



**Foreign Languages  
PROGRAM REVIEW REPORT  
2014 - 2015**

**Faculty and Staff (List all)**

Full Time	Adjunct	Support Staff
Afzali, Ana	Blynn-Avanosian, Sylvia	
Garate, Elisabeth	Daves-Schnieder, Lida	Catherine Day
McGarry, Anna	Guillen, Nelida	
	Jennings, Sanae	
	Yang, Rebecca	
	Garcia, Victor	
	Chai, Hayley	
	Okubo, Emi	
	Lefebvre, Catherine	
	Keller, James	
	Sherif, Jaimie	
	Palacios, Roberto	



## Foreign Languages

### I. Executive Summary

#### **Program Description:**

The Foreign Language department offers proficiency-based instruction in listening, speaking, reading, and writing in these languages: Spanish, German, Chinese, and Japanese. The study of each language includes vocabulary, grammar, syntax, pronunciation, and cultural and historical understanding. Intermediate-level courses include a literature component. Courses combine classroom lectures, guided practice, and language activities with individual work conducted online.

Foreign language courses satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of the requirements for the associate degree major in Language Arts.

Courses in Spanish are offered in the day and evening; Spanish 127—Spanish Civilization is offered online. Courses in French, German, Chinese, and Japanese are offered primarily in the evening. Students in the Study Abroad program in Spain take Spanish courses up to the most advanced level as well as a course in Spanish civilization.

#### **Strengths/Effective Practices:**

The FL department integrates innovative and interactive instructional practices and includes current technology as appropriate. For example, faculty some faculty use Skype to conduct international interviews with native speakers. Faculty also use document projectors to display texts. Some faculty use Blackboard to support instruction and grading.

The department and faculty are flexible and proactive; course content and course offerings reflect changes in the international political, social, and economic climate. An example is the creation of Chinese 101 and 102.

The FL Department has created a website for students to access important information regarding foreign language learning and departmental offerings at Citrus College.

All courses are ADA compliant. Faculty have developed SLO's for all Foreign Language courses. Faculty are dedicated to the ongoing success of the program and maintain currency in the field by actively participating in ongoing continuing professional education, educational seminars and focus groups.

**Weaknesses/Lessons Learned:**

The FL department offers one section each year of Spanish for heritage Spanish speakers. The department needs to address the needs of our Hispanic population and offer at least one section of Spanish for heritage speakers each semester.

Faculty Development funding is inadequate to support the level of professional development required to ensure student success. Teaching of foreign languages is a fast-developing discipline that requires regular engagement of faculty in the field.

**Recommendations/Next Steps:**

Ensure the offering of at least one course of Spanish for heritage speakers each semester. In addition, explore offering an online and/or Hybrid version of traditional language classes and the heritage speakers' courses. Explore the possibility of creating a program in American Sign Language.



## Foreign Languages

### II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
CHIN101 Chinese I	F08	1	3	0	2	No assessment
CHIN102 Chinese II	F08	0	0	0	1	No assessment
GER101 German I	F08	0	1	0	1	Spring 2013
GER102 German II	F08	0	1	0	1	Spring 2013
GER201 German III	F09	0	1	0	1	Spring 2013
GER202 German IV	S10	0	1	0	1	Spring 2013
JPN101 Japanese I	F08	1	2	0	2	Spring 2013
JPN102 Japanese II	F08	0	0	0	1	Spring 2013
SPAN101 Spanish I	F11	4	13	3	15	Spring 2013
SPAN 102 Spanish II	S12	1	3	1	4	Spring 2013
SPAN127 Spanish Civilization	S07	0	0	0	0	Only offered in Spain
SPAN 130 Latin American Culture and Civilization	F11	0	0	0	0	Not offered
SPAN140 Beg Convers Spanish		0	0	0	1	Not assessed. Offered as a Study Abroad Course
SPAN141 Inter Convers Span	F11	0	0	0	1	Not assessed offered as a Study Abroad Course

SPAN201 Spanish III	<b>F11</b>	0	1	0	2	<b>Spring 2013</b>
SPAN202 Spanish IV	<b>F11</b>	0	1	0	2	<b>Spring 2013</b>
SPAN210 Inter Span for Span Speakers	<b>F08</b>	0	1	0	0	<b>Fall 2013</b>
SPAN211 Rdng/Comp Spkrs Span II	<b>F08</b>	0	0	0	0	<b>Not offered</b>

Courses last put through curriculum on 2007 are now being resubmitted to curriculum for review. Courses submitted in 2008 will be submitted to curriculum next year for the 6 year review.

### III. Degrees and Certificates

<b>Title</b>	<b>Type</b>	<b>Date Approved by Chancellor's Office</b>	<b>Number Awarded 2011</b>	<b>Number Awarded 2012</b>	<b>Number Awarded 2013</b>	<b>Number Awarded 2014</b>
<b>Liberal Arts: Arts and Humanities</b>	AA		7	18	20	76
<b>*The Foreign Languages Department is in the process of creating an AAT (transfer degree)</b>						

**TYPE:** **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award  
**AA-T** = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

#### IV. Sections Offered

Course offerings in the Foreign Language Department continue to be evenly distributed in the morning, afternoon and evening. The enrollment by student demographics is disproportionate, with Hispanics--Latinos averaging 60%, Whites averaging 21%, Chinese 12%, Blacks 5% and other 2%. The retention rate is slightly lower than the average of the College but is not significant enough to warrant concerns.

#### V. Student Demographics

The success rate of the Foreign Language Department is slightly lower than that of the College with Blacks having a disproportionately lower success rate over all. While the success rate for White students is 21% and for Chinese is 12%. The Foreign Language Department continues to strive to improve its success rate and will continue to have a common dialogue among its faculty members to discuss ways to improve the success rate for all of its students.

*For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.*

*Observations and comments about course, program and college level data can be made below.*

## VI. Student Accomplishments

Kevin Barrajas, a native speaker of Spanish, began at the elementary level—Spanish 101, continued through Spanish 102, went on to take both the advanced courses--Spanish 201 and 202. While doing so he worked as a language tutor throughout his two years at the College. He successfully transferred to UCLA and is currently majoring in Spanish there.

## VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Discuss how assessment has been used to implement change or strengthen what is working well

All Foreign Language Instructors in our Department continue to strive on student success in all four basic areas of Foreign Language learning (writing, reading, speaking and listening comprehension).

Instructor's in the different languages continue to be encouraged by the progress student's make but are concerned that many students arrive at our institution lacking some of the basic skills necessary to succeed in any Foreign Language.

IV. Use of Results and Future Plans

### CHIN 101

For my students, the weekly vocabulary quizzes, the word games and puzzles and all group activities have helped to strengthened their memory skills and helped them to connect the grammar, verb usage and syntax with their written, oral and aural skills.

For Me, these visual and memory exercises are intended as tools which will help me gauge whether or not my teaching methods have been successful in attaining the SLO goals for this beginning course.

After assessing the quizzes taken at the end of each chapter, I find that I need to continue to place more emphasis on the oral and aural output for my 2<sup>nd</sup> language acquisition group and more emphasis on translation from Chinese to English for my native speakers. I will do this by implementing exercises which specifically target these areas.

### CHIN 102

#### Intended Goals

(Prof. Chai)

For my students, the exam has allowed them to gauge their progress and as a tool for introspection, it has enabled them to precisely target those areas which need improvement.

For Me, the exam is intended as a tool which will help me measure whether or not my teaching methods have been successful in attaining the SLO goals for this course.

#### Outcome/Future Actions:

After assessing the final exam I have come to realize that I need to place future emphasis on the Syntax and the Oral Output—pronunciation for the 2<sup>nd</sup> Language Acquisition and the Non-Asian Nationals. I will also encourage my students to take advantage of the tutorial services offered at Citrus College and encourage them to see me during my office hours so as to clear up any misconceptions of the language and/or for additional help.

### GER 101 - German I

Since all students were able to be successful with most of the activities, the class as a whole has a satisfactory to excellent understanding of the content assessed, therefore the methods and materials that I am using are successful. I also use the assessments to zero in on those activities, content matter or grammar points which are challenging to the students and then to implement extra practice in class where necessary.

### GER 102 - German II

Since all but one student received a “C” or better on this portion of the exam, I consider the goal for the exam to be met. The one student who scored 65% on this part of the exam rarely comes to class. While I have been teaching German at various levels, including post-secondary, for close to 40 years, and have always taught language in a cultural context, I continually search for new materials and methods to motivate students. I am particularly concerned about motivating students to increase the level of their own responsibility by reading the textbook and studying more frequently and completing all assignments in order to improve their understanding of German language and culture. It is my overall goal to help all students to achieve success in the course and to become lifelong learners with respect to German language and culture.



### GER 201 - German III

One goal for this exam was to determine if students were able to decode written information in German on foods and young people's opinion about healthy foods..

Since all of the 201 students attained a "B" or better on the reading portion of the test, the class as a whole has an excellent understanding of the content assessed, therefore the methods and materials that I am using are successful. While I have been teaching German at various levels, including post-secondary, for close to 40 years, and have always taught language in a cultural context, I continually search for new materials and methods to motivate students. I am particularly concerned about motivating students to increase the level of their own responsibility by reading the textbook and studying more frequently and completing all assignments in order to improve their understanding of German language and culture. It is my overall goal to help all students to achieve success in the course and to become lifelong learners with respect to German language and culture.

### GER 202 - German IV

Since all of the 202 students attained and "A", the class as a whole has an excellent understanding of the content assessed; therefore, the methods and materials that I am using are successful. While I have been teaching German at various levels, including post-secondary, for close to 40 years, and have always taught language in a cultural context, I continually search for new materials and methods to motivate students. I am particularly concerned about motivating students to increase the level of their own responsibility by reading the textbook and studying more frequently and completing all assignments in order to improve their understanding of German language and culture. It is my overall goal to help all students to achieve success in the course and to become lifelong learners with respect to German language and culture.

### JPN 101 Japanese I

Based on the assessment outcome in Spring 2013, hiragana and katakana were introduced at a slightly faster pace and extra practice was given throughout the semester in 2013 Fall. I also used Quizlet as students' individual practice tool outside the class, which students can practice their recognition of hiragana and katakana according their needs and level.

After the final exam, I confirmed that students' earlier mastery of hiragana and katakana in the semester certainly affected students' proficiency level in their grammar, reading & writing, and even pronunciation of Japanese positively as students had stopped relying on the Japanese text written in romaji (roman alphabet) earlier in the semester.

I will continue to introduce hiragana and katakana at a faster pace in the next semester to see if I can get the same results

JPN 102 Japanese II

The goal of this exam for me as an instructor, is to examine whether or not my teaching method have been successful in attaining the SLOs goals which have been set for this high-beginning level Japanese language course.

For the students: the exam helps students aware their progress, evaluate their ability and identify their strength and weakness in the content introduced in Japanese 102.

II. The goal of this project is to increase students' self-awareness of their oral proficiency level and casual and polite speech in Japanese in a near real life setting.

Outcome/Future Actions: I. After assessing this exam, I have become aware that I need to put a greater emphasis on the mastery of kanji. Half of the students (especially non-Chinese character background students) needed more practice to master kanji.

Also, it was more intellectually challenging yet fun for students to learn short forms to use different speech styles and combine these forms with more complicated grammar patterns in Japanese, 1/3 of students made mistakes by mixing levels, and made conjugation errors. I realized that more real life practice should be needed to master short forms in Japanese.

II. This project was challenging for some students, yet fun and rewarding experience for students. Lots of students gave positive feedback on this experience.

Though it is time consuming for both instructor and students, such project-based learning seem effective in learning a foreign language including Japanese. I definitely repeat this activity in future.

SPAN 101 Spanish I (Dr. Gárate/Dr. Afzali)

Further attention will be placed in oral output of the language by providing more opportunities to speak during class by creating more group activities.

## Intended Goals

(Dr. Gárate/Dr. Afzali) For our students, this exam has allowed them to gage their progress, and as a tool for introspection, it has enabled them to precisely target those areas which need improvement.

For us as Professors, the exam is intended as a tool which will help us measure whether or not our teaching methods have been successful in attaining the SLO goals which have been set for the beginning level Spanish Course (101).

#### Outcome/Future Actions:

After assessing the exam we have come to realize that we need to place future emphasis on the Oral Comprehension and Output for non-heritage speakers. With respect to the heritage speaker group, It is important that we find useful exercises that will help to strengthen our student's written and creative skills.

#### SPAN 102 - Spanish II (Dr. Gárate)

##### Intended Goals

(Dr. Gárate) For my students, the exam has allowed them to gauge their progress; and as a tool for introspection, it has enabled them to precisely target those areas which need improvement.

For me (the Professor), the exam is intended as a tool which will help me measure whether or not my teaching methods have been successful in attaining the SLO goals which have been set for the Intermediate Level Spanish Course (201).

#### Outcome/Future Actions:

After assessing the exam I have come to realize that I need to place future emphasis on the Oral Comprehension and Output for the non-heritage speakers. With respect to the heritage speaker group, I need to find useful exercises that will help to strengthen their written and creative skills. For both groups, emphasis on critical analysis to texts needs to be strengthened and so I will also be placing a higher emphasis on the reading and analyzing of texts.

Further attention will be placed in oral output of the language by providing more opportunities to speak during class by creating more group activities.

(From 2013-2014 Part B)

#### SPAN 102 - Spanish II (Anna McGarry)

In the Spring of 2014 I assessed students' basic knowledge about Hispanic cultures. Students were assigned cultural readings from the text and answered questions as homework, participated in class discussions, did independent research for an individual presentation on a cultural topic. Students were tested for basic knowledge of Hispanic culture on various examinations. For this assessment I looked at student performance in the cultural sections of one examination and the final cultural presentation.. My MW section of Spanish 2 had a 77% average on the exam, and the MTWR section had a 49%. The mean showed no significant difference. On the cultural presentation for the MW class, the average score was 77% and the median was 88% The MTWR section average was 77% and the median score was 85%. On the cultural presentation, the MW section average was 74% with a median of 88%; the MTWR averaged 77% with a median of 85%. Students were assigned multiple choice questions for cultural homework; they were tested on the same information but in a different format (fill-in-the blank). We also reviewed the information in a class discussion the day prior to the exam. One section performed well; the other section had weaker students that didn't study; this disparity was evident in the overall exam

performance throughout the semester. The results of this assessment seem to indicate that student performance on this particular exercise was dependent on the caliber of the students rather than on the exercise itself. Student performance on the cultural presentations in both sections was more than satisfactory. The average grade seemed lower than warranted because six students decided not to participate and received a zero. This indicates that no major changes are required.

(From 2012-2013 Part B)

SPAN 201 Spanish IV (Anna McGarry)

In Spanish 201 this year I assessed the oral communication aspect of the course. Students participated in class discussions, oral group work, oral partner work, a debate, and performed an oral presentation before their classmates. Much of this work was informally assessed, and students were given constructive feedback from their peers as well as their instructor. The oral presentations were assessed on the basis of content, grammar, pronunciation, vocabulary usage, syntax, and fluency, organization and preparation. These presentations were graded according to a standard percentage scale.

The students demonstrated an above-average degree of competence of oral proficiency at the intermediate level. In the oral examination, the average score of the class was 85%. Overall I think the results were satisfactory, but there is still room for improvement. To try to improve student success in this learning outcome category, I will add a feedback session in class, asking students to bring a draft of their presentations for peer and instructor review and comment

(From 2012-2013 Part B)

SPAN 202 Spanish IV (Anna McGarry)

In Spanish 202 in the Fall I assessed the oral communication aspect of the course. Students participated in class discussions, oral group work, oral partner work, and performed two oral presentation before their classmates, one in groups, and the other individually. Much of this work was informally assessed, and students were given constructive feedback from their peers as well as their instructor. The oral presentations were assessed on the basis of content, grammar, pronunciation, vocabulary usage, syntax, and fluency, organization and preparation. These presentations were graded according to a standard percentage scale. The students demonstrated an above-average degree of competence of oral proficiency at the intermediate-high level. In the final individual oral examination, the average score (mean) of the class was 87%. This was slightly lower than the median score of 92% because one student scored significantly lower than the rest of the class, thus bringing down the average. The grade results were very good. However, the students might benefit from a pre-presentation feedback session in class, in which students have an opportunity to give and receive input and feedback from their peers and the instructor.

In Spanish 202 in the Spring I assessed students' basic knowledge about Hispanic cultures. Students were assigned cultural readings from the text and answered questions as homework,

participated in class discussions, did independent cultural research for group presentation on art and an individual presentation of a cultural topic chosen in consultation with the instructor. Students created their own poetry. .. Students were tested for basic knowledge of Hispanic culture on various examinations. For this assessment I looked at student performance in the cultural sections of two examinations. On the first examination students were asked to write a short essay about a famous Hispanic painter. The average grade for this evaluation was 73%; however, the median grade was 81% due to one student leaving the section blank. On the second examination, they were assessed on their understanding of the main elements of a distinguished Latin American film. The average grade for this evaluation was 63%; and the median grade was 65%

Overall, the students demonstrated satisfactory performance on the first exam. The students were given the opportunity to work together in groups, submit a rough draft, and perform a group oral presentation on this topic before the examination, so I feel that they were adequately prepared. On the second assessment, performance was poorer than I expected. For next semester, I plan to provide a worksheet for students to help guide them as they watch the movie to help them gain a better understanding of the major themes and ideas.

#### SPAN 127

Spanish Civilization was only offered in our Study Abroad Program in Spain during that year. No assessments are available. The course is currently being offered on campus and will be assessed in the Fall 2014.

#### SPAN 210

Writing a 3 draft essay during this course is an important learning tool for Heritage speakers. The high success rate demonstrates that its use in the future will continue to be of value.

Students demonstrated strong progress in their oral and writing skills.

Their listening skills continued to show strong scores. Their reading skills showed improvement at a lower rate than the other 3 skills.

Students have been given oral presentation training in the target language which has improved their scores exponentially.

SPAN 211 Reading and Conversation for Speakers of Spanish

This course was not offered.



## Foreign Languages

### VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
<b>Goal 1 2013-14</b>	Explore offering online and or hybrid courses to accommodate the need of traditional and Heritage Speaker courses.	Afzali/Gárate	In progress	3 4
<b>Goal 2 2013-14</b>	To accommodate the need for a comprehensive Spanish program, pursue offering intermediate Spanish courses (other than Spanish for Heritage Speakers).	McGarry	M, Q, F  COMPLETED	5 1 4
<b>Goal 3 2013-14</b>	Pursue the development of a foreign languages transfer degree/certificate	Afzali, Garate and McGarry	Completed 2014	3 4
<b>Goal 4 2013-14</b>	Staff development funding should be approved to fund participation in regional, national and international foreign language conferences (regardless whether a faculty member is presenting a paper or not.	Lee	ONGOING	1 1 2
<b>Goal 5 2013-14</b>	In order to support faculty engagement in course and program SLO assessment the college	Lee	ONGOING	1 2 3

	should develop a user friendly data review system that makes SLO data available to faculty for reflection and program development.			
--	--	--	--	--

**In addition to previous goals, during 2014-2015, we plan to:**

	<b>Description</b>	<b>Actions / Target Date</b>	<b>Data Index*</b>	<b>Institutional Goal**</b>
<b>Goal 1</b>	Complete an AAT degree in Spanish	Spring 2014/ McGarry/Afzali/Garate	COMPLETED SPRING 2014	5 1 4
<b>Goal 2</b>	Complete a Certificate in Spanish	Spring 2014/ McGarry/Afzali/Garate	COMPLETED	5 1 4
<b>Goal 3</b>	Offer on-line Spanish courses for Heritage Speakers and for traditional Spanish courses.	Fall 2014/Afzali/Garate	PENDING APPROVAL FROM DEAN LEE	2 3 3
<b>Goal 4</b>				

*\*For instutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

*\*\*For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Develop an associate degree major in Spanish
EFMP 2 – Collaborate with facilities planners to create space hospitable to foreign language activities, such as spaces for a foreign language club, foreign language tutoring, international posters, international foods, cultural activities, musical events, and study abroad displays.
EFMP 3 – Collaborate with facilities planners to develop flexible classroom environments amenable for small group activities.
EFMP 4 – Offer Spanish in a learning community environment with counseling.
EFMP 5 – Develop strategies to increase students’ successful course completion.



## Foreign Languages

### IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

#### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
N/A			

#### Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
N/A			

#### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Professional Development	<ul style="list-style-type: none"> <li>Provide funding for ACTFL Foreign Languages Oral Assessment Placement Training to meet SLO requirements. The instructor participating in this training will then train the other members of the department in this crucial SLO assessment component.</li> </ul>	\$5,000	M, Q, F  SLO Development and ongoing Student Assessment	Very High
	<ul style="list-style-type: none"> <li>Provide funding for discipline-specific workshops and conferences to maintain currency in the field.</li> </ul>	\$5,000	M, Q, F  Provide high quality instructional programs in Foreign Languages that lead to successful attainment of degrees, certificates, employment and transfer. Support	High



			teaching and learning with high quality professional development, ongoing student outcomes assessment, and thoughtful selection and application of technological support.	
--	--	--	---	--

**Facilities (Facilities)**

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Refurbish TC 127 and IS 109	Needed for quality of instruction		M, Q, F High	High

**Computers / Software (Tecs)**

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Computers	Need to be updated in order to better serve our students and complete necessary departmental administrative work such as reports, memos—emails, SLOs, etc.	\$5,000.00	High	High

**Equipment**

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

**Supplies (Division)**

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

**Indicate one or more of the following areas that your request will affect:**

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

**When establishing priority, consider the following:**

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.