

SVCC Transfer Program Review Template

This program review template will be used to review the following program and courses.

Program (degree): Foreign Language A.A. 603

Related program courses: LAN 101, LAN 102, LAN 201, LAN 202, LAN 161, LAN 162, LAN 261, LAN 262 (French and Spanish)

Transfer Program Objectives

Prompt: *What are the objectives of this program and the courses related to this degree?*

Response to prompt:

This program is designed to give students a working foundation of the specified foreign languages and to assist them in transferring to four-year universities to complete undergraduate degrees.

Transfer Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*

Possible topics to discuss: Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category).

Data sources: Table 1A, Table 1B, Table 2

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Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

As an institution of higher education particularly involved in liberal arts education, we have a responsibility to include foreign language study as a critical component of the humanities tradition.

In the Spanish area, the elementary and intermediate courses are scheduled to ensure that students can get all four of the required courses

As for French, the courses have been stopped pending revisions to bring them in line with IAI guidelines. This will be completed during the summer of 2015, with courses available in the fall of 2016.

As per Table 2, there were nine majors in the past five years. Five degrees were awarded, and the average time to completion was five years.

Transfer Program Cost Effectiveness

Prompts: Is the program cost effective? *What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed?

Available Data Sources: Table 3A, Table 3B

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Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

According to table 3A, the Foreign Language program showed a net profit of \$5888 for the five year planning cycle. I believe that this is partially owing to the number of sections of Spanish that run with low numbers. Table 1B shows that in most fall semesters, LAN 161 is offered in three sections at 13 students each. Similarly, LAN 162 also runs multiple sections but with the enrollments averaging even lower, generally between 9 and 12 students per class.

It is my recommendation to reduce LAN 161 and 162 to one section each per semester offered, with no sections offered off-campus or at night.

Transfer Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

Possible topics to discuss: Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews, etc.

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Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Given the size of the institution and the resources that we can devote to the program, the Foreign Language Program is operating at acceptable levels. In the past five years, 482 students have taken foreign language courses at Sauk, so the program serves the college beyond its own declared students (Table 1A).

Average time completion is five years, and 33% of the declared majors complete the degree at Sauk.

Assessment participation has been 0 during the past five years. The French courses have run on again and off again, making assessment data unreliable, thus unreported. Spanish courses are all taught by part-time faculty who have elected to ignore assessment efforts. Assessment efforts in this program are done on an informal basis with discussions between the instructors.

Ideally, the way to improve the Foreign Language Program would be to hire one full-time person responsible for teaching multiple languages. This person would have primary responsibility for content and reporting. It is a serious limitation of the program that the only full-time employee involved in teaching foreign languages is divided between humanities and social sciences.

Focused Questions from the Administrative Review Team (ART)

Question 1. What can be done to increase class size? Do both day and night sections need to be regularly offered?

As discussed earlier in the review, reducing the number of sections of LAN 161 and 162 would be the best option for Spanish. We are competing with the local high schools for students in these courses. Class offerings for the intermediate Spanish courses are appropriate.

French offerings in the local high schools are declining. After a review and resubmission of the courses through the ICCB and IAI, they should be reinstated. With reduced competition from the local schools, French enrollment will likely increase.

Recruiting in the high schools is a good option. We should consider letters to the counselors and pamphlets.

Question 2. Are Spanish classes the only foreign language that can be successfully offered here at the College?

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No, French has been successfully offered, but it requires greater commitment from the administration. The difficulty of French has been that the administration has cancelled key classes for marginal enrollment. As a result, classes have been inconsistent, and this completely undermines the students' confidence in the program. In effect, they don't enroll in the classes because they believe that subsequent classes will likely be cancelled.

As the French professor, I have often been asked if the German classes listed in the catalog will ever be offered again. I think that we should look into offering them again. Since none of the local high schools offer this language, it would likely have a high demand, especially considering the ethnic make-up of our student population.

Question 3. Can the existence of a foreign language program of study be justified?

Yes, data shows that 482 students have taken foreign language courses at Sauk during the past five years (Table 1A). The program helps majors and non-majors in the discipline. Be it ever so slight, the program even managed to turn a profit for the college. However, the financials on this program are only a small part of the story. Sauk Valley Community College serves its transfer students as a gateway to liberal arts education, and foreign language study is a very important part of that tradition. Our feeder schools continue to require foreign language in the general education programs, and we help those students, as well.

Question 4. When compared to the rest of the College, are the grade distributions in the classes a concern?

Response to question 4 (please refer to any data sets or evidence to support your case):

According to tables 4A, our persistence rates are 87.8% for all categories. This is very high. Similarly, grades for this area are high, with 46.5% of students earning As.

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

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Response to Challenges:

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	X
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	X
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	X
1.1 transfer completion list	This task will be completed by IR Department.	X

Review Teams's Final Recommendation

Recommendation	Check only one
Continued with minor improvements	X
Significantly modify the program	
Discontinued/Eliminated	
Other, please specify:	

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Signature/Date	Program Review Team Member	
		Chair
		Member
		Member

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Program Review. Items from the program review will be entered here. **After this program review is complete transfer (paste and copy) the items below to your FY 2016 Operational Plan.**

* Use the origination code PR 2015.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Res from this A

Comments:

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Foreign Language, A.A. 603
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Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The primary purpose for this program and its course sequences is to provide students with foundational instruction in the target languages while improving the students' ability to transition to four-year institutions.

In Spanish, this need is being met. In French and German, this is not being met. Our current plan is to revise the French courses during FY 15 and offer them in FY 16. As of yet, there is no solid plan to restart the German program.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

Spanish and French (beginning in FY 16) suit the needs of the students, but German is lacking.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Ideally, it would be best to hire a full-time instructor who could offer two of the three languages.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

For instructors in these disciplines, continuous practice is necessary to maintain fluency. We tend to rely on individual study and conference attendance, as well as membership in professional organizations like the Modern Language Association.

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Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

SVCC Class	Eastern Illinois University	Illinois State University	Northern Illinois University	Southern Illinois University	Western Illinois University
LAN 161	FLS 1101	LAN 111.15	FLSP 101	SPAN 140A, GEN EL	SPAN 121
LAN 162	FLS 1102	LAN 112.15	FLSP 102	SPAN 140B	SPAN 122
LAN 261	FLS 2201G	LAN 115.15	FLSP 201	SPAN 201A, GEN EL	SPAN 223
LAN 262	FLS 2202G	LAN 116.15	FLSP 202	SPAN 201B	SPAN 224
LAN 161	FLS 1101	LAN 111.15	FLSP 101	SPAN 140A, GEN EL	SPAN 121

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Program Review Committee Recommendations	
This Program Review is considered complete.	X
<p>The following are the recommendations from the Program Review Committee: It was the consensus of the Committee to approve the Foreign Language Program Review as presented with the following recommendations:</p> <ol style="list-style-type: none"> 1) Review the current sections being offered in elementary and intermediate Spanish and consider reducing the number of sections while still providing at least one day and night section for each class to meet the needs of the students. 2) Develop a survey to send out to area high school counselors to determine what other foreign language(s) could be taught by the College to fulfill student needs. 3) Work on developing dual enrollment courses for high school students that could be taught on campus. 	
Signature of the Program Review Committee Chair	Dr. Steve Nunez

Dean of Academics and Student Services Recommendations	
The Program Review has been reviewed.	
<p>The following are the recommendations from the Dean: </p>	
Dean's Signature/Date	Dr. Jon Mandrell

President's Recommendation	
The Program Review has been reviewed.	
<p>The following are the recommendations from the President: </p>	

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President's Signature/Date	Dr. George Mihel
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