



Southwestern Program Review Foreign Languages Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
[Course Completion Report](#)
[Course Completion by Course Report](#)
[Course Completion by Degree Report](#)
[Course Enrollments Report](#)
[GL Unit Costs by Fund by Unit Report](#)
[Graduates by Major Report](#)
[OLMIS](#) – Employment Opportunities
Persistence Report – being developed
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
 - I. [Enrollments](#)
 - II. [Financial Viability](#)
 - III. [Efficiency of Delivery](#)
 - IV. [Instructional Effectiveness](#)
 - V. [Program Student Success](#)
 - VI. [Program Relevance](#)
 - VII. [Graduate Student Success](#)
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

The Foreign Languages Program provides educational opportunities for all students in the SWOCC community, particularly in fulfilling the arts and letters requirements for the AA/OT, OTM, ASOT-BUS, AS, AGS, AAS degrees. The Foreign Languages Program also meets the following Foreign Languages student learning outcomes:

- Speak in the target language, according to their level of experience, showing knowledge variety in the following: vocabulary, verb tenses, grammatical cases, asking and answering general and specific questions, and negation—keeping in mind the communicative context and conventions of the particular culture.
- Read and comprehend texts in the target language, according to their level of experience, tailored to a variety of communicative needs and including knowledge variety in the following: vocabulary, verb tenses, grammatical cases, asking and answering general and specific questions, and negation—keeping in mind the communicative context and conventions of the particular culture.
- Write texts in the target language, according to their level of experience, tailored to a variety of communicative needs including knowledge variety in the following: vocabulary, verb tenses, grammatical cases, asking and answering general and specific questions, and negation—keeping in mind the communicative context and conventions of the particular culture.
- Employ a variety of coping strategies in the target language, according to their level of experience, to communicate both verbally and non-verbally.

Administration

- **Faculty / Staffing:** Foreign Languages has one full-time faculty member who also teaches German half time in the writing department and two part-time faculty who teach Spanish and American Sign Language.
- **Professional Development:** N/A.
- **Support Services used (or identified need):**
- **Advisory Committee (activities and membership):** N/A
- **Community Relationships / Partnerships:** N/A
- **Program Accreditation (if applicable):** N/A

Curriculum

- **Degrees/Certificates offered and changes since last review:** SWOCC does not offer a Foreign Languages degree or certificate.
- **Course list and changes since last review, including new and revised courses:** All Foreign Languages course outlines have been updated and revised to incorporate limited and measurable student learning course outcomes. There have been no new Foreign Languages courses created recently.
- **Career Pathway/Program of Study Efforts:** N/A
- **Delivery Methods/Instructional Methodology:** Traditional Instruction is supplemented with online resources and curriculum.
- **Articulation/Transferability:** In the past, SWOCC Foreign Languages courses have had been reviewed to verify alignment with Oregon universities. There has not been a recent alignment verification. This review needs to occur regularly.
- **Dual Credit offerings:** Currently SWOCC does offer dual credit Foreign Languages classes in three in-district high schools. All dual credit foreign language courses are in Spanish.
- **Course scheduling issues:** Foreign Languages course scheduling works well and continues each term to capture the sequenced classes.
- **Instructional Materials (textbook, software issues):** Each Foreign Languages instructors selects the Foreign Languages. The textbooks are available in the College Bookstore and from online sources, and are generally easily and readily available for students.

Students

- **Special Populations:** The Foreign Languages program does not have any special populations.
- **Recruitment:** The Foreign Languages program does not actively recruit.
- **Advising:** To facilitate accurate advising, Foreign Languages could develop advising sheet directing students to an AAOT and an AS Foreign Languages degree as well direction for careers in the discipline. However, because of low enrollments and the retiring full-time faculty member, SWOCC will not have the resources to develop the foreign language department.
- **Student Satisfaction:** Evaluations for the German, Spanish, and American Sign Language instructors who teach foreign languages has an average student rating of instruction at 4.4.38 out of 5.0. Students comment favorably about the instructors, and the completion rates for 2014 are an impressive 86.2%.
- **Student Assessment Methods:** Student learning outcomes for Foreign Languages courses are assessed through class discussion, practice skills, exercises, oral examinations, journals, exams, and reports.

Facilities/Budget

- **Budget Changes over past 4 years:** Since 2011, the Foreign Languages program budget includes the salaries of the part-time instructors and general supplies. The full-time faculty member's salary is incorporated into the English Department budget.
- **Instructional Materials (software, supplies, etc.):**
- **Equipment lists and needs: Facilities lists and needs:**
- **Student fees; N/A**

Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures – Criteria

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Speak in the target language, according to their level of experience, showing knowledge variety in the following: vocabulary, verb tenses, grammatical cases, asking and answering general and specific questions, and negation—keeping in mind the communicative context and conventions of the particular culture.	Tests with English to German translation that show the difference in the English simple present and continuous present, as well as general and specific questions that test, for example, the ability to leave out the English “do” that doesn’t exist in German, e.g. Do you need a pencil?	Vocabulary and rules of grammar	The first two weeks of GER 101	Speak in the target language, according to their level of experience, showing knowledge variety in the following: vocabulary, verb tenses, grammatical cases, asking and answering general and specific questions, and negation—keeping in mind the communicative context and conventions of the particular culture.

Results: Of the 13 students in the class, 3 received an A, 1 a B, 3 a C, 2 a D, and 3 an F. Of those who failed, 2 stopped coming.

Analysis: Generally, the students had mostly learned to ignore the English progressive form and the “do” in questions and negatives in some English constructions—both of which do not exist in German and can’t be translated word-for-word, e.g. *Does John live in Munich?* (*Wohnt John in München?*) and *Is John living in Munich?* (*Wohnt John in München?*).

Plan:

1. Instruction in general and specific questions with and without the English progressive form.
2. Instruction in the construction of negation.
3. Instruction in the construction of declarative sentences with and without the English progressive form.
4. Instruction of the above is done by pointing out the differences in English and German grammar, having students practice the German forms orally, having the students do written exercises that get students to write the proper German, and having the students read and translate short German texts into idiomatic English.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p>Read and comprehend texts in the target language, according to their level of experience, tailored to a variety of communicative needs and including knowledge variety in the following: vocabulary, verb tenses, grammatical cases, asking and answering general and specific questions, and negation—keeping in mind the communicative context and conventions of the particular culture.</p>				

Results:

Analysis:

Plan:

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p>Write texts in the target language, according to their level of experience, tailored to a variety of communicative needs including knowledge variety in the following: vocabulary, verb tenses, grammatical cases, asking and answering general and specific questions, and negation—keeping in mind the communicative context and conventions of the particular culture.</p>				

Results:

Analysis:

Plan:

Outcome 4	Measureable Criteria	Measurement Tool	Courses	Time Frame
Employ a variety of coping strategies in the target language, according to their level of experience, to communicate both verbally and non-verbally.				
<p>Results:</p> <p>Analysis:</p> <p>Plan:</p>				

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program

Exhibit I.B: Number of Students in Major, if applicable

Exhibit I.C: Student Demographics (optional)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
The total enrollments in Foreign Languages has remained fairly steady over the last five years with the highest enrollment in 2014 at 343 students and the lowest enrollment in 2012 at 269 students representing an average annual 16.3% decrease.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects*
 - 1.
 - 2.
 - 3.

II. Financial Viability

Exhibit II.A: Student FTE

Exhibit II.B: Billing Credits

Exhibit II.C: Cost / FTE

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*

The average Foreign Languages annual student FTE is 28.87. The year 2014 had the highest student enrollments at 343 students, and the year 2013 had the highest student FTE at 28.87. The year 2012 had the lowest student enrollments at 269 students and the lowest student FTE at 23.83. The student FTE between the high 2010 year and low year 2014 shows that Speech student FTE increase by 16.3%.

The annual average Foreign Languages annual billing credits is 603. The year 2010 is the year of the most Foreign Languages billing credits at 656. The year 2012 reflects the low levels of billing credits at 472 billing credits.

Plan: *Respond to the data evidence – how will the data results be utilized to enhance and improve the financial viability of the program, list specific planned projects*

- 1.
- 2.

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments

Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Average Foreign Languages annual enrollments are 325.4 students. Average class enrollments for Foreign Languages is 16.23 11.27 students per class.

Average student FTE to faculty FTE ratio for Foreign Languages classes is 1.05.

Foreign Languages average course capacity is 39.2%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects*
 - 1.
 - 2.
-

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Average course retention-completion rate for Foreign Languages is 86.2%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects*
 - 1.
 - 2.

V. Program Student Success

~~Exhibit V.A:~~ Program Persistence from Persistence Report (being developed)

~~Exhibit V.B:~~ Program Completers (Graduated) (unduplicated student count)

~~Exhibit V.C:~~ Program Awards (all certificates and degree, duplicated)

~~Exhibit V.D:~~ Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)

~~Exhibit V.E:~~ Transfer Figures from Transfer Report (being developed)

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
N/A
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects
N/A

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmis/OlmisZine>

Exhibit II.B: Advisory Committee Recommendations

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
OLMIS is not applicable.
- **Plan:** Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects
 - 1.
 - 2.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*

PART D: Systemic Program Review

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

Address systemic issues:

Proposed Systemic Project(s): Research and investigate alternative strategies and make appropriate changes.

Systemic Program Viability Analysis

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses -24%

Foreign Languages 16.3%

>10 Growing Strong (20 pt.)

5-10% Growing (17 pt.)

0-5% Maintaining (14 pt.)

5-0% Dropping (10 pt.)

<-5% (5 pt.)

- **Program Outcomes Assessment:**

Assessment Category	No Evidence (1 pt.)	In Development <30% (2 pt.)	Implemented in Some Areas 30-80% (3 pt.)	Fully Implemented 81-100% (4 pt.)	TOTAL SCORE
Psychology					
Development of course outcomes				x	4
Mapping course to program outcomes				x	4
Multiple Assessment measures documented and mapped to program outcomes			x		3
Course Assessment data collected and analyzed		x			2
Assessment Data used to improve course teaching / learning and is documented		x			2
Total					15

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior year

Foreign Languages 28.87

>50 FTE (20 pt.)

30-50 FTE (17 pt.)

20-30 FTE (14 pt.)

15-20 FTE (10 pt.)

10-14 FTE (7 pt.)

<10 FTE (5 pt.)

- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week

Foreign Languages 86.2%

>95% (20 pt.)

90-95% Growing (18 pt.)

80-90% Maintaining (16 pt.)

70-80% Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year

Foreign Languages \$3162.00

< \$1000/FTE (20 pt.)

\$1-2000/FTE (17.pt.)

\$2-3000/FTE (14 pt.)

\$3-4000/FTE (10 pt.)

\$>4000/FTE (5 pt.)

- **OVERALL PROGRAM VIABILITY SCORE:**

Foreign Languages 85

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

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Foreign Languages Program Operational Data

Grades: No Q, No X

Discipline: GER, SPAN

Subjects: GER, SPAN

Other Criteria:

PART C: Program Operational Data Review

Base Criteria: Activity codes- LDC

I Enrollments	Source*	2010	2011	2012	2013	2014
Exhibit I.A: Total Enrollments (all terms)	CER	316	328	269	371	343
II. Financial Viability						
		2010	2011	2012	2013	2014
Exhibit II.A: FTE						
Exhibit II.A: FTE for program courses	CER	28.22	29.18	23.83	32.81	30.32
Exhibit II.B: Billing Credits						
Exhibit II.B: Billing Credits for program courses	CER	656	616	472	644	624
Exhibit II.C: Cost / FTE						
Actuals: Cost for GL Unit XXXX (including FT and PT Faculty)	<i>Budget</i>	\$109,317.00	\$21,675.00	\$26,520.00	\$22,352.00	\$22,267.00
Student FTE (from II.A above)	<i>II.A</i>	63.54	62.21	54.02	57.32	56.58
Calculated Cost per Student FTE	<i>Calculated</i>	\$1,720.44	\$348.42	\$490.93	\$389.95	\$393.55
III. Efficiency of Delivery						
		2010	2011	2012	2013	2014
Exhibit III.A: Course Enrollments						
Average Class Enrollments	CER	12.64	10.93	9.61	10.91	12.25
Fill rate	CER	49%	38%	30%	33%	46%
Exhibit III.B: Student FTE to Faculty FTE Ratio						
Student FTE for Program Courses (II.A above)	<i>II.A</i>	28.22	29.18	23.83	32.81	30.32
Faculty FTE (FT and PT Faculty)	<i>Deans</i>	0.96	0.9	1.08	1.26	1.08
Calculated: Student FTE / Faculty FTE	<i>Calculated</i>	29.40	32.42	22.06	26.04	28.07
IV. Instructional Effectiveness						
		2010	2011	2012	2013	2014
Exhibit IV.A: Course Retention – completion rate	CCR	89%	94%	81%	87%	80%
*Source Legend						
CER = Course Enrollment Report		Average total enrollments		324.4		
CCR = Course Completion Report		Average enrollment changes		16.30%		
GBM = Graduates by Major Report		Average student FTE		28.87		
SER = Student Enrollment Report		Average billing credits		603		
Calculated = Calculated by Excel		Average student/faculty FTE		27.6		
		Average class enrollment		11.27		
		Average fill rate		39.20%		
		Average retention-completion		86.20%		

Foreign Languages Program Operational Data

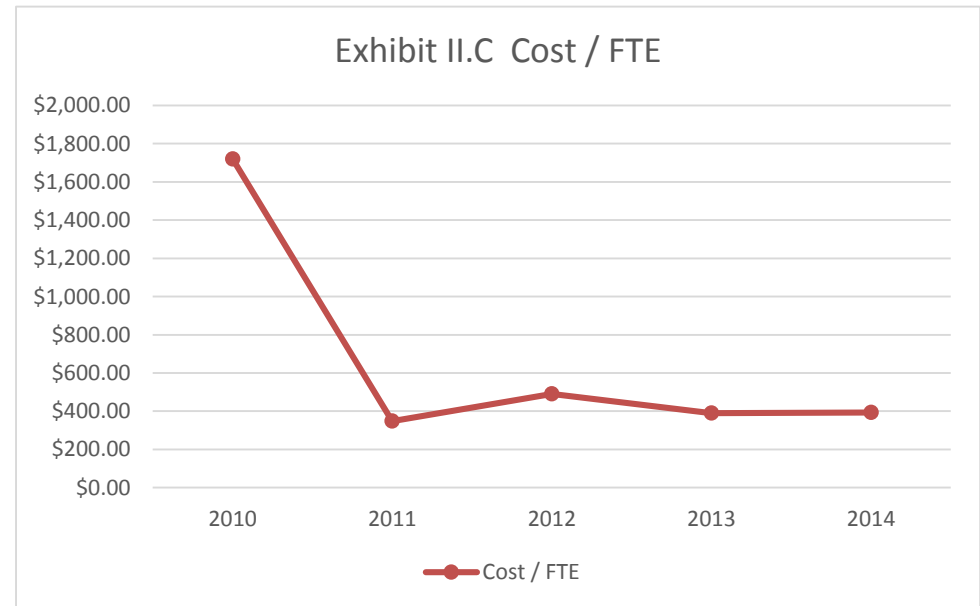
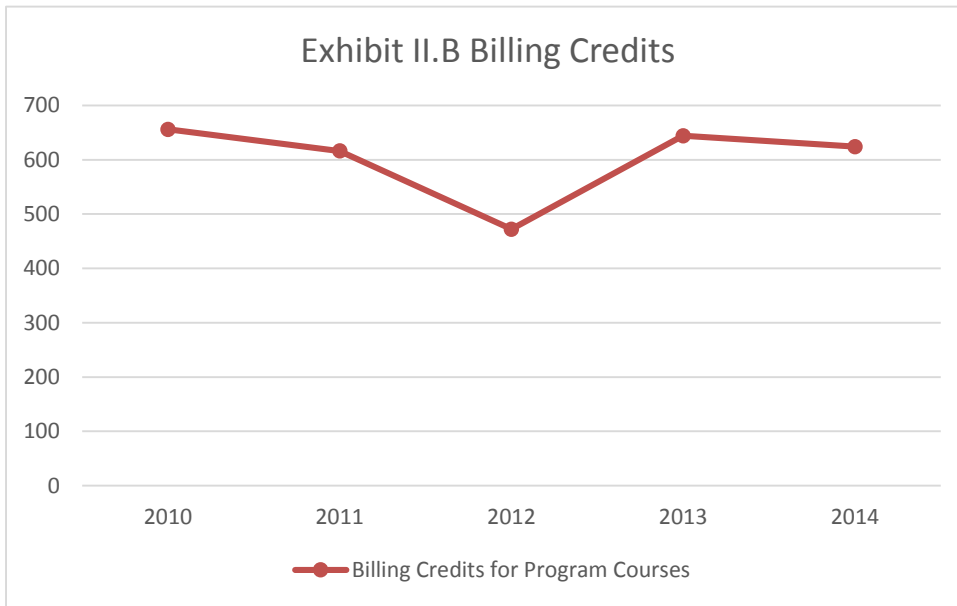
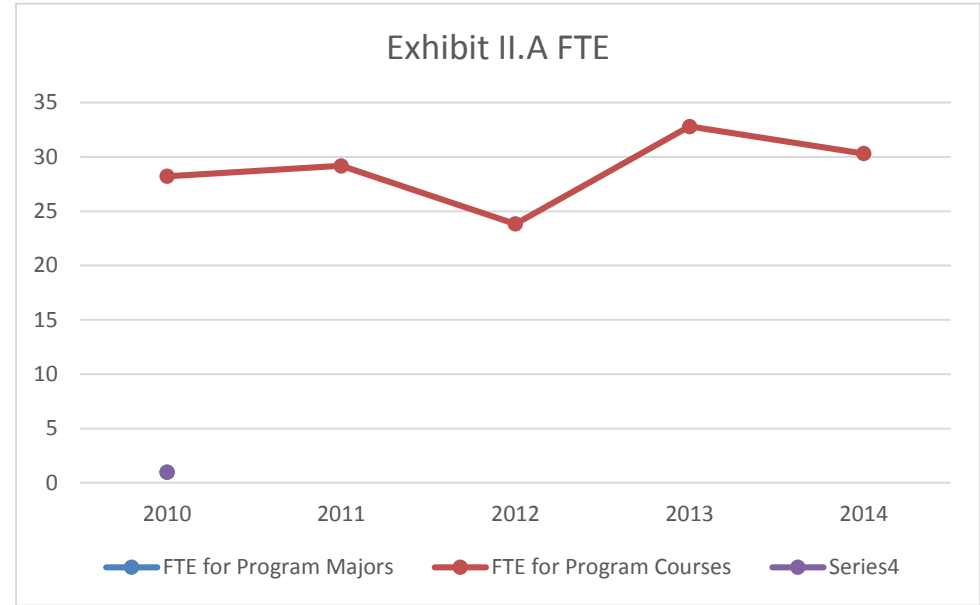
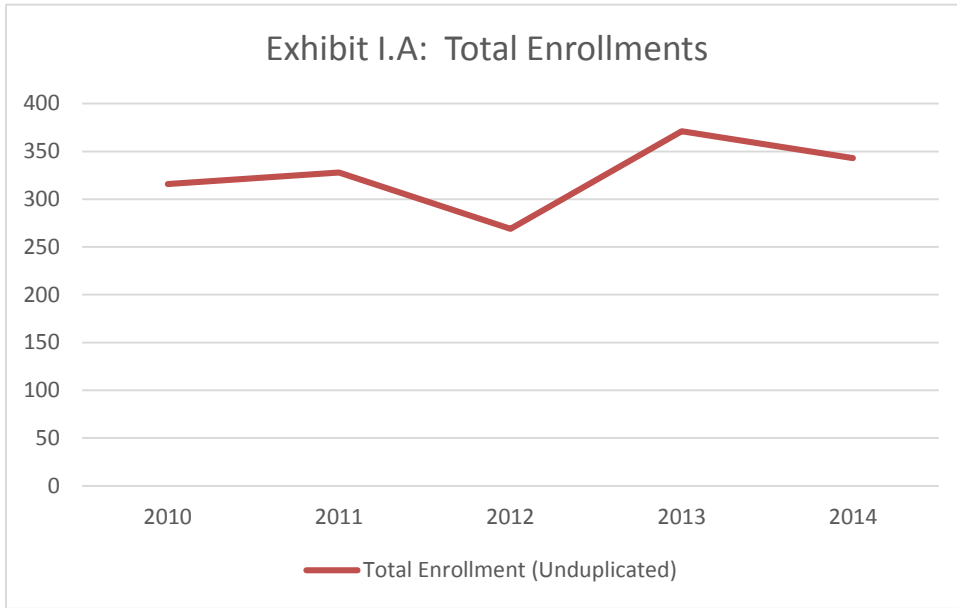


Exhibit III.A Average Program Class Enrollments

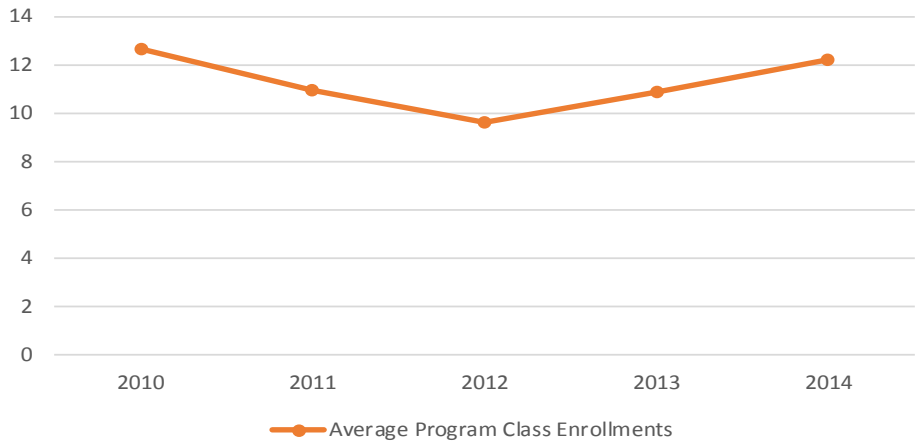


Exhibit III.A Average Class Fill Rate

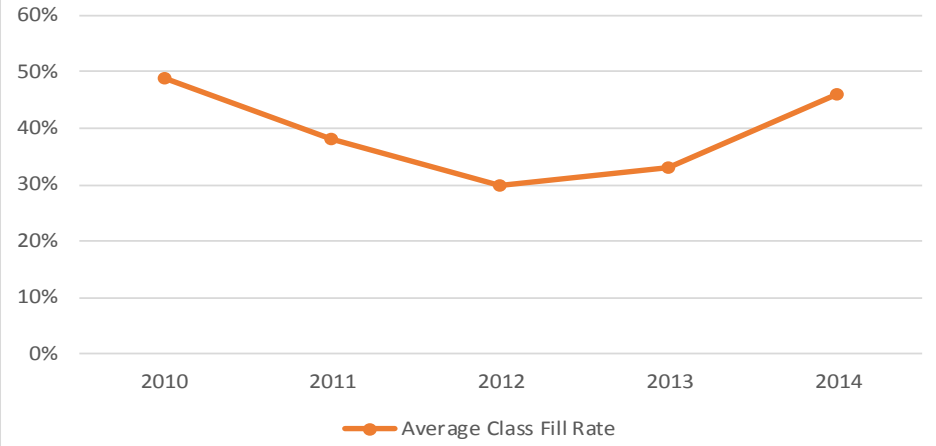


Exhibit III.B Student FTE / Faculty FTE

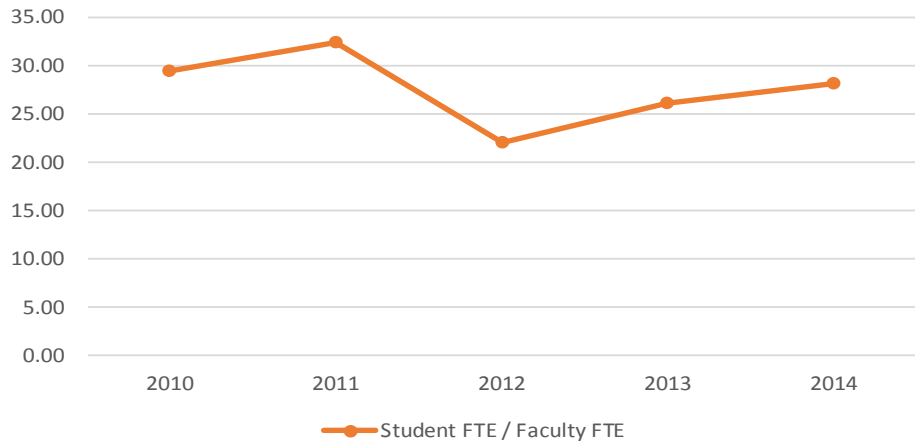


Exhibit IV.A Course Retention - Completion Rate

