



## COLLEGE MISSION

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# LANGUAGE ARTS (EXCLUDING ENGLISH) PROGRAM REVIEW 2008-2009

The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high-quality general education, transfer programs, career technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage life-long learning.

## [NAME] PROGRAM REVIEW

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### A. STAFFING

1. What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).

Fulltime : Part Time faculty

ASL 0 : 1

French 0 : 1

German 1 : 0

Spanish 2 : 0

Overall: 3 : 2

Explanatory Note: Only one section of each language is usually taught in any given semester. The apparent skewing of full-time to part time teach is a result of the small number of sections and in most cases a single faculty member who teaches in the field.

2. How does the current staffing structure positively and/or negatively affect the program?

Neutral. Staffing is adequate in the current situation. If the programs expand or add new languages, more P-T faculty would be needed.

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3. What are the objectives and goals in staffing to make this program more effective?

At this time, there are no plans for additional staffing. If current programs expand offerings, or new languages are added to the existing schema, additional faculty would be needed. Additional faculty resources could probably be covered by part-time faculty or by reassigned load of full-time faculty.

**B. CURRICULUM, INSTRUCTION & ASSESSMENT**

1. Describe the educational path(s) that the program's course offerings provide (basic skills, general education, certificate, associate degree, and/or transfer).

General Education, Associate Degree, Transfer. All language courses are transferrable to the CSU system. Second semester courses and beyond are transferrable to the UC system. ASL is accepted as a foreign language by both CSU and UC.

2. Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.

- a. Curriculum (including articulation and course scheduling)

Spanish 201 (semester 3) will be taught for the first time in at least 14 years in the 09-10 academic year.

Spanish 202 (semester 4) was retired in the past few years. It will however be revised and returned to the curriculum.

French and German are taught alternate years, due to small numbers of students and financial and human resources.

- b. Instructional methodology (i.e., distance education)

In Spanish a decision was made to move from a traditional grammar based approach to language to adopting a broad communicative approach. The communicative approach

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encompasses methods such as Total Physical Response (TPR), Natural Language, as well as making grammatical structures serve larger communicative goals. In addition, video and audio can be introduced to students. The change was accomplished by choosing a series of textbooks which support the communicative learning and by adapting in-class teaching methods.

c. Assessment

In addition to traditional testing instruments ( verb conjugations, identification, etc.), assessment includes fill-in-the blank type of questions (within the context of a communicative sentence), production of sentences and phrases in response to questions, reading comprehension, writing, and production of oral language in response to questions.

3. What has been achieved in program- and course-level Student Learning Outcomes (SLO) Assessment Cycle since the last program review? Describe the successes or difficulties the program has faced in SLO assessment.

Spanish 101 has been revised with updated SLO's. Spanish 102, and 201 will be revised with SLO's and passed by Curriculum in the beginning of the 2009-10 school year. Span 202 will have new SLO's included in a new outline.

4. What are the program's weaknesses and strengths in the area of curriculum and instruction?

Weakness:

- 1) Lack of multiple sections at any level to accommodate student interest;
- 2) Lack of variety: supporting courses that exist (e.g. conversational Spanish) are not taught consistently. In other languages there are no supporting courses.
- 3) lack of courses which broaden language and multicultural understanding: e.g. language and culture, translation, interpretation, etc.

Strength:

- 1) Clear sequence of courses.
- 2) Repetition: in Spanish and German, class is held 4 days per week in the first two courses; if possible, course are taught 4-days a week at the Intermediate level as well.
- 3) the second semester of a language sequence is not always offered (administrative decision) even if there is student interest.

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5. What are the objectives and goals in curriculum and instruction to make this program more effective?

Short Term Goals:

1. Develop 4<sup>th</sup> semester Spanish outline in Title V format and offer course in Spring 2010.
2. Offer Spanish 101 twice a year (Fall and Spring); offer Spanish 102 twice a year (Fall and Spring).
2. Reintroduce German and French on consistent alternating schedules. Regular scheduling and advocacy needed.
3. Offer FRC sanctioned learning experiences in Mexico and Salamanca Spain. Course outlines must be written. Contact made with foreign institutions, but specific agreements will need crafting.

Long Term Goals:

1. Introduce additional languages—e.g. Japanese, Chinese, etc. Timeline unknown
2. Develop summer language workshops or full scale foreign study. Timeline unknown.

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**C. PHYSICAL RESOURCES**

1. How is the program affected by the size, type and quality of available?

a. Physical space and facilities  
Physical space is adequate.

b. Information technology  
Smart podiums, projection equipment are adequate.

Inadequate: The lack of a language lab reduces the ability of students to hear and speak in a controlled format.

c. Library holdings  
The library has:  
53 assorted grammar books and reader that support Spanish learning.

23 assorted books and grammars supporting German

46 assorted books and grammars supporting French

1 subscription to a Spanish language magazine.

Library holdings should ne increased to hold: bilingual books for intermediate level language; additional grammars and exercises.

d. Instructional equipment and supplies

Supplies for the classroom are adequate.

2. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

None.

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3. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to program goals?

Language lab to enable students to hear and soak in a controlled environment would be a great addition. A language lab would also aid ESL courses. (Please see English Program Review).

## D. STUDENT RETENTION AND SUCCESS

1. Describe any significant trends within the student demographics of the program.

Language courses attract a diverse range of students that draw from many demographics. In addition the courses draw students who are seeking degrees or transfer, but also general interest students from the community who wish to improve or learn a foreign language skill.

Since changing the time the classes are offered from late afternoon to morning, the diversity of students has increased. In particular more student athletes are now taking courses and students of color. However, there has been a decrease in community members and students older than the traditional college age student (18-22).

2. What are the program's strengths or weaknesses in the area of student retention and success?

One area of weakness has been addressed by changing the time that classes are offered from evening to morning.

Another area of weakness in student success and retention are unpreparedness of students in skills in their own language, which makes acquiring a foreign language even more difficult.

Even with the new schedule, only about 50% of students move from the introductory level to the second semester. There may be several reasons for this situation: difficult scheduling issues and lack of multiple sections; students trying out a course and moving on after the semester is over; lack of interest.

3. What objectives and goals are needed to better ensure student retention and success?

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## E. COMMUNITY SERVICE

If program faculty and staff are tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development, please respond to the following.

1. In what types of community outreach does the program engage, and how is the program's academic and professional expertise extended to the local communities?

Occasional guests speakers in language classes from the community who expand cultural and linguistic knowledge of students.

Possible future activities could include community workshops or service learning, primarily in Spanish.

## F. ADVISORY COMMITTEES

If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.

N/A

## G. RECOMMENDATIONS

1. Language lab to enable students to practice and repeat controlled content relevant information and model correct pronunciation. Language lab can also be used for ESL (see English program review)
2. Develop regular schedule of German and French courses if not already followed.
3. Constantly offer all four levels of Spanish over two years.
4. Increase enrollment in Spanish courses and offer, on a trial basis, Spanish 101 in Spring; if successful, offer Spanish 102 in Fall.

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5. Develop proposals for additional languages.
6. Develop higher Levels of French and German and offer the courses according to interest and student numbers.

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## H. APPENDICES

1. SLO Assessment Forms should be attached for the previous years, depending on the program's review cycle.
2. DATA SETS
  - a. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
  - b. Number of Students with Declared Majors in Program
  - c. Number of Courses Offered
  - d. Number of Sections Offered
  - e. C1 Duplicated Headcount (first census data)
  - f. End-of-term Duplicated Headcount
  - g. Average Enrollment per Section
  - h. Weekly Student Contact Hours / Full-time Equivalent Faculty (WSCH/FTEF)
  - i. Student Retention Rate
  - j. Student Success Rate (C or better)

[NOTE: Request data from Institutional Researcher]

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## THE PROGRAM REVIEW PROCESS

Program review ensures that the college's academic programs are effective and responsive to students and the local community within the limitations of available resources. The review process includes the systematic collection, analysis and interpretation of relevant data, an assessment of progress made in achieving student learning outcomes, the fulfillment of program needs, and the accomplishment of program objectives and goals.

Academic program review is an integral part of educational planning, supports the Enrollment Management Plan, and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior College (ACCJC).

The major objective of program review at Feather River College is to guide the development of the Education Plan. Essential items within program reviews include the following:

1. Collect and analyze accurate and complete data on key performance indicators, student learning outcomes, program activities, and accomplishments.
2. Ascertain and document program weaknesses and strengths.
3. Develop program objectives and goals.
4. Justify program budget requests.
5. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

*This template is an adaptation of the Instructional Program Review template designed by Saddleback College.*

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