Instructional Program Review Report
Sierra College, 2017-18

Department/Program Name: World Languages Department

Date Submitted: 01/26/2018

Submitted By: Laurence Lambert

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) **Relevancy: This section assesses the program's significance to its students, the college, and the community.**

> 1a) To provide context for the information that follows, describe the basic functions of your program.

The goal of the World Languages Department is to prepare students achieve competency in French, German, Italian, Japanese and ASL. The department offers 5 languages: French (levels 1-4), Italian (levels 1-2), Japanese (levels 1-2), German (levels 1-2) and American Sign Language (DFST 1-4,10). All courses are transferable to CSU's or UC's and fulfill both the G.E. and the Foreign Language graduation requirement.

The Deaf Studies curriculum provides students with the knowledge and skills of American Sign Language (ASL). It also focuses on the uniqueness of ASL as a language, of the DEAF Culture, the history of the Deaf Community, of Deaf educational practices and the Interpreting profession. DFST students can do internships that allow them to pursue a certificate of achievement.

Students of French can fulfill the lower division courses pattern and transfer to complete a French major at a 4-year institution. German, Italian and Japanese students can fulfill the first-year foreign language requirement.

The World Languages Department promotes a better awareness of the world, languages, the arts, history and traditions by connecting to the local community thought language instruction and by organizing and participating in cultural events.

DFST catalog introduction:

The Deaf Studies curriculum provides students with the knowledge and skills of American Sign Language (ASL). It also focuses on the uniqueness of ASL as a language, of the Deaf culture, the history of the Deaf Community, of Deaf educational practices and the Interpreting

profession. The curriculum is designed to assist students in determining which area of Deaf Studies to enter or to aide them in the area they are currently pursuing.

FRENCH, GERMAN, ITALIAN AND JAPANESE catalog introductions:

The active part that the United States is now taking in world affairs makes it desirable that a greater number of Americans than ever before have knowledge of foreign languages and cultures. A language background should be of intrinsic value. The acquisition of desired practical communication skills in the study of modern foreign language is the primary objective. This can be accomplished by the oral approach, motivated by lectures and implemented by the language laboratory.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

"Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment."

The World Languages Department of Sierra College contributes to the district's mission in several ways. The department prepares students to be global citizens. Language students develop their critical thinking skills and achieve life-long learning in all the language classes through exposure to global culture in lectures and discussions, guest speakers, cultural events, and other students in the class. Language students develop lifelong learning skills that go beyond the classroom: they learn respect, tolerance, empathy and understanding. Furthermore, learning a language enables the student to integrate their knowledge to other areas. It allows them to make connections between fields of study.

Moreover, the department is currently preparing to meet the needs of Sierra's diverse student body by modifying on-ground and online courses to provide accessibility to for all learners.

French, German, Italian and Japanese learners have the opportunity to learn the basics of the language, including but not limited to the following:

- Reading, listening, writing and discussing mostly in the target language but also in English when necessary.

- Completing online homework and do research on the Internet. Students must possess basic computer skills to be in a language class.

- Writing papers, analyzing movies, completing projects, and doing cultural projects research.

- Attending cultural events and/or present cultural projects in class. For these, they must interview native speakers, do research on countries and on cultural aspects of the language, such as holidays, traditions, food, music, etc. With these projects, they acquire a cultural understanding and a better appreciation for the language. Most of all, they also gain inspiration to be more tolerant and open-minded to the diversity in the world.

DFST program:

- The program offers an AA as well as a Certificate of Achievement, which provide student with career and technical skills. Many of those AA or certificate recipients either transfer to a four-year institution to major is ASL or enroll in an ASL interpreter's program.

- The program introduces students to the Deaf Community, a cultural group with its own language, values and mores. The DFST curriculum not only teaches the language of the Deaf community, American Sign Language (ASL), but also teaches the values and mores of this ethnic group. Students also participate in several Deaf events where members of the Deaf community are present. This develops students' knowledge, skills and values to be fully engaged and contributing members of the global community.

- The DFST program provides an academic environment supportive of all learners, but particularly for the visual and kinesthetic learner who may struggle to learn an auditory foreign language. ASL is a visual, gestural language offering another option for students in the area of World Languages.

- DFST offers internships in the areas of Deaf Education; ASL instruction or any other area requiring ASL skills. This program is contributing to our college's commitment to a diverse workforce as students contribute to our global community.

INSTITUTIONAL STUDENT LEARNING OUTCOMES - ISLOs	
ISLO 1	**COMMUNICATION**
1A	Read
1B	Listen
1C	Write
1D	Dialogue
ISLO 2	**TECHNOLOGY AND INFORMATION COMPETENCY**
2A	Demonstrate Technical Literacy
2B	Apply Technology

2C	Access Information
2D	Evaluate and Examine Information
ISLO 3	**CRITICAL AND CREATIVE THINKING**
3A	Inquire
3B	Analyze
3C	Problem Solve
3D	Express
ISLO 4	**CITIZENSHIP**
4A	Ethics
4B	Diversity
4C	Sustainability/Global Awareness
4D	Personal Responsibility

How the World Languages Department supports ISLOs:

ISLO 1: Communication: programs within foreign languages are the only programs within Sierra College to offer our student's communication skills that reach speech communities beyond the English speaking community.

ISLO 2: Technology: students are required to use various core computer applications (Word, Power Point, online textbook…etc.) to achieve their homework. Students must possess basic technological skills to be successful language students.

ISLO 3: Critical & Creative Thinking: students often practice communicative activities in class –ie: a real word scenario, such as buying a train ticket or asking about the weather in a foreign language. They are asked to use a permutation of vocabulary and grammar of their choice (pre-memorized or composed live on the spot) to achieve their communicative goal. The student arriving at a satisfactory answer via one of multiple relevant formulations evidences critical and creative thinking in a foreign language situation. Moreover, language students have to write papers, analyze movies, complete projects, do cultural projects research and take part in classroom discussions.

ISLO 4: Citizenship: language courses include substantial lectures in civilization, ranging from history, to folklore, to geography, to politics to modern culture. Access to a foreign culture via lecture allows the student to better scrutinize his or her own culture. Students must attend cultural events and/or present cultural projects in class. For these, they must interview native speakers, do research on countries and on cultural aspects of the language, such as holidays, traditions, food, music, etc. With these projects, they acquire a cultural understanding and a better appreciation for the language. Most of all, they gain inspiration to be more tolerant and open-minded to the diversity in the world.

WORLD LANGUAGES PROGRAM OUTCOMES – PSLOs (French, German, Italian, Japanese)	
PSLO A	Listening Skills: Improve listening skills in target language and draw reasonable conclusions from observations
PSLO B	Reading Skills: Improve reading skills in target language while examining important contributions to literature in relevant cultures
PSLO C	Writing Skills: Improve writing skills in target language while examining new ideas from the relevant cultures
PSLO D	Oral Skills: Improve speaking skills in target language and develop problem-solving skills by working productively with others
PSLO E	Cultural Understanding: Cultivate openness to new ideas and an informed appreciation of relevant cultures

Deaf Studies PROGRAM OUTCOMES - PSLOs	
PSLO A	Analyze receptive skills in ASL and draw reasonable inferences from observations
PSLO B	Cultivate an openness to new ideas about Deaf awareness and cultural appreciation by reading and examining new ideas from ASL material
PSLO C	Create a story or dialogue in ASL using correct correct grammar and syntax at the appropriate signing level.
PSLO D	Select appropriate signs demonstrating expressive skills in ASL by using correct grammar and syntax.
PSLO E	Recognize, understand and apply the variations/etiquettes of Deaf Culture norms.

Department: World Languages (French, German, Italian, Japanese)

PSLO A: Improve listening skills in target language and draw reasonable inferences from observations.

Institutional Student Learning Outcomes

Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
□ Read	X Listen	□ Demonstrate Technical Literacy	□ Apply Technology	□ Inquire	X Analyze	□ Ethics	X Diversity
□ Write	□ Dialogue	X Access Information	□ Evaluate & Examine Information	X Problem Solve	□ Express	□ Sustainability Global Awareness	□ Personal Responsibility

PSLO B: Improve reading skills in target language while examining important contributions to literature in relevant cultures.

Institutional Student Learning Outcomes

Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
X Read	□ Listen	□ Demonstrate Technical Literacy	□ Apply Technology	□ Inquire	X Analyze	□ Ethics	X Diversity
□ Write	□ Dialogue	X Access Information	X Evaluate & Examine Information	X Problem Solve	□ Express	□ Sustainability Global Awareness	□ Personal Responsibility

PSLO C: Improve writing skills in target language while examining new ideas from the relevant cultures.

Institutional Student Learning Outcomes

Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
□ Read	□ Listen	□ Demonstrate Technical Literacy	□ Apply Technology	□ Inquire	□ Analyze	□ Ethics	X Diversity
X Write	□ Dialogue	□ Access Information	X Evaluate & Examine Information	X Problem Solve	X Express	□ Sustainability Global Awareness	□ Personal Responsibility

PSLO D: Improve speaking skills in target language and develop problem-solving skills by working productively

Institutional Student Learning Outcomes

Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
□ Read	□ Listen	□ Demonstrate Technical Literacy	□ Apply Technology	□ Inquire	□ Analyze	□ Ethics	X Diversity

with others.								
	□ Write	X Dialogue	□ Access Information	□ Evaluate & Examine Information	X Problem Solve	X Express	□ Sustainability Global Awareness	□ Personal Responsibility

PSLO E: Cultivate an openness to new ideas and an informed appreciation of relevant cultures.	Institutional Student Learning Outcomes							
	Communication		**Technology & Information Competency**		**Critical & Creative Thinking**		**Citizenship**	
	X Read	X Listen	□ Demonstrate Technical Literacy	□ Apply Technology	X Inquire	X Analyze	X Ethics	X Diversity
	X Write	X Dialogue	X Access Information	X Evaluate & Examine Information	X Problem Solve	X Express	X Sustainability Global Awareness	X Personal Responsibility

Sierra College

Mapping PSLOs to ISLOs

Department: World Languages: Deaf Studies

PSLO A: Analyze receptive skills in ASL and draw reasonable inferences from observations	Institutional Student Learning Outcomes							
	Communication		**Technology & Information Competency**		**Critical & Creative Thinking**		**Citizenship**	
	□ Read	☒ Listen	□ Demonstrate Technical Literacy	□ Apply Technology	☒ Inquire	☒ Analyze	□ Ethics	☒ Diversity
	□ Write	☒ Dialogue	□ Access Information	☒ Evaluate & Examine Information	□ Problem Solve	□ Express	□ Sustainability Global Awareness	□ Personal Responsibility

PSLO B: Cultivate an openness to new ideas about Deaf awareness and cultural appreciation by reading and examining new ideas from ASL material	Institutional Student Learning Outcomes							
	Communication		**Technology & Information Competency**		**Critical & Creative Thinking**		**Citizenship**	
	☒ Read	□ Listen	□ Demonstrate Technical Literacy	☒ Apply Technology	☒ Inquire	☒ Analyze	□ Ethics	☒ Diversity
	☒ Write	□ Dialogue	☒ Access Information	☒ Evaluate & Examine Information	□ Problem Solve	□ Express	□ Sustainability Global Awareness	□ Personal Responsibility

PSLO C: Create a story or dialogue in ASL using correct correct grammar and syntax at the appropriate signing level.

Institutional Student Learning Outcomes

Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
☐ Read	☐ Listen	☐ Demonstrate Technical Literacy	☐ Apply Technology	☐ Inquire	☒ Analyze	☐ Ethics	☒ Diversity
☒ Write	☐ Dialogue	☐ Access Information	☒ Evaluate & Examine Information	☐ Problem Solve	☒ Express	☐ Sustainability Global Awareness	☐ Personal Responsibility

PSLO D: Select appropriate signs demonstrating expressive skills in ASL by using correct grammar and syntax.

Institutional Student Learning Outcomes

Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
☐ Read	☐ Listen	☐ Demonstrate Technical Literacy	☐ Apply Technology	☐ Inquire	☐ Analyze	☐ Ethics	☒ Diversity
☒ Write	☒ Dialogue	☐ Access Information	☐ Evaluate & Examine Information	☐ Problem Solve	☒ Express	☐ Sustainability Global Awareness	☐ Personal Responsibility

PSLO E: Recognize, understand and apply the variations/etiquettes of Deaf Culture norms.

Institutional Student Learning Outcomes

Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
☒ Read	☒ Listen	☐ Demonstrate Technical Literacy	☐ Apply Technology	☒ Inquire	☒ Analyze	☒ Ethics	☒ Diversity
☒ Write	☒ Dialogue	☐ Access Information	☒ Evaluate & Examine Information	☐ Problem Solve	☒ Express	☒ Sustainability Global Awareness	☐ Personal Responsibility

.

1c) Program offerings align with which of the following mission categories (check all that apply):

☒ Transfer   ☐ Career Technical Education
☐ Basic Skills   ☒ Personal Development/Enrichment   ☒ Lifelong Learning

1d) Please analyze your department's success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
  - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

The World Languages Department works collaboratively to ensure that classes are assessed bi-annually and that they align with the department's SLO's. French, German, Italian and Japanese classes share all CSLO's. DFST has a different set of CSLO's that all instructors follow by using the same textbook and students 'handbook. The results of our assessments are regularly discussed and used to improve the curriculum. Based on the results, we collaboratively brainstorm solutions, develop rubrics, share ideas and examine the future path of the department.

Below is a chart with degrees awarded in DFST:

Degrees & Certs by Year

Major Title   ● Deaf Studies-Amer Sign Lang

Year	Degrees
2012-13	15
2013-14	16
2014-15	25
2015-16	24
2016-17	15
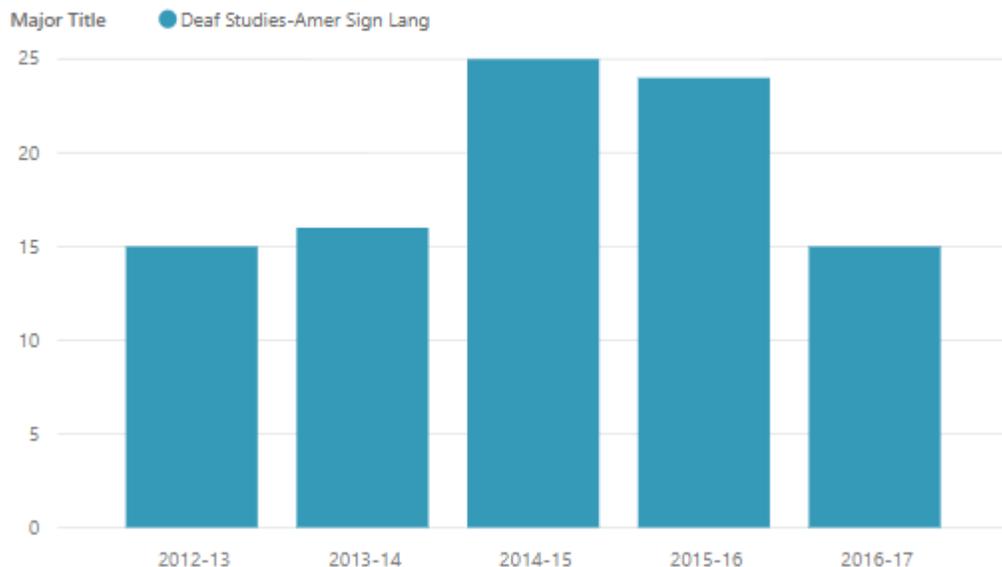
The DFST program has awarded an average of 23.75 degrees per year since 2012.

Overview of the WL Department:

- Common text and student's handbook in DFST.
- Department Canvas course to promote collaboration.
- Common CSLO's for French, German, Italian and Japanese.
- DFST certificates awarded 2014-2017: 14
- DFST AA awarded 2014-2017: 67
- DFST has a high waitlist percentage: F16: 88.89 and 93.75 in SP17
- Transfers: NA
- Jobs: NA
- The WL Department supports the Ghidotti students (Early College High School program) both at NCC and on the Rocklin campus. Many language students are Ghidotti students, especially at NCC.

The WL Department contributes to the lifelong learning goals of many students. A lot of students continue their language learning experience abroad or at another institution. Others decide to pursue a career that involves the language and the culture attached to it. Others continue for personal interest or to prepare a trip, older audit students enroll in our language classes to retain healthy brain functions, but most importantly, they want to be more globally involved by better understanding and participating in the diverse communities around the world.

1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

These are examples of how the World Languages Department contributes to the Sierra College mission:

- Annual organization of People and Culture Days on the Rocklin campus.
- Instruction and support for Ghidotti students.
- Collaboration with Del Oro High School for dual enrollment program in ASL (since 2015 but started Spring 2016).
- Collaboration with Rocklin High School for dual enrollment in French – expected Fall 18.
- Full-time faculty participation and representation in Curriculum Committee (shared governance).
- Part-time faculty organizes and support Deaf events in the community and on campus (Deaf panels).
- Purple Communications employ several DFST part-time faculty members.
- WL Department part-time faculty is also present on CSUS, Sac City, ARC, Chabot College, Placer High, Del Oro High, EFSac, Mc George Law School and soon Rocklin High campuses.
- Part-time faculty's participation in Italian Cultural Center in Sacramento.
- Full-time faculty is a volunteer board member of a local non-profit French after school program (Education Française de Sacramento 2011 to present).
- Full-time faculty is French Club advisor.

- The French club is an active club on campus.
  Meetings are held twice a month and events such as campus clean-up, movie nights, conversation nights, game nights, pétanque games, picnics, bake sales, candy sales, museum visits, fund-raisers, volunteer work with a local French after school program (Education Française de Sacramento), off-campus social gatherings, native guest speakers, soccer games and cooking lessons are organized monthly.
- The French Club purchased and donated two granite benches as well as a shade tree in spring 2014. In spring 2017, the French Club planted lavender bushes in planters around the granite benches. The club gives back to the campus as much as possible.
- German and ASL Clubs led by part-time faculty members.
- Bi-annual organization and participation in the "World Cup" – soccer game for all languages and ESL students. Collaboration with the ESL Department.
- Participation in the Starfish Program since 2014.
- On-campus trainings (see 2c).

2)   <u>**Currency**</u>**: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

The World Languages Department is dedicated to maintaining currency:

- All World Languages courses have Student Learning Outcomes tied to the Program Student Learning Outcomes and Institutional Student Learning Outcomes.
- The department follows a three-year cycle (see part 2b) to assess all levels. The results from these assessments are discussed during the Planning and Assessment meetings.
- DFST 1 and 2 sections have been added due to high demand.
- 2014: The department offers French 3 and 4 courses online only which led to increased enrollment in these 2 courses.
- 2015: The department offers dual enrollment courses in DFST 3 and DFST 4 at Del Oro High School.
- 2018: Dual enrollment in French 3 and 4 will be offered at Rocklin High School.

- Projected change: Offer a 1 unit course in conversational French to be taken concurrently with French 3 and/or 4.

Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

The World Languages Department has been an active participant in R4S since the beginning. The department was represented at various workshops and meetings, including the MAP workshop to develop a pathway for the DFST certificate. In order to support the new pathways, several sections of DFST have been added to accommodate student demand and alleviate waitlists.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

The World Languages Department assesses Students Learning Outcomes as requested. In French, German, Italian and Japanese courses, individual assessments are done since there is only one instructor teaching both sections (2 French instructors in fall semesters for 5 sections); consequently, methods of assessment and data collection vary from instructor. Some instructors choose to assess the final project, some use the textbook's companion website to conduct assessment while others assess an exam during the semester.
DFST instructors who teach the same level have sometimes paired up to give the same assessment to the students. This is however not always possible since they all give different projects, homework and exams.
Over the past few years, we have discussed areas that show improvement and evaluated areas that are showing progress.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

World Languages 3-year assessment plan:

	Sp18	F18	Sp19	F19	Sp20	F20
Levels 1: French, German, Italian, Japanese	CSLO 2	CSLO 3 CSLO 5	CSLO 4	CSLO 1	CSLO 2	CSLO 3 CSLO 5
Levels 2: French, German, Italian, Japanese	CSLO 1 CSLO 2		CSLO 3 CSLO 5		CSLO 4	
Level 3: French		CSLO 3 CSLO 5		CSLO 4		CSLO 1 CSLO 2
Level 4: French	CSLO 1 CSLO 2		CSLO 3 CSLO 5		CSLO 4	

DFST 3-year assessment plan:

	Sp18	F18	Sp19	F19	Sp20	F20
Level 1	CSLO 1	CSLO 2	CSLO 3	CSLO 4	CSLO 5	CSLO 1
Level 2	CSLO 2	CSLO 3	CSLO 4	CSLO 1	CSLO 2	CSLO 3
Level 3	CSLO 1	CSLO 2	CSLO 3	CSLO 1	CSLO 2	CSLO 3
Level 4	CSLO 2		CSLO 3		CSLO 4	
Level 10		CSLO 1		CSLO 2		CSLO 3

- DFST: All level 1, 2 and 3 are assessed each semester (one or more CSLO's).
- Other languages: All levels 1 are assessed each semester (one or more CSLO's).

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

A. The World Languages Department strives to create a safe space for all learners to be successful. Instructors in the department actively participates in professional development workshops and trainings on campus such as:

- Writing Effective Rubrics
- High Impact Teaching Practices
- Using Data to Improve Student Success: Examples in Action I
- Using Data to Improve Student Success: Examples in Action II: Collaborative Inquiry
- Open Educational Resources
- Guided Pathways: The Role in Ensuring Learning
- 8-hour course: Mental Health First Aid
- 4-hour course: Emergency Preparedness
- Department meetings
- Planning and Assessment Days
- Development for Online Instruction
- Engaging Students
- Kognito training
- Title IX training
- Accessibility Forums
- Emergency Preparedness
- New Hire Committee training
- Growth Mindset Training
- Vista Higher Learning Technology training
- Tenure track committees
- Hiring committees

B. The department also participates in various campus events such as:

- People and Culture Days (full organization of the 2-day event)
- Earth Week
- Wolverine Week
- Love your Body Week
- Pride Week
- Social Justice Week

C. The department also created a Canvas course for collaboration and sharing among instructors.

D. **Individually, our instructors actively participate in and attend conferences that allows them to stay up-to-date with their respective field and the teaching of languages. Here are some examples of conferences and activities they have attended in the past three years -off campus:**

- Annual participation in SoCal ASL Educator Collaboration Conference
- AATG (American Association of Teachers of German)
- Cultural events at the Monterey Language Institute.
- Cengage Publishing Focus groups
- Cengage and VHL Webinars
- American Council for Teaching Foreign Languages
- Vista Higher Learning Webinars
- Travel to France, Belgium, Germany, Italy, and Japan.
- Dissertation writing for PhD in German at UC Berkeley.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

3) **Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.**

The following chart summarizes the data from Fall 14-Spring 17 (Sources: DSR)

Average %	French	German	Italian	Japanese	DFST	District
Retention	84	79	82	82	90	85
Success	74	66	77	66	81	73
Enrollment	111	43	47	45	362	
Sections	6	2	3	2	15	
Efficiency	318	369.4	305	429.7	460.5	449
Fill rate	76.2	86.3	78.7	100	102.8	90.6
FTES	16	6	7	6	52	
FTEF	1.59	0.5	0.8	0.5	3.5	
Online retention	79					
Online success	64					

NCC:

3 year average	French	DFST
Enrollment	12 (F14-S16)	51

3a) Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success.   Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.

Conclusions:

- Retention: 83.4 >< 85 for the district. The department is doing fairly well.
- Success: 72.8 >< 73 for the district. The department is at the same level.
- Italian: 5 sections were offered in Sp15 because of Study Abroad program (3 sections taught in Florence)
- No French classes offered at NCC since Spring 16 due to low enrollment/demand.
- Some students (based on retention and success by ethnicity) are not successful in our language classes. In order to help those struggling students, the department vows to use Starfish and communicate regularly with counselors. The department will recruit language tutors and encourage them to introduce themselves in the classes.
- Current DFST success and retention data indicates department collectively scores above average when compared with institution-wide data; however individual course data indicates one class scoring significantly below average. (This department is filled exclusively with adjunct instructors, many of whom have full-time jobs outside their work at Sierra College. Collaboration time continues to be a challenge for this dept., although highly likely to help support struggling instructors.)
- **Analysis of data**: program's retention and success rates are at the same as the district in general.

Conclusion for online course:

French is the only language that has online classes (French 3, 4) with one instructor teaching both courses. Average online retention is 79 >< 84 on-ground. Online retention is below district average of 85 and below on-ground retention for French. Online teaching training is necessary to increase retention and enrollment. Textbook price has also been a factor in retention.

District online success and retention:
Comparison between online district retention and success and online French classes:

	Retention		Success	
	District	French	District	French
Fall 15	81.1	75	66.7	50
Sp 16	81.9	82	69.7	64
Fall 16	80.5	81	67.5	81
Sp 17	80.5	77	67.2	62

Conclusion: Online French courses:

French 3 is offered in the fall while French 4 is offered in the spring
French online retention is about the same as the district. The success rate varies and it a bit below district's average.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

- Enrollment trend since last progress report in 2015:

  - DFST: up: 362>< 227 (sections were added to accommodate demand).
  - French: down: 111><137 (sections were cancelled/ online added)
  - German: up: 43><40
  - Italian: down: 47><73 (sections were cancelled)
  - Japanese: up: 45><40

- DFST classes continuously doing well.

- The department has experienced a steady decline since summer 2013 when CSUS eliminated the foreign language graduation requirement for all Bachelor of Science degrees. As a result, the department has changed the schedule, created online courses (Intermediate French I and II), added DFST sections, cancelled Italian 3 and French 2 and 3 sections, cancelled French classes at NCC, all of which should help increase efficiency over the next few years.

Enrollment by location:

- RG: DFST no longer offered.
- NCC: French no longer offered.
     Steady enrollment of Ghidotti students in DFST.
- TT: no World Languages offered.
- Rocklin: DFST, German and Japanese classes are slowly increasing since 2015.

  3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

- World Languages classes are capped at 25 for pedagogical purposes. This causes our efficiency rate to be lower than the district average.

- When scheduling classes, the department looks closely at waitlists and course enrollment to ensure that we meet the demands of the students.

  3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3.

The World Languages' Department strives to complete its goals in order to grow the department. DFTS classes have been added each semester and the schedule is also carefully examined in order to maximize enrollment.
To maintain and increase effectiveness, it is crucial to focus on maintaining retention in lower levels such as French 1, Italian 1, Japanese 1 and German 1. DFST 1 classes are usually full. It is also important to target equity groups highlighted in the department dashboard.

It has not always been easy to identify problem areas but the dashboard has allowed us to understand better where the department needs to focus. It is important for all faculty in the department to have more professional development opportunities aiming to help students who are struggling but also to train faculty to address equity concerns. All faculty in the WL Department are part-timers (except 1 FT). Providing flex hours or compensation would entice them to enroll in these important workshops.

These are the steps included in our plan:

- Make all courses accessible to students with disabilities (including online courses)
- Accessibility and equity raining for all faculty
- Use of Starfish by all faculty
- Add an advisory of eligibility for English 1A to all level one courses

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

4) **Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)**

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Direction/Goals for Department:

The department continuously strives to be relevant, effective and current. We align our goals with the district and we are constantly assessing the program to make changes that benefit the students and our department.
Based on our SLO assessment analysis ad R4S initiative, our goals for the next three years for each language are:

French:
- Add a 1 Unit French conversation class for 2020. This class would be taken concurrently with French 3 or 4 online.

German:
- Add a 1 Unit German Conversation class for 2020.
- Add German 3 as a summer session in 2020.

- Add German courses to the units eligible for the Liberal Arts A.A.under 9 units from Cultural Studies). Currently Japanese 1 and 2 count for units under Cultural Studies. Making them equal candidates for the Liberal Arts A.A. "Cultural Studies" units will increase their relevance.

Japanese:
- Continue offering afternoon and evening classes.
- Add a Japanese 3 course.

DFST:
- Continue adding sections as needed (summer included).

Italian:
- Rotate the schedule to attract morning and evening students.

For all languages:

- Continue to develop and assess SLO.
- Continue to organize People and Culture Days (Fall semester)
- Provide professional development for faculty.
- Continue building and improving online courses.
- Make all classes accessible for students with disabilities.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

N/A

4c) Staffing: Comment on the adequacy of your program's faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

According to current DSR:
Average FT/PT ratio

- French: 1.06/0.54
- DFST: 3.56 PT
- German: 0.54
- Italian: 0.85
- Japanese: 0.49
- Department: 69%
- Department total: 1 FT/12-15 PT

At this point, there is no need for another FT.

4d) Facilities: Comment on the program's fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

No specific need at this time.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
							X

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

- Despite the elimination of the Foreign Language Graduation requirement at CSUS, the department is maintaining a strong presence on campus.
- Our instructors represent the department actively in committees, in campus events and in the community.
- The department continues to adapt and innovate to attract and retain students.
- The department's goals align themselves to the district's mission and it continues to be proactive.
- Instructors collaborate and meet regularly to make sure the program remains strong and vibrant.
- Our instructors' goals are to excel in teaching, to be engaged in the community and to remain experts in their field.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

The WL Department Chair (Laurence Lambert) asked the department for feedback and input. Two instructors submitted suggestions. She has also collaborated with Sara Casler and Marga Kelly from the Spanish Department.