



**COMPREHENSIVE
PROGRAM REVIEW &
PLANNING**
Form Approved 9/2/2008:
Governing Council
Revised: 2/21/2010

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, bennettd@smccd.edu

Susan Estes, Vice President of Instruction, estes@smccd.edu

Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu

John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: Foreign Language Department

DIVISION: Language Arts Division

I. DESCRIPTION OF PROGRAM

The Foreign Language Department is comprised of seven disciplines, American Sign Language, Chinese (Mandarin), French, German, Italian, Japanese, and Spanish. In response to need, first and second year university-transferable courses are offered in most semesters, in a variety of delivery modes, primarily by adjunct faculty. There is one full-time tenured instructor of Spanish, whose retirement is imminent, and one full-time tenured instructor of Chinese, whose 30-unit load in Chinese has been reduced to 20%, i.e., six units per year, the remainder to be filled in English as a Second Language, in which she is also certified.

Recent developments in response to the budgetary crisis have resulted in substantial changes in the foregoing description. German underwent the PIV process and the Foreign Language Department was compelled to accept the decision to eliminate all transfer and non-transfer German courses from the College's offerings, although it is possible that some version of German may eventually be offered through Community Education. Historical French enrollment figures make it highly likely that French will also undergo the PIV process and suffer a similar fate as German.

The second major change to the departmental description above comes as a result of the decision to curtail the second semester courses, i.e., the 120 level or its equivalents 121/122 in all languages save Spanish. This cost-saving measure cannot help but have a devastating effect on the department because successful completion of 120 or 122 is required for fulfillment of transfer requirements in four-year institutions. Students will not sign up for a language course if they know that they will not be able to fulfill the transfer requirement in that language. In addition, students whose native language is not English may not use their native language or English in fulfillment of the foreign language transfer requirement. With the current cutbacks and restrictions, CSM students seeking to fulfill the transfer requirement are limited to taking either Spanish, which still offers the 120/122 levels, or American Sign Language, which because of an as yet uncorrected fluke at the state level meets the requirement after only two semesters of three units each, i.e., 111 and 112. Native — not heritage — speakers of Spanish currently have no way to fulfill the foreign language transfer requirement, although they can take 111 and 112 applicable toward fulfillment in Chinese, Italian, or Japanese.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Having the full sequence of courses, Spanish serves as the model of how the other languages are assessed. Data are not yet available from adjunct faculty. In Spanish, assessment was done using five specific sections on the final examination, to pinpoint success (> 70%) in oral proficiency, aural comprehension, writing, reading, and cultural awareness. The data are taken from two semesters in order to include 110, 111, 112, and 120, this last not offered in Fall 2009.

For the two-semester period ending Fall 2009 (excluding summer) [rounded values]

| Outcome | Course | Oral | Aural | Writing | Reading | Culture |
|------------------|----------|------|-------|---------|---------|------------------|
| Excellent (>85%) | 110 (x2) | 43% | 40% | 38% | 20% | 47% |
| | 111(x3) | 49% | 50% | 42% | 38% | n/a [†] |
| | 112 (x2) | 52% | 62% | 58% | 42% | 14% |
| | 120 (x1) | 81% | 84% | 72% | 16% | n/a [†] |
| Good (>70%) | 110 (x2) | 21% | 57% | 38% | 69% | 22% |
| | 111(x3) | 38% | 30% | 37% | 47% | n/a [†] |
| | 112 (x2) | 39% | 32% | 28% | 27% | 59% |
| | 120 (x1) | 11% | 11% | 17% | 34% | n/a [†] |
| Deficient (<70%) | 110 (x2) | 36% | 3% | 24% | 11% | 31% |
| | 111(x3) | 23% | 20% | 21% | 15% | n/a [†] |
| | 112 (x2) | 9% | 6% | 14% | 31% | 27% |
| | 120 (x1) | 8% | 5% | 11% | 50% * | n/a [†] |

* The section was left unanswered on half of the exams. See B below.

[†] Changes to the assignment calendar necessitated by instructor's 8-week absence for jury duty required eliminating this segment from the 111 and 120 exams.

- b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

In general the data indicate that the classes are meeting the goals well. There has been an improvement in the aural comprehension area, perhaps attributable to the instructors' increased emphasis on the importance of fulfilling the hour-by-arrangement in the Foreign Language Center. This is particularly evident in the 120 level.

Departmentally we will consider two changes in the assessment process that may provide more complete, consistent, and accurate data on which to plan. First, it is important that all instructors, at least by discipline, agree to use the same assessment tool. When instructors use different methods and tools, the data returned may be accurate, but it is extremely difficult to compile with data from other instructors in the discipline, and even in the same course. The new SLO tracking system lends itself to this and may make it easier for individual adjunct instructors to agree on a unified tool and "scoring" system. The second consideration is that we rethink the pros and cons of assessing multiple goals in a single tool. (*See the SPAN 120 Reading entry in the Table A, above.) The length and difficulty of the whole test, which included sections for SLO assessment, was such that many students had difficulty completing the exam, and

unfortunately the section that they either did not attempt or only partially completed was the one which was slated to be used to assess the reading SLO. Had they been able to complete the section, it is likely that the 50% who scored less than 70% would have scored good or excellent. If instead the assessments were done in two or three tools, the resulting data would be a more faithful reflection of the learning outcome.

- c. Below please update the program’s SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

SPECIAL NOTE FOR FOREIGN LANGUAGE: Although the seven disciplines in the Foreign Language Department are unique in content and in the specifics of the pedagogy used to impart that content, there is a commonality in the goals of elementary language instruction that permits and even invites comparing them globally. To that end, for General Education Student Learning Outcomes it simplifies the table below to use the placeholder «FORLAN».

| GE-SLOs→ Program Courses ↓ | Effective Communication | Quantitative Skills | Critical Thinking | Social Awareness and Diversity | Ethical Responsibility |
|----------------------------------|----------------------------|------------------------|-------------------|--------------------------------------|---------------------------|
| FORLAN 111 | minimal | low | low | moderate | n/a |
| FORLAN 110/112 | low – moderate | low | low – moderate | moderate | n/a |
| FORLAN 121 | moderate | low | moderate | high | n/a |
| FORLAN 120/122 | high moderate | low | high moderate | high | n/a |
| FORLAN 131/132 | high | low | high | high | n/a |
| FORLAN 140 | advanced | low | advanced | high | n/a |
| FORLAN 801-804 | low to moderate | low | low to moderate | moderate | n/a |

III. DATA EVALUATION

Any analysis of the enrollment data and projections made there from are problematic in light of the curtailment of the second semester courses and the elimination of French and German as well as the remaining telecourses. These were primarily financial decisions, affecting equally programs with a history of insufficient or dwindling enrollments and programs that are robust and growing. It is to be hoped that these stopgap measures to reduce institutional costs will be reversed when the economy corrects and rebounds.

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

For the Foreign Language Program (a composite of the seven disciplines)
[Enrollment figures rounded up]

| | 2005–2008 | 2008–2011 | Comment |
|----------------|-----------|-----------|-----------------|
| For.Lang.Dept. | – 3% | – 3% | Steady decrease |

[WSCH figures rounded up]

| | 2005–2008 | 2008–2011 | Comment |
|----------------|-----------|-----------|-----------------|
| For.Lang.Dept. | – 6% | – 6% | Steady decrease |

N.B. This decline is directly linked to and has resulted in the elimination of a significant portion of classes in all languages but Spanish, the elimination of French and German, the discontinuation of the telecourses, and the elimination of a separate but parallel non-transfer series.

The language-specific data is revealing.

[Enrollment figures rounded up]

| Dept. | 2005–2008 | 2008–2011 | Comment |
|-------|-----------|-----------|-------------------------------|
| ASL | + 53% | + 28% | Slower but continued increase |
| CHIN | + 5% | + 5% | Steady increase |
| FREN | – 23% | – 38% | Accelerated decrease |
| GERM | + 17% | + 13% | Slower but continued increase |
| ITAL | + 8% | + 7% | Slightly slower increase |
| JAPN | – 38% | – 23 | Slower but continued decrease |
| SPAN | – 15% | – 20% | Faster decrease |

N.B. French and German have been eliminated. The increase in ASL enrollments may originate in students discovering the fluke mentioned in Part I – Description of Program, namely, that taking ASL allows one to fulfill the foreign language requirement by taking only two 3-unit classes instead of two 5-unit classes required in the other languages we offer. Until this discrepancy is addressed at the state level, it is likely that this enrollment drain will continue.

[WSCH figures rounded up]

| Dept. | 2005–2008 | 2009–2011 | Comment |
|-------|-----------|-----------|-------------------------------|
| ASL | + 18% | + 14% | Slower but continued increase |
| CHIN | + 2% | + 1% | Minimally slower increase |
| FREN | – 31% | – 61% | Doubled decrease |
| GERM | + 15% | + 12% | Slower but continued increase |
| ITAL | + 13% | + 10% | Slightly slower increase |
| JAPN | – 16% | – 21 | Faster decrease |
| SPAN | – 12% | – 15% | Minimally faster decrease |

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

[FTEF to 1 decimal place]

| Dept. | Full Time '05-'08 | Adjunct '05-'08 | Comment |
|----------------|-------------------|-----------------|-------------------------------|
| For.Lang.Dept. | 5.2 > 7.7 | 13.5 > 12.7 | |
| ASL | 0.0 > 0.0 | 2.2 > 2.5 | |
| CHIN | 1.6 > 2.0 | 0.6 > 0.8 | |
| FREN | 0.8 > 1.0 | 2.4 > 2.0 | |
| GERM | 0.3 > 0.5 | 1.0 > 0.8 | |
| ITAL | 0.0 > 0.0 | 2.2 > 3.0 | |
| JAPN | 0.0 > 0.0 | 2.4 > 2.3 | |
| SPAN | 2.5 > 4.1 | 2.6 > 1.4 | FT post added; denied tenure. |

The temporary increase in FT instructors was immediately offset by a denial of tenure to a Spanish instructor and the retirement of two FT instructors, a portion of whose load was in French and German.

- b. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

[LOAD rounded up]

| Dept. | '05-'08 | '09-'11 | Six year trend |
|------------------|---------|---------|--------------------------------|
| For. Lang. Dept. | - 13% | - 4% | 465 > 260 slowing decrease |
| ASL | + 4% | + 4% | 455 > 527 steady increase |
| CHIN | - 13% | - 16% | 452 > 309 faster decrease |
| FREN | - 25% | - 46% | 397 > 120 doubled decrease |
| GERM | + 18% | + 14% | 333 > 495 slowing increase |
| ITAL | - 16% | - 21% | 495 > 298 faster decrease |
| JAPN | - 10% | - 12% | 557 > 420 continuing decrease |
| SPAN | - 19% | - 29% | 495 > 228 much faster decrease |

The decreases in courses, students, and staff noted in previous sections have contributed to a pattern of constantly declining LOAD in all but American Sign Language, possibly explained by the note above in Part III DATA EVALUATION, Section (a).

The State's ideal LOAD of 525 is in fact not ideal for first year foreign language instruction, as classes of 35 or more inevitably succumb to attrition due to the reduced interaction and participation so crucial to language acquisition. In the past, LOAD calculation in transfer-level courses always included the hour(s)-by-arrangement, fulfilled by working one or two hours per week on a variety of assigned activities in the Foreign Language Center.

Changes at the State level in the qualifying status of lab time have created a lose-lose situation for the foreign language department. Just when we finally have acquired and implemented an accurate tracking system to verify attendance and testify to the correlation between lab use and student success, we are flummoxed by the imposition of a requirement that a credentialed instructor of the language being studied be present in order for the student's time to be credited. There is scarcely budget to fund an Instructional Aide, much less fund credentialed staffing in all six languages during all the hours the lab is open.

After the defunding of the full-time Instructional Aide position in the Foreign Language Center, the staff willingly agreed to hold a portion of their "office" hours in the lab, and some volunteered additional hours, with the dual purpose of keeping the lab open and available, and providing teaching assistance from credentialed faculty.

The situation is not ideal, but without the collaboration of our faculty, the department would have found itself in the untenable position of teaching courses with a laboratory requirement but having a lab which is closed more than open and is not staffed by an instructor that can help students with the language and thereby validate the lab attendance requirement set by the state.

With so much of the Foreign Language Program offered in the evening, it is unrealistic to expect to serve more than a handful of students (eight if they are using the Center's computers) if the lab is only open for one hour before the evening classes begin. It is also unreasonable to expect the unserved to return to campus on another evening to do their lab work, when in all likelihood the eight computers will once again be in use by others, and the instructor on (volunteer) duty is not credentialed in the language they are studying. Parenthetically, at least four of the instructors who volunteer their time in the Center are qualified to help students in three or four languages, but are credentialed in only one. Given the State's regulations, the student's time in the lab does not qualify for fulfillment.

Until this situation is corrected at the State level, students will be underserved by the lab and their success attaining the SLOs will be in jeopardy. We cannot underestimate the interconnectedness of class size and availability of the lab in helping the college to offer a variety of robust transfer-level language courses in a cost-effective way. The draconian alternative is to eliminate all but one language, and the current data would lead to the conclusion that language should be American Sign Language taught in large classes by a cadre of adjunct instructors. As worthwhile as our ASL program is, such a change ignores the spirit of the College's goal.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

[Retention, i.e., percentage of students who did not get a W]

| Dept. | '05-'08 | '09-'11 (projected) | Comment |
|------------------|-----------|---------------------|------------------|
| For. Lang. Dept. | 79% > 81% | 81% > 83% | Gradual increase |
| ASL | 87% > 91% | 94% > 98% | Steady increase |
| CHIN | 86% > 80% | 77% > 71% | Steady decrease |
| FREN | 78% > 73% | 67% > 61% | Steady decrease |
| GERM | 80% > 75% | 71% > 66% | Rapid decrease |
| ITAL | 72% > 80% | 83% > 90% | Rapid increase |
| JAPN | 82% > 84% | 86% > 88% | Steady increase |
| SPAN | 75% > 79% | 81% > 85% | Steady increase |

With the elimination of French and German from the department, all languages except Chinese show increased retention, due in part to the establishment and assessment of SLOs and increased use of the online materials provided by the publishers and the Foreign Language Center. The Chinese program has been restricted to offering only the first year (111 and 112) and the faculty will be re-evaluating the course description and SLOs to improve the retention rate.

[Success, i.e., percentage of students earning Cr(edit) or a grade of A, B or C]

| Dept. | '05-'08 | '09-'11 (projected) | Comment |
|------------------|-----------|---------------------|----------------------|
| For. Lang. Dept. | 63% > 65% | 66% > 68% | Slow steady increase |
| ASL | 76% > 79% | 79% > 82% | Slow steady increase |
| CHIN | 61% > 58% | 58% > 55% | Slow decrease |
| FREN | 67% > 60% | 54% > 48% | Rapid decrease |
| GERM | 66% > 68% | 70% > 72% | Slow steady increase |
| ITAL | 63% > 67% | 70% > 73% | Steady increase |
| JAPAN | 70% > 72% | 73% > 75% | Slow steady increase |
| SPAN | 55% > 58% | 59% > 62% | Steady increase |

Faculty are working on updates to the SLOs which are expected to improve student success, particularly in Chinese and Spanish, where significant numbers of heritage and native speakers making unrealistic assumptions about their path to success enroll in the beginning level classes.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The demographic data indicate that a representative cross-section of our service area enroll and are successful in all of our courses. The department will work with counseling services to increase enrollment and success of Black and Hispanic students in all departmental offerings. More women than men take and successfully complete language courses. With regard to age, the department has equal success with recent high school graduates and returning adults.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|----------------------|--|--|
| Strengths | <ul style="list-style-type: none"> • A cadre of dedicated, hard-working professionals whose collegiality and sense of department lead them to value equally the needs of all seven disciplines • A state-of-the-art Language Center well stocked with course-related learning resources and an attendance system directly linked to the College's student database. | <ul style="list-style-type: none"> • Supportive dean and faculty in the other departments of Language Arts • Philanthropic groups (already contacted) ready and willing to help with both short-term and continuing funding for specific disciplines |
| Weaknesses | <ul style="list-style-type: none"> • The lack of full-time faculty with a full-time commitment to departmental needs • The elimination of transfer courses above 110/111/112 in languages other than Spanish • The elimination of independent non-transfer level courses • The imminent retirement of the only full-time instructor of the only language in which the complete sequence is offered • The limited availability of credentialed staff for the Foreign Language Center | <ul style="list-style-type: none"> • The college-level mindset and decision to sacrifice both the scope and depth of foreign language offerings and limit options of transferability to only Spanish and American Sign Language at a time when knowledge, awareness, and appreciation of other cultures should be the <i>sine qua non</i> of a college student's assets. • The College's inexplicable reluctance to embrace and follow through with the extensive work done by two Foreign Language instructors to secure outside funding for courses in their respective disciplines. |
| Opportunities | <ul style="list-style-type: none"> • The possibility of reducing disciplines in order to ensure the viability of the remaining offerings | <ul style="list-style-type: none"> • The possibility of district-wide consolidation |
| Threats | <ul style="list-style-type: none"> • The potential loss of the hour-by-arrangement due to the impossibility of providing sufficient staffing by credentialed instructors | <ul style="list-style-type: none"> • Reduced State reimbursement based on the removal of the hour-by-arrangement from the WSCH of courses 110~140 |

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

- [-] The tenure-track hire in Spanish helped the department progress toward an important goal; unfortunately the dismissal for cause of that instructor returned the department to its previous state, with the added collateral damage caused by scheduling, course description, and textbook changes that instructor had implemented unilaterally.
- [+] The subsequent adjunct hire in Spanish has been instrumental in maintaining and growing the intermediate/advanced concurrently delivered class (131/132/140) and has successfully taught a split-level elementary conversational class (801/802) in the non-transfer series. She also developed and submitted an admirable pilot project for creating a cost-effective peer tutorial service for Spanish students, which was highly praised by the Basic Skills Committee although it had to be denied because it did not fall within the purview of the Basic Skills Project.
- [+] The computers, software, servers, printers, and most recently the attendance tracking system provided to the Foreign Language Center have all contributed to the departmental goal of improving retention and student success through the supervised use of the publishers' text specific learning resources.
- [-] The defunding of the Instructional Aide position has adversely affected the department's ability to keep the Foreign Language Center (and, coincidentally, the Speech lab) open and available to accommodate the number of enrolled students enough hours at the times that they can take advantage of the service. This point may become moot if there is no way to comply with the State-mandated "line-of-sight supervision by an instructor credentialed in the language for which the student is fulfilling the hour-by-arrangement."

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.
 - 1) Work to "improve enrollments and load through adjusting course schedules and offerings" was initiated in the form of combining certain higher level courses and implementing late-start concurrent classes (112 within 110, 122 within 120) and re-establishing the MWF format of the SPAN 131-132-140. These changes have resulted in some improvement from the 2005-'08 period. Unfortunately, the elimination in six of our languages of courses ≥ 120 has dealt a significant blow the department's ability to make progress on this goal until the budget shortfall is no more. It is imperative that cancellation of borderline low-enrolled classes not be automatic during this crisis, because under current reduced offerings, cancellation of a 111 in the fall is an automatic cancellation of a 112 in the spring, marking the demise of an already hobbled program.
 - 2) Requesting a full-time instructor position is a high priority. Although the WSCH-retention-success figures in the short term would support requesting an ASL position, the longevity of the complete Spanish program, including the 161 level for AP purposes, would argue for replacement of the only full-time Spanish instructor upon retirement. Although the cadre of three adjuncts augmented by perhaps one other could potentially absorb the load, such a stopgap solution would leave the program without a full-time tenure-track lead-person. The majority of the other full-time instructor's load will be in English as a Second Language; though her allegiance may remain with Foreign Language, she will surely need to devote her time and energy to the ESL

department.

3) The goal involving staffing of the Foreign Language Center, and indeed the entire issue of credentialed staffing and the possible elimination of the hour-by-arrangement will continue to be a major concern of the department.

4) The updating of Course Descriptions and the creation of SLOs has been somewhat hampered by the many different adjunct faculty involved. The lead faculty was recently trained on the TracDat software and expects to complete the updates this semester for the courses that will be offered in the reduced programs scheduled for the 2010-11 academic year.

- b. Identify the action steps your program will undertake to meet the goals you have identified.
- (1) With the caveat that the College is over cap, the Foreign Language Department faculty will concentrate on retention and success rather than on increasing enrollments at this time. (2) Under advisement the department will present to the division at large its rationale for requesting a full-time position in Spanish. (3) Appropriate steps to be taken regarding the issue of hour-by-arrangement and funding and staffing of the lab will be the topic of meetings with the Division Dean and the Office of Instruction. (4) The first layer of SLO data has been entered into the new tracking system, and the lead faculty, with the collaboration of adjunct faculty will endeavor to complete entry for ASL 111/112, CHIN 111/112, ITAL 111/112, JAPN 111/112, SPAN 110/111/112/120/121/122/131/132/140 by semester's end.
- c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.

In this time of diminished resources and severe cutbacks to the scope and breadth of the Foreign Language Program, the primary goal of the department is to support the transfer function by focusing our reduced resources on the first year of at least two languages.

- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

This is a period of retrenchment; a successful outcome will be not growth, but rather a lack of atrophy. The department will strive to improve retention and success such that the viability of our remaining language offerings not be endangered.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- 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. |
|---------------------------------------|--|--|
| One full-time Spanish instructor | <p>Instructor would assume the teaching load and related duties of the only full-time instructor whose entire load is in the Foreign Language Department, and whose retirement is imminent.</p> <p>If not granted, the Language Arts Division will have a headless department staffed entirely by adjunct instructors who contractually are unable to perform many of the tasks required of departments. There may be at least one other retirement among the Spanish adjuncts. The permissible load of the three adjuncts is limited by contract; it would be impossible to continue to offer the appropriate scope and breadth of Spanish courses unless the college were to replace the tenured position with additional adjunct hires.</p> | |

| Classified 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. |
|---|---|--|
| Instructional Aide for the Foreign Language Center (to be shared with the Speech Lab) | <p>A full-time presence will allow the Foreign Language and Speech departments to keep their respective required hour-by-arrangement labs open continuously. This does not address the issue of credentialed staffing, but it at least assures availability of the required service to students until the issue of faculty presence can be resolved.</p> <p>Given the projected retirements and the unavailability of most adjuncts in the daytime, not granting this request will force closure of the lab which will in turn require elimination of the hour-by-arrangement from the official course description, and the loss of state</p> | <p>As discussed earlier in this report, the lab plays a crucial role in several aspects of the students' learning. An open-entry multi-function laboratory available M-F 10:00am – 7:00pm is the perfect resource to help students achieve success in the oral and aural competencies enumerated in the SLOs for the series 110~140, excluding the recently eliminated telecourse 115~118.</p> |

| | | |
|--|--|--|
| | funding normally appertaining to the entire transfer series. | |
|--|--|--|

- 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 instruction (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.

At this time the Foreign Language Department prefers not to submit requests for any instructional equipment or materials. Until the status of the lab and the hour-by-arrangement is settled, and the department has assured the offering of our courses through the 122 level, it is imprudent to purchase additional materials.

| Resources 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. |
|--|---|--|
| Item: —n/a Number: Vendor: Unit price: Total Cost: Status*: | —n/a | —n/a |

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

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

The following list is constrained because French and German have been eliminated and all languages except Spanish have been limited to 111 and 112. The outlines for courses in the catalog but not listed here will be completed before the start of classes in Fall 2010. The department is aware that a substantial number of course outlines need to be updated. With only one person to do them in conjunction with adjuncts when available, the progress has been delayed. However, as a result of the TracDAT training for SLO entry, the department lead faculty has prepared a schedule that should have all the 111s done by semester's end and 112s done by Summer 2010.

| Course Number | Last Update Date | Six-year Update Due Date |
|---------------|-------------------|--------------------------|
| ASL 111 | Not posted as PDF | |
| ASL 112 | Not posted as PDF | |
| CHIN 111 | Not posted as PDF | |
| CHIN 112 | Not posted as PDF | |
| ITAL 111 | Not posted as PDF | |
| ITAL 112 | Not posted as PDF | |
| JAPN 111 | Not posted as PDF | |
| JAPN 112 | Not posted as PDF | |
| SPAN 110 | 09/19/06 | 2012 |
| SPAN 111 | 09/19/06 | 2012 |
| SPAN 112 | 09/19/06 | 2012 |
| SPAN 120 | 11/01/06 | 2012 |
| SPAN 121 | 01/30/07 | 2013 |
| SPAN 122 | 02/05/07 | 2013 |
| SPAN 130 | 02/09/07 | 2013 |
| SPAN 131 | 02/12/07 | 2013 |
| SPAN 132 | 02/12/07 | 2013 |
| SPAN 140 | Not posted as PDF | |
| SPAN 161 | Not posted as PDF | |
| SPAN 801 | Not posted as PDF | |
| SPAN 802 | Not posted as PDF | |
| SPAN 803 | Not posted as PDF | |
| SPAN 804 | Not posted as PDF | |

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

Profs. Yaping Li and George Kramm [Speech Department]

After carefully reviewing the comprehensive Foreign Language Department Program Review, we feel that Professor Castillo has accurately and thoroughly assessed the current state of the department and provided an appropriate plan of action for the uncertain future.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

The Foreign Language Department appreciates the support of the Advisory and Consultation Team.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: April 12, 2010 (extended from original due date March 25, 2010)

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Richard P. Castillo
Phone and email address: (650) 574-6316 or 574-6346 castillo@smccd.edu
Full-time faculty: Jing Wu
Part-time faculty: Tania Hidalgo de Keck
Administrators: Dr. Sandra Stefani Comerford, Dean, Language Arts
Classified staff: Annie Theodos, Administrative Assistant
Students: Douglas Robinson

Primary Program Contact Person's Signature *Date*

Full-time Faculty's Signature *Date*

Part-time Faculty's Signature *Date*

Administrator's Signature *Date*

Classified Staff Person's Signature *Date*

Student's Signature *Date*

Dean's Signature *Date*

**Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

Section 1

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183

Section 2

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website at page for Instructional Program Review.

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

I. DESCRIPTION OF PROGRAM

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

II. STUDENT LEARNING OUTCOMES

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. DATA EVALUATION

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *other department records*

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS

- *Educational Master Plan, 2008*

- *Institutional Priorities, 2008-2011*
- *College Index, 2009-2010*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *Other department records*

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

VI. Action Steps and Outcomes

- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*
- *GE- or Certificate SLOs*
- *College Index, 2009-2010*
- *Course SLOs*
- *Department records*
- *Core Program and Student Success Indicators*
- *Previous Program Review and Planning reports*
- *Division work plan*

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*
- *College Index, 2009-2010*
- *GE- or Certificate SLOs*
- *Course SLOs*
- *Department records*
- *Core Program and Student Success Indicators*
- *previous Program Review and Planning reports*

VIII. Course Outlines

- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*