Citrus College

Foreign Languages 2014 - 2015

Year Five Focus Area: PROGRAM SELF EVALUATION and SUMMARY[1]

Program review should model a miniature accreditation self-evaluation process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the accreditation self-evaluation as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program.

Program Review: Setting A Standard – The Academic Senate for California Community Colleges

I.   Program Description

The Foreign Languages program offers proficiency-based instruction in listening, speaking, reading, and writing in these languages: Spanish, German, Chinese, and Japanese. The study of each language includes vocabulary, grammar, syntax, pronunciation, and cultural and historical understanding. Intermediate-level courses include a literature component. Courses combine classroom lectures, guided practice, and language activities with individual work conducted online.

Foreign language courses satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of the requirements for the associate degree in Language Arts.

Courses in Spanish are offered in the day and evening; Spanish 127—Spanish Civilization is offered online. Courses in French, German, Chinese, and Japanese are offered primarily in the evening (French was last offered in Fall 2009.) Students in the Study Abroad program in Spain take Spanish courses up to the most advanced level as well as a course in Spanish civilization.

II.   Discuss progress toward objectives identified in the Educational and Facilities Master Plan 2011 - 2020.

EFMP 1: Faculty keeps abreast of new pedagogies by attending both state and international conferences.

Faculty incorporate new technologies, such as iPads and apps, to engage student interest and demonstrate use of technology for language learning.

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[1] **Reference to Accrediting Commission for Community and Junior Colleges (ACCJC) Standards:**

Standard IIA.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.

Faculty strive to address multiple learning styles through a variety of assignments and activities, such as scavenger hunts and Power Point presentations.

EFMP 2: The Foreign Languages Department has created an AA degree that will allow students to have a certificate and ensures a smooth transition to a Cal State University.

III. **Are there obstacles or barriers that restrict the rate of student completions or are delaying timely completion?**

Students arrive to our program with poor basic English and study skills. This hinders their ability to do better in our courses and causes them to have to repeat lower levels before they can move to more advanced Spanish courses.

IV. **Identify three to five measurable self-improvement objectives to improve student retention and completion during the next five years.**

a. We will offer Hybrid and/or on line courses to allow the working student population to have access to more of our course.
b. We will offer more Spanish for Heritage Speaker courses to meet the needs of our growing Hispanic population.
c. We will study our SLOs and assessment reports on an ongoing basis to address the needs of our Foreign Language students.

V. **Discuss opportunities for change that may exist within the next five years.**

1. Expand recruitment efforts
2. Study the possibility of offering America Sign Language
3. Offer more on-line courses