INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Modern Language Department   Academic Year: 2012–2013
Faculty Contact: Prof. Richard Castillo   Program Review Submission Date: March 25, 2013 (April 8, 2013)

I. Description of Program

> Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Modern Language Department (formerly 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 (100's) and non-transfer (800's) 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. French and German, which had shown persistent low enrollments, were eliminated as a result of the Program Improvement and Viability process, and within two years the State-level budgetary shortfall led to the complete elimination of all programs and staff positions of American Sign Language, Italian, and Japanese, leaving only a partial program in Mandarin Chinese (with no time-by-arrangement) and Spanish.

Prior to 2011				As of 2012			
Discipline	Adjunct Professor	Partial Load of Tenured	Full Load of Tenured	Discipline	Adjunct Professor	Partial Load of Tenured	Full Load of Tenured
American Sign Language	☐			American Sign Language			
Chinese (Mandarin)		☐		Chinese (Mandarin)			☐
French	☐	☐		French			
German	☐			German			
Italian	☐			Italian			
Japanese	☐			Japanese			
Spanish	☐		☐	Spanish		☐	☐

Though drastically reduced in scope, the Modern Language Department (MLD) continues to improve student success (1), to encourage academic excellence (2) and provide relevant, high-quality programs and services (3) in response to the educational needs of an extremely diverse community. In this time of budgetary restrictions, the College has sacrificed its commitment to the needs of lifelong learners in favor of consolidating and assuring the continued availability of transfer-level courses, leading to the moth-balling of the 803-804 courses and the stop-gap measure of embedding the 801-802 courses in their transfer-level counterparts, 111-112, to keep them on the books and facilitate re-growing the programs if and when the financial situation improves.

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II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Assessment for the entire Chinese program as a percent of the total
who achieved designated levels of mastery (good > fair > insufficient)

	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	82	13	5
SLO 2	73	17	10
SLO 3	75	20	5
SLO 4	90	8	2
SLO 5	79	18	3

Assessment for the constituents of the Spanish program expressed
as a percent of the total who achieved designated levels of mastery
(good > fair > insufficient)

SPAN 111	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	40	40	20
SLO 2	55	30	15
SLO 3	42	47	11
SLO 4	N/A	N/A	N/A
SLO 5	70	16	15
SLO 6	42	42	16
SLO 7	55	25	20

SPAN 110 – 112	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	69	26	4
SLO 2	74	19	9
SLO 3	79	20	1
SLO 4	68	27	5

SPAN 120 – 122	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	62	29	9
SLO 2	38	58	4
SLO 3	20	73	7
SLO 4	82	11	7
SLO 5	41	42	17
SLO 6	9	72	19

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SPAN 131/132	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	58	35	7
SLO 2	56	40	4
SLO 3	56	40	4
SLO 4	n/a	n/a	n/a
SLO 5	56	38	6
SLO 6	58	41	1

SPAN 140	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	79	20	1
SLO 2	79	20	1
SLO 3	77	20	2
SLO 4	n/a	n/a	n/a
SLO 5	78	21	1

The Chinese program continues to grow and to achieve higher levels of success over previous assessments, in response to the varied delivery modes. The Spanish program experienced an anomalous dip in enrollment and an unexpected staffing change that was disruptive to the continuity of the course. Differences in teaching style and communication of expectations may be the primary explanation of the slightly lower overall success rates, especially in the higher level courses. The SLOs for the Spring 2013 courses have not yet been assessed, but to date the success rates appear to be returning to more typical ranges.

The two remaining tenured instructors have pledged to review and update all official course outlines and SLOs for all active Chinese and Spanish courses by the end of Summer 2013.

B. *Student Success Indicators*

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

Data from the prior three years reflect the decimation of the department and totally skew the trend data for the current "skeleton" department, i.e., Chinese and Spanish, as is attested by the total enrollment headcount trend that in 2009 was 2072 souls and is projected to be (-704) by 2014. Based on this there would be ample reason to eliminate the entire Modern Language Department. But the data also show that the remaining programs have healthy enrollments and success rates between 55 and 59 percent. Both language programs successfully serve diverse ethnic groups, with a preponderance (44%) of Asians in Chinese classes and a significant 25% Hispanics in Spanish, the latter perhaps affected by the unexpected staffing change. Similarly, success/non-success rates

in both languages in terms of ethnicity, gender, and age consistently hover around 55%/45% with little statistically significant variance.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

Spanish has no classes in Distance Education Delivery Mode; Chinese had three such courses. Over the period since 2009, the success/retention rates for Chinese online courses from 41%/60% to 55%/72% respectively, compared to an increase from 52%/79% to 64%/85% for the traditional delivery mode classes. Though the traditional mode is slightly better in both success and retention, the consistently improving trend in the online classes is very promising.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

Once again, the historical data are deceptively skewed due to the gutting of the department's programs. Considering only the state of the current department, the WSCH, FTEF, LOAD, and FT/PT Ratio are as follows:

Language	WSCH	FTEF	LOAD	FT/PT Ratio
Mod Lang Dept	3,144	6.0	524	45% / 55%
Chinese	713	1.4	509	100% / 0%
Spanish	1,671	3	557	54% / 46 %

With the imminent retirement of the full-time Spanish instructor and the administrative decision to fill that staffing hole with adjunct instructors, the department will become more "efficient" but the Spanish FT/PT ratio will be an unacceptable 0% / 100% and the departmental ratio will continue to be out of compliance with the desired ratio.

D. *Course Outline Updates*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
SPAN 110–140 (embedded) 801-804 as req'd	R. Castillo	by end of Summer, 2013
CHIN 111–212 as req'd	J. Wu	by end of Summer, 2013

E. *Website Review*

Review the program's website(s) annually and update as needed.

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Faculty contact(s)	Date of next review/update
Jing Wu & Richard Castillo 1) Revamp Foreign Language > Modern Language 2) Update Chinese and Spanish, and interlink with Modern Language	Summer, 2013

F. *Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)*

1. Review the program's [Gainful Employment Disclosure Data](), [External Community](), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

This section does not apply to the Modern Language Department offerings.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

This section does not apply to the Modern Language Department offerings.

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

The Chinese courses will continue to be assessed by Prof. Wu on all SLOs.
The Spanish SLO's for all offered courses continue be assessed and compiled
at the end of each semester, including the summer. However, Professors
Castillo and Locke are currently working on a revision of all the Spanish SLO's
to standardize and align them with one another in a cohesive series of
increasing levels of mastery in each of the four skills and in the area of cultural
awareness. This work is projected to be completed by Summer 2013.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

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The modifications projected to be made to the Spanish program SLO's may require minor adjustment to the assessment process and schedule of the Foreign Language Program SLO's, but the collaborative efforts of Professors Locke and Castillo should minimize disruption.

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

The schedule imposed by the inverse order in which the College approached the process of creating, implementing, assessing, and revising SLO's led to subsequent misalignment issues the SLOAC is now addressing. The College's broad umbrella-like SLO's should generate Division SLO's, which in turn would generate Departmental (program) and then discipline-specific Course SLO's. This would have ensured consistency and total alignment. As it was, we were asked to start with course SLO's when few if any of us had any notion of what SLO's were supposed to be or how they would align with anything else. The SLO's developed by Adjunct Professors for the different disciplines within the forerunner of the Modern Language Department lacked parallelism and standardization. The Spanish SLO's were developed by the two full-time instructors and three adjuncts. This resulted in considerable variation in each of the levels. The work currently undertaken by Prof. Castillo with the invaluable collaboration of Prof. Locke, chair of the SLOAC, seeks to revise all alignment issues, and said work should be completed in Summer, 2013.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

The student population continues to evolve, trending toward more ethnic, economic, and age diversity. Transfer initiatives and guaranteed admission to university has increased the number of students taking a language to fulfill that requirement, whereas elimination of the non-transferable courses has lowered the number of lifelong learners who might otherwise enroll in the 800-level courses. The elimination of various language programs at several feeder high schools and the reduced number of language offerings at CSM must factor into the eventual regrowth of the Modern Language Department.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Through the efforts of Prof. Wu the department is making excellent progress in developing distance education versions of the Chinese offerings. She will continue to grow the Chinese program in both traditional and online delivery modes.

B. Program Vision

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What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The SLO data indicate that there is uneven progress in the students' mastery of the five basic goals common to both Chinese and Spanish, i.e., 1) producing and 2) processing oral language, 3) producing and 4) decoding written language, and 5) broadening cultural awareness. For example, native and heritage speakers typically achieve or arrive with total mastery of speaking and listening skills, but often have marked deficits in reading and writing, and in the case of heritage speakers often have little or no knowledge of Hispanic culture beyond the confines of their own home. Contrariwise, non-native speakers often have excellent reading and writing skills but need special help to overcome their speaking and listening deficits. Staff of the department will be meeting to share ideas about how to modify the teaching of the courses in order to attain a higher degree of parity in the students' acquisition of the five components.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

    Workshops and departmental meetings in conjunction with representatives from the publishers of adopted texts would be an excellent beginning. The Modern Language Association regularly schedules webinars and organizes working seminars at a variety of locations throughout the year. Information acquired at these events will serve as primary agenda items for departmental meetings that will lead to eventual implementation.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

    To overcome the obstacles to student success the Modern Language Department has always counted upon the full support of Counseling, Student Services, the Learning Center, the Library, DSPS, ITS, and the other departments within the Language Arts Division. Specific interactions are difficult to predict, but past practice testifies to the professionalism and collegiality of all the collaboration that increases our students' success.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: As the Chinese program continues to grow, it is possible that the College will need to respond by hiring an adjunct professor. In the Spanish program, the retirement of the only full-time professor is imminent. Moreover, it is not unrealistic to assume that within six years at least one and possibly two of the senior adjunct professors will also retire, leaving that important discipline "headless". The College has announced its intention to replace the full-time vacancy with adjunct staff. In order to maintain sufficient sections to permit student to fulfill the IGETC second language requirement, it will be imperative to hire additional adjunct staff.

Equipment and Technology: As noted in the Program Review for the Modern Language Center, the Chinese instructor needs a portable laptop for the work she does with the distance learning students when they come for their on-campus component. A laptop is the most appropriate solution to the method of one-on-one instruction she usually does in the MLC, switching to the larger screen PCs when she needs to display the details of the character writing lessons. She will soon submit a formal request as the need for this laptop is immediate.

As the other departmental requests for equipment and technology are destined for use in the MLC, they have been noted in the Center's program review submitted in this same cycle. They include: upgrades for four PCs (Windows), supplies and service contracts for the two HP LaserJet printers, a dedicated small computer or laptop to connect the large screen monitor wirelessly for group instruction in Chinese character writing, a mid-range photocopier, a digital video recording/playback device for rehearsing and assessing individual and group oral presentations.

Instructional Materials: Since the refurbishing of building 18, the Modern Language classrooms have been without maps. As soon as some funding can be allocated, the department requests maps of China, Latin America, Spain/Europe, and a world map.

Classified Staff: The department does not seek a classified staff position at this time.

Facilities: The room-darkening double shades in 18-203 are in need of repair/replacement. Some of the problems include dislocation from their track; twists, creases, and tears from being forced; broken and dangling beaded pull chains.

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013]. For each plan, list actions and measurable outcomes.

Plan 1

Title:

EXPANSION OF STAFFED HOURS OF OPERATION (for the MLC, 18-112)

Description

The departmental plan with highest priority coincides with PLAN 1 of the Modern Language Center, namely: To improve student success (1), academic excellence (2) and to provide relevant, high-quality programs and services (3), the MLC will work toward the goal of being open and operational with certificated staff or official student assistants on duty continuously from 7:30 a.m. until 7:30 p.m. Monday-Thursday and from 7:30 a.m. until 3:30 p.m. on Friday.

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Action(s)	Completion Date	Measurable Outcome(s)
Secure approval and funding	Fall 2013	Budgetary line item for Language Arts
Create Job Description, Advertise, Hire, Train	Academic Year 2013-14	Hire assistant(s), integrate into schedule with certificated staff
Assess	Summer 2014	Successful evaluation; useful feedback; improved student survey responses

Plan 2

Title:

Beginning Spanish Online

Description

Create a beginning level online course for SPAN 111

Action(s)	Completion Date	Measurable Outcome(s)
Create course outline based on the model of the initial Chinese online course.	Summer 2013	Official Course Outline ready for submission to COI
Create calendar of lesson plans and record beta versions of lessons for one unit. Vet with help from Prof. Wu and student volunteers.	Fall 2013	Single finished unit ready for uploading.
Customize personal, Spanish, and departmental web pages, and provide necessary links for the online course. Upload audio and video files for one half of the course.	Spring 2014	Course ready to go in Fall 2014

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty: The Modern Language Department will request one full-time Spanish faculty position when the retirement of the current instructor is finalized. The Department feels that the Spanish program is a

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fundamental part of the part and that it is in the students' best interest to have a tenure track instructor to represent their needs to the department and division. At this time the Department is not filing an official Position Request because the details and date of the potential retirement are not yet finalized.

Full-time faculty requests (identify specialty if applicable)	Number of positions
Spanish	1 (tentative)

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
n/a		

Equipment and Technology

Description (for ongoing program operation)	Cost
New laptop for Chinese instructor	TBD

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
Classroom Maps of Latin America, Spain/Europe, the World	TBD

Description (for prioritized plans)	Plan #(s)	Cost

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Classified Staff

Description (for ongoing program operation)	Cost
n/a	

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for on-going plans)	Plan #(s)	Cost
Repair of double room-darkening shades in 18-203		TBD

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	Student Assistant for Extended hours of MLC	TBD
2	Spanish Online	TBD
	For additional plans, add rows and number accordingly.	

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