

Foreign Languages Program Review 2005-2006

Spring 2006

Prepared for Citrus Community College District

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FACULTY

FULL-TIME FACULTY:

Dr. Ana Afzali
Linda Colville
Dr. Elisabeth Garate
Anna McGarry

ADJUNCT FACULTY:

Beatriz Fleischer
Brenda Martinez
Dr. Cecilia Cloughly
Edgar Jurado
Francoise Bouts-Bohannan
Jeanne Hart
Mercedes Limon
Sylvia Blynn-Avanosian
Yae Desmond

LIST OF CERTIFICATES/AWARDS OFFERED (none)

LIST OF DEGREES (none)

LIST OF INDUSTRY BASED CERTIFICATES (none)

FOREIGN LANGUAGES SEQUENCE OF COURSES

<u>Course</u>	<u>Course Title</u>	<u>Lec</u>	<u>Lab</u>	<u>Units</u>
SPAN 101	Spanish I	5	1	5
SPAN 102	Spanish II	5	1	5
SPAN 201	Spanish III	5	1	5
SPAN 202	Spanish IV	5	0	5
SPAN 140	Beginning Conversational Spanish	3	0	3
SPAN 141	Intermediate Conversational Spanish	3	0	3
SPAN *150	Spanish for Public Service Personnel	3	0	3
SPAN 210	Intermediate Spanish for Speakers of Spanish	5	0	5
SPAN 211	Reading & Comp for Speakers of Spanish II	5	0	5
SPAN *298	Spanish V	3	0	3
SPAN *299	Spanish VI	3	0	3
FREN 101	French I	4	1	4
FREN 102	French II	4	1	4
FREN 201	French III	4	0	4
FREN *202	French IV	4	0	4
GER 101	German I	4	1	4
GER 102	German II	4	1	4
GER 201	German III	4	0	4
GER 202	German IV	4	0	4
JPN 101	Japanese I	4	1	4
JPN 102	Japanese II	4	1	4

*not taught in previous two years

The Foreign Languages program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th 2004) are as follows:

Institutional General Education Competencies- Part of Institutional Mission

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)

Examples

Reading analytically and critically
Writing with clarity and fluency

Speaking articulately
Listening actively

2. Computation

Examples

Technology
Math proficiency
Analyzing and using numerical data
Application of mathematical concepts and reasoning

Computer proficiency
Decision analysis
(Synthesis and evaluation)

3. Creative, Critical, and Analytical Thinking

Examples

Curiosity
Analysis
Synthesis
Evaluation
Creativity

Research
Learning Strategies
Problem Solving
Decision making
Aesthetic awareness

4. Community, /Global Consciousness and Responsibility

Examples

Respect for others beings
Cultural awareness
Ethics
Community service
Integrity

Citizenship
Interpersonal skills
Lifelong learning
Self esteem
Empathy

5. Technology/information competency

Examples

Basic computing and word processing

6. Discipline/subject Area Specific Content Material - Project Plan

PROGRAM DESCRIPTION

The Foreign Languages department offers a comprehensive program of integrated-skills courses that emphasize the listening, speaking, reading, and writing of a variety of languages other than English. The curriculum includes the study of vocabulary, grammar and syntax, pronunciation, orthography, morphology and cultural perspectives. The program combines classroom lectures, guided practice, and a variety of communicative activities in the target language, with individual work in the language laboratory, using a variety of multimedia materials. In addition, the department offers courses in literature, conversation, and specialized courses for heritage speakers

PROGRAM OBJECTIVES

In addition to providing instruction consistent with the transfer requirements of four-year universities, the Foreign Languages program delivers instruction which focuses on the following Citrus College core competencies:

Communication

- Speak and listen in the target language in order to demonstrate level-appropriate speaking and listening proficiency through oral presentations, group interactions, using level appropriate vocabulary, grammar and pronunciation.
- Read and write in the target language in order to demonstrate level-appropriate reading and writing proficiency through written exams and reports, oral presentations, and group interactions, using level appropriate vocabulary, grammar and sentence structure.

Creative, Critical, and Analytical Thinking

- Intermediate and advanced students critically analyze literary texts and discuss cultural readings through oral presentations, group interactions, written essays, and written timed exams using college-level vocabulary, proper grammar and specific terminology applicable to the material to understand and appreciate differences in cultural perspectives.
- Demonstrate understanding of parts-to-whole relationships to correctly conjugate verbs by producing and comprehending sentences delivered orally and in writing.

Community/Global Consciousness and Responsibility

- Develop cultural understanding and appreciation through reading and analysis of target language literature in order to comprehend, recognize and distinguish cultural perspective as demonstrated in literature.
- To display an understanding, appreciation, and respect for cultural diversity, students interact with native speakers and their peers in the target language and literature through formal and informal oral presentations, community service opportunities, group interactions, and out-of-class assignments.

Technology/Information Competency

- Advanced students conduct and apply college-level research by critically analyzing and demonstrating knowledge of research methods and documentation through writing assignments, oral presentations, and group discussions.

SLO TIMELINE

Below courses were revised in fall 2004 to include student learning outcomes:

SPAN 101	Spanish I
SPAN 102	Spanish II
SPAN 201	Spanish III
SPAN 202	Spanish IV
SPAN 210	Intermediate Spanish for Speakers of Spanish
SPAN 211	Reading & Composition for Speakers of Spanish II

Below courses will be revised by fall 2007 to include student learning outcomes:

SPAN 140	Beginning Conversational Spanish
SPAN 141	Intermediate Conversational Spanish
SPAN *150	Spanish for Public Service Personnel
SPAN *298	Spanish V
SPAN *299	Spanish VI
FREN 101	French I
FREN 102	French II
FREN 201	French III
FREN *202	French IV
GER 101	German I
GER 102	German II
GER 201	German III
GER 202	German IV
JPN 101	Japanese I
JPN 102	Japanese II

* Course has not been offered in previous two years; Spanish 150 may be discontinued. Spanish 298, 299, and French 202 will be revised and re-activated within the next two years.

MISSION

The Foreign Languages department program at Citrus College promotes academic, professional, and personal success; it supports the mission of the college and contributes to its community. The Foreign Languages program encourages students to further develop their oral, written, listening and comprehension skills in the target languages as well as their critical thinking skills. The program supports student transfer to four-year educational institutions, and promotes culturally sensitive citizenry.

The Foreign Languages curriculum develops the student's ability to communicate more effectively in the target language. The study of other languages and their literature, culture,

and history, helps the student to function with greater effectiveness and global awareness in an increasingly diverse society.

COMMENDATIONS:

1. Courses are in compliance with the Citrus College mission statement.
2. Courses meet the criteria for transfer to CSU and UC.
3. Program reflects the diversity of the Citrus College student body by offering courses in Spanish (including those for Heritage Speakers of Spanish), French, German and Japanese.
4. Faculty use technology and multi-media in their lessons and lab assignments.
5. The state-of-the-art language lab provides students opportunities to listen to and practice language skills in a self-paced learning environment.
6. The majority of the Spanish courses at Citrus College have been changed from four to five units to facilitate transferability to four year institutions, particularly the UC system.
7. Since the last program review in 2000, two Japanese courses and two conversation Spanish conversation courses have been created to meet the needs of the student body at Citrus College.
8. Service Learning opportunities are being offered in various Spanish courses such as tutoring in local elementary schools and recording books for the blind and dyslexic.

RECOMMENDATIONS:

1. In order to be current and consistent in this field of study, the name for the Foreign Languages department should be changed to Modern Languages department (MLNG).
2. Explore the potential of expanding the course offerings to include the teaching of other languages such as Chinese, Sign language, and Arabic courses at Citrus College.
3. Research the feasibility of changing the French, German and Japanese courses to five unit classes.
4. Research the impact of a 16-week semester in the Foreign Languages program.
5. Explore the potential of increasing our course offerings of more conversation courses and/or literature.
6. Consider the possibility of offering upper level French, German, Japanese, and Spanish courses.
7. Investigate the possibility of obtaining a grant to write Spanish placement exams.

8. Explore the possibility of creating a parallel track program for Spanish Speakers at the beginning levels to complement the courses we offer for Speakers of Spanish at the intermediate level. The goal is to offer beginning level courses that are more appropriate for our growing heritage population than the current Spanish 101 and 102 courses.
9. Create a Spanish major to support comprehensive program.
10. Explore the possibility of developing an internship program which would allow students to work in Spanish language businesses and social/governmental agencies.

NEED

The Foreign Languages department meets the foreign language and/or humanities transfer requirements for CSU and UC. Student demand for second language courses is high. In a global economy, the ability to understand, speak, read, and write a second language greatly increases a student's potential to achieve personal, academic and professional success in a multi-lingual society.

COMMENDATIONS

1. Courses are offered throughout the day and evening to accommodate students.
2. Spanish courses are being offered in the evenings at a satellite campus to meet the needs of the community.

PREVIOUS RECOMMENDATIONS

1. 1999/2000 RECOMMENDATION: Two new courses of Japanese (JPN 101, JPN 102) have been added to the program. *Accomplished.*

RECOMMENDATIONS

1. Create a Spanish degree to support a comprehensive program of study.

QUALITY

The Foreign Languages department gives students theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in communication, critical and analytical thinking, cultural awareness and community responsibility (interpersonal skills, respect, ethics, integrity, citizenship and advocacy).

COMMENDATIONS

1. Faculty have been recently active in the following committees: Senate, Student Services, Service Learning Advisory Board, Alternative Calendar, Faculty Staff Development, CCFA, Load Task Force, Contract Research Committee, Affirmative Action Monitor, New Faculty

- Mentoring Program, Learning Services Advisory Committee and hiring and peer evaluation committees.
2. Faculty are active in the following national and regional professional organizations: American Association of Teachers of Spanish and Portuguese; California Language Teacher's Association; Modern Languages Association; and the California Community Colleges Foreign Languages Council.
 3. Faculty are sensitive and willing to accommodate students' needs, including those with disabilities.
 4. Advanced Foreign Languages students utilize online databases provided by the Citrus College Library to do formal research and presentations.
 5. Professor Linda (Holly) Colville is a contributing author of the Instructor's Manual and Resource Kit to Accompany Puntos de Partida, the textbook used in all beginning Spanish classes at Citrus College and in many universities nationwide.
 6. Professors Colville and McGarry have been awarded a number of grants from the Citrus College Foundation to develop instructional materials for the classroom.
 7. Professor Ana Afzali, Ph.D., has authored a Spanish textbook entitled: "Nuestra Lengua: Cuaderno de Gramática, Redacción y Cultura para Hispanohablantes." This textbook is used at Citrus College. Dr. Afzali is also a contributing author in a published book on Juan Rodriguez de Padron and published an article about Lorca.
 8. Professor Anna McGarry was a leader in the development of service learning at Citrus. She field tested the program and her handouts are given to new participating instructors as a model. She received an award for service learning in 2005.
 9. Faculty support the study abroad program in Salamanca, Spain. Drs. Garate and Afzali developed the curriculum and program handbook based on an on-site needs analysis.
 10. The Language Laboratory has been updated based on faculty input.
 11. The total number of full-time Spanish professors has been increased from two to four full-time tenured professors.

PREVIOUS RECOMMENDATIONS

1. 1999/2000 RECOMMENDATION: Additional audio/visual instructional materials and software should be purchased for classroom use and for the language laboratory. *Accomplished. Ongoing recommendation to*

- increase collection of cultural and/or linguistic DVD's held in the library and/or held in the language lab.*
2. 1999/2000 RECOMMENDATION: An additional full-time Spanish instructor should be hired to build interest and enrollment in the Spanish Program. ***Accomplished.***
 3. 1999/2000 RECOMMENDATION: Spanish language magazines and periodicals should be ordered by subscription and be made available to all students in the Citrus College Library. ***Accomplished. Ongoing recommendation to expand and move holdings to the Learning Center next to the Language Lab.***
 4. 1999/2000 RECOMMENDATION: "All syllabi should include clear grading standards, attendance and make-up policies, drop date, office hours, homework policies and a general DSP&S statement." ***Accomplished.***
 5. 1999/2000 RECOMMENDATION: "The Foreign Languages department, as a whole, would benefit from having a second classroom designated for Foreign Language use to allow for future FTE growth." ***Accomplished. Ongoing recommendation that additional prime time classroom space be allocated for Foreign Language use.***
 6. 1999/2000 RECOMMENDATION: "LB107 could be modified with travel posters, appropriate furniture arrangement, etc. to create an ideal language-learning environment for our students." ***Accomplished.***

RECOMMENDATIONS

1. This department has considerable potential for growth: new degree program; additional languages; additional language, literature, and culture courses. Allocate more classroom space as needed.
2. Increase pool of qualified adjunct faculty.
3. Secure stable annual funding to support professional development.
4. Create a faculty stipend and/or release time that would allow for one of the tenured Spanish instructors to assist the administrator to develop and maintain the academic quality of the Citrus study abroad program in Spain.
5. Explore the possibility of creating a mentor program for adjunct faculty.
6. Explore the possibility of creating an engaging Foreign Languages website to promote interest and enrollment in language courses at Citrus College.

7. Create a more challenging lab program to supplement the lab manuals that accompany beginning and intermediate language texts.

FEASIBILITY

COMMENDATIONS

1. Student enrollment has remained stable even though units have been increased from 4 to 5 in most courses.
2. Units in Spanish 101, 102, 201, 202, 210, and 211 have been increased from 4 to 5 in order to meet changing UC, CSU, and IGETC transfer requirements.

PREVIOUS RECOMMENDATIONS

1. 1999/2000 RECOMMENDATION: The department should review the needs of the community and begin to develop vocational education Spanish courses to meet those needs. ***Upon review it was decided that the students would be better served by focusing efforts on developing a modern languages major.***
2. 1999/2000 RECOMMENDATION: The Department needs to study the feasibility of teaching distance education and/or technology-enhanced courses. ***Accomplished: Instructors now use technology to enhance instruction.***
3. 1999/2000 RECOMMENDATION: An attractive and useful Foreign Language web page should be designed and regularly updated to feature courses offered, course content, and syllabi. ***No progress: Continue to discuss with MIS as they develop/implement a campus-wide web strategy.***

RECOMMENDATIONS

1. Faculty should be included in planning for new and expanded program facilities. (e.g. redevelopment of EDC language lab.)
2. Develop a Spanish and/or Modern Languages major.
3. Faculty should consider offering distance education and/or hybrid courses.
4. In order to strengthen enrollment in intermediate courses and create a foundation for a Spanish major, consider offering Spanish 201/202 courses concurrently.
5. Study the possibility of hiring a full-time faculty member to teach a combination of subjects: French/German, French/Japanese, German/ESL, etc.

6. Faculty will maintain ongoing communication with Counselors in order to insure proper placement of students in the sequence of courses.
7. Work with district high schools to better articulate language courses and to foster communication and cooperation.
8. Will continue to work toward paralleling the structure of French, German, and Japanese courses with Spanish from 4.0 to 5.0 units.

COMPLIANCE

COMMENDATIONS

1. Courses are in compliance with the regulations and standards set by the district and California state universities.
2. Faculty meet or exceed the state minimum qualifications for employment.
3. Citrus College students are given theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in oral and written communication, critical and analytical thinking, and community responsibility (respect, ethics, integrity, citizenship and advocacy).
4. Courses transfer to most universities either as major requirements or electives.
5. Faculty encourage transfer by regularly inviting transfer center representatives to present in their classrooms.
6. Faculty participate in the new faculty mentor program.
7. Faculty participate in the January community college job fair.
8. Faculty include service learning components in some their Spanish courses.

RECOMMENDATIONS

1. After the recent change from 4 to 5 units in Spanish courses, revise course outlines to improve articulation of objectives. Accomplish during the 2006/2007 academic year.
2. Study the possibility of increasing the Japanese, German and French courses from 4 to 5 units.
3. Create guidelines for finding and hiring substitute teachers.

**Citrus College
Foreign Languages Program Review
2005-2006**

Program Performance Indicator	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	Increase Decrease %
Program Access						
Majors	0					
New Majors						
Courses Offered	70	57	54	61	70	0%
Day	50	38	31	36	41	-18%
Evening	20	19	23	25	29	45%
Weekend	2	2	1	0	0	-100%
Short Term	0	0	0	0	0	
Distance Education	0	0	0	0	0	
Registrations						
Weekly Student Contact Hours	115535	109935	95270	114293	N/A	-1%
Enrollments	1435	1347	1362	1458	N/A	2%
Full-Time Equivalent Students	232.28	213.06	228.43	236.72	N/A	2%
Non-Traditional Special Populations	0	0	0	0	N/A	
Available Jobs	N/A	N/A	N/A	N/A	N/A	
Student Success						
Grade Distribution						
A	23.0%	23.0%	24.4%	25.0%	N/A	9%
B	22.1%	22.2%	20.4%	22.2%	N/A	0%
C	17.1%	15.9%	17.3%	15.5%	N/A	-9%
CR	0.4%	0.2%	0.1%	0.3%	N/A	-18%
Success Rate	62.6%	61.3%	62.2%	63.0%	N/A	1%
D	5.6%	7.0%	7.3%	6.1%	N/A	9%
F	15.2%	15.5%	15.3%	16.7%	N/A	10%
W	16.2%	15.9%	14.8%	14.1%	N/A	-13%
NC	0.4%	0.3%	0.4%	0.1%	N/A	-84%
Failure Rate	37.4%	38.7%	37.8%	37.0%	N/A	-1%
Program Resources						
Credit Reimbursement Rate	2795	2851	2791	2922	3260	5%
Revenue-FTEs X Reimbursement Rate	649223	607434	637548	691696	N/A	7%
Full-Time Equivalent Faculty	4	4	4	4	4	0%
Personnel	0	0	0	0	0	
Total District Program Budget	380656	429493	399217	426350	503426	32%
Grants - VTEA and PFE	0	0	0	0	0	
Industry Contributions	0	0	0	0	0	

Citrus College
Foreign Languages Program Review
2005-2006

Program Performance Indicator	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	Increase Decrease %
Course Section Counts						
SPAN 101	37	30	34	34	34	-8%
SPAN 102	12	8	8	8	9	-25%
SPAN 140	0	1	0	1	1	100%
SPAN 141	0	1	0	0	1	100%
SPAN 150	0	0	0	0	0	0%
SPAN 201	4	2	1	2	3	-25%
SPAN 202	2	0	0	0	1	-50%
SPAN 210	1	1	1	1	1	0%
SPAN 211	1	1	1	1	1	0%
SPAN 298	0	0	0	0	0	0%
SPAN 299	0	0	0	0	0	0%
FREN 101	5	5	2	4	2	-60%
FREN 102	1	1	1	1	3	200%
FREN 201	1	0	0	0	2	100%
FREN 202	0	0	0	0	0	0%
GER 101	1	1	2	4	2	100%
GER 102	1	1	1	0	2	100%
GER 201	0	1	0	0	2	200%
GER 202	0	0	0	0	1	100%
JPN 101	3	3	2	4	4	33%
JPN 102	1	1	1	1	1	0%
Course Count	70	57	54	61	70	0%