



Instructional Program Review Summary 2004-05

Instructional Area: **Arts & Humanities**

Department: **Foreign Languages**

Discipline: **French, German, Japanese, Latin, Russian, Spanish**

January 14, 2005

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

To provide students with a basis in foreign language that will prepare them for transfer and success in a baccalaureate degree-granting institution.

Overview of how the program review was conducted. Department Chair Cathy Angell appointed Todd Phillips to be the Program Review chair. He then asked the full- and part-time faculty to participate on the Program Review committee. Three members from the previous committee volunteered to participate on this one, as well as several active adjunct faculty members. The committee members were divided into pairs and chose one or two of the eight sections to be studied and sent their findings to Todd Phillips. He then compiled the answers into the final document.

Summary of findings:

Progress on previous program review recommendations. The Department has hired 4 new full-time instructors since the last report but is still simply filling vacated positions. The Department is in serious need of more full-time Spanish instructors. A Departmental website has been created, per the previous report, and informs both faculty and students about the Department and its procedures. Little progress has taken place on the search for foreign language placement tests; the issue has been discussed, but there is still a significant logistics problem regarding times and campus locations for administering any such test. The Department continues to discuss offering language courses for specific professionals (medical, police, business) but requires more input and initiative from the community.

Program strengths. The members of the program work very well together, and the quality of the faculty is very high. Committee collaboration and faculty involvement keep the program functioning efficiently. The program maintains a large enrollment for the College and has a good transfer rate success while offering classes at many locations and times and in various formats and sequences.

Areas for improvement. Students are sometimes poorly placed in classes.
The program does not have enough staff.
There is some grade inflation and inconsistency between levels.
Retention of students has been a problem.
A lack of accountability of adjunct faculty can lead to poorly prepared students in later levels.
The high number of adjunct faculty members leads to decreased supervision of individual instructors.

Key planning issues. Maintaining current services with limited qualified applicants is a challenge for the Department. New full-time faculty would greatly help alleviate teaching and administrative problems.

Conclusions: What are the major conclusions regarding the present state of the program?

The Department functions very efficiently and brings in substantial revenue to the College. It is just able to maintain present services, given growing enrollments and lack of qualified instructors.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The Department needs more full-time instructors to carry out the growing teaching and administrative duties.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Todd Phillips ACC Faculty Industry Representative
Student

Name Raquel Gavia ACC Faculty Industry Representative
 Student

Name Becky Jaimes ACC Faculty Industry Representative
 Student

Name Julie Kleinhans ACC Faculty Industry Representative
 Student

Name Talia Loaiza ACC Faculty Industry Representative
Student

Name Delia Montesinos ACC Faculty Industry Representative
 Student

Name Anna Pyeatt ACC Faculty Industry Representative
Student

Name Billy Roberts ACC Faculty Industry Representative
Student

Name Stuart Smith ACC Faculty Industry Representative
Student

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

Foreign Languages have been part of ACC since its creation and has continued to grow with a large number of competent and dedicated faculty and the addition of new languages over the years. The Department has grown to the point where it has full-time faculty and a great number of class offerings at all major campuses. The Department has lost full-time instructors due to death, retirement, and attrition, and some of the positions have yet to be filled. The number of full-time faculty does not reflect the growing enrollment rate in our classes.

The Department is especially proud to have Raquel Gavia among its faculty, who has been at ACC from the beginning and has provided a sense of continuity for

the rest of the faculty. The Department also continues to maintain a good working relationship with Continuing Education because of its language courses. The Department's objective is to continue to maintain its high academic standards and wide variety of languages and course times and locations.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

- Name Cathy Angell ACC Faculty Industry Representative
 Student
- Name Marc Prevost ACC Faculty Industry Representative
 Student
- Name Lindsay Little ACC Faculty Industry Representative
 Student
- Name Michael Bonello ACC Faculty Industry Representative
 Student
- Name John McMinn ACC Faculty Industry Representative
 Student
- Name Raquel Gavia ACC Faculty Industry Representative
 Student
- Name Stuart Smith ACC Faculty Industry Representative
 Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

- Strengths:** In what does your program excel?
- ? The members of the program work very well together.
 - ? The quality of the faculty is very high.
 - ? The faculty members are approachable.
 - ? Committee collaboration and faculty involvement keep the program functioning efficiently.
 - ? The program maintains a large enrollment for the College.
 - ? The program has a good transfer rate success.
 - ? The program offers classes at many locations and times and in various formats and sequences.

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

- ? Students are sometimes poorly placed in classes.
- ? The program does not have enough staff.
- ? There is some grade inflation and inconsistency between levels.
- ? Retention of students has been a problem.
- ? A lack of accountability of adjunct faculty can lead to poorly prepared students in later levels.
- ? The high number of adjunct faculty members leads to decreased supervision of individual instructors.

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

- ? The city of Austin offers many cultural opportunities for our students.
- ? The program should continue to develop its relationship with the Learning Labs.
- ? The program should continue to develop its relationship with the Office of Student Disabilities.
- ? The growing Hispanic population highlights the importance of learning Spanish.
- ? The program can take advantage of the numerous study abroad opportunities available and/or develop its own.

Threats: What are the external factors that could negatively impact your program's future?

- ? Low-paying tutoring labs affect the quality of the tutors.
- ? Lack of hours for tutoring limits students' access to the extra help the College offers.
- ? The program suffers from a lack of full-time faculty.
- ? There is a lack of release time for special projects and administrative duties.
- ? There is regularly not enough qualified faculty in the community to interview.
- ? SACS faculty qualification rules limit the program's ability to hire otherwise very qualified faculty.

Discuss changes from the program's previous SWOT analysis.

No significant changes are recorded. The faculty remains highly competent and continues to work extremely well together. Our student body continues to diversify, is offered a great variety of class times and locations, and is well supported by the faculty and College institutions. The Department is still in need of more full-time faculty for administrative and teaching duties and often has a difficult time staffing classes due to teaching load restrictions put on adjunct faculty and the small number of qualified applicants. The Department still lacks a system of placing students in the appropriate level. The Department is still interested in offering field-specific language courses (e.g. Spanish for medical

personnel, police officers, or business), but needs more input and initiative from the community.

Per the last review, the Department has since created a website to provide students and instructors with important information. The last review also stated that the Department should make study abroad more easily available to students. To that end, the Department has created a sub-committee to explore study abroad possibilities for ACC students.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

The program strongly supports the intended outcomes of the College, especially with the emphasis on communicative skills, vocabulary building, and awareness of other cultures, which will all enhance the lives of our students. We have a varied student body, which is culturally, ethnically, socioeconomically, linguistically and academically diverse, as well as being diverse in their age. This diversity allows students to comment on their backgrounds and personal experiences, which enrich classroom activities and hopefully leads to open discussions and awareness of different peoples. This open-minded way of thinking can be taken outside of the classroom and used in our students' daily lives. In addition, the program understands that learning a foreign language is an essential component in the education of an individual. The learning of a foreign language enriches lives, broadens cultural horizons, and increases one's potential for better job opportunities. Because of the importance of foreign languages, the Department of Foreign Languages offers six languages (Spanish, French, German, Japanese, Russian, and Latin) to satisfy students' interests and

needs, whether it be for personal interest or for transfer credit to a four-year institution.

In what ways does the program demonstrate an open, responsible exchange of ideas?

In the foreign language classrooms, the discussion of cultural differences and vocabulary activities is very open and gives students the opportunity to express their opinions about the similarities and differences between cultures. This dialogue is informative and essential in fostering the understanding of cultural differences and emphasizes the importance of knowing about other cultures, instead of relying on stereotypes or prejudices.

In what ways does the program provide an open door to educational potential?

The program strives to demonstrate that the knowledge of a foreign language is essential and beneficial in the global world of today. With the series of language courses offered, students are able to apply what is learned in the class to real-life situations outside of the classroom (either by using the audio-visual materials that accompany the textbook, or by encounters at work or in the city with people from other countries), which allows them to truly learn and internalize the material.

In what ways does the program take targeted action to address internal needs within available resources?

The Department of Foreign Languages has adjusted the program to best meet the needs of our students with the limited budget and funds available. Some of the actions taken include the requesting of additional language tutors, trying to make them more available (at least one on each campus), and at the times when students need them most. The department has been able to maintain the number of full-time faculty, which better meets students' needs since full-time faculty are more available to students by having more office hours, as well as having less outside responsibilities as some adjunct faculty (who may have more than one job). And, in the case of Spanish, the decision was made to change the curriculum and use the same textbook over three semesters instead of two, in order to focus more on the communicative aspect of second language learning.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

The Department of Foreign Languages stresses integrity and exemplary standards by the quality of our faculty (either full-time or adjunct), all of whom are highly competent and meet the SACS requirements. Every instructor possesses the necessary qualifications and expertise in their teaching area. Instructors know how to relate to students of all ages and from all backgrounds, and are genuinely dedicated to the success of their students. The faculty is culturally and ethnically diverse, and instructors work

cooperatively together and are truly committed to helping students accomplish their academic objectives.

Even though the Department has many instructors, there is uniformity in each course to ensure that every student learns the same skills and same amount of material in each section, as well as using the same textbook. In addition, the use of the college-wide syllabus and our department handbook have made it easier to achieve this uniformity and consistency, by making all sections adhere to the college-wide standards, including those of academic honesty and freedom of expression, as well as following a set curriculum and guidelines.

In addition, the Department of Foreign Languages continuously strives to maintain high academic standards for our students in testing, quizzes, and in the awarding of final grades, so that the students' grades truly reflect their progress in the course.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

Even though the Department of Foreign Languages stresses uniformity in each section, instructors have the freedom to use their own teaching methodology to present the material and for in-class activities, which allows them to develop their own style of teaching, while still following department guidelines to ensure that all goals are met. In addition, the Department encourages membership in professional organizations and attendance at conferences related to our field to stay up-to-date on current methodologies and the use of technology in the classroom to best serve our students.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

The Foreign Language Department addresses the needs of degree-seeking students by providing courses to satisfy requirements for Associate and Bachelor degrees. While most students enrolled in foreign language courses at ACC are seeking to satisfy degree requirements, there are many others who take college transfer classes for business or personal interest.

Describe the results of the program's most recent assessment of community need.

To reach potential students, the College advertises on its website as well as on radio, television and in newspapers. Continuing Ed also surveys community needs through connections maintained with business

and industry.

Aside from feedback generated by informal communication and student evaluations, the Department does not maintain a formal mechanism for assessing community needs.

How do the program's five-year enrollment trends compare with those of the College overall?

Both the Department of Foreign Languages and Austin Community College as a whole experienced a decrease in enrollment between fall 1999 and fall 2000. However, a significant rebound in fall 2001 was the start of a trend in positive enrollment growth. During the five-year period beginning fall 1999 and ending fall 2003, Foreign Languages experienced an increase in enrollment of 14.06%. During the same period, enrollment grew by 11.33% at ACC as a whole (both Academic and Workforce Areas), and by 12.61% in Academic Areas alone (Arts and Humanities, Communications, Math & Sciences, and Social & Behavioral Sciences). Thus enrollment growth in Foreign Languages surpassed that of the College overall during this period. The five-year enrollment trend indicates a growing demand for foreign language courses, with Japanese representing the greatest percentage increase in enrollment (96.55%; a gain of 84 students), and Spanish acquiring the greatest number of students (249; 12.44% increase).

	Fall '99	Fall '00	Fall '01	Fall '02	Fall '03	5-year #	5-year %
French	268	232	253	260	270	2	0.75%
German	109	94	121	124	128	19	17.43%
Japanese	87	83	112	144	171	84	96.55%
Latin	23	27	22	22	20	(3)	(13.04%)
Russian	22	21	32	23	24	2	9.09%
Spanish	2,002	2,023	2,119	2,258	2,251	249	12.44%
FOLA	2,511	2,480	2,659	2,831	2,864	353	14.06%
Acad. Areas	51,760	51,009	53,970	57,126	58,285	6,525	12.61%
ACC Overall	70,121	69,889	73,830	77,367	78,064	7,943	11.33%

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

a) Since Fall 1999, courses have been offered at CYP, EVC, NRG, PIN, RGC, RVS, and through EXT, TEL, SIT. The general trend has been more courses offered during the spring than in the fall, except for the year 2000 when an equal number of courses were offered. Summer session offerings have been lesser than during the fall or spring semesters.

Invariably more courses have been offered at RGC. NRG is a close second in sections offered, except for Summer 2003 when RVS offered one more course. RVS has closely paralleled NRG. PIN is fourth in offerings, CYP, fifth (except for summer 2003 when equal number of sections were offered at PIN and CYP);

and, EVC is sixth. The following is the total of sections offered at each campus from Fall 1999 to Spring 2004.

RGC	NRG	RVS	PIN	CYP	EVC
474	412	306	138	96	61

b) Foreign Language classes are offered at all times of the day, spread out relatively evenly, so that students have a wide variety of choices. The exception is the summer session which invariably offers more morning courses, followed by afternoon courses, with fewer courses offered in the evening. The following is the ranking by courses, with 1 being the highest number and 3 the lowest. Since fall 2001, an equal number of sections has been offered either in the morning and afternoon, or in the afternoon and evening.

	F1999	S2000	F2000	S2001	F2001	S2002	F2002	S2003	F2003	S2004
Morning	1	2	3	3	1	1	2	2	2	2
Afternoon	3	3	1	2	2	2	2	1	2	1
Evening	2	1	2	1	2	2	1	1	1	1

c. Courses are offered through classroom instruction at ACC campuses and site-based instruction, through telecommunicated courses, and through extension centers which offer web-based courses. The following is the total number of sections offered from Fall 1999 through Spring 2004.

ACC campuses	1487
Extension	28
Telecommunicated	21
Site-based	10

List the number of sections taught (by location).

The following is a list of sections taught by location from Fall 1999 through Spring 2004.

CYP	EVC	NRG	PIN	RGC	RVS	EXT	TEL	SIT
96	61	412	138	474	306	28	21	10

List the number of sections closed or canceled per course.

The following is a list of sections closed or canceled per course from Fall 1999 through Spring 2004.

French	
0041	2
1200	1
1511	1
1512	3
2312	1

German
 0041 1
 1511 4
 1512 2
 2311 2
 2311 1

Spanish
 0041 3
 1200 4
 1511 33
 1512 18
 2311 1
 2312 2
 2389 2

Japanese
 1511 2

Russian
 2312 1

Latin
 1512 1

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

	Enrollment ACC (1)	Enrollment Academic	Foreign Lang.
1998-1999	50,455	34,291	
1999-2000	51,093	33,153	6,701
2000-2001	53,920	33,499	6,888
2001-2002	57,621	33,912	7,419
2002-2003	58,560	32,803	7,568

	Male ACC (1)	Male ACC Academic	Male FOLA
1998-1999	23,768 (47%)	16,210 (47%)	
1999-2000	23,755 (47%)	15,452 (47%)	3,019
2000-2001	24,474 (45%)	15,401 (46%)	3,186
2001-2002	25,841 (45%)	15,605 (46%)	3,468
2002-2003	25,910 (44%)	14,891 (45%)	3,535

	Female ACC (1)	Female ACC Academic	Female FOLA
1998-1999	26,687 (53%)	18,081 (53%)	
1999-2000	27,338 (54%)	17,701 (53%)	3,709
2000-2001	29,446 (55%)	18,098 (54%)	3,712

2001-2002	31,780 (55%)	18,307 (54%)	3,951
2002-2003	32,650 (54%)	17,912 (55%)	4,033
	White-ACC	White-ACC Academic	White-FOLA
1998-1999	33,761	23,634	
1999-2000	33,510	22,178	5,102
2000-2001	34,328	21,933	5,133
2001-2002	35,881	21,641	5,384
2002-2003	35,851	20,768	4,202
	Black-ACC	Black-ACC Academic	Black-FOLA
1998-1999	3,203	1,637	
1999-2000	3,443	1,727	259
2000-2001	3,727	1,761	235
2001-2002	3,970	1,823	325
2002-2003	4,202	1,799	335
	Hispanic-ACC	Hispanic-ACC Academic	Hispanic-FOLA
1998-1999	9,241		
1999-2000	9,426	5,920	
2000-2001	10,077	5,928	982
2001-2002	10,940	5,959	1,022
2002-2003	11,370	6,222	1,088
	Asian-ACC	Asian-ACC Academic	Asian-FOLA
1998-1999	3,239	2,352	
1999-2000	3,380	2,390	253
2000-2001	3,775	2,546	305
2001-2002	4,184	2,593	332
2002-2003	4,020	2,324	345
	Native Am.-ACC	Native Am.-ACC Academic	Native Am.-FOLA
1998-1999	317	220	
1999-2000	337	222	41
2000-2001	485	328	58
2001-2002	533	343	78
2002-2003	527	318	79
	Internat'l-ACC	Internat'l-ACC Academic	Internat'l-FOLA
1998-1999	694	528	
1999-2000	662	488	39
2000-2001	723	506	48
2001-2002	1,149	734	74
2002-2003	1,223	756	116
	Unknown-ACC	Unknown-ACC Academic	Unknown-FOLA

1998-1999			
1999-2000	335	220	25
2000-2001	805	486	87
2001-2002	964	552	138
2002-2003	1,367	708	142

Mean Student Age-Foreign Language

1999-2000	24.3
2000-2001	24.1
2001-2002	24.4
2002-2003	24.2

<http://www2.austincc.edu/progrevw/notebooks/index.html>

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges. No such barriers have been identified by the Foreign Language Department. The Department offers multiple classes at multiple campuses around the Austin area, thereby granting easy access to students of all socioeconomic backgrounds. The College as a whole, and consequently the Department, is very accomodating to students with a great variety of issues and concerns, and strives to help students, whether they have a physical disability or financial hardship. In addition, the Department very much supports the Learning Labs and the free language tutors who offer extra help to students who cannot afford to hire a private tutor.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

According to the most recent data available from the Office of Institutional Effectiveness in their Grade Distribution Report for Term 204S000 (Period: 01/06/2004-07/30/2004), the Foreign Language Department showed the following grade distributions in a total of 123 sections:

A: 29% B: 25% C: 15% [D: 3% F: 3%]

These figures show a non-transfer rate of 6%, which compares favorably to the overall College average for Fall 2001 of 8.7%.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

There has been a steady rise in the graduation rate for AA's in Foreign Languages. The numbers of Foreign Language degrees received are as follows:

2000-01: 15

2001-02: 17

2002-03: 27

How do withdrawal rates for courses compare to College norms?

The Foreign Language withdrawal average for Fall 2001 is 27.2%, and the College average is 22.5%. However, the non-mastery rate for Fall 2001 was 32.8% for the Foreign Language Department, which is only slightly higher than the 31.2% College average. As seen above, students in foreign language courses have a lower course non-transfer rate than the College average, but a higher withdrawal rate. Students need to have a certain level of mastery in a foreign language course to continue on successfully in the next level. In fact, the Foreign Language Department requires that a student obtain a minimum grade of C in order to continue on to the next course in a language sequence. For this reason, students may choose to withdraw from a course in order to retake it rather than accept a grade of D or F.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

Each year, in compliance with SACS requirements, the Foreign Language Department administers a departmental exam to ascertain how well a course has prepared students in specific language skills. During the last three years, the department has conducted the following assessments:

2001-2202

French 2312 Reading Skills

French 2311 Reading Skills

Spanish 2312 Reading Skills

Spanish 2311 Reading Skills

2002-2003

French 1512 Writing Skills

German 1512 Writing Skills

Spanish 1512 Writing Skills

2003-2004

Spanish 1512 Cultural Awareness

French 1512 Cultural Awareness

In all the tests except the last two on cultural awareness, students met or exceeded departmental expectations. Results on the Cultural Awareness test show a need to address the way in which culture is taught within the curriculum.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?
In order to maintain academic standards and achieve consistency, the department of Foreign Languages has developed a Curriculum Guidelines Handbook that contains all the necessary information about the program. Each handbook is language specific, and in it, instructors find pertinent information about curriculum and assessment. Among other things, it details the curriculum goals, course objectives, testing guidelines, departmental policies, master syllabi, and information on textbooks and other teaching materials. Every faculty member has to use the assigned textbooks and materials, and everyone is expected to teach the same number of chapters from the textbook and to grade the workbook and lab manual activities. Each course (with the exception of Latin courses) has been designed to help students develop speaking, listening, reading, and writing skills and to expand knowledge about the target cultures. Thus, as part of the final course grade, instructors are expected to assess the students' ability in all of those skills. In addition, every year the department carries out a departmental-wide assessment of a specific skill. The curriculum guidelines handbook is edited in the summer whenever there are textbook changes and/or changes in the departmental syllabi. Hard copies of each handbook are distributed to faculty during the fall orientation session. Copies are also mailed to faculty who do not attend the orientation session. The handbook is also available online at www2.austincc.edu/foia_syl.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?
The Foreign Languages Department frequently reviews new editions of texts or other texts, along with their ancillaries in order to offer the students an up-to-date tool for the course in which they are enrolled. The Department also compares its curriculum with that of other colleges and universities in the area in order to stay current and ensure transferability of all our courses to four-year colleges.

Are learning outcomes defined for courses and the program? Yes No

Are course texts up-to-date?. Yes No

Are course and program listings in the ACC Catalog up-to-date? Yes No

Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).
Instructors receive a transparency packet that can be used with the textbook. Instructors also have access to a video that can be incorporated into the curriculum. Other resources such as a test bank and an instructor's manual provide the instructor with numerous classroom aids. Instructors also receive a

tape-script of the lab exercises in the student workbook. Although not all the faculty members use all the resources available with the curriculum, it is certainly important to have access to an overhead projector and a television with a VCR in each classroom where a language course is taught. Very few sections are assigned to classrooms with computers.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning. Faculty members of the Foreign Language Department utilize technology in preparation for classes and in the classroom. They also give students assignments to do outside the classroom that necessitate the use of various technological resources. The type of technology used and the extent to which it is incorporated varies among the instructors.

The majority of faculty use some sort of technology in the preparation of lesson plans and in the maintenance of class records. They typically use Microsoft Word or other word processing programs as well as Excel and Power Point. Many use the Internet to find supplemental material for their classes. Some faculty members use the ACC computer labs to access the ancillary material of the textbook (CD-rom and website). Audiotapes are also used in the classroom to provide students with additional listening comprehension opportunities.

In each classroom campus-wide there are overhead projectors and TV/VCR units available for instructors' use. Some instructors use overhead transparencies, video programs, foreign language movies and recordings of newscasts in the target language. Instructors also use in the classroom CDs and audiotapes that accompany the textbooks, and recorded music. Some instructors work closely with Media Services to develop and maintain their webpages and to make (audio and video) recordings of students' presentations and skits. Some instructors have also used the computers during class time by going to the computer lab to use the Internet and chat programs.

All of the instructors have encouraged students to use different types of technology to complement the textbook and in-class activities. Some faculty members encourage students to search Internet sites in the target language as a supplement or for specific activities as, for example, in preparation for oral presentations. Instructors also communicate with students via e-mail and suggest that students communicate with each other to create study groups, for example. Faculty members also suggest or assign other activities using various technological resources. For example, students are encouraged to join e-mail groups to establish pen pals in the target language.

From Fall 1999 to Spring 2004, there were 28 Extension courses, 21 Telecommunicated courses, and 10 Site-based courses. Web-based courses are increasingly a good option for self-motivating students with schedule restraints.

The purpose of all language courses (except Latin) is to help students develop the skills of listening, speaking, reading, and writing in the target language and to expand their cultural knowledge. All class activities are geared toward encouraging students to use the vocabulary and grammar they are learning in a communicative manner. Students are expected to use the language to communicate effectively and clearly in writing and speaking at their specific level of language learning. Also, students are expected to write compositions, prepare cultural presentations, and create dialogues in the target languages. During the second year (levels 3 and 4), students are required to read and discuss selections written in the target language by well-known authors. In all courses, students are encouraged to work in groups and to prepare oral and written reports.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

For levels I and II of all languages offered (except Latin), students should be able to:

Comprehend familiar materials using a variety of listening strategies.

Extract basic information from authentic materials on familiar topics.

Comprehend oral instructions, questions, and oral passages on familiar topics.

Use memorized words, phrases, and sentences needed for daily situations with reasonably accurate pronunciation.

Read familiar materials with reasonable comprehension using a variety of reading strategies.

Extract basic information from authentic materials on familiar topics.

Write about familiar topics using correct spelling, punctuation, and grammatical structures.

Develop basic awareness of cultural connections and contrasts, the geography of the countries where the target language is spoken, and sociolinguistic conventions.

For levels III and IV of all languages offered (except Latin), students should be able to:

Comprehend familiar materials using a variety of listening strategies.

Extract information from authentic materials on familiar topics.

Comprehend oral instructions, questions, and oral passages on familiar topics.

Converse on familiar topics.

Read intermediate-level materials and brief literary texts with reasonable comprehension using a variety of reading strategies.

Write original compositions using correct spelling, punctuation, and grammatical structures.

Continue developing awareness of cultural connections and contrasts and sociolinguistic conventions.

List below the current discipline-specific courses within the program and the date of the latest review.

CourseFren/Germ/Japn/Lati/Span/Russ1511	Date of Last Reviewfall 2004
CourseFren/Germ/Japn/Lati/Span/Russ1512	Date of Last Reviewfall 2004
CourseFren/Germ/Japn/Lati/Span/Russ2311	Date of Last Reviewfall 2004
CourseFren/Germ/Japn/Lati/Span/Russ2312	Date of Last Reviewfall 2004
Course	Date of Last Review
Course	Date of Last Review

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

What is the ethnic diversity of the faculty?

Out of the 13 full-time instructors, 10 are Caucasian and 3 are of Hispanic origin. Although the pool of adjunct instructors varies every semester, in general, the percentage of minorities teaching in the Department increases when we take into account all instructors (full-time and part-time).

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Faculty members actively participate in the various discipline-specific workshops offered by the Department each year. The fall 2004 reading strategies workshop presented by representatives of Holt, Rinehart & Winston was extremely well attended and a great success.

What recognition has been given to faculty within the last year?

None known but the Department is proud of the fact that the majority of students rank their instructors as excellent or very good. Course evaluations demonstrate that foreign language students at ACC are quite pleased with the quality of instruction they receive and with the professionalism of their instructors.

Describe professional development activities in which program faculty participate.

All full-time and adjunct faculty members are encouraged to participate in professional development activities throughout the year. There are three main categories of activities in which Foreign Language instructors participate: 1) activities sponsored by the Faculty Development Office of ACC; 2) discipline-specific activities; 3) other. The great majority of the faculty participates in the first type of activity and most of these take advantage of the web- and computer-related classes. Many of the discipline-specific activities consist of participation at conferences, such as the local chapter of the Texas Community College Teachers' Association, the Texas Foreign Language Association, and ACTFL.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

Virtually all faculty, both full-time and adjunct, regularly participate in professional development activities.

Describe the types of discipline-related professional development activities offered.

The Department sponsors workshops for instructors to share pedagogical ideas and activities and recently hosted a workshop on reading strategies with professionals from Holt, Rinehart & Winston. The Department also hosted a workshop with the author of the textbook used in Spanish IV in the fall of 2003.

What percent of sections do full-time faculty teach?

For FY2003, 28% of all Foreign Language sections were taught by full-time instructors (89 sections out of 315). The breakdown for classes taught by full-time instructors for each language is as follows: Spanish: 29% (73 out of 250); French: 53% (16 out of 30).

What percent of contact hours do full-time faculty teach?

In FY 2003, full-time French instructors taught 60% of contact hours (31,040 hours out of 51,488). Full-time Spanish instructors taught 33% of contact hours (139,392 hours out of 425,200).

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

Instructors employ a wide range of instructional modes with a special focus on visual and auditory cues to help students understand the target language in both written and spoken formats. Instructors try to address and activate students' various learning styles and approach the material from as many ways as possible.

As students become more and more accustomed to learning via computers, the department is now successfully offering Spanish 1511 and 1512 online, and considering the creation of hybrid courses (part in-class and part-online). Also, in the spring of 2005, the Department will start offering honors classes in Spanish for academically strong students capable of greater challenges.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

Human: The Department is short-staffed for its size. Additional support personnel and Assistant Department Chairs are sorely needed. The Department relies too heavily on adjuncts for teaching and administrative duties.

Technological: The Department is lagging far behind the national trend in this area. Adjunct computing facilities are inadequate, outdated, and, in some cases, "locked" such that faculty cannot download needed programs for work or even change the time on the computer.

The College lacks a language lab at a centrally located campus, accessible to the greatest number of students. Such a lab is standard in language education at many institutions.

While it is acknowledged that a "media cart" can be checked out to enhance multimedia in the classroom, it is impractical to get around campuses, move a cumbersome cart through ramps, heavy doors, crowded elevators, and so forth. Instead of issuing standard desktop computers to full-time faculty, the College could provide them with laptop computers and projectors (or provide projectors in every room), thus allowing maximum flexibility of technological resources and a stronger incentive for faculty to take advantage of them.

Capital: We are unaware of any physical capital that belongs to the department beyond the standard desks, books, computers, and phones.

Facilities: As mentioned above under technology, the College lacks a language lab, while Internet facilities are needed in every room, either with laptops issued to faculty or with in-room projectors and computers that are up-to-date and maintained. Some rooms (particularly at RVS and RGC) have dated and worn furnishings, and some rooms have too many seats for the size of the room. Faculty report some instances where space is so cramped that student desks impede access to all of the board space.

Fiscal: The Department is poorly funded. It is among the largest at the College but funds only one department chair and provides limited, if any, release time to faculty to perform the administrative duties necessary. The Department needs funds and release time for faculty to promote exchanges and study abroad opportunities for students and faculty to countries where the target languages are used.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

The Foreign Language Department has 13 full-time and 55 adjunct faculty members, for a total of 68 instructors and a ratio of 4.2 adjuncts to 1 full-time instructor.

For FY2003, 28% of all Foreign Language sections were taught by full time instructors (89 sections out of 315). The breakdown for each language is as follows: Spanish: 29% (73 out of 250); French: 53% (16 out of 30).

All sections of German (18), Japanese (13), Latin (2), and Russian (2) were taught by adjunct instructors.

How up-to-date is the equipment used by the program? Classroom equipment is outdated. Internet access is crucial.

Identify possibilities for improving the efficiency of the program's use of resources.

Increased funding and more full-time faculty and staff would greatly increase the Department's efficiency.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

ACC's competition are four-year colleges and universities. Twenty-four foreign language courses offered at Austin Community College are fully transferable to four-year institutions. Statistics show that our students mainly transfer to UT-Austin and to Texas State University-San Marcos. The language curriculum at those institutions is comparable to ours; therefore the Department of Foreign Languages at ACC strives to keep its curriculum up-to-date and competitive. As a result, we have a constant influx of students who prefer our courses given the flexibility of schedules offered, lower price per credit-hour, and especially due to the assurance that they will receive quality instruction at ACC.

In-state students at UT-Austin pay \$1691 for a five-hour course (Fall 2004-Spring 2005). Students at Texas State University-San Marcos pay \$545 (plus other fees) for a five-hour course. In-district ACC students pay only \$195 (plus building and student fees) for the same course (Spring 2005).

Regarding enrollment, UT-Austin is offering four to six less Spanish I and II classes in Spring 2005 than it has in the past. The ACC Foreign Language Department has been expecting an increase in enrollment because of UT's cutting back sections. To our students' disadvantage, however, the size of a UT Spanish class is limited to 22 students, while the vast majority of Spanish classes at ACC has a class limit of 28, significantly above the UT figure.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The Department of Foreign Languages has two principal sources of revenue: state funding and tuition revenue. Of the program's total revenue of \$3,405,501 for FY2003, state funding provides \$1,783,493 (52.37%), whereas tuition revenue accounts for \$1,622,009 (47.63%).

Compare program costs to those of other ACC programs.

For FY2003, the program costs of the Department of Foreign Languages totaled \$1,629,703. Eight programs had higher costs than Foreign Languages, while 65 programs had lower costs. The average expenses of ACC's 74 programs are \$631,470. Therefore the program expenses for Foreign Languages are approximately 2.58 times (258%) the average program costs. The comparatively high expenses are undoubtedly due to the large size of the program. It should be noted that the program yields a 52.14% marginal surplus (revenue minus costs) in the amount of \$1,775,798, the fifth highest in the College in terms of dollar amount.

Compare the program's actual expenditures to the approved program budget for the previous two years.

The actual expenditures for FY 2003 were \$1,629,703. The budgeted expenditures for FY 2002 were \$1,636,136. Those for FY 2003 were \$1,735,703. The department came in slightly under budget for FY 2003.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

██████████

When was the most recent program revision?

██████████

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

██████████

Average number of semesters it takes for students to gain degree/credential.

██████████

Number of graduates within the last three years

██████████

Demographics of graduates

██████████

Percent of graduates who are employed within one year of graduation.

██████████

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

██████████

Percent of employers indicating satisfaction with graduates.

██████████

Discuss the most recent results of Focus Group or internal survey of employers.

██████████

Number of employers indicating need for more graduates

██████████

Provide evidence of SCANS competency integration into course syllabi and programs.

██████████

How often does the program's advisory committee meet to discuss curriculum issues?

██████████

When and where are advisory committee minutes maintained and posted?

██████████

Evidence of recent review of curriculum by external advisory committee.

██████████

Advisory committee validation of entry level skills

██████████

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation. From Fall 2000 to Summer 2001, 115 students in their last semester enrolled at ACC declared Spanish as their major. Of the 12 students who received AA's in Spanish at ACC, 1 continued at ACC (0.9%) and 7 (6.1%) continued at another institution. The latter figure is significantly above the College average (0.5%).

Number of articulation agreements with universities and colleges

9

Number of courses that transfer

24

Number of student complaints about problems with course transfer
None recorded.

Discuss the results of the most recent Survey/focus group of transfer institutions.
No such survey or focus group has been conducted.

Discuss data from transfer institutions if available.
Not available.

Number of students transferring successfully.
The OIE was contacted but not able to supply this information before this report was to be filed

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

The Department of Foreign Languages is a great benefit to the College as a whole, given large enrollments and the substantial revenue surplus, the highly qualified and competent faculty, and most importantly, a good student transfer success rate. The Department is constantly investigating and implementing new and better ways to serve our students through web-based and honors courses, study abroad and Service Learning opportunities, and faculty development. However, the Department is chronically in need of more full-time faculty and staff to run at optimum levels, given the size and scope of the program.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

In the coming years, the Department of Foreign Languages will continue carrying out its mission to serve the community to the best of its capabilities. The Department will remain committed to reviewing and strengthening its curriculum to ensure the educational success of the students, continuously fostering an educational atmosphere where they not only learn how to speak a second language but also develop an appreciation for cultural differences.

The Department will continue to support students' efforts to successfully transfer from Austin Community College to four-year institutions by maintaining high educational standards.

The Department of Foreign Languages acknowledges the current demand for specific language courses to address the needs of particular sectors of the

community. Therefore, it plans to develop a curriculum that offers courses such as Spanish for business, for law enforcement, for the medical professions, or for other interests of the Austin area workforce.

Given the continuous technological advances, the Department is committed to exploring new ways in which it can incorporate up-to-date technologies to teach foreign languages and deliver instruction.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

Recommendation #1: The Department recommends the hiring of at least two new full-time instructors in Spanish.

Recommendation #2: The Department recommends the creation and filling of one full-time position in Japanese.

ADDITIONAL COMMENTS



APPENDIX

List all documents that you used in your report:

ACC 2003-2004 Fact Book

Austin Community College Catalog 2003-04

<http://www2.austincc.edu/progrevw/notebooks/index.html>

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan for Foreign Languages Program

Date Completed: 12-17-04

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation #	1
Recommendation:	The Department recommends the hiring of at least two new full-time instructors in Spanish.
Planned Implementation date:	Spring 2005
Estimated Completion date:	Summer 2005
Action/Task	The Department must post the position and create a hiring committee to select and interview potential candidates.
Measure of Success/ Desired Outcome	The substantial and growing enrollment in Spanish courses at ACC requires a greater number of Spanish full-time faculty to administer the program and teach the large number of classes. In the past five years, the Department has lost several full-time

	instructors (due to death, retirement, and attrition) and has not been allowed to fill all of these positions, let alone open needed new ones. There is also a severe shortage of qualified applicants in Spanish, and every semester there are often several sections unstaffed even right before classes begin. Two full-time instructors would greatly alleviate this problem as well and reduce the full-time/adjunct ratio.
Estimated Cost(s)	A recurring annual cost for two full-time salaries approximately \$54,617 salary and benefits (Budget point: Step 10, Level 3) per instructor (for both instructors \$109,234)
Consequence if not funded	The Department prides itself on offering classes at multiple times and locations, but there is often the danger of having to cancel sections for lack of instructors. Cancelling classes obviously limits students' access to foreign language instruction and greatly inconveniences those who have already signed up for the cancelled course. Having additional qualified and dedicated full-time instructors also alleviates administrative duties on current faculty and lessens the Department's reliance on underpaid adjunct faculty for committee work and more importantly, course overloads.
Who is responsible?	The Foreign Languages Department, Dean, Administration

Recommendation #	2
Recommendation:	The Department recommends the creation and filling of one full-time position in Japanese.
Planned Implementation date:	Spring 2005
Estimated Completion date:	Summer 2005
Action/Task	The Department must post the position and create a hiring committee to select and interview potential candidates.
Measure of Success/ Desired Outcome	The Japanese program continues to grow yet lacks a full-time instructor for administrative duties, curriculum issues, and the hiring and evaluating of new instructors. There is a serious shortage of SACS-qualified Japanese instructors (UT-Austin no longer offers the necessary graduate courses to qualify instructors per SACS requirements). A fully qualified, full-time instructor is a much needed component of the program.
Estimated Cost(s)	A recurring annual cost for one full-time salary of approximately \$54,617 salary and benefits (Budget point: Step 10, Level 3)
Consequence if not funded	Due to the lack of qualified Japanese instructors, some sections are often in danger of being cancelled. This situation is extremely inconvenient

	for students who want to fulfill their foreign language requirement (all 16 hours) at ACC. Japanese enrollment has been increasing, obliging the program to hire a full-time instructor.
Who is responsible?	The Foreign Languages Department, Dean, Administration

Recommendation #	
Recommendation:	
Planned Implementation date:	
Estimated Completion date:	
Action/Task	
Measure of Success/ Desired Outcome	
Estimated Cost(s)	
Consequence if not funded	
Who is responsible?	

Recommendation #	
Recommendation:	
Planned Implementation date:	
Estimated Completion date:	
Action/Task	
Measure of Success/ Desired Outcome	
Estimated Cost(s)	
Consequence if not funded	
Who is responsible?	

Recommendation #	
Recommendation:	
Planned Implementation date:	
Estimated Completion date:	
Action/Task	
Measure of Success/ Desired Outcome	
Estimated Cost(s)	
Consequence if not funded	
Who is responsible?	