

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: WORLD LANGUAGES

(If applicable) **Program or Certificate: French, Japanese, Spanish/Spanish ADT (AA-T)**
Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Araceli Covarrubias, M.A. & Dominique Hitchcock, Ph.D.

Due: April 20, 2017

Please send an electronic copy in a word document to:
programreview@norcollege.edu



Form Last Revised: February 2017

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Annual Instructional Program Review Update

Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20th in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.brown@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests, please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: VP Business Services 951-372-7157

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Annual Instructional Program Review Update

Unit: World Languages

Contact Person: Araceli Covarrubias, Dominique Hitchcock

Date: April 20, 2017

Trends and Relevant Data

1. **How does your unit support the mission of the College? The World Languages department at Norco College is committed to offering courses in three foreign languages (Spanish, French and Japanese). Our department offers an AA-T Transfer degree in Spanish and levels 1 and 2 of French and Japanese. Our program addresses the needs of those students who wish to transfer to a four-year institution to pursue a degree in Spanish, meet their academic requirements for transfer, as well as those students who wish to improve their linguistic and cultural knowledge in the target language.**
2. **Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)**
 - a. Has your unit shifted departments? Our unit has not shifted departments. **Our three languages (French, Japanese and Spanish) remain housed in the Art Humanities and World Languages, along with Art, Humanities, Philosophy, Music, Commercial Music, Dance, and Theatre.**
 - b. Have any new certificates or complete programs been created by your unit? **The department possesses an AA-T in Studio Art, an AA-T in Philosophy, and an AA-T in Spanish. Course rotations have been established and followed to ensure degree completion in a two-year time period. Department’s disciplines collaborate in an effort to support all three degrees.**
 - c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. **Chairs and AHWL department’s faculty work collaboratively in order to schedule and offer classes to respond to the different certificates and AA-Ts programs’ needs. French 1 was reintroduced in Spring 15 and has continued to be offered every semester ever since, including the winters of 2016 and 2017. In addition, French 2 was offered in Spring 16 and again in Spring 17. The department has met the goal of offering one section of French 1 and one section of French 2 in spring 2017.**

3. List and discuss your retention and success rates as well as your efficiency. If helpful, please note any differences between instruction delivery format (Online, Hybrid etc.)

What are the changes or significant trends in the data? To what do you attribute these changes?

FRENCH 1: Fall 2015// 1 section Face to Face

French 1 was re-introduced in spring 2015. Overall success (62.3%) and retention (78.3%) rates for 2015-2016 are slightly lower than 2014-2015 success (71.4%) and retention (85.7%) rates. Female students continue to have higher retention and success rates.

Retention:

- Asian students show a 100% retention rate, but only 75% Success. This is an interesting number and shows relatively acceptable numbers. However, we are unable to compare to spring 2015' data as data was not reported for this particular ethnic group in the year 2014-2015.
- African American students show a 60% retention rate and a 60% success rates. The similar rates suggest a low enrollment from this group of students.
- Latino students achieved a 76.7% retention rate, a considerably drop of 10% compared to spring 2015's data. Their success rate also dropped approximately 6% as their success rate went from 68.8% in spring 2015 to 62.8% in fall 2015. The new data suggests a drop in enrollment from this particular student group.
- White students show an 80% retention, but only a 53.3% success.

Success:

- Latino students have a 62.8% success rate, a small drop from 2014-2015.
- Asian students are have the highest retention and success rates among all groups. It will be interesting to compare these data numbers to fall 2016.
- White students have the lowest success rate across all ethnic groups. This result is surprising when compared to spring 2015 when the success rate for this group was 90%.

French is a relatively new course. Faculty is working diligently towards the selection of materials that can help gain better results. Full-time and associate faculty will continue to conduct annual assessment to improve retention and success rates.

		OVERALL-FRENCH 1	2014-2015	2014-2015	2015-16	2015-16
			Success	Retention	Success	Retention
Total			71.40%	85.70%	62.30%	78.30%
ETHNICITY	American Indian or Alaska Native				75.00%	100.00%
	Asian					
	Black or African American	0.00%	100.00%	60.00%	60.00%	
	Hispanic/Latino	68.80%	87.50%	62.80%	76.70%	
	Native Hawaiian or Other Pacific Islander					
	Two or More Races			100.00%	100.00%	
	White	90.00%	90.00%	53.30%	80.00%	
	Non-Respondent					
AGE	19 or less	64.30%	85.70%	62.50%	78.10%	
	20 to 24	72.70%	81.80%	65.50%	82.80%	
	25 to 29	100.00%	100.00%	42.90%	57.10%	
	30 to 34	100.00%	100.00%			
	35 to 39	100.00%	100.00%			
	40 to 49			100.00%	100.00%	
	50+					
GENDER	Female	76.50%	88.20%	69.20%	82.10%	
	Male	70.00%	80.00%	51.70%	72.40%	
	Non-Respondent	0.00%	100.00%	100.00%	100.00%	

FRENCH 2: Spring 2016//Face to Face//taught by full-time faculty

After continuous offering of French 1 since its reintroduction in spring 2015, a section of French 2 was offered in spring 2016. Percentages included in this report reflect data from spring 2016; therefore, comments are not comparative at this point. Male students enrolled in French 2 during this particular year show higher retention/success rates when compared to female students.

Retention:

Asian and African American students show a 100% retention rate. This number could suggest low enrollment from these two ethnic groups. Latino students show 92.3% retention. Latino students typically enroll in high numbers in French classes. White students have the lowest percentage number of 66.7%.

Success:

- Asian and African American also share a 100% success rate. This number suggests that while enrollment for these two groups might be low, their success rate is consistent with their retention rate.
- Latino students have a modest 84.6% success rate considering their retention rate of 92.3%.
- White students have the lowest success rate among the four groups of only 66.7%. Success rate among white students is consistent with French 1 results. SLO assessment and additional data is necessary to have a more accurate interpretation of the results.

OVERALL -French 2		2015-16	2015-16
		Success	Retention
Total		85.00%	66.70%
ETHNICITY	American Indian or Alaska Native		
	Asian	100.00%	100.00%
	Black or African American	100.00%	100.00%
	Hispanic/Latino	84.60%	92.30%
	Native Hawaiian or Other Pacific Islander		
	Two or More Races		
	White	66.70%	66.70%
	Non-Respondent		

AGE	19 or less	87.50%	87.50%
	20 to 24	81.80%	90.90%
	25 to 29		
	30 to 34		
	35 to 39		
	40 to 49	100.00%	100.00%
	50+		
GENDER	Female	83.30%	83.30%
	Male	87.50%	100.00%
	Non-Respondent		

JAPANESE 1: fall 2015 and spring 2016//Face to Face//taught by associate faculty

Success and retention rates continue to be low for Japanese courses. Retention rates for this particular year increased by 5%, but success rates are consistently low at 58%, the same as the 2014-2015 year and slightly lower than 2013-2014. Female students maintain higher percentages in both areas.

Retention:

- African American and Latino students continue to have the lowest retention rates when compared to Asian and White students.
- Latino students’ retention rates are consistent to those in 2014-2015 (63%), but have failed to increase.
- African American students decreased their retention rate this year by 15%. This drop among African American students is concerning. It is important that faculty continue to engage and motivate our African American students as well as address some of the issues that are preventing them from advancing academically.
- White students have the highest retention rate of 85%.

Success:

- African American students have increased their retention rate by 15%, but have decreased their success rate by 15% this year. These results are concerning as these students’ rates continue to drop.
- Latino students’ success rates remain as low as last year’s.
- Asian, white, and two or more races have the highest scores in both categories. These results are consistent to those of 2014-2015.

In order to determine the possible reasons for the low overall success and retention rates in Japanese courses, a systematic assessment process and faculty collaboration efforts are required in order to increase success and retention rates. Faculty will continue to assess this course in order to improve teaching methodologies.

OVERALL -Japanese 1		2013-2014	2013-2014	2014-2015	2014-2015	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention
Total		59.80%	71.10%	58.00%	68.00%	57.70%	73.10%
ETHNICITY	American Indian or Alaska Native						
	Asian	69.60%	78.30%	85.70%	85.70%	72.70%	81.80%
	Black or African American	100.00%	100.00%	40.00%	60.00%	25.00%	75.00%
	Hispanic/Latino	52.30%	68.20%	50.00%	63.80%	50.90%	63.60%

	Native Hawaiian or Other Pacific Islander			100.00%	100.00%		
	Two or More Races	62.50%	75.00%	100.00%	100.00%	66.70%	100.00%
	White	57.90%	63.20%	56.30%	62.50%	65.00%	85.00%
	Non-Respondent			50.00%	50.00%		
AGE	19 or less	61.20%	75.50%	57.90%	71.90%	56.10%	74.20%
	20 to 24	59.50%	67.60%	56.80%	62.20%	63.60%	76.70%
	25 to 29	50.00%	50.00%	66.70%	66.70%	50.00%	50.00%
	30 to 34	75.00%	75.00%	50.00%	50.00%		
	35 to 39		100.00%	100.00%	100.00%		
GENDER	Female	57.10%	68.60%	76.50%	85.30%	76.70%	86.70%
	Male	61.30%	72.60%	48.50%	59.10%	47.10%	65.70%
	Non-Respondent					100.00%	100.00%

Japanese 2: Spring 2016 (1 section Face to Face)// taught by associate faculty

Overall success rate (73.3%) and retention rate (80%) are lower than those of 2014-2015. However, the rates for Japanese2 are significantly higher than those of Japanese 1. This data suggests that students who take Japanese 2 after taking Japanese 1 tend to have higher levels of achievement as they are committed to improve their language acquisition.

Retention:

- Asian students and African American students show a 100% retention rate. This percentage suggests that the number of students from these ethnic groups was low in enrollment and it might only represent a few students.
- Latino students had a retention rate of 80%, a 20% drop from 2014-2015.
- Retention rate among female students was 100%.

Success:

- Asian and Latino students achieved the highest success rates.
- Even though Latino students achieved an 80% success rate, it is still lower than 2014-2015's rates of 81.8%. During this particular semester,

- White students do not show retention or success rates which suggests that either they did not take Japanese 2 or just did not disclose ethnic information.
- Female students again this year have 100% success and retention rates. However, this percentage number can also mean that there were only a few female students in Japanese 2.
- Male students have a slight increase in success rates overall when compared to last year's data.

OVERALL -Japanese 2		2013-2014	2013-2014	2014-2015	2014-2015	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention
Total		72.70%	72.70%	76.20%	95.20%	73.30%	80.00%
ETHNICITY	American Indian or Alaska Native						
	Asian	100.00%	100.00%	80.00%	80.00%	100.00%	100.00%
	Black or African American	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%
	Hispanic/Latino	71.40%	71.40%	81.80%	100.00%	80.00%	80.00%
	Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.00%	0.00%		
	Two or More Races	100.00%	100.00%	100.00%	100.00%		
	White	42.90%	42.90%	66.70%	100.00%	0.00%	0.00%
	Non-Respondent	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
AGE	19 or less	61.50%	61.50%	86.70%	100.00%	66.70%	66.70%
	20 to 24	88.90%	88.90%	50.00%	83.30%	85.70%	100.00%
	25 to 29	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	30 to 34	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	35 to 39	0.00%	0.00%	0.00%	0.00%		
	40 to 49	0.00%	0.00%	0.00%	0.00%		
	50+	0.00%	0.00%	0.00%	0.00%		
GENDER	Female	66.70%	66.70%	100.00%	100.00%	100.00%	100.00%
	Male	73.70%	73.70%	61.50%	92.30%	66.70%	75.00%
	Non-Respondent	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%

SPANISH 1 (ADT-Required Course): Fall 2015-spring 2016// taught by full-time and associate faculty

Overall Success rates (82.7%) are lower than retention rates (90.5%) this year. However, there is a success rate increase of almost 3% when compared to 2014-2015's data.

Retention: Only Asian, African American, Latino, and White students' data will be analyzed as part of this report as majority of students who enroll in Spanish courses come from these four ethnic groups.

- Latino students show the highest retention rates followed by White students. These results are not surprising as Latino students often represent the highest enrollment in Spanish courses in general.
- Asian students show an 88.6% in retention; a 5% drop from 2014-2015's data. This steady drop suggests that this group is possibly taking either French or Japanese to meet their language requirement.
- White students maintain a slightly higher rate of 87.2%, compared to 2014-2015 (87.1%). Even though this group of students maintained their retention rate, it is still significantly lower than 2013-2014 (96.4%).
- African American students show a 76.9% retention rate; significantly lower than 2014-2015 (84.4%). This number is very concerning as African American students' rates continue to drop. It is important that faculty utilize this data as well as annual assessment data to provide the African American student population with the skills necessary to successfully complete their language requirement. Early intervention can lead to higher retention rates.
- Male students have a slightly higher retention rate than female students.
- Retention rates appear to be higher among younger groups. This data is consistent to previous years and can be supported as many young high school students from JFK-Middle College High School enroll in Spanish 1 at Norco College.

Success: Only Asian, African American, Latino, and White students' data will be analyzed as part of this report as majority of students who enroll in Spanish courses come from these four ethnic groups

- Asian students have 71.4% success rate. This percentage is significantly lower compared to 2014-2015's success rate (88%). It would be important to find out if this particular group of students is taking other foreign language to meet their transfer requirement as their retention and success rates continue to drop.
- Latino students have a satisfactory success rate of 87%. This percentage number proves to be positive as Latino students usually represent the majority of enrollment in Spanish classes.
- White students have a 82.1% success rate; significantly higher than 2014-2015 (72.3%). White students maintained their retention rate and increased their success rate by almost 10% during this year. This significant increase proves that faculty's efforts to increase retention and success have had a positive outcome among this ethnic group.
- African American students have the lowest success rate of 65.4%, slightly higher than 2014-2015 (62.5%). This small increase perhaps suggests that faculty have intervened early in the semester in order to support this group of students. Despite the small increase in success rates, faculty will continue to work together to increase success and retention rates among our African American students.

OVERALL -SPANISH 1		2013-2014	2013-2014	2014-2015	2014-2015	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention
Total		83.6%	93.7%	79.9%	90.4%	82.7%	90.5%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	66.7%	66.7%	75.0%	75.0%
	Asian	90.9%	93.9%	88.0%	94.0%	71.4%	88.6%
	Black or African American	78.6%	96.4%	62.5%	84.4%	65.4%	76.9%
	Hispanic/Latino	88.6%	95.1%	83.8%	93.0%	87.0%	94.5%
	Native Hawaiian or Other Pacific Islander	50.0%	100.0%	100.0%	100.0%	33.3%	33.3%
	Two or More Races	82.4%	100.0%	70.8%	75.0%	72.2%	83.3%
	White	72.8%	89.5%	72.3%	87.1%	82.1%	87.2%
	Non-Respondent	60.0%	80.0%	100.0%	100.0%		
AGE	19 or less	86.2%	96.1%	79.4%	93.0%	85.0%	93.8%
	20 to 24	83.4%	93.5%	83.2%	91.3%	83.0%	91.8%
	25 to 29	78.0%	90.2%	83.8%	91.9%	80.9%	85.1%
	30 to 34	90.0%	90.0%	68.2%	72.7%	79.2%	83.3%
	35 to 39	73.3%	93.3%	66.7%	75.0%	68.8%	81.3%
	40 to 49	77.8%	77.8%	78.3%	87.0%	69.2%	69.2%
	50+	50.0%	83.3%	50.0%	66.7%	88.9%	88.9%
GENDER	Female	83.3%	92.4%	80.3%	89.0%	83.0%	89.5%
	Male	84.3%	95.4%	79.4%	92.2%	82.0%	92.0%
	Non-Respondent	50.0%	100.0%	75.0%	100.0%	100.0%	100.0%

SPANISH 2 (ADT required course): Fall 2015: 2 sections//Spring 2016: 3 sections// taught by FT faculty and Associate faculty (face to face)
Overall success rates (90.8%) are lower than retention rates (94.4%) this year. However these rates have increased in both areas compared to 2014-2015 rates (82.4% success, 92.4% retention).

Retention: Only Asian, African American, Latino, and White students' data will be analyzed as part of this report as majority of students who enroll in Spanish courses come from these four ethnic groups.

- Asian students have a 100% rate, an increase of 10% from previous year.
- African American students have a 100% rate, a 12.5% increase from previous year. This rate is most likely linked to enrollment numbers.
- Latino students have the highest retention rate of 94.4%. Latino students often represent the highest enrollment of SPA-2 classes; this increase of 4% proves to be positive and will hopefully continue to increase as the interest in the Spanish ADT grows.
- White students have a 92.9% retention rate, which is only 4% lower than the previous year (96.8%).
- Retention is slightly higher among male students. This result is a bit surprising as usually there are more female students enrolled in SPA-2.

Success: Only Asian, African American, Latino, and White students' data will be analyzed as part of this report as majority of students who enroll in Spanish courses come from these four ethnic groups.

- Asian and African American students have the highest success rate of 100%. This percentage number is probable to be linked to low enrollment numbers from this particular ethnic groups. Nonetheless, these rates are very satisfactory as students from these groups performed considerably higher in Spanish 2 when compared to Spanish 1 rates.
- Latino students have a success rate of 91.6%, significantly higher than the previous year (82.1%).
- White students have a success rate of 85.7%, slightly lower than 2014-2015 (87.5%).

Even though retention rates are slightly higher among male students, success rates are slightly higher among female students. These variations are surprising as we usually have higher retention and success rates among female students in Spanish 2. It will be interesting to compare the current results to those produced next year.

OVERALL-SPANISH 2		2013-2014	2013-2014	2014-2015	2014-2015	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention
Total		92.4%	94.1%	82.4%	92.2%	90.8%	94.4%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	100.0%		
	Asian	100.0%	100.0%	90.0%	90.0%	100.0%	100.0%
	Black or African American	100.0%	100.0%	75.0%	87.5%	100.0%	100.0%
	Hispanic/Latino	93.5%	96.1%	82.1%	90.5%	91.6%	94.4%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	100.0%	100.0%	100.0%	
	Two or More Races	83.3%	83.3%	66.7%	100.0%		100.0%
	White	85.7%	85.7%	87.1%	96.8%	85.7%	92.9%
	Non-Respondent	100.0%	100.0%	100.0%	100.0%		
AGE	19 or less	84.6%	88.5%	83.3%	93.3%	90.5%	95.2%
	20 to 24	95.7%	97.1%	81.0%	89.9%	91.4%	94.3%
	25 to 29	100.0%	100.0%	83.9%	94.3%	100.0%	100.0%
	30 to 34	100.0%	100.0%	90.9%	100.0%	100.0%	100.0%
	35 to 39	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	40 to 49	80.0%	80.0%	87.5%	100.0%	66.7%	100.0%
	50+	50.0%	50.0%	50.0%	75.0%	33.3%	33.3%
GENDER	Female	87.7%	90.4%	83.3%	92.7%	91.1%	94.1%
	Male	100.0%	100.0%	80.0%	90.7%	90.2%	95.1%
	Non-Respondent	0.0%	0.0%	100.0%	100.0%	100.0%	

SPANISH 3 (ADT Required Course): Fall 2015: 1 section taught by FT faculty//spring 2016: 1 section taught by Associate faculty (face to face)

Overall success rates (91.6%) are slightly lower than retention rates (94.4%). This year's rates are, however, higher in both categories when compared to 2014-2015's data. This year's percentages are very positive considering that most students who take Spanish 3 have not necessarily taken Spanish 1 and 2 and an extensive amount of time is dedicated to review some of the most important grammar topics covered in Spanish 2. These students usually enroll in Spanish 3 after taking a language placement examination. Often times, students who are placed in Spanish 3 come to this language level without formal Spanish grammar knowledge and adapting to a grammar based approach can affect retention and success rates.

Retention:

- Asian students show the highest retention rate of 100%, this percentage rate suggests low enrollment from this particular ethnic group.
- No African American students enrolled in Spanish 3 during fall 2015 or spring 2016.
- Latino students have a 95.3% retention rate, significantly higher than 2014-2015 (91.5%) and almost as high as the retention rate of 2013-2014 (95.8%). Latino students make the highest percentage of students enrolled in Spanish 3 thus making these rates very positive for the program.
- White students have a retention rate of 91.7%, slightly lower than 2014-2015 (100%). These numbers suggest a low increase in enrollment from this particular ethnic group.
- Retention is higher among female students. These results are somewhat expected as majority of students who take Spanish 3 and 4 are female.
- Retention rates are higher among ages 20-29. These results are somewhat consistent with last year, with the exception that less students come from the youngest group (19 or under). Note that when compared to lower level Spanish classes, more 35 year old + enroll in Spanish 3.

Success:

- Asian students show the highest success rate of 100%, this rate suggests low enrollment from this ethnic group.
- White Students have a 91.7% success rate; once again, the fact that their success rate and retention rate are equal one can conclude that there was a low enrollment of white students during this year.
- Latino students have a 93% success rate. This rate is a very positive result as it is very close to their retention rate of 95.3%.
- Female students have about 10% higher success rates when compared to male students. Majority of students who took Spanish 3 during this year were between the ages of 20-29.

Many students who take a Spanish 3 level course have declared either Spanish as their major/minor or have a career path where the Spanish language is a necessary skill. Therefore, most likely students who enroll in Spanish 3 tend to do very well and higher success/retention rates are expected. Full-time faculty teaching this course completes assessment reports every fall; her findings have strengthened students' retention and success and have prepared students to higher success and retention rates in Spanish 4. In spring 2017, faculty teaching this course will also compile assessment data in order to further improve success and retention rates. Higher success and retention rates in a major prep class are vital as the Spanish ADT has gained popularity.

OVERALL -SPANISH 3		2013-14	2013-14	2014-15	2014-2015	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention
Total		94.8%	96.6%	87.5%	92.9%	93.4%	91.7%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%		
	Asian	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
	Black or African American	0.0%	0.0%	100.0%	100.0%		
	Hispanic/Latino	93.8%	95.8%	85.1%	91.5%	93.0%	95.3%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%		
	Two or More Races	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
	White	100.0%	100.0%	100.0%	100.0%	91.7%	91.7%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
AGE	19 or less	91.7%	100.0%	81.8%	90.9%	100.0%	100.0%
	20 to 24	92.9%	92.9%	89.3%	92.9%	88.5%	92.3%
	25 to 29	100.0%	100.0%	100.0%	100.0%	90.9%	90.9%
	30 to 34	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	35 to 39	100.0%	100.0%	80.0%	80.0%	100.0%	100.0%
	40 to 49	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%
	50+	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
GENDER	Female	92.3%	94.9%	81.6%	89.5%	97.1%	97.1%
	Male	100.0%	100.0%	100.0%	100.0%	87.0%	91.3%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%

SPANISH 4 (ADT Required Course): Spring 2016// 1 section taught by FT faculty (face to face)

Spanish 4 was offered for the first time at Norco College in spring 2014 in order to support the Spanish ADT. This class is only offered once a year; every spring. Majority of students who enroll in Spanish 4 are either following the ADT pathway, plan to transfer to a UC with a major/minor, and/or take it for the purpose of improving their Spanish language skills. Success and retention rates seem to fluctuate every year. These changes in success and retention seem to be a repeated pattern across many language classes. Overall enrollment is satisfactory.

Retention:

- Latino students have a 92% retention rate; a 4% increase from 2014-2015. Latino students represent the majority of students enrolled in SPA-4; this percentage is a robust retention rate. Often times, SPA-4 classes do not meet the 32 student cap; consequently, retention rates can reflect lower percentage numbers.
- White students have a 100% retention rate. This number represents one or two students enrolled from this particular ethnic group.
- Retention remains to be significantly higher among female students ever since class was offered for the first time in spring 2014. It is common to have more female students major in language teaching careers.
- Retention remains to be higher among the 20-24 age groups. This is the last required course students take as part of the Spanish ADT and it is offered on the same days as SPA-8; one of the 3 elective courses that supports the ADT pathway.

Success:

- Latino students have a 92% success rate, slightly higher than 2014-2015 (88 %)
- White students have a 100% success rate. Same percentage rate as of 2014-2014. It is important to keep in mind that this percentage only represents a few white students taking SPA-4.
- Success rates among women are at 94.7% and male students at 88.9%. Both gender groups have very satisfactory percentages.
- Success rates continue to be higher for age group 20-24 and slightly lower for the 25-29 group. Note that there is a diverse group of students that include all ages except 50+.

SPA-4 has only been offered 4 semesters, including the current spring 2017. Data collected has proved that the course has been successful and that students are gaining the skills needed for transferring. Full-time professor teaching this course will continue to assess course as necessary to ensure that success and retention rates continue to rise.

OVERALL -SPANISH 4		2013-14	2013-14	2014-15	2014-15	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention
Total		87.7%	93.1%	88.9%	88.9%	89.7%	93.1%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%		
	Asian	0.0%	0.0%	0.0%	0.0%		
	Black or African American	0.0%	0.0%	0.0%	0.0%		
	Hispanic/Latino	96.0%	96.0%	88.0%	88.0%	92.0%	92.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%		
	Two or More Races	0.0%	0.0%	0.0%	0.0%		
	White	33.3%	66.7%	100.0%	100.0%	100.0%	100.0%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%
AGE	19 or less	100.0%	100.0%	75.0%	75.0%	100.0%	100.0%
	20 to 24	94.1%	94.1%	89.5%	89.5%	88.2%	88.2%
	25 to 29	100.0%	100.0%	100.0%	100.0%	75.0%	100.0%
	30 to 34	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	35 to 39	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	40 to 49	0.0%	50.0%	0.0%	0.0%	100.0%	100.0%
	50+	100.0%	100.0%	0.0%	0.0%		
GENDER	Female	89.5%	94.7%	94.7%	94.7%	94.7%	94.7%
	Male	90.0%	90.0%	75.0%	75.0%	88.9%	88.9%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

SPANISH 8 (Intermediate Conversation/ADT Course Option/Pre req. SPA-2)//taught by associate faculty (face to face)

Spanish 8 was first offered in spring 2012. Since then it has been included in the ADT course rotation as an elective course and it is offered every spring semester. Students who take Spanish 8 are either following the ADT pathway, plan to transfer to a UC with a Spanish major/minor, and/or just seek to improve their Spanish speaking skills. The vast majority of students are Latino and heritage-speakers; a small number of non-major and non-Spanish speakers occasionally take the class.

Both retention and success are satisfactory due to consistent and systematic SLO assessment completed by associate faculty. Enrollment varies semester by semester. Data included for 2015-2016 only reflect Latino students.

Retention:

- Latino students have a 90.9% retention rate, a small drop from 2014-2015 (95.2%). Percentages during this year are not as significant as last year's, but are still considered satisfactory. This course is offered on the same days as SPA-4. This back to back schedule allows students to enroll in both courses; this fosters strong peer support. In addition, this year, the Spanish Club meets immediately after SPA-4 and SPA-8, this schedule provides Spanish students to engage in college wide students' events.
- Retention rates are higher among the 20-24 age group. Note that SPA-4 data also shows higher retention rates among students from the same age group.
- Retention rates are 100% among female students and 85.7% among male students.

Retention rates are overall high, despite a small drop this year. SPA-8 is the most popular class of the 3 elective courses in the ADT. The same associate faculty teaches and assesses this course every spring. He has been able to refine methodology and provide students with class materials that stimulate participation.

Success:

- Latino students have a 90.0% success rate, a 9% drop from 2014-2015. Even though this decrease is significant, it is still satisfactory. Annual assessment will continue to be conducted and analyze to ensure that success continues to increase.
- Success rates are higher for females than males. Female students gained a 5% increase in success rate this year. This new percentage number among female students is very positive as female students often constitute the majority of students taking SPA-8 and SPA-4.
- Success rates are higher among the 20-24, 25-29, and 40-49 age groups. Note that the 25-29 and 40-49 age groups might only represent a few students.

Success and retention rates fluctuate semester by semester. However, they have been satisfactory and we are confident that additional assessment will continue to strengthen the quality of this course and overall increase retention and success rates.

OVERALL -SPANISH 8		2013-14	2013-14	2014-15	2014-15	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention
Total		85.7%	92.9%	95.2%	95.2%	90.9%	90.9%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%		
	Asian	100.0%	100.0%	0.0%	0.0%		
	Black or African American	0.0%	0.0%	0.0%	0.0%		
	Hispanic/Latino	88.9%	94.4%	100.0%	100.0%	90.9%	90.9%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%		
	Two or More Races	100.0%	100.0%	0.0%	0.0%		
	White	66.7%	83.3%	100.0%	100.0%		
	Non-Respondent	0.0%	0.0%	0.0%	0.0%		
AGE	19 or less	100.0%	100.0%	100.0%	100.0%		
	20 to 24	94.4%	94.4%	100.0%	100.0%	85.7%	85.7%
	25 to 29	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
	30 to 34	50.0%	100.0%	100.0%	100.0%		
	35 to 39	100.0%	100.0%	0.0%	0.0%		
	40 to 49	0.0%	50.0%	100.0%	100.0%	100.0%	100.0%
	50+	100.0%	100.0%	0.0%	0.0%		
GENDER	Female	82.4%	94.1%	95.0%	95.0%	100.0%	100.0%
	Male	90.9%	90.0%	100.0%	100.0%	85.7%	85.7%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%		

SPANISH 12 (Latin American Culture and Civilization// ADT Course Option/Pre req. SPA-2)//fall 2015//taught by associate faculty (face to face)

Spanish 12 is an elective course and it has been included in the ADT course rotation. This course is offered every other fall. Students who take Spanish 12 are either following the ADT pathway, plan to transfer to a UC with a Spanish major/minor, and/or just seek to improve their knowledge of Spanish culture. The vast majority of students are Latino and heritage-speakers; a small number of non-major and non-Spanish speakers occasionally take the class. This course is conducted in English. All materials assigned as part of the course are written in the English language; this can be problematic to some students with low reading levels. Data included only reflects success and retention for Latino and White Students.

Both retention and success are low for this course. Retention rate is 71.9% and success rate is 43.8%. This low percentage rates can be attributed to the difficulty of the material being covered, possible limited knowledge of Latin American culture, and/or low students' reading skills. A thorough assessment has been conducted and substantial changes are expected to be made in fall 2017, when this class is offered again. Class will be offered online. Instructor anticipates having higher retention and success rates.

Retention:

- Latino students have a 71.9% retention rate. Based on instructors' assessment and observations, reading materials are very challenging to students and information to be covered might be too extensive for a 3 unit course. It is possible that these factors affect retention rates.
- White students have a higher retention rate of 100%. This percentage also means that White students represent a lower number of students enrolled.
- Retention is higher among female students when compared to male students. Retention is higher for the 19 or less age group.

Success:

- Latino students have a 40.7% success rate. This number is very low considering that the majority of students who enroll in this course are Latino. These rates can be associated to students' reading habits and reading skills as well as the complexity of information.
- White students have a higher success rate (75%) compared to Latino students.
- Success is higher for students between the ages of 20-24.
- Women have a 45.5% success rate, slightly higher than male students.

Associate faculty will teach this course either fully online or hybrid. He will make materials available on Blackboard as well as his lecture Power Points. His expectation is that students will achieve higher success and retention rates if they have full access to all class materials.

OVERALL -SPANISH 12		2015-16	2015-16
		Success	Retention
ETHNICITY	Total	43.80%	71.90%
	American Indian or Alaska Native		
	Asian	0.00%	0.00%
	Black or African American		
	Hispanic/Latino	40.70%	70.40%
	Native Hawaiian or Other Pacific Islander		
	Two or More Races		
AGE	White	75.00%	100.00%
	Non-Respondent		
	19 or less	35.30%	76.50%
	20 to 24	54.50%	63.60%
	25 to 29	0.00%	100.00%
	30 to 34	100.00%	100.00%
	35 to 39		
GENDER	40 to 49	100.00%	100.00%
	50+	0.00%	0.00%
	Female	45.50%	72.70%
	Male	40.00%	70.00%
	Non-Respondent		

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit? Request for new student laptops to replace those purchased in 2011 was fulfilled. However, laptops had to be returned as they did not fit the desks' stations in the language lab. Once new laptops arrive and are installed, students will be able to do their lab assignments more effectively.

5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
<p>SPA -1 and SPA-2</p> <p>Yearly assessment for all sections will continue every Fall</p>	<p>All SPA-1 and SPA-2 Faculty</p> <ul style="list-style-type: none"> -Department will continue to facilitate Pre and Post Faculty assessment meetings. -Collect and analyze data -Identify necessary changes to improve instruction -Keep TracDat documents up to date 	<p><u>Goal 1: Increase Student Achievement and Success</u> Ongoing assessment and data analysis insures that faculty focuses on providing students with effective resources. Effective methodologies, focused assessment, and meaningful course materials can help generate higher students' retention and success rates.</p> <p><u>Goal 5: Strengthen Student Learning</u> Studies demonstrate that ongoing assessment and awareness of students' performance are essential factors to the strengthening of teaching methodology and student learning. Faculty meetings and data analysis allows languages department's faculty to identify strengths and weaknesses. Focused and constructive dialog among all faculty members enriches students' language acquisition.</p> <p><u>Goal 1: Increase Student Achievement and Success</u> The World Language faculty is comprised of two full-time and 8 associate faculty members. The quality of our program and students' overall success lies on the</p>	<p>In the Fall of 2017, 2 sections of SPA-1 and 1 section of FRE-1 will be hybrid classes.</p>

		<p>foundation of the inclusiveness and well-being of our associate faculty. Participation in the assessment process allows our associate faculty to stay connected and engaged with the languages department. Their participation is highly valued and well respected.</p>	
<p>SPA-3: Assessment loop is closed. However, faculty will continue to conduct and evaluate ongoing assessment.</p>	<p>FT Faculty -Collect and analyze data -Identify necessary changes -Maintain updated records in TracDat</p>	<p><u>Goal 1: Increase Student Achievement and Success</u> Ongoing assessment and data analysis insures that faculty focuses on providing students with effective resources. Effective methodologies, focused assessment, and meaningful course materials can help generate higher students' retention and success rates.</p> <p><u>Goal 5: Strengthen Student Learning</u> Studies demonstrate that ongoing assessment and awareness of students' performance are essential factors to the strengthening of teaching methodology and student learning. Faculty meetings and data analysis allows languages department's faculty to identify strengths and weaknesses. Focused and constructive dialog among all faculty members enriches students' language acquisition.</p>	N/A
<p>SPA-4: Assessment loop is closed. However, faculty will continue to conduct and evaluate ongoing assessment.</p>	<p>FT Faculty -Collect and analyze data -Identify necessary changes -Maintain updated records in TracDat</p>	<p><u>Goal 1: Increase Student Achievement and Success</u> Ongoing assessment and data analysis insures that faculty focuses on providing students with effective resources. Effective methodologies, focused assessment, and meaningful course materials</p>	N/A

		<p>can help generate higher students' retention and success rates.</p> <p><u>Goal 5: Strengthen Student Learning</u></p> <p>Studies demonstrate that ongoing assessment and awareness of students' performance are essential factors to the strengthening of teaching methodology and student learning. Faculty meetings and data analysis allows languages department's faculty to identify strengths and weaknesses. Focused and constructive dialog among all faculty members enriches students' language acquisition.</p>	
<p>SPA-8:</p>	<p>PT Faculty-FT Faculty</p> <ul style="list-style-type: none"> -Collect and analyze data -Identify necessary changes -Enter results in TracDat 	<p><u>Goal 1: Increase Student Achievement and Success</u></p> <p>Ongoing assessment and data analysis insures that faculty focuses on providing students with effective resources. Effective methodologies, focused assessment, and meaningful course materials can help generate higher students' retention and success rates.</p> <p><u>Goal 5: Strengthen Student Learning</u></p> <p>Studies demonstrate that ongoing assessment and awareness of students' performance are essential factors to the strengthening of teaching methodology and student learning. Faculty meetings and data analysis allows languages department's faculty to identify strengths and weaknesses. Focused and constructive dialog among all faculty members enriches students' language acquisition.</p>	<p>N/A</p>

<p><u>Spanish 12</u> Offered every other fall</p>	<p>PT Faculty</p> <ul style="list-style-type: none"> -Collect and analyze data -Identify necessary changes -Maintain updated records in TracDat 	<p><u>Goal 1: Increase Student Achievement and Success</u> Ongoing assessment and data analysis insures that faculty focuses on providing students with effective resources. Effective methodologies, focused assessment, and meaningful course materials can help generate higher students' retention and success rates.</p> <p><u>Goal 5: Strengthen Student Learning</u> Studies demonstrate that ongoing assessment and awareness of students' performance are essential factors to the strengthening of teaching methodology and student learning. Faculty meetings and data analysis allows languages department's faculty to identify strengths and weaknesses. Focused and constructive dialog among all faculty members enriches students' language acquisition.</p>	<p>In the Fall of 2017, SPA-12 will be offered as an online class.</p>
<p><u>FRE-1:</u> French will be assessed on a yearly basis in the Fall.</p>	<p>FT and PT Faculty</p> <ul style="list-style-type: none"> -Collect and analyze data -Identify necessary changes -Maintain updated records in TracDat 	<p><u>Goal 1: Increase Student Achievement and Success</u> Ongoing assessment and data analysis insures that faculty focuses on providing students with effective resources. Effective methodologies, focused assessment, and meaningful course materials can help generate higher students' retention and success rates.</p> <p><u>Goal 5: Strengthen Student Learning</u> Studies demonstrate that ongoing assessment and awareness of</p>	<p>In the Fall of 2017, FRE-1 will be offered as a hybrid class.</p>

		<p>students' performance are essential factors to the strengthening of teaching methodology and student learning. Faculty meetings and data analysis allows languages department's faculty to identify strengths and weaknesses. Focused and constructive dialog among all faculty members enriches students' language acquisition.</p>	
<p>FRE-2: French will be assessed on a yearly basis in the Spring.</p>	<p>FT Faculty</p> <ul style="list-style-type: none"> -Collect and analyze data -Identify necessary changes -Maintain updated records in TracDat 	<p><u>Goal 1: Increase Student Achievement and Success</u> Ongoing assessment and data analysis insures that faculty focuses on providing students with effective resources. Effective methodologies, focused assessment, and meaningful course materials can help generate higher students' retention and success rates.</p> <p><u>Goal 5: Strengthen Student Learning</u> Studies demonstrate that ongoing assessment and awareness of students' performance are essential factors to the strengthening of teaching methodology and student learning. Faculty meetings and data analysis allows languages department's faculty to identify strengths and weaknesses. Focused and constructive dialog among all faculty members enriches students' language acquisition.</p>	<p>In the Spring of 2018, FRE-2 will be offered as a hybrid class.</p>

<p>Outreach to feeder high schools</p>	<p>FT Faculty</p> <ul style="list-style-type: none"> -Connect with language faculty at - CNUSD feeder schools to inform them about our program and ADT -Encourage student transfer to Norco College 	<p>Goal 2: A sense of direction, purpose, and early academic focus in students improves their experience as a new college student.</p> <p>Goal 3: Increase Student Access Providing access to students is the first step in ensuring high retention and success rates. Research shows that students who enter college with defined academic objectives are more successful in completing a program and transferring to a 4 year university.</p>	<p>N/A</p>
<p>Increase number of students who pursue the Spanish ADT</p>	<p>All Spanish Faculty</p> <ul style="list-style-type: none"> -Inform Spanish students on the --- ADT and mentor them through completion process -Stay connected with ADT students who have transferred to the university system -Work with counseling and Transfer Center to maintain accurate information on CSU transfer requirements and changes -Language department's faculty in collaboration with a counselor conducted the first Spanish majors and minors' information meeting in fall 2016. Yearly workshops will continue to be offered in order to provide our ADT students with vital information. 	<p>Goal 1: Increase Student Achievement and Success Students committed to a specific academic and transfer path have the possibility to be more successful, stay focus, and remain on path.</p> <p>Goal 2: Improve the Quality of Student Life Making information available to students who have declared an academic path and mentoring them through the process improves the quality of their experience as Norco College students.</p> <p>Goal 3: Increase Student Access Providing access to students is the first step in ensuring high retention and success rates. Research shows that students who enter college with defined academic objectives are more successful in completing a program and transferring to a 4 year university.</p> <p>Goal 4: Create Effective Community Partnerships CNUSD is our community.</p>	<p>N/A</p>

		Establishing a positive and supportive relationship with high school faculty would be beneficial to students who aim to continue their education at Norco College. Our language department already serves a significant student population from JFK (middle college high school)	
<p>New Curriculum Develop an introductory course to conversation (SPA/FRE) This is a long-term goal</p>	<p>FT Faculty -Create two new conversation courses: -Beginning conversation Spanish -Beginning conversation French</p>	<p><u>Goal 1: Increase Student Achievement and Success</u> This additional course with SPA-1 as the pre-requisite will offer students the opportunity to develop their speaking skills at an early stage of the language acquisition process; this can help generate better performance and retention at the higher levels.</p>	N/A
<p>Develop Flex activities for World Language Faculty</p>	<p>FT Faculty -Participate in Flex activities that promote student learning -Identify topics of interest where all World Languages' faculty can participate</p>	<p><u>Goal 5: Strengthen Student Learning</u> Workshops focusing on assessment, student learning styles, and language teaching techniques can provide substantial tools for faculty. Faculty already engages in assessment, but a broader set of workshops and activities can help faculty gain new information to help further enhance student learning.</p> <p><u>Goal 7: Strengthen Our Commitment to Our Employees</u> The World Language faculty is comprised of two full-time faculty members and 8 associate faculty members. Engaging in useful topics and offering workshops will continue to promote inclusiveness and collaboration among faculty.</p>	N/A

<p>Continue working closely with Tutoring services and SI (supplemental instruction leaders)</p>	<p>FT Faculty</p> <ul style="list-style-type: none"> -Identify tutoring needs for World languages' students -Work closely with talented students who can serve as tutors -Advise all faculty about CAT tutors' availability -Work closely with SI leaders to reinforce students' learning 	<p><u>Goal 1: Increase Student Achievement and Success</u> the use of tutors and CAT tutors have proved to make a positive impact in student learning and retention</p> <p><u>Goal 2: Improve the Quality of Student Life</u> Students who seek and are provided with tutor's support improve their grades. Tutors and SI leaders provide significant academic support, resources, as well as mentoring.</p> <p><u>Goal 3: Increase Student Access</u> Providing access to students is the first step in ensuring high retention and success rates. Research shows that students who enter college with defined academic objectives are more successful in completing a program and transferring to a 4 year university.</p>	<p>N/A</p>
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**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

Norco College Annual Instructional Program Review Update

Unit: World Languages

Contact Person: Araceli Covarrubias, Dominique Hitchcock

Date: April 20, 2017

Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
FRENCH	1	1
JAPANESE	0	2
SPANISH	2	6-7

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)

7. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

<p>List Staff Positions Needed for Academic Year _____ Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Number of years requested</p>	<p>Annual TCP*</p>
<p>1. <u>Justification:</u></p>			
<p>2. <u>Justification:</u></p>			
<p>3. <u>Justification:</u></p>			
<p>4. <u>Justification:</u></p>			
<p>5. <u>Justification:</u></p>			
<p>6. <u>Justification:</u></p>			

* TCP = “**Total Cost of Position**” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

8. Equipment & Technology Not Covered by Current Budget²

<p>List Equipment, Technology, Software or Equipment Repair Needed for Academic Year_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department’s goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	<p>How many students/ Staff/ departments will directly benefit from this equipment/ technology?</p>	<p>Use this link for Annual TCO*</p>				
			<p>Number of years requested</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost of Request</p>	<p>EMP GOALS</p>
<p>1. Replace student laptops in Language Lab <u>Justification: Current laptops were purchased in 2011</u></p>	<p>Instructional</p>	<p>32</p>	<p>3</p>	<p>\$400</p>	<p>32</p>	<p>\$12,800</p>	<p>Goals 1,2,4, 5,6</p>
<p>2. <u>Justification:</u></p>							
<p>3. <u>Justification:</u></p>							
<p>4. <u>Justification:</u></p>							
<p>5. <u>Justification:</u></p>							

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff). ** Total Cost of Ownership requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: WORLD LANGUAGES

9. Professional or Organizational Development Needs Not Covered by Current Budget*³

List Professional Development Needs for Academic Year _____ . Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification:</u>				
2. <u>Justification:</u>				
3. <u>Justification:</u>				
4. <u>Justification:</u>				
5. <u>Justification:</u>				
6. <u>Justification:</u>				

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the [Professional Development Committee](#) for review.

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

10. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p align="center">List Student Support Services Needs for Academic Year _____</p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center">EMP GOALS</p>
<p>1. <u>Justification:</u></p>	
<p>2. <u>Justification:</u></p>	
<p>3. <u>Justification:</u></p>	
<p>4. <u>Justification:</u></p>	
<p>5. <u>Justification:</u></p>	
<p>6. <u>Justification:</u></p>	

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. * These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

<p style="text-align: center;">List Other Needs that do not fit elsewhere.</p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. <u>Justification:</u></p>				
<p>2. <u>Justification:</u></p>				
<p>3. <u>Justification:</u></p>				
<p>4. <u>Justification:</u></p>				
<p>5. <u>Justification:</u></p>				
<p>6. <u>Justification:</u></p>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon.	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. Previous recourse requests stated and impact discussed.	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2015-spr 16

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2015 - spring 2016. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Note: *Assessment reports for 2015-2016 are available on TracDat. Due to their excessive length, we not inserted them as part of this document.*

SPANISH 1	FALL 2015
SPANISH 2	FALL 2015
SPANISH 3	FALL 2015
SPANISH 4	SPRING 2016
SPANISH 8	SPRING 2016
SPANISH 12	FALL 2015
FRENCH 1	FALL 2015
FRENCH 2	SPRING 2016

JAP-1 & JAP-2	Will be assessed in Spring 2017 and Fall 2017
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Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields Yes or No	SLOs with Changes Made to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified Changes Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
SPA-1	All, 1,2,3	Fall 15	Yes	<p><u>SLO # 1: Reading</u> Additional data is needed to enhance results in the area of reading. Students will answer comprehension section in English in order to avoid wrong results.</p> <p>Changes to final exam: 1. Add a 2nd Multiple Choice Reading section to provide more data. 2. Questions 6-10 in Written Exam to be answered in English in order to better assess comprehension.</p> <p><u>SLO#2: Speaking</u> Students improved significantly in this area. Faculty agreed not to give</p>	Spring 2016 Fall 2016 (new assessment)	All: 1,2,3 Even though our 80% bench mark was met, changes were made to teaching methodology, final written and multiple sections of final exam.	ONGOING

				<p>points for prepared questions when provided with a wrong answer, but will award points for part B of the exam (spontaneous speech responses)</p> <p><u>SLO#2: Writing</u> <u>Slight increase from fall 2014 assessment results.</u> <u>CHANGES:</u> * Faculty decided to increase writing in class/in lab activities for continuous improvement.</p> <p><u>SLO#3: Culture</u> <u>CHANGE to Final Exam:</u> 1. Add new true/false questions to the Multiple Choice Exam (questions are written in English) 2. Replace compare/contrast open – ended questions with direct compare/contrast questions. 3. Add 5 questions to the Multiple Choice Exam for students to translate questions into English.</p>			
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SPA-2	All, 1,2,3	FALL 15	YES	<p>SLO #1 Listening/Reading Written Exam (lectura): All questions, whether in English or in Spanish will be answered in English to avoid risk of students giving a wrong answer because of difficulty writing it in Spanish. This gives false results, since we are assessing reading not writing.</p> <p>SLO# 2 Speaking Change: a revision of the common grading tool for the oral exam will ensure all instructors use the same criteria to avoid false results</p> <p>SLO# 2 Writing Revisions to the Written Exam: Section B: reformat in a paragraph form (no longer separate sentences) Section C: provide an example Section D. Writing</p>			

				<p>Samples:</p> <ul style="list-style-type: none">-Rephrase the directions-Provide sentence stems <p><u>SLO#3 Culture</u> Eliminate the compare and contrast open-ended questions in the written exam and replace with direct compare and contrast questions</p>			
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SPA-3	ALL, 1,2,3	Fall 15	YES	<p><u>SLO #1: (LISTENING</u> Teaching Methodology: provide more listening comprehension opportunities in class, on lesson tests, and in the lab. <u>READING:</u> Written Exam: Use English for asking and answering reading comprehension questions in order to avoid errors. Assessment Tool: assess Lectura comprehension questions in textbook.</p> <p><u>SLO#2: (SPEAKING</u> As done for SPA-1 and SPA 2, a new Oral Exam grading tool will be adopted. Part A: Add Sentence Structure Criterion / no points across for wrong answer Part B: Add Sentence Structure Criterion / give points across for</p>	Fall 2016	80% benchmark was not met in the areas of reading, writing and culture. Changes made will target these areas.	Yearly assessed in fall
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				<p>wrong answer</p> <p><u>WRITING</u> Teaching Methodology: Provide more opportunity to improve writing skills in class, on lesson tests, and in the lab.</p> <p>Assessment Tool: Increase data validity use and average all compositions instead of only Composition # 2.</p> <p><u>SLO#3: CULTURE</u> Change: Teaching methodology: students will complete a questionnaire after the viewing each film to ensure they understand the topic during the final exam. Exam questions will be reworded for more clarity.</p>		
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SPA-4	ALL: 1,2,3	Spring 16	YES	<u>SLO# 2 WRITING</u> -Students will be introduced to accentuation rules early in the semester and several activities will be completed in class to reinforce the skill.	Spring 2017	Even though students performed above benchmark, changes will be made in teaching methodologies to ensure continuous mastering of language acquisition skills.	
SPA-8	ALL: 1,2,3,4,5,6	Spring 16	YES	<u>SLO #6</u> This SLO was assessed in Spring 2016 and provided a 91% result. Students were instructed to research specific topics about Spanish speaking countries and converse about their findings. Results met established benchmark.	Spring 2017		Yearly assessed in spring
SPA-12	SLO#1	Fall 15	YES	<u>SLO#1</u> COMPREHENSION The result for this particular SLO was relatively low at 68%. This results is somewhat expected as the reading materials for this class might be challenging to some students who do not have background information about Latin American Culture and Civilization.	fall 2017		Assessed every other year in fall

				<p>CHANGES:</p> <ul style="list-style-type: none"> -materials will be made available on blackboard in order for students to have full access. -less material will be covered given class time 			
FRE-1	All: 1,2,3	fall 2015	YES	<p><u>SLO#1 & SLO#3</u> The adoption of the new text-book <i>Points de Départ</i> will provide the sequence and materials to enhance all 5 skills. This text-book comes as a package with e-text, online workbook, extensive online materials, and audio support. All these supporting materials will meet the needs of the class.</p>	fall 2016	Changes to teaching methodology will target the areas where students need the most support in order to enhance results	Yearly assessed in fall
FRE-2	All: 1,2,3	Spring 2016	YES	<p><u>SL#2:WRITING</u> Provide more in-class activities to continue to enhance writing</p>	Spring 2017	Students met benchmark in all areas. Continuous practice in writing will strengthen students' writing skills	Assessed every spring
JPN- 1	All: 1,2,3	Fall 2017	NO				Assessed every 3 years
JPN-2	All: 1,2,3	Spring 2017	NO				Assessed every 3 years

2.a) How many Program Level Outcome **initial** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2015-16:

Initial assessment for GE PLO Information Competency and Technology Literacy

Closing Loop for GE PLO Self-Development and Global Awareness

A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts

A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

1. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
SPA-1	Increased in-class activities/exercises/worksheets to practice content	<u>Writing skills:</u> Writing skills in a Spanish 1 class progressively get introduced and are developed as students acquire basic vocabulary and are able to recognize and conjugate verbs using simple present tense conjugations. I have incorporated writing activities early in the semester. I instruct students to write simple sentences using no more than 4 words (nouns,

		<p>verbs, adjectives, articles, etc.) and encourage them to use target vocabulary from specific text book chapters. By exposing students to early writing activities, they gain confidence and are usually very eager to share their writings with their peers.</p> <p>Speaking skills: In a lower level language class, students do not develop speaking skills at the same rate as they develop other language skills. As part of our Spanish 1 final oral assessment, we provide students with a set of questions that they must answer and practice before the examination date. It is hard to truly assess students' ability to speak in the target language because students tend to memorize the answers to the questions given in advanced. In an effort to help students develop their Spanish speaking skills, I have incorporated an in-class activity where students select several questions from the oral final exam questionnaire to interview a classmate over a period of several weeks. Students interview a classmate using as many questions from the given list. Students are given 15 minutes a week to conduct their interview of each other. At the end of the course, students conduct an oral presentation of each other. At this time, students share their findings with the rest of the class. I have noticed that this activity not only decreases students' anxiety to speak in the target language but also helps students build stronger peer to peer relationships.</p>
SPA-2	In-class activities/exercises/worksheets to practice content	<p>In a Spanish 2 level class, students learn to express themselves using a wide variety of verbs, beginning with reflexive verbs, continuing with the use of the preterite vs the imperfect, and ending with the introduction of the subjunctive. This wide range of information sometimes confuses students as they fail to learn the proper grammar terminology and often are not able to recognize what is being asked of them in the completion of a specific assignment. I have incorporated writing into my Spanish 2 classes in a way that a specific topic is covered every week. For example, I ask students to write a sentences using a specific verb family; irregular preterites, for example. Before they begin their sentence writing, we quickly review the rules as a class, and then students proceed to write their sentences using targeted verbs and vocabulary. This systematic way of reviewing a specific topic reinforces grammar terminology and allows students to practice sentence writing in a sequential way.</p>
SPA-3	Increased in-class activities/exercises/worksheets to practice content	<p>When assigning a composition, I first ask students to turn in an outline. I provide them with a template for each composition. Once they have received feedback on their outline, students submit a first draft for their final composition. I outline grammatical and spelling errors and students make correction before submitting their</p>

		final composition. I find that this three step approach enhances their writing skills and performance. Sample of ‘ideal’ compositions are uploaded anonymously on the online site.
SPA-4	Increased in-class activities/exercises/worksheets to practice content	When assigning a composition, I first ask students to turn in an outline. I provide them with a template for each composition. Once they have received feedback on their outline, students submit a first draft for their final composition. I outline grammatical and spelling errors and students make correction before submitting their final composition. I find that this three step approach enhances their writing skills and performance. Sample of ‘ideal’ compositions are uploaded anonymously on the online site.
SPA-8	Other	In foreign language conversation class, where a student language skill varies widely between Spanish heritage speakers and non-native speakers, it is not uncommon to have some students participate more than others. In an effort to allow all students to practice their speaking skills independently of their ability to communicate in Spanish, students are assigned to work in pairs and/or small groups. During this activity, a student gets assigned to inform their classmates about a specific subject that they have researched at home. The work of the students gathering the information provided to them is to inform the rest of the class about what they have learned from their classmate. This activity not only promotes all students to participate orally, but it also promotes listening skills.
SPA-12	Detailed study guides, clear assignment overviews	Students are often challenged by the reading materials. Students are given a study guide that helps them to focus on targeted information from each chapter.
FRE-1	Increased in-class activities/exercises/worksheets to practice content	Writing in French is one of the skills that require more preparation and practice. I assign guided writing practice each class meeting. Student work in pairs and sentences are corrected in class.
FRE-2	Increased in-class activities/exercises/worksheets to practice content	Writing in French is one of the skills that require more preparation and practice. I assign guided writing practice each class meeting. Student work in pairs and sentences are corrected in class.

- Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning

- Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)
Yes. Assessment results for SPA-1 and SPA-2 are done as a team and shared at our two annual meetings. At that time, faculty also shares assessment results for those courses that are assessed solely by FT faculty. French 1 course assessment is shared between FT faculty and one PT faculty.
- Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources State the resources identified to support student learning and/or faculty development	Assessment Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Reasoning Briefly explain what you learned in the assessment that indicates the resource might be beneficial
NA	NA	NA

- What additional support, training, etc. do you need in the coming year regarding assessment? NA

Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: _____ Average score _____

	0	1	2	3	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository 0	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and no clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, or clear and supported clarification why no improvement is needed 3	
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 3	
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment and/or Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15 1			
Total for Each Column					