



Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

Division - Program

FOREIGN LANGUAGE

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Foreign Language	2008-2009	559	30	598	51.9%	90.7%	74.8%	18
	2009-2010	549	29	609	54.5%	98.6%	77.2%	12
	2010-2011	503	28	581	55.7%	100.2%	76.0%	15
	2011-2012	492	27	581	61.5%	99.6%	77.8%	4
	% Change	-11.9%	-9.4%	-2.8%	+9.6%	+8.9%	+3.0%	-77.8%
	Four-Year Trend	decreasing	stable	stable	stable	stable	stable	decreasing

1.1 Describe how these trends have affected student achievement and student learning:

Perhaps the decreasing trend in Awards can be explained by our troubled California economy which diminishes the value of academic education, and confidence in the "marketability" of Foreign Languages in particular in our employment-oriented students. Otherwise these figures and patterns are most encouraging. The enrollments in our Department have steadily increased, when one takes into account smaller classrooms not allowing for largest possible enrollments, and fewer offerings, both in classes and in sections of given classes. Our WSCH/FTEF Trend, measuring the efficiency of our teaching, and our FTES Trend, measuring our ratio of full time faculty to students served by them have decreased, the latter dramatically, indicating that our enrollment has increased and that we have fewer faculty members proportionately to serve this increased number of students. We have had no retirements, no resignations, and one full time hire –yet we still do not have enough full timers to serve our students efficiently. Quite obviously, more full time hires are called for! Our success rate, measured by grades and withdrawals in classes, is excellent.

Most of our students remain in our classes, though attrition is a big problem generally in community colleges. Most of our students earn passing grades in our classes. We have an unusually high fill rate. We attribute these positive statistics to the increasing importance of Foreign Language in today's shrinking world, in today's workforce, university transfer requirements, our increasingly diverse, international demographics, the fine reputation of Glendale College, and our own excellent staff and its devoted work.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

Some of our instructors have enjoyed recognition from outside sources, which enhances our whole Department and adds to our enrollment. For example, our Armenian full-time Assistant Professor, Nick Garnik SAHAKYAN, appears at public lectures, appears frequently on television, and has been written about in Glendale (and Yerevan) newspapers. Spanish Associate Professor Stacy JAZAN's work with SLOs and Assessments sharpened all of our teaching skills and has helped enrollment in every language we teach. Last year's hiring of our second tenure-track Armenian Instructor Arevik MIKAELIAN, who has revived our Armenian Conversation program in Community Service, and who serves as a liaison between the Armenian community and Glendale College enhances our Armenian program and the College as a whole. Specifically, the addition of this second full time hire in Armenian has helped a program whose enrollments are characteristically well beyond 100%. Our new hire is now able to serve students, Division and College needs beyond mere teaching. Our ongoing sister-city relationships between Glendale and Korea, originally negotiated by our former President Dr. LINDSAY, enhance the Korean language programs and our Foreign Language Department as a whole.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count		% of Courses Assessed
2010-2011	37	91.9%	62.2%
2011-2012	28	100.0%	96.4%
% Change		+8.1%	+34.2%
Four-Year Trend		stable	increasing

(One remaining Foreign Language Assessment cycle, submitted after these data were collected, has now changed our 2011-2012% of Courses Assessed to 100% and our % Change to 37.8 %.)

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
There is overlap between the 2 majors:	35/35	100	35/35	100	46/46	100
All Foreign Language courses have been assessed.						

2.1 Please comment on the percentages above.

One remaining Foreign Language Assessment cycle, submitted after these data were collected, has now changed our 2011-2012% of Courses Assessed to 100% and our % Change to 37.8%.

We in Foreign Languages have a 5 semester rotation cycle in which every single semester all courses and sections in a language are assessing SLOs: Spanish, French/ Italian, Japanese/Chinese/Korean and Armenian/Russian. (Russian was, due to the budget, recently temporarily stricken from the program). The 5th semester is devoted to assessing the literature classes within all languages that offer literature. This allows for all courses to be assessed once within three years, and the 6th semester is devoted to assessing Program Learning Outcomes.

The Foreign Language Department is a campus model for promptness and completeness of SLOs, PLOs and Assessments. Its teachers have been unusually diligent and conscientious in fulfilling their assignments in this area, and one of them, a Spanish Associate Professor, Dr. Stacy JAZAN, has achieved state-wide recognition for her creative work in this field, and has generously served as our resident guide.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

No changes were made.

2.3 Please list all courses which have been reviewed in the last academic year.

Note: Curriculum Review is required by the Chancellors Office every 6 years.

Assessments of Spanish 101, 102, 103, 104, 115, Japanese 101, 102, 103, 104, Korean 101, 102, Chinese 101, 102, French 101, 102, 103, Italian 101, 102, 103, 104, Armenian 101, 102, 115, 116, 125, 126, 127, Russian 115 and 116 and now all the language programs (PLO Assessments)

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
Foreign Language Option 1 AA	100%			100%	We have no certificates		See previous column	
Foreign Language Option 2 AA	100%			100%				

2.4 Please comment on the percentages above.

We are currently assessing in Fall 2012 all Foreign Language courses in our program. By the end of Fall 2012, 100% of our PLOs will be assessed. We have no certificates and thus no Certificate Assessment Cycles to complete. Since most students do not complete an AA degree in Foreign Languages, but rather take a few classes in a particular language, we are assessing all classes also as programs, meaning a sequence of courses that lead to intellectual mastery. We have

completed PLOs and matrices for every full-time language program and tied their PLOs to the PLOs for the Foreign Language AA degrees.

- 2.5** Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

Since we are doing PLO Assessments in Fall 2012, we will report on any changes we may deem desirable at the next Program Review.

- 2.6** Please list all degree/certificate programs within the division that were reviewed in the last academic year.

All Foreign Language programs have been reviewed and are reviewed on an ongoing basis, and all are eligible for French, Spanish, or General Foreign Language majors. PLO Assessment timelines have been developed for the two Foreign Language AA degrees and all full-time language programs.

- 2.7** What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
X	Curricular development/revision of programs
X	Increased improved SLO/PLOs in a number of courses and programs
X	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
X	Increased/improved SLO/PLOs in a number of courses and programs
X	New degree or certificate development : that is, request to Sacramento for same
	Best Practices Workshops
X	Conference Attendance geared towards maintaining or improving student success
X	Division Retreat in 2011-2012
X	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
X	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

All full-time Foreign Language teachers attended the fall and spring Institute Days designed to devise and maintain SLOs and PLOs. We found this time valuable for completing our required program timeline and matrices.

We have renewed but not yet been granted our request for majors in specific languages other than French or Spanish.

Dr. JAZAN has documented Student Learning in Spanish 124 H SLOs with her pre and post tests. She also, last October, at the MCLASC-LA STARS Conference, presented a session on writing compositions.

(Various adjuncts, like Denis PRA in French, also presented their work at conferences.)

The Spanish program has worked with the publisher of “Vistas” to create a custom site where the students can purchase the Spanish texts and materials at a lesser cost than at the bookstore, and the package includes a virtual textbook, which students like. We are trying to accommodate new technology to make learning accessible to all students.

In the same vein, Dr. CORTEY has worked with the publisher of “Motifs” to make a customized, digital version of the French text, which students like and which appears to improve their motivation and performance.

We have a second full time Armenian Instructor, who has expanded Armenian to include a third level native speaker course, Armenian 117.

We have accommodated more students in general in all of our languages. We have devoted much time to workshops in SLOs and Assessments, thus increasing intra-departmental communication and sharing teaching methodologies.

3.0 Reflection and Action Plans

- 3.1** Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths

List the current strengths of your program

1. A variety of languages, both “classic” and demographically relevant, offered
 2. Diversity of levels, students served –courses adapted to various needs and populations
 3. Fulfillment of IGETC and Breadth transfer requirements
 4. Preparation for a competitive workforce in multi-lingual Los Angeles County, and in California in general –this fully supports the ILOs of Communication and Global Awareness and Appreciation
 5. Compliance with course level SLOS -100% compliance for all full time and part time instructors
- 2 Strengths: a) instructional technology –many instructors use Moodle and we have a hybrid program in Spanish b) diversity of levels

3.2 Weaknesses

List the current weaknesses of your program

1. Not enough full-time teachers in every language –cannot thus serve all potential students
2. Not enough literature offered in target languages –for budgetary reasons
3. Despite great demand, no conversational classes –for budgetary reasons

4. Not enough recognition on campus of significance of foreign language study

- 3.3** Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Bring back the 110 series, cut for budgetary reasons	This will make our programs more relevant, more open to students with diverse learning goals and needs, and will improve the ability of many to enter the workforce.	2.1.3 and links to the GCC Mission Statement ("courses that satisfy the many special interest needs of the community") ILOs 1)a,b,c,d,e 4)a,b,c,d,e 5)b,c,d,f 7)c,d Since this 110 series has been cut for a few years, we have no recent assessments of SLOs or PLOs
Create AA-T Degree with Spanish. Articulate more with our counseling staff, our feeder high schools, other community colleges and four-year colleges.	The AA-T Degree will drive enrollment management changes within the Spanish program. Serve a diverse population even better, become more cognizant of transfer and vocational needs	EMP 3.4 EMP 1.1, 1.2 ILOs 1)a,b,c,d,e 4)a,b,c,d,e 5)b,c,d,f 7)c,d SLOS all are linked in individual Foreign Language courses. PLOs all are linked in the Foreign Language Program as a whole
Secure majors in all our languages –attempted but not accomplished yet- awaiting Sacramento's action.	Better public relations value in general, and serve certain students wishing to transfer	EMP 1.2 ILOs 1)a,b,c,d,e 4)a,b,c,d,e 5)b,c,d,f 7)c,d SLOs link to all of our individual Foreign Language Courses. PLOs link to our whole Foreign Language Program .
Experiment more with technology (Moodle, Hybrid courses, for example, as well as digital versions of our texts)	Make learning more accessible and more attractive	EMP 2.3 ILOs 7)a,b,c,d SLOs link to all of our individual Foreign Language courses. PLOs link to our entire Foreign Language Program.

Expand our offerings as much as and when the budget permits : expand Chinese and Korean, but , first and foremost, hire a third full time Armenian instructor and, then, second priority, a second Japanese full time instructor (See our FTES as proof of need) Restore courses and sections cut from full-time programs, for budgetary reasons, when this becomes feasible	Be more responsive to community needs, make the program even more demographically responsive than it is now, accommodate more students, disappoint fewer students who are not able to enroll in our popular language classes	EMP 3.4 ILOs 1) a,b,c,d,e 4) a,b,c,d,e 5)a,b,c,d,f 7) c,d SLOs all link to all of our Foreign Language courses. PLOs all link to our whole Foreign Language program.
Research AA-T Degree development in other foreign languages as the state approves the templates.	This will satisfy student demand for majors, for transfer, for an officially enriched curriculum which may aid graduates in the work force (in being successful candidates for jobs)	EMP 3.4 ILOs 1)a,b,c,d,e 4)a,b,c,d,e 5)a,b,c,d,f 7)c,d SLOs all link to all of our Foreign Language courses. PLOs all link to our whole Foreign Language program.
Equip 4 Foreign Language and all student computers, both existing and newly acquired, in faculty offices, and the ESL Foreign Language Lab with Armenian, Chinese, Korean and Japanese fonts	These languages cannot be written on a computer without proper fonts that accommodate their alphabets or pictorial series.	EMP 2.3 ILOs 7)a,b,c,d SLOs all link to all of our Foreign Language courses. PLOs all link to our whole Foreign Language program.
Try to secure two level 3 classrooms when room ownership ends, for our Foreign Language courses.	Languages cannot be taught well without good audio-visual, media, and computer components in spacious classrooms accommodating our large enrollments.	EMP 2.3 and 3.4 ILOs 1) a,b,c,d,e 4)a,b,c,d,e 5)a,b,c,d,f 7) a,b,c,d

2012 PROGRAM REVIEW

Section 4 Resource Request

Mark Type of Request:

**LANGUAGE ARTS -
Foreign Language**
*New Classroom and
Computers for Lab*

I:LA.FL-1

	Facilities/Maintenance	X	Computer Hardware for Student Use
X	Classroom Upgrade	X	Computer hardware or Faculty Use
X	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies		Other

4.1 Clearly describe the resource request.

One more level 3 classroom (Facilities/ Maintenance and Classroom Upgrade) with capacity to comply with the course seat load, with ample board space unhindered by projections or computer cabinets in the new College Services Building planned for 2013 - 2015 –this links to all of our SLOs and PLOs in Foreign Language

>One Level 3 Classroom in the new College Services Building for 2013-15 should cost \$250,000.

Six more computers for student use in the ESL-Foreign Language Lab (Computer Hardware for Student Use) –this links to all of our SLOs and PLOs in Foreign Language

>Computer Hardware will cost a total of \$6000, as we need 6 computers and each computer for student use will cost \$1000

Amount requested: . \$ 6,000 plus new classroom.

4.2 Funding

x	Requires One Time Funding
	Requires Ongoing Funding
x	Repeat Request
2011, 2010	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria. NA

4.4 Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

Our ESL Foreign Language Lab cannot serve all of our students without six more computers. Foreign Language learning cannot be fully effective without sophisticated audio-visual capacity in a room that is not cramped. Please see 3.3 on pages 6-7 of this document for a breakdown of our EMP, ILO, SLO and PLO goals. Our requests link to EMP 3.5.1 Technology planning and faculty skill updating, especially point b, for example. Facilitating writing and speaking of our languages will help students needing to enter the workforce quickly, transfer students, everyone who needs to adjust to our diverse demographics and who needs to have a tolerant, open approach to other cultures.

4.5 What measurable outcome will result from filling this resource request?

Facilitate teaching and learning of languages

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	
	NON COMPLIANT OR INCOMPLETE	X
	a) Request not adequately described or incomplete	X
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments	The different items on the request should have been divided up into separate requests in order to respond to all of the questions. Some data in the report related to software on computers does not accurately reflect current capacity. The software is not adequately described and some cost analysis is needed.	

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.