College of San Mateo

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, 2012. This date is aligned with CSM's *Integrated Planning Calendar*. (See: http://collegeofsanmateo.edu/prie/planning.asp)

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).

James Carranza, Academic Senate President, carranza@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 has for decades been comprised of at a minimum the first and second semester levels (110 & 120) or their equivalents (111,112,121,122) in seven disciplines: American Sign Language, Mandarin Chinese, French, German, Italian, Japanese, and Spanish. French, German, and Spanish included both the transfer and non-transfer modes, the latter designated "Conversational". These courses have been taught by a staff of adjunct and fully tenured instructors who over the years have built their programs and adapted them to the needs of the community.

Discipline	Adjunct Professor	Partial Load of Tenured Professor	Full Load of Tenured Professor
American Sign Language	☐		
Chinese (Mandarin)		☐	
French	☐	☐	
German	☐		
Italian	☐		
Japanese	☐		
Spanish	☐		☐

II.   STUDENT LEARNING OUTCOMES (SLOs)

a. Please list the courses, if any, for which SLOs have not been assessed. What assessment is planned for these courses? What assistance or resources would help to complete assessment?

Every course in every discipline has been assessed for the majority of the SLOs, and the results are summarized below as rounded off percentages. For those few SLOs that have not been assessed, the case is moot, as the college has eliminated the programs in the face of the current budget shortfall.

b. Please list any degrees offered. Have SLOs been identified for each degree? Briefly describe the department's plan for assessment.

Spanish is currently the only program that offers the degree program, although the Chinese program is working toward that goal as well. Because foreign language programs consist of a progression of sequential courses,

the degree SLOs, which have been completed and were approved by the Committee on Instruction, parallel those of the capstone course.

c. Please list any certificates offered. Have SLOs been identified for each certificate? Briefly describe the department's plan for assessment.

Due to the severe cutbacks that resulted in the elimination of the higher levels of our several programs, the certificates of achievement are unattainable in all but Spanish and possibly Chinese, subject to enrollment and demand for the higher-level courses. As these are Certificates of Achievement rather than of Completion, development of SLOs has not yet been required or initiated. If and when it is requested, the Spanish and Chinese instructors will submit appropriate SLOs and departmentally approved assessment methods and timelines.

d. Based on assessment results, 1) what changes will the department consider or implement to improve student learning; 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.)

By implementing total elimination of American Sign Language, French, German, Italian, and Japanese despite the recommendations of the previous Comprehensive Foreign Language Review, any discussion of departmental considerations based on analysis of this cycle's SLO assessments is moot, except to the degree that Chinese and Spanish may address retrenchment plans in order to avoid being victims of more tiers of cuts potentially mandated by the budget shortfall.

The department SLOAC coordinator was working with CSM SLO Coordinator Prof. David Locke and the Foreign Language faculty to rework all the SLOs to make them "separate but equal" at least in terms of aligning pedagogical goals, the numbering of the SLOs, and their uniform assessment. The elimination of the bulk of the Foreign Language programs has brought that work-in-progress to a halt, presumably to be resumed if and when the affected languages are reinstated. Each language's SLOs address, in different order and in different degrees of specificity, levels of mastery in Speaking, Listening, Writing, Reading, and Cultural Awareness. Consequently, the data below are included only for the purpose of providing a bird's-eye-view of the department and the results of its assessments over the spring and fall of 2011 (summer excluded). Inclusion of the text of the SLOs is available on the college website, as it would unnecessarily lengthen this document. Assessment of the current semester (Spring 2012) has been requested of the departing faculty and will be submitted after final exams; it is hoped that the department will be able to use that data in the future to support the reinstatement of our programs when the funding situation improves.

ASL   Earned 80-100%   Earned 70-79% or P   Earned less than 70% or NP

SLO 1	52	15	33
SLO 2	52	15	33
SLO 3	52	15	N/a
SLO 4	52	15	33
SLO 5	52	15	N/a
SLO 6	52	15	N/a

CHIN 111 & 211	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	80	12	8
SLO 2	72	16	12
SLO 3	74	20	6
SLO 4	90	8	2
SLO 5	77	17	6

CHIN 112 & 212	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	77	13	10
SLO 2	81	13	6
SLO 3	74	15	9
SLO 4	76	11	13

FREN (eliminated)

GERM (eliminated)

ITAL	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	49	47	4
SLO 2	51	45	4
SLO 3	60	37	3
SLO 4	75	17	8

JAPN 111 & 112	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	56	37	7
SLO 2	56	37	7
SLO 3	56	37	7
SLO 4	56	37	7

SPAN 111 & 801	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	48	43	9
SLO 2	57	33	10
SLO 3	45	43	12
SLO 4	N/A	N/A	N/A
SLO 5	71	14	15
SLO 6	48	36	16
SLO 7	57	29	14

SPAN 110 & 112	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	69	26	5
SLO 2	74	21	5

SLO 3	77	23	0
SLO 4	64	33	3

SPAN 120 & 122	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	46	41	13
SLO 2	32	59	9
SLO 3	16	71	13
SLO 4	82	9	9
SLO 5	45	48	7
SLO 6	12	69	19

SPAN 131/132	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	69	25	6
SLO 2	56	44	0
SLO 3	56	44	0
SLO 4	N/a	N/a	N/a
SLO 5	56	38	6
SLO 6	56	44	0

SPAN 140	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	75	25	0
SLO 2	75	25	0
SLO 3	75	25	0
SLO 4	N/a	N/a	N/a
SLO 5	75	25	0

e. 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.

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». Due to budgetary constraints, current practice embeds courses of the 800-series into the corresponding 100-series since the content levels are comparable even though the assessments differ in the details.

GE-SLOs→ Program Courses	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and	Ethical Responsibility

↓				Diversity	
FORLAN 111/211/801	Minimal	Low	Moderate	Moderate>high	N/a
FORLAN 110/112/212/802	Low > moderate	Low	Moderate	Moderate>high	N/a
FORLAN 121/221/~~803~~	Moderate	Low	Moderate>high	High	N/a
FORLAN 120/122/222/~~804~~	Moderate > high	Low	Moderate>high	High	N/a
FORLAN 131/132	High	Low	High	High	N/a
FORLAN 140	Very high	Low	High	Very high	N/a

III. DATA EVALUATION

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, to-be-arranged hours (TBA), lab components. etc.) require significant adjustments to the Enrollment and WSCH projections?

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

	2009-2010	2010–2011	Comment
For.Lang.Dept.	+.04%	– 33%	This drastic decrease was occasioned by the elimination of the second year levels of most of the languages, and by the subsequent elimination of entire language programs. Projections based on such mathematical trends are ludicrous at this point, as they would lead to negative enrollments as early as Fall 2012. Since the department as such scarcely exists, it is senseless to conjecture *departmental* needs based on numbers that are produced by significant program eliminations.

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

[WSCH figures rounded up]

	2009–2010	2010–2011	Comment
For.Lang.Dept.	– 0.1%	– 60%	This drastic decrease is no surprise coming as it does from the aforementioned program eliminations; like the previous enrollment figures, it leads to negative WSCH values by Fall 2012. It is senseless to conjecture *departmental* needs based on these numbers.

[LOAD rounded up]

Dept.	2009–2010	2010–2011	Six year trend
For. Lang. Dept.	+ 15%	– 60%	578 > 643 increase
ASL	+ 4%	– 60%	619 > – 0 [eliminated]
CHIN	+ 22%	– 16%	480 > 545 steady increase
FREN	+ 50%	– 100%	404 > 0 [eliminated]
GERM	+ 60%	+ 11%	437 > 0 [eliminated]
ITAL	– 12%	– 21%	760 > 0 [eliminated]
JAPN	+ 3%	– 14%	652 > 0 [eliminated]
SPAN	+ 11%	+ 6%	600 > 866 steady increase

The downtrends apparent in this table are the direct result of the elimination of the levels above 112, which had the programmatic effect of removing the goal of IGETC fulfillment and thereby removing the incentive to enroll in the first level. We can presume that the slight increase observed in Chinese and Spanish is at least in part owing to the migration of students from the canceled classes into those in which there was an opportunity to fulfill the IGETC requirement. Through a still uncorrected fluke at the state level in the equivalency of the ASL 111/112 course, that program does fulfill the transfer requirement, and it would presumably have continued to grow, as it was a robustly enrolled program taught by an instructor with consistently excellent evaluations. Nevertheless, ASL became a victim of the budget shortfall.

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. State-level changes in the qualifying status of lab time continue to create a lose-lose situation for the foreign language department. In the past, LOAD calculation in transfer-level courses always included the hour(s)-by-arrangement (now TBA), fulfilled by working one or two hours per week on a variety of assigned activities

in the Foreign Language Center. Despite implementing an accurate tracking system that verifies attendance and testifies to the positive correlation between lab use and student success, we are hamstrung by the imposition of a requirement that a credentialed instructor of each TBA language be present in order for the student's time to be credited. There isn't even sufficient budget to fund an Instructional Aide, much less credentialed staff in all six languages during all the hours the lab is open. This was a major factor in the financially reasonable but pedagogically unsound decision to eliminate the lab requirement.

The Foreign Language faculty rallied and willingly agreed to hold their office hours in the lab, and some volunteered additional hours, thereby making this learning resource available more hours, and making themselves more reachable than when in their respective offices. Without this collaboration, the department would have found itself in the untenable position of teaching courses with a laboratory requirement but having a lab which is more often closed than open, and which is not staffed by an instructor who can help students with the language, thereby complying with the State's mandate.

Since the Chinese instructor is tenured and teaches much of her load in the evening, it would be beneficial for the students and helpful for WSCH, FTES and LOAD if the TBA could be reinstated for Chinese. The Chinese program includes online courses, and the presence of the Chinese instructor in the lab would provide the opportunity for the Spanish instructors to transition into that mode of delivery, which though not perfect for every level of language teaching, is certainly a cost-effective and state-of-the-art way to respond to the ever-increasing need for Spanish and Chinese in our service area. With only two languages being offered, staffing the Foreign Language Center in the day and evening with certificated Spanish and Chinese instructors should be relatively straightforward, and the benefits to students and the program are self-evident.

The college has had from its very inception a commitment to the teaching of other languages as the best way to foster intercultural understanding, cooperation, and communication. When the trilingual Foreign Language Department was autonomous, a clever poster hanging in the office expressed that commitment:

> *Una lengua no es extranjera más que cuando no la hablas.*
> *Une langue n'est étrangère que si vous ne la parlez pas.*
> *Eine Sprache ist fremd, nur wenn Sie es nicht sprechen kônnen.*
> *(A language is only foreign if YOU don't speak it.)*

The district wide belt-tightening that has squeezed the life out of the foreign language department is totally out of alignment with an academic

commitment that spans the 90-year history of the college. Because the data of this program review is skewed by the budget driven cancellations, it should not in good conscience be used to justify continued program cuts in Foreign Language. Eliminating entire programs, dismissing a cadre of excellent teachers, and limiting the scope and breadth of learning options for our students is an unacceptable distortion of the meaning of "Data-Driven Institutional Planning".

A disturbing trend that some colleges and universities seem hell-bent on pursuing is a path that in the worst scenario would lead to meeting accreditation standards by offering only one language program, usually in large online sections taught preferably by adjunct professors. Savings can be realized by such programmatic elimination, but at what cost to the nature of a liberal education. The Foreign Language Department has been the victim of institutional trimming that strives only to downsize and retract, without regard for the long held mission of the college. We are hopeful that the way of the future lies in open dialog and collaboration with a goal toward finding a way to make the balance sheet balance without sacrificing major components of a liberal education.

With the exception of the waning enrollments and trends in French and German that led to the elimination of those two languages, the Foreign Language Department has suffered the elimination of thriving programs taught by highly qualified, respected and creative professors dedicated to validating the importance of foreign language learning in the lives of their students and in the life of the college. We of the department who remain will work to keep the that spirit alive during these dark times until the college can once again restore language learning to its rightful place.

<div align="center">Wir werden niemals aufgeben!

We will never give up!</div>

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.

Total FTEF

Discipline	FTEF '10	FTEF '11	Future
ASL	2.09	1	0.0
CHIN	2.0	0.8	(1.0)
FREN	1.07	0.0	0.0
GERM	0.6	0.0	0.0
ITAL	2.0	0.4	0.0
JAPN	1.6	0.4	0.0
SPAN	3.93	3.2	(3.2~)

The programmatic changes already implemented by the college will for the near future result in a Foreign Language Department comprised of one full-time professor of Chinese with all of her load in Chinese, one full-time professor of Spanish with his entire load in Spanish, and three adjunct Spanish professors sharing a total of twelve units. Additionally, FTEF will most likely be affected in the near future by the application of banked units and by the fact that any change in the status of TBA may make lab coordination unjustifiable. Regarding the Spanish faculty, there is a need to be prepared for the retirement of the sole full-time professor, and in all likelihood at least one of the adjunct staff.

Compared to the 476 average for the Language Arts Division as a whole, LOAD (WSCH/FTEF) for the Foreign Language Department at 594 continues to be closer the college goal of 525. Unfortunately this improvement has come at the cost of several instructors, several programs, and the many students they would have served.

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.

Retention (percentage of those who did not get a W)

Discipline	2009–10	2010–11	Comment
FOR LAN PROG	80%	70%	
ASL	87%	90%	Eliminated
CHIN	75%	82%	
FREN	71%	0%	Eliminated
GERM	81%	0%	Eliminated
ITAL	86%	79%	Eliminated
JAPN	83%	87%	Eliminated
SPAN	79%	72%	

    Discuss distance education (online and hybrid modes) success and retention data and, where possible, compare with data for on campus sections.

Spanish, German, and French telecourses have all been discontinued. Chinese has created a sequence of online courses but we have not yet had the opportunity to study the data to determine how students fare in these classes compared to the traditional day and evening sections. That study is a high priority, as we are considering developing online or hybrid courses in Spanish, and would like to profit from the fine work and expertise of Prof. Jing Wu.

    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.*)

Admittedly Chinese and Spanish are very important languages in the modern world, and it is crucial that the College continue to offer them. However, under current practice, the UC system does not allow native speakers to use either their native language or English in fulfillment of the IGETC requirement. (Heritage speakers, however, are allowed to use their native language.) With only two languages available, we have limited these students options. Native speakers of Chinese are limited to taking Spanish and conversely native speakers of Spanish have to take Chinese. Also, many students have fultilled the IGETC requirement with two semesters of American Sign Language, learning about another culture right here in this country. The elimination of the other languages has severely limited the options available to our potential students.

Just in the brief period that registration for Fall 2012 has been in progress, and not counting calls and emails regarding Chinese and Spanish that I have received as lead faculty for the department, thus far I have logged 74 requests for help to register in ASL, FREN, ITAL, JAPN. Regrettably, my response has been to explain the gravity of our current situation, and then to forward their contact information to my outstanding adjunct colleagues who even in the face of their departure from CSM have been extremely professional, eager and willing to help these students find an open door to their language goal. Rather than facilitating a learning experience, in this circumstance I feel more like the dispassionate store clerk who says "If you don't see it, we don't carry it." The bad press we are giving ourselves, like radioactive waste, will have a very harmful half-life.

    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.

Demographic data indicate that enrollment and success reflect a very representative cross-section of our service area in all of our courses, with expected higher numbers of Asians in our two Asian language offerings and Hispanics in the Spanish program. Further study is required to determine the cause behind lower success rates among Hispanic and African American students. More women take and successfully complete language courses than men. With regard to age, the department has equal success attracting recent high school graduates and returning adults. The percentage success rate across the age spectrum is between 53 and 63, with 20-24 year olds being less successful than their younger and older classmates.

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 analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, you might 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 college and District programs and services offered; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	• Hard-working, collaborative, creative, professional staff • A well-equipped Foreign Language Center where students can learn collaboratively in a relaxed, home-like atmosphere.	• Extremely supportive "can-do", "let's-make-it-work" dean • Support from SLOAC, COI, Faculty Senate
Weaknesses	• Insufficient variety in program offerings, i.e., unfortunate cuts to our programs • Elimination of stand-alone 800 series • Limited availability of credentialed staff to keep the For.Lang.Cntr. open • Imminent retirements in Spanish	• The administrative decision to save the college by dismantling it, restricting admissions, canceling classes, and dismissing teachers. • The apparent lack of regard for the importance of knowledge and awareness of other cultures, both here and abroad. • The disregard for the seeker of personal enrichment, foreign languages being one of those areas the adults regret never having studied, and now that they want to, we make it nearly impossible
Opportunities	• An uncomfortable truth: with the demise of ASL, FREN, GERM, ITAL, and JAPN, it stands to reason that enrollments in Chinese and Spanish will increase.	• The chancellor could abandon his hands-off stance just long enough to convince the three colleges to collaborate and arrive at mutually acceptable consolidation wherever possible, thus surely saving some resources, and perhaps freeing up enough to reinstate programs that should not have had to be the collateral damage of the partisan budget wars in Sacramento.

| Threats | • The potential loss of TBA in Spanish, bringing us full circle back to the lab-less dark ages that left Americans sitting in front of the TV while the Russians launched Sputnik.
• The potential demise of the Foreign Language Department after the retirement of the full-time Spanish instructor if the Chinese instructor is not given a full load in Chinese. An octopus can manage with seven tentacles, but not without a head. We are proud of our adjunct colleagues, but most have lost their positions, the remaining adjuncts in Spanish are older than the imminent retiree, and the newest addition to the adjuncts has little hope for a full-time position opening up in the relatively near future. | • Additional regulations out of Sacramento to further hamstring everything we do from long-range planning to day-to-day operations
• The pronouncement from the Vice President that upon the retirement of the full-time Spanish teacher, the Office of Instruction would not consider authorizing a request for a replacement, which seems to indicate a preference for demoting the status of foreign languages from a cohesive department to a handful of unrelated courses taught by a less costly handful of adjuncts administered directly by the Language Arts Division Dean. |

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, equipment, or other resources 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 hiring of a very dynamic and extremely well-prepared adjunct professor of Spanish was instrumental in reshaping the intermediate level course and better adapting it to the needs of native and heritage speakers. This colleague attended division and departmental meetings and worked tirelessly on updating course outlines and developing SLOs and assessment methods.

–   After several semesters of excellent work, this adjunct was compelled to return to Nicaragua, necessitating a last minute scramble to find a suitable replacement. That adjunct has done a heroic job, but will be leaving when the other returns for the summer and next fall. Both instructors are excellent, but the lack of continuity in this 3-semester course has been difficult for the students because the changes were so abrupt.

+   Keeping the Foreign Language Center in 18-112 instead of moving to Bldg. 10 has allowed us to maintain the informal home-like casual setting that we have found fosters collaborative learning. The unexpected updating of the four Apple computers by ITS has improved the quality of the students' lab

experience. The Windows-based PCs are now a bit long in the tooth and are beginning to have audio problems, but we are not requesting replacement at this time.

–   Not having a lab assistant or sharing an Instructional aid with Communications has been a hardship. I have three student "trustees" in whose care I have entrusted the lab during the hours when I am in the classroom. They are mature former and current students who make it possible for students to use the lab in my absence. They do not distribute resources or have access to secure areas, but they keep the doors open and watch out for the security of the equipment and resources. The negatives of this item are two: 1) it really isn't right that they are not paid at least for their time if not for their helpfulness, and 2) unfortunately because we do not have a formal contract, they are not always able to "show up for work", which creates problems for students who expect the lab to be open as noted on the published schedule.

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 *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; GE-SLOs; SLOs.)*

Progress on improving enrollments was evident until we had to cut the >112 levels and resort to 111 in fall, 112 in spring. This was a stop-gap measure to keep the languages alive, but it could not ward off the eventual elimination of most of our languages. At this point the consolidation of the enrichment courses with the transfer levels, as well as the creation of online courses may help us with our goal of increasing enrollments in the courses we still have.

   b.   Identify the action steps your program will undertake to meet the goals you have identified.

We are working with revising course outlines to reflect the embedding of the 800 series into the comparable transfer-level courses. We are planning to create a pilot program of online Spanish capitalizing on the experience of Prof. Jing Wu.

   c.   Briefly explain, specifically, how the program's goals and their actions steps relate to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; and 5 & 5 College Strategies.*

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 110 (111/112) and 120 (121/122) levels in Spanish and the 111/211, 112/212, 121/122

levels of Chinese, and assuring the offering of a robust 131/132 of both languages.

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

The Foreign Language Department, despite reaching and passing some of the mileposts set forth three years, failed in our primary goal in that Comprehensive Program Review, which was "not growth, but rather a lack of atrophy." Governing Council made a complete mockery of the PIV process and we lost German, followed a year later by French. The data, logic, and considered suggestions and plans presented in that previous Program Review were acknowledged but ignored when the College authorized the subsequent elimination of ASL, ITAL and JAPN. If Chinese and Spanish are still here to write a Comprehensive Program Review in the next cycle, we will have met and passed what for us is the only meaningful milepost in this process.

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.
Despite the College's predisposition against granting the request, we would like to be able to request a position for a full-time Spanish instructor subsequent to the official announcement of the retirement of the current full-time Spanish instructor.	Assume the bulk of the teaching load in Spanish. Guide, monitor, evaluate, and collaborate with the adjunct for the betterment of the Spanish Program. The lack of cohesiveness that results from a headless army.	

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 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.

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: 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 crossed out courses have been deactivated or banked. Those courses starred in the Last Update column will be updated immediately.

Course Number			Last Update Date		Six-year Update Due Date
DEPT.	NO.	Approved Date	Last Revision Date	Action Needed	Action Needed by…
~~ARBC~~	~~111~~	~~Apr-02~~			
~~ARBC~~	~~112~~	~~Apr-02~~			
~~ARBC~~	~~121~~	~~Nov-04~~			
~~ARBC~~	~~180~~	~~Apr-03~~			
~~ARBC~~	~~801~~				
~~ARBC~~	~~802~~				

ARBC	803					
ARBC	804					
ASL	111	Mar-99				
ASL	112	Mar-99				
ASL	121	Apr-03				
ASL	122	Apr-03				
CHIN	111	Mar-91	Feb-10	*	Feb-16	
CHIN	112	Mar-91	Mar-11		Mar-17	
CHIN	121	Mar-92		*	May-12	
CHIN	122	Mar-92		*	May-12	
CHIN	131	Apr-94		*	May-12	
CHIN	132	Apr-94		*	May-12	
CHIN	134	Apr-02		*	May-12	
CHIN	140	Apr-03		*	May-12	
CHIN	201	Apr-03		*	May-12	
CHIN	211	Apr-03	Apr-15			
CHIN	212	Apr-03	Apr-15			
CHIN	810	May-05				
FREN	110	Oct-01	May-11			
FREN	111	Oct-01	Mar-12			
FREN	112	Oct-01	May-11			
FREN	115	Oct-01	May-03			
FREN	116	Oct-01	May-03			
FREN	117	Apr-95	May-03			
FREN	118	Sep-03				
FREN	120	Mar-92	May-02			
FREN	121	Mar-92	May-02			
FREN	122	Mar-92	May-02			
FREN	130	Apr-92	May-07			
FREN	131	Apr-92	Apr-12			
FREN	132	Apr-92	Apr-12			
FREN	140	Mar-92	Oct-10			
FREN	161	Mar-92				
FREN	162	Mar-92				
FREN	203	Apr-03				
FREN	801	Mar-92	Apr-08			
FREN	802	Mar-92	Apr-08			
FREN	803	Mar-92				
FREN	804	Mar-92				
FREN	810	May-05				
GERM	110	Mar-92	Dec-07			
GERM	111	Mar-92	May-06			
GERM	112	Mar-92	Dec-07			
GERM	120	Mar-92				
GERM	121	Mar-92	Dec-08			
GERM	122	Mar-92	Dec-09			
GERM	130	Mar-92				
GERM	131	Mar-92	Dec-10			
GERM	132	Mar-92				
GERM	140	Mar-92				
GERM	801	Mar-92				
GERM	802	Mar-92				
GERM	803	Mar-92				

GERM	804	Mar-92				
GERM	810	May-05				
ITAL	110	Mar-00				
ITAL	111	Nov-94	May-97			
ITAL	112	Nov-94	May-97			
ITAL	115	Apr-02				
ITAL	116	Apr-02				
ITAL	117	Apr-02				
ITAL	118	Apr-02				
ITAL	120	Apr-01				
ITAL	121	Apr-98				
ITAL	122	Feb-98				
ITAL	801					
ITAL	802	Dec-00				
ITAL	810	May-05				
JAPN	110	Apr-93				
JAPN	111	Apr-93	May-07			
JAPN	112	Apr-93	May-07			
JAPN	120	Apr-93				
JAPN	121	Apr-93	May-07			
JAPN	122	Apr-93	May-07			
JAPN	801	Dec-02				
SPAN	110		Oct-10	*	Oct-18	
SPAN	111		Oct-10	*	Oct-18	
SPAN	112		Dec-10	*	Oct-18	
SPAN	115	Dec-00				
SPAN	116	Dec-00				
SPAN	117	Dec-00				
SPAN	118	Dec-00				
SPAN	120		Jan-11			
SPAN	121		Apr-11			
SPAN	122		Apr-11			
SPAN	130		Apr-11			
SPAN	131		Apr-11			
SPAN	132		Apr-11			
SPAN	140		May-92	*	May-00	
SPAN	161	Nov-93		*	n/a	
SPAN	162	Nov-93		*	n/a	
SPAN	251	Nov-93	Oct-10	*	n/a	
SPAN	801		May-93	*	May-00	
SPAN	802		May-93	*	May-00	
SPAN	803		May-93	*	May-00	
SPAN	804		May-93	*	May-00	
SPAN	805	Apr-01				
SPAN	806	Apr-02				
SPAN	810	May-05				

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.

List ACT names here.   **Prof. David Laderman**

The Foreign Language Comprehensive Program Review is complete, informative and articulate. The extensive compiling and analysis of data is to be highly commended. The explanation of the program, and the issues it faces, is clear, elaborate and persuasive. It is a tragic loss for the College of San Mateo that our foreign language offerings have been reduced to such skeletal proportions. Despite this, the Foreign Language program has persisted, and succeeded in serving our students. All the faculty members of the program are to be highly commended for their dedication and perseverance. Indeed, the eloquence, vision and passionate labor that characterizes this document, testifies to the individuals-faculty, staff and students-who are the program.

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

The Foreign Language Department is most grateful for this enthusiastic commendation of our efforts to survive with a skeleton crew until better times.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

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

Primary program contact person: Richard Castillo
Phone and email address: 650-574-6346 or cell 650-576-0645
Full-time faculty: Richard Castillo, Jing Wu
Part-time faculty: Jeff Mancilla, Machiko Conway, Harry Collis, Tiziana Balestra, and Michael Cheung
Administrator: Dr. Sandra Comerford
Classified staff: Annie Theodos
Students: Eric O'Brien

Primary Program Contact Person's Signature   *Date*

Full-time Faculty's Signature   *Date*

Part-time Faculty's Signature   *Date*

Classified Staff Person's Signature   *Date*

Student's Signature   *Date*

Dean's Signature   *Date*

**Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

<u>Section 1</u>
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
James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

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://collegeofsanmateo.edu/committeeoninstruction/
Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we makes the transition to a new site:
http://collegeofsanmateo.edu/prie/program_review/program_review.php

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)
(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)
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, 2008/9-2011/12,
http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/planningdocs.asp
Educational Master Plan, Data Updates, 2011-12
http://collegeofsanmateo.edu/institutionalresearch/
Institutional Priorities, 2008-2011
http://collegeofsanmateo.edu/prie/planningdocs.asp
Five in Five College Strategies, http://collegeofsanmateo.edu/prie/planningdocs.asp

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: David Locke, SLO Coordinator, Locke@smccd.edu,(650)574-6624
Also see PRIE site for SLO assessments' support: http://collegeofsanmateo.edu/prie/slos.asp

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

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: http://collegeofsanmateo.edu/sloac
- 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*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *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*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *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*

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 <u>internal </u>and <u>external</u> conditions.
<u>S</u>trengths: attributes of the organization that are helpful to achieving the objective.
<u>W</u>eaknesses: attributes of the organization or that are harmful to achieving the objective.
<u>O</u>pportunities: *external* conditions that are helpful to achieving the objective.
<u>T</u>hreats: *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*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *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*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *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*