Annual Update
Approved 9/2/08 Governing Council

This Annual update is due on March 25th of each year that your three year Program review and planning document is not due. Please email a copy of this to you Division dean, the VP of Instruction and the Academic Senate President.

N.B. I apologize for not meeting the deadline. There was a technical problem that delayed receipt of some essential data; once I received the corrected version, I realized that I needed the help of IRP to interpret it correctly, thus delaying submission. *—Prof. R. Castillo*

1. **What is the name of your Department and/or Division?**

Foreign Languages. They include American Sign Language, Chinese, French, German, Italian, Japanese, and Spanish. Note that as a result of the PIV process, all but the first level of German have been shifted to Continuing Education, and the viability of the German program is problematic given that successful completers of the remaining class will have nowhere to go.

2. **List the names of everyone who participated in developing this annual update.**

Richard Castillo, Jing Wu

3. **Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.**

Spanning the period of 2005-06 to 2007-08, the College experienced a -4% decline in enrollment while the Foreign Language program as whole experienced a -3% decline. At the same time, the College became more "productive" with LOAD increasing 2% while this department's LOAD decreased -13%.

Percentage of Change from 2005/06 to 2007/08

	Foreign Languages	CSM Total
Total Enrollments	-3%	-4%
WSCH	-6%	+6%
LOAD	-13%	+2%
TOTAL FTEF	+8%	+4%

College LOAD for 2007-08 was 512, while 406 for the Foreign Language program represents a difference of -21%. The Language Arts division's LOAD was slightly less than the Foreign Language program LOAD of 394. Historically the Foreign Language program has had a higher LOAD than the division as whole.

While these data may be valuable regarding measures of effciency, they do not reflect current conditions:

LOAD in part reflects staffing, and in this regard the conditions governing the department have been radically altered since 2007-08. Since that period (and the last Program Review) this department has lost 3 full-time faculty: one full-time professor who taught German and ESL, one full-time professor who taught French and English, and a full-time, contract-status Spanish professor who was not offered tenure.

The current faculty is now comprised of a full-time professor of Spanish, whose retirement is imminent, and a full-time professor of Chinese, whose classes are primarily in the evening; all courses in ASL, French, Italian and Japanese are taught by adjuncts as well as some sections of Spanish. The Spanish faculty member teaches an overload in addition to staffing the Foreign Language Lab.

As noted in the Dean's statement for the 2007-2008 Program Review, the department's ability to participate in enrollment management activities and to maintain currency in the program as a whole is tied to the appointment of full-time faculty.

She writes:
> *The development and assessment of student learning outcomes for all languages, the updating of official course outlines, the coordination of outreach activities such as World Language Week, and the adequate staffing of the new Foreign Language Center require at least four full-time professors.*

If CSM is to continue a Foreign Language program, it is critical that at minimum one new faculty member be hired in Spanish for 2010, the expected point of retirement for the full-time Spanish faculty member. Two of the three adjuncts teaching Spanish are also at or beyond traditional retirement age. The Spanish program would be severely affected if there were no full-time professor to manage and coordinate the broadest of our Foreign Language programs.

Status of Goals
(2007-08 Goals transcribed as bulleted items)

- *Improve enrollments and load through adjusting the course schedules and offerings*

Foreign Language Department faculty have been creative and adaptable with regard to a variety of strategies to manage enrollment. Due to the numerous factors that must be considered, the department's efforts are very much a work in progress, and it is not ideal to draw conclusions at this time.

In addition to major changes in staffing mentioned above, Foreign Language offerings have been radically trimmed since 2007-08, with most programs shifting entirely to the evening schedule and in some instances to distance delivery mode, i.e., online or televised.

Pre-startup cuts in low-enrolled sequential courses (primarily second semester) inevitably affect enrollment in the subsequent semester. For example, cuts in entry-level sections of Spanish in Fall 2008 have resulted in enrollment declines for Spring 2009. While the cuts have responded to the immediate problem of eliminating "low-enrollment" sections, foreign language classes need to be viewed as key elements in a sequential program. In other words an individual language's curricula are not simply a collection of classes—they are the progressive components of unified programs.

Given the current manner of addressing the budgetary shortfall, all of our languages face the elimination of the 120 series, the level equivalent to the second year of high school foreign language and therefore the one which fulfills the transfer requirement. While the plan to include concurrent conversation classes within the transfer classes to boost enrollment shows promise, CSM will not meet its transfer function if the 120 level is curtailed. For example, in order to satisfy IGETC lower division transfer general education requirement in the area, Language Other Than English (LOTE), students must complete CSM foreign language coursework at the 120-level or above. In the case of 121/122 courses, the second semester must be completed (i.e., 122-level).

The 800 series courses have been eliminated in almost all languages, which ignores the needs of that sector of our students who are primarily interested in lifelong learning and personal enrichment. Incorporating these into the transfer courses may create one semester of viable enrollments, but cancellation of subsequent levels ultimately will undermine student perseverance and can only lead to the elimination of the language program.

Currently the department is experimenting with offering first-semester classes (110,111, 121) in Fall and second-semester classes (112, 120, 122) in the Spring as a way to improve Fall enrollments and continuity of the series. The plan, if implemented, would include offering embedded non-transferable courses of equivalent level so that a given offering serves the broadest audience possible. Using Spanish as an example, a Fall 110 course might include —in addition to those enrolled in the 5-unit transferable class— some students in 111 or 801 whose course would end at the midpoint, some students in 112 or 802, whose course would begins at the midpoint. Such hybrid "one-out-of-many" classes are pedagogically sound in that all students are at the same developmental level, and department hopes that they improve the chances that the numbers will assure not having to cancel the next levels in the series.

- *Hire a full-time faculty member in Italian*

With the shift of course offerings to the evening program, this goal does not appear to be currently viable for Italian.

Most recently the shift of the curriculum to an evening schedule has not resulted in an increase in enrollment; instead today enrollment has declined as many of the day-students could not take evening classes. Currently, the program as scheduled could not support a fulltime faculty member in Italian.

For the period 2205-06 to 2007-08 enrollment slightly increased; however, LOAD decreased. Within such a small department, the shift from 2.23 to 3 FTEF (for the year) has a big impact on LOAD: from 495 to 416.

- *Continue to improve materials and services in the Foreign Language Center*

We have made progress in this area. The appointment of a fulltime instructional aide helps ensure regular staffing from 7:30am to 6:30pm. However, qualified help in the languages we offer is limited. There is no faculty staffing in American Sign Language, German, Italian, or Japanese. Faculty in Chinese and French staff the Center on some evenings, and the Spanish instructor is available throughout the day. In addition, the purchase of a server to support the computers has helped ensure better support for the audio and video systems. Transfer of materials to the server, though not complete, meets the needs of all current users. Where some materials have not been transferred, the Center provides other technologies to ensure availability.

For evening students the Center is only available until the beginning of evening classes. Clearly, as all instructors address the important issue of hour-by-arrangement, CSM needs to pursue a strategy for evening staffing, particularly as program offerings shift to the evening. One option might include systematically scheduling some faculty office hours in the evening.

As SARS is implemented next semester, the program will have an opportunity to track student attendance and analyze its affect on student performance.

- *Develop Student Learning Outcomes for the 120/122 courses in Chinese, French, German, Italian, and Japanese and for the 112 course in American Sign Language*

Progress in meeting this goal has been affected by the new influx of information from the CSU system. The Lower-Division Transfer Pattern Project (LDTP) has been replacing CAN descriptions of articulated cousework. Most of the new descriptors include SLO's for each level, such as low-intermediate Spanish. Given the importance of the transfer function in foreign language classes, CSM needs to align its SLO's with these new descriptors. The lack of full-time instructors in the various languages has hampered the completion of SLO's for every course in our catalog. The work continues, and the abovementioned descriptors should be very helpful in devising Foreign Language SLO's that are in alignment with CSU expectations.

Background about the Lower-Division Transfer Pattern Project:
LDTP Major project is one of several ways that California Community College (CCC) students may use to prepare for study at the California State University. Community college students who know the major they wish to pursue at which CSU campus, traditional major preparation articulation and transfer admission agreements are valuable. However, for transfer students who are uncertain about which CSU campus they will attend, the LDTP provides a measure of flexibility and options for preparation. LDTP may provide articulation for students whose community college does not have existing CSU articulation.

Each LDTP major discipline has a statewide and campus-specific component (AND MOST have SLO's) The statewide component of the LDTP is appropriate for any CSU campus offering the major and is comprised of general education coursework and courses within the discipline. The campus-specific component identifies discipline related coursework relevant to the major at the specific CSU campus. These components for an LDTP discipline will total at least sixty units, the number needed to transfer to CSU as an upper-division student.

Students who complete any portion of the statewide component of an LDTP benefit because CSU campuses offering the discipline will honor the preparation for the major and the progress towards the CSU degree. Just as CSU GE-Breadth is a statewide alternative to each CSU campuses' unique General Education program, the LDTP is a statewide alternative to each CSU campuses' lower-division major preparation.

- *Hire a student assistant for the Foreign Language Center*

This is no longer a need, given current assignment of an instructional aide.

- *Continue to update older course outlines*

This remains a need. CSM will look to CSU's new descriptors to assist in this process.

- *Create a pool of potential adjunct faculty*

The Dean and tenured faculty have interviewed applicants in several languages and will continue to do so. This goal is currently met.

- *Provide student tutoring in foreign languages*

Last year Tania Hildago de Keck developed a proposal for the Basic Skills initiative to use peer tutors in the Half Moon Bay facility. While it was not a Basic Skills project (and thus wasn't funded by this program) it is a proposal that could be adapted to current conditions pending support for faculty to implement it.

Peer tutoring might be an important strategy to help ensure student success. At present two faculty-vetted student tutors (volunteering their time) are available in the Foreign Language Center, one for Sign Language, the other for Italian and Spanish.

- *Continue to maintain a visible presence on campus through activities including World Language Week, clubs, and other forms of publicity*

These activities, while seemingly valuable, need fulltime faculty to maintain. Current staffing is insufficient. We continue to print course flyers and departmental bookmarks for distribution at other college and public functions.

The cause and effect relationship between these activities and enrollment growth needs to be examined systemically to measure how much, if at all, they influence student enrollment choices. One option is to survey students at large with support form the Office of Planning, Research, and Institutional Effectiveness.

- *Increase student interest in our certificates of achievement*

This effort was developed as an enrollment management strategy and it does not appear to have influenced enrollment choices (though data is largely anecdotal). In the current situation the department is unable to offer the range of courses that comprise certificates, this goal may have beccome irrelevant. Since the last program review, some international students have applied for a certificates. It is unclear whether the general lack of interest in certificates is owing to a lack of departmental advertising, or to the department's inability to guarantee the offering of the full range of courses that can be used to earn a certificate. Many instructors include information about certificates in their published course syllabus, and the Foreign Language Center advertises them and maintains information packets for interested students.

Some faculty have proposed a shift in focus from courses completed to levels of achievement, but steps to redefine FL Certificates have been postponed until the range of courses offered stabilizes.

- **Create web pages for those languages which do not have one.**

This goal needs to be recast based on limited current staffing and current need. There has been no staff time available for webpage maintenance or development.

The webpages were conceived in part as a marketing strategy. Instead, the goal needs to be adapted to current conditions. The days of flashy infopages on the web are gone. Rather, in this age of concern for the environment and the lack of budget for paper, the Foreign Language Department hopes to one day have a single page that serves as the hub leading students to links for individual programs and instructors' websites populated with actual content that is linked to student needs. For example, the obvious course syllabi, assignment schedules, and faculty office hours could be augmented by the posting of handouts, podcasts, audio files, and even interactgive exercises.

However, staff support to achieve this ideal remains a challenge.

4. **Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.**

The previous section reflects the status of all the goals articulated in the 2007/08 Program review. The Revised goals include new proposed strategies to meet the revised goals.

Enrollment management continues to be the most important challenge facing this program across the board. Some of the languages enjoy popularity and have traditionally avoided cancellation. The same cannot be said of the more advanced levels of the languages. As long as the classes are perceived as discreet units instead of components of a program, we will have

difficulty achieving the threshold numbers the college needs to guarantee the offering of a given section. Whether for transfer requirements or personal enrichment, the number of students interested in taking a language is finite and represents a small percentage of the college population. That said, perhaps the most important question this department must address is whether or not in periods of debilitating financial constraints it can support multiple languages and whether it can offer a viable transfer curricula.

Goal 1: Continue to improve enrollments and LOAD through adjusting the course schedules and offerings

The following strategies need to be considered this year to address enrollment gaps:

1) Is there evidence that the majority of offerings are only sustainable in the evening?
A needs' assessment (possible student surveys and focus groups) should be conducted with technical assistance from the Office of Planning, Research, and Institutional Effectiveness.

2) *Experiment with hybrid concurrent enrollment courses* (e.g. the 800 series within traditional curriculum).

3) *Investigate the viability of offering courses for native speakers in Spanish and Chinese. As CSM's student body becomes both increasingly Asian and Hispanic, this strategy may meet a need. CSM can begin this assessment by analyzing the success of native-speaker courses at CSM's sister colleges.*

4) *Evaluate the effectiveness of courses offered at satellite sites.*
(The Half Moon Bay campus has Spanish classes and AIS is currently offered at Hillsdale High School.)

Goal 2: Update and assess SLO's (aligned where appropriate with emerging LDTP Descriptors.)

Goal 3: Continue to update older course outlines (aligned where appropriate with emerging LDTP Descriptors.)

Goal 4: Assess the relationship between extracurricular activities (e.g. Foreign Language Week) and students' enrollment choices

Goal 5: Investigate student interest in certificates of achievement (that are competency based)

Goal 6: Expand evening hours in Foreign Language Lab through scheduling of faculty office hours in the Lab

Goal 7: Assess the impact of the Foreign Language Lab on student achievement (through the implementation of SARs)

Goal 8: Develop and maintain web-based resources for students to help ensure student success

5. **Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.)**

The number and scope of the goals listed above can only be realized if the department obtains another full-time instructor.

6. **Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

Enrollment management is the most urgent and compelling issue facing the department as a whole. However, strategies cannot be implemented without fulltime faculty, as described above. At minimum CSM will need to replace the retiring Spanish professor.

7. **Student Learning Outcome and Assessment focus for this year:**

    a. **Academic areas: Identify at least one course SLO in on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle**.

        [SPAN 110 SLO nº4] *Utilize and apply grammatical rules such as verb tenses, adjectives, vocabulary and syntax in writing, so as to be comprehensible to a native Spanish speaker. (Writing)*

        This example is from Spanish 110 but is emblematic of what would be done in all foreign language classes except American Sign Language.

        Typically, toward the end of the semester, the instructor administers an exercise involving questions on a variety of appropriate topics that the student must answer in writing, using complete sentences that reflect the vocabulary of the question. Instructors assess the student achievement using a rubric that assigns point values to vocabulary, orthography, syntax, content, and creativity. A careful comparison of results provides insights not only into a given student's success, but also into the success of the teaching strategies used to impart

    b. Student services areas: TBD /Not applicable.

8. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

    a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.
    Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
For academic year 2010/2011 A position in Spanish	Stable enrollment in Spanish; meaningful progress on the	

	updating of Course Outlines, completion of SLO's, certificated staffing of the FLC, oversight of publicity (World Language Week)	

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
N/A	N/A	N/A

    b. **For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.**

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: TBA **Number:** TBA **Vendor:** TBA **Unit price:** TBA **Total Cost:** TBA **Status*:** TBA 1) ASL instructor has requested a video series for the FLC. Division funds were approved but purchase has not been made. On receipt of details I will provide the information above. If we cannot get an institutional discount originally advertised, the cost was approximately $600. 2) Upon implementation of SARS the FLC will need a dedicated computer	Input text here.	Input text here.

presumably separate from the staff computer and eight student computers. If this computer is not automatically provided we will consult with IT to determine the requirements of that system. We do not need additional furniture to serve as a check-in station.		

* Status = New, Upgrade, Replacement, Maintenance or Repair.

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Primary faculty contact   *Date*

_____

Additional faculty   *Date*

_____

Additional faculty   *Date*