program.