Ohlone College
Program Review Report – Foreign Languages

Program Description and Scope
1. **Program Review Title:** Foreign Languages
2. **Academic Year:** 2013/2014
3. **Review Type:** Instructional Disciplines
4. **Program/Departments:** Foreign Languages (11000,11001,11002)
5. **Authority Code:** 47-Dean, Language and Communication
6. **External Regulations:** ☒ Yes | ☐ No
7. **Provide a brief narrative that describes the instructional program/discipline.**
   Provide instruction in Spanish, French, Japanese, Chinese and Arabic.
8. **Describe how the program specifically serves students, faculty and staff.**
   Offers instruction in foreign languages for personal enrichment as well meeting university transfer-agreements for required college credit and degree requirements. Can provide professionals, including college employees, with language skills to improve work skills.
9. **Describe how the program addresses current needs and applies current technologies.**
   The program fulfills general education requirements on Ohlone's Plan A (Area III-B Humanities); CSU GE Plan B (Area C-2 Humanities); IGETC Plan C (Area 6 UC Only, Language other than English). Most students take the minimum of one semester of foreign language that as is required by the UC/CSU system for a four-year degree. Department also is currently finalizing work on the Spanish Associate Degree for Transfer (ADT).

Foreign language courses utilize computer-based learning, distance-learning, kinesthetic methodology, digital video and audio recording, online language labs social media, and mobile device technology.

10. **Discuss the impact of the program on the college and/or other programs.**
    Encourages study abroad and cultural enrichment. Provides a welcoming environment for our international students who will integrate better by having others they can communicate with in their own language. In addition, the program offers a venue for faculty and staff to acquire the foreign language and cultural knowledge and skills necessary for addressing the needs of international students in their classes.

11. **Discuss the impact of the program on the community and the impact of the community on the program.**
    The local community is highly diverse and offers students opportunities to further develop their language skills. We are responsive to the local demographics in determining course offerings.

College Mission
1. **Mission Statement**
   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. **Vision Statement**
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. **Core Values, Goals & Objectives:**
   a. **College Core Values**
      - We provide life-long learning opportunities for students, college personnel and the community.
      - We open access to higher education and actively reach out to under-served populations.
      - We promote diversity and inclusiveness.
      - We maintain high standards in our constant pursuit of excellence.
      - We value trust, respect and integrity.
      - We promote team work and open communication.
      - We practice innovation and actively encourage risk-taking and entrepreneurship.
      - We demonstrate stewardship for our human, financial, physical and environmental resources.
b. **College Goals & Objectives**
   - Through innovative programs and services, improve student learning and achievement.
   - By 2014, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
   - Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   - By 2014 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

4. *Briefly describe how the program supports the college mission, vision selected college values.*
   By definition, foreign language learning opens cultural windows, promotes cross-cultural communication, opens access to under-served populations and encourages a world-vision of mutual respect and understanding.

Since we are unlimited in our methodologies, we can introduce students to different technologies and innovation.

Students increase their opportunities for academic and professional success with additional language skills as well as give back to the community by volunteering as foreign language interpreters for local and international organizations (e.g. Clinica, La Leche, hospitals, churches, community food banks, etc.).

5. *Briefly describe how the program supports selected college goals.*
   Through innovative programs and services, improve student learning and achievement: a variety of media and computer-based learning technology is employed to provide students with a gestalt of language experience which ultimately improves student success rates. In the past two years we have increased online course offerings and have plans to increase hybrid offerings as well. We are making the online sections more interactive and communicative, which is helping increase student success rates. There are plans to expand interactive programs into the other online sections.

Support the economic vitality of the community through educational programs and services that respond to identified employment needs: offer language instruction to professionals for whom language skills will provide more and better job opportunities.

6. *Briefly describe how the program supports selected college objectives.*
   **By 2014, complete an assessment of student learning outcomes for all courses and programs:** The foreign language department is actively exploring diverse and varied assessment for the courses and program learning outcomes through faculty interactions and conversations. During Get It Done Day in August, faculty from the various foreign languages met and discussed assessments from last year and made plans for this year. We also met as a department with all language faculty including adjuncts to discuss assessment and future goals. The department decided to pursue the AA Transfer degree, a certification program for the various languages for people in the workforce, Heritage Speaker classes for Native/Heritage students which are more in line with the four-year colleges. We also discussed scheduling changes to better serve the students and, ultimately, improve success rates. We discussed techniques and alternatives for the in-class lab requirement to improve student scores and fluency. We plan to follow up and assess the changes we put in place.

**Program SLOs and Assessment**

1. **Program SLO One**
   - Student will demonstrate a functional and grammatical fluency, both written and oral as well as reading and listening comprehension, in the target language.

   a. *Indicate program assessment strategies used.*
      1. Portfolio
      2. Rubrics
      3. Performance Assessment
      4. Skills Assessment

   b. *Describe the criteria and standards used to appraise student work.*
For all courses in the Foreign Language Program, the students need to be assessed on their abilities relating to proficiency and fluency of various language skills including those listed below. Because our students are taking courses from the first two years of a language program, we can only expect functionality rather than true fluency.

Assessment will include:
1. Computerized online listening/speaking work and written work.
2. Listening/speaking oral interviews.
3. Written & listening/speaking oral projects.
4. Written and listening/speaking oral exams.

See Attached Spanish 101A Assessment report from Fall & Spring 2011-12, Fall 2012 and Course Assessment Area.

See Course Assessment Area for French 101A.

c. Enter assessment results and analyze student success in achieving this program SLO.
   See Attached Spanish 101A Assessment report from Fall & Spring 2011-12, Fall 2012 and Course Assessment Area.

See Course Assessment Area for French 101A.

See Course Assessment Area for Japanese 101A.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   Continue to refine webcam project in Spanish 101A & B, in both Blended (Hybrid In-person) and Online. Continue to develop cross-disciplinary projects and tiered collaboration.

e. Future Action (Improvements)
   Click here to enter text.

2. Program SLO Two

   Student will demonstrate a basic knowledge of target cultures.

   a. Indicate program assessment strategies used.
      Skills Assessment
   b. Describe the criteria and standards used to appraise student work.
      Demonstrate an awareness of cultural norms through role-play, written work, readings and oral presentations.
   c. Enter assessment results and analyze student success in achieving this program SLO.
      N/A

   Assessment data from presentations in Spanish 101B SLO assessment project planned for 2013-14.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   TBA

e. Future Action (Improvements)
   Click here to enter text.

3. Program SLO Three

   Click here to enter text.

   a. Indicate program assessment strategies used.
      Click here to enter text.
   b. Describe the criteria and standards used to appraise student work.
      Click here to enter text.
   c. Enter assessment results and analyze student success in achieving this program SLO.
      Click here to enter text.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   Click here to enter text.

e. Future Action (Improvements)
4. **Program SLO Four**

   a. *Indicate program assessment strategies used.*
   b. *Describe the criteria and standards used to appraise student work.*
   c. *Enter assessment results and analyze student success in achieving this program SLO.*
   d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*
   e. *Future Action (Improvements)*

**SLO Matrix**

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBC 101A</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>ARBC 101B</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>CHIN 101A</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CHIN 101B</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>CHIN 102A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>CHIN 102B</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>FREN 101A</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>FREN 101B</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>FREN 102A</td>
<td>P</td>
<td>I</td>
</tr>
<tr>
<td>FREN 102B</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>JPNS 101A</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JPNS 101B</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JPNS 102A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>JPNS 102B</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SPAN 101A</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>SPAN 101B</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SPAN 102A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SPAN 102B</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SPAN 121A</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>SPAN 121B</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

**SLO Matrix Comments:**

- Arabic is not currently offered at a mastery level.
- Spanish 121A & B are conversation level courses.

**Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. *Describe program achievements and successes.*

   Course assessment of Spanish 101A has shown that revamping the online classes away from a publisher turn-key independent study format into a more interactive learning environment has been successful, showing increases in student achievement. The course now includes micro-blogging, web cams and live chat messaging. The increased instructor-student, student-student contact has helped with student retention rates.
Additionally the presence of an online embedded tutor has contributed to increased success rates. The instructor has had an in-person tutor for years and this year have worked out a way to provide an online tutor who is available on an on-demand basis for live chat or to set up an appointment time.

2. **According to the evidence, what are the areas needing improvement?**

   Success rates vary significantly between the languages with a low of 41.38% in Arabic (2012-2013) to a high of 85.71% in Japanese (2012-2013). The full-time faculty need to meet with the part-time faculty (who teach all languages except Spanish and French) to go over curriculum and how classes are meeting course and program objectives.

   Issues continue related to the sizable number of heritage speakers enrolling in first-semester language courses. True first-semester language learners have found the presence of heritage speakers in a class intimidating, especially when it comes to oral communication, thus hindering their own language learning. This situation occurs in the Spanish 101A, Chinese 101A, and Japanese 101A classes.

   While enrollments in Chinese and Japanese may not be sufficient to offer heritage courses, the department believes it should provide a Heritage Spanish course for Native and Heritage Spanish speakers who want grammar instruction. The first year Spanish courses (101A & B) are designed for non-Spanish speakers who have no or very little experience with the Spanish language. Native and heritage speakers are far above the 101 level, can be intimidating to the beginning students, and find the course work simplistic and unnecessary. A Heritage course can provide advanced and in-depth Spanish grammar in their native language. The large Spanish-speaking population in our community makes this course feasible. Both beginning level students and native/heritage speakers will be served by this course.

   In addition, we hope to implement the following programs & changes:
   1. Mobile Language Learning Options
   2. Increase Instructor Presence in all Online & Distance Education
   3. Expand Study Abroad and International Exchange Opportunities
   4. Offer combined section of second year Spanish - via rotational format
   5. Offer a Certificate Program in Spanish & also in Chinese
   6. Offer a 6 credit course for bilingual or foreign language educators
   7. Reincorporate the Spanish Conversation classes into the certificate program
   8. Continue the presence of an Embedded Tutor
   9. Development of AA-T Transfer degree

**Outside Review Results**

a. *List each team members name and title.*
   Click here to enter text.

b. *Discuss key feedback provided by team and how it was incorporated into the report.*
   Click here to enter text.