

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

Program Name: Modern Language Department

Academic Year: 2013–2014

Faculty Contact: Prof. Richard Castillo

Program Review Submission Date: March 25, 2014 (ext: 9/2014)

### 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) remains reduced to only two languages, offering the equivalent of the first four semesters of transferable Spanish and Mandarin Chinese, the latter primarily in evening and online courses. The non-transfer (800's) modes, designated "Conversational" are offered embedded in the transfer level classes, since the material covered is essentially the same, but in the 800's there is no written component and testing assesses only speaking and listening skills. The entire Chinese program is taught by a fulltime tenured professor who is a native speaker. The Spanish program is taught by a fulltime tenured professor and two adjunct professors. Mandarin Chinese currently has no lab requirement; Spanish five-unit courses have a two-hour per week requirement, and the three-unit courses a one-hour per week requirement. Students meet this requirement in the Modern Language Center on a walk-in basis, under the supervision of three professors who voluntarily hold additional "office hours" in order to keep the center appropriately. The Chinese professor also moved part of her consultation time to the MLC to help with staffing. Spanish students worked with the adjunct professors, and Chinese students were able to work online and consult with their professor.

As of 2012

Discipline	Adjunct Professor	Partial Load of Tenured	Full Load of Tenured
American Sign Language			
Chinese (Mandarin)			<input type="checkbox"/>
French			
German			
Italian			
Japanese			
Spanish	<input type="checkbox"/>		<input type="checkbox"/>

Though drastically reduced in scope, the Modern Language Department (MLD) continues to improve student success, to encourage academic excellence and provide relevant, high-quality programs and services in response to the educational needs of an extremely diverse community. In this slow recovery from a time of debilitating budgetary restrictions, the College has sacrificed its commitment to the needs of lifelong learners in favor of consolidating and assuring the continued

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

availability of transfer-level courses, leading to the moth-balling of the 803-804 courses and the embedding the 801-802 courses in their transfer-level counterparts, 111-112. Since the class size limit is 35, a minimum of five places are reserved for the 800's, and those five places are a far cry from the normally well-enrolled 800's when they are offered independently.

### 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	48	32	20
SLO 2	50	30	20
SLO 3	44	40	16
SLO 4	N/A	N/A	N/A
SLO 5	65	15	20
SLO 6	40	40	20
SLO 7	55	25	20

SPAN 110 – 112	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	65	31	4
SLO 2	70	17	13
SLO 3	78	18	4
SLO 4	60	27	13

SPAN 120 – 122	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	58	34	8
SLO 2	40	56	4

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

SLO 3	18	72	10
SLO 4	80	15	5
SLO 5	40	40	20
SLO 6	7	74	19

SPAN 131/132	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	35	58	7
SLO 2	37	45	8
SLO 3	50	40	10
SLO 4	n/a	n/a	n/a
SLO 5	48	42	10
SLO 6	58	41	1

SPAN 140	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	68	31	1
SLO 2	79	17	4
SLO 3	73	19	8
SLO 4	n/a	n/a	n/a
SLO 5	77	22	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 due to the semester length illness of a highly effective adjunct professor. The evening courses experienced a shift trending from good to fair, and the 111/801 combination seems to have resulted in a slightly higher withdrawal rate. One section in the spring semester also lost a higher than customary number of students to severe illness and accidental injury

The SLOs for Spanish await a makeover to regularize them so that they consistently assess the four skills and the cultural component in the same order. This will entail simplifying and reordering them throughout the transfer series, and until things change for the 800's, modifying their SLOs to coincide with those of the transfer series minus the writing and testing components.

### 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 department, i.e., Chinese and Spanish, as is attested by the total enrollment headcount trend that in 2009 was 2072 souls and was projected to be (-704) by 2014. Based on this there would be ample reason to eliminate the entire Modern Language Department. But the

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

data also show that the remaining programs have healthy enrollments and a success rate of 60%. Both language programs successfully serve very diverse ethnic groups, with a preponderance (59.1%) of Asians in Chinese classes and a significant 19.8% Hispanics in Spanish. Similarly, success and non-success rates in both languages in terms of ethnicity, gender, and age consistently hover around 62% and 48%, respectively, with an as yet not understood significant drop in success rate for the Black population from 45.5% in 2011 to 28.6% in 2013, accompanied by a 37% drop in enrollment and a 96.6% increase in withdrawals. This will require serious investigation and will be a high priority issue.

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 (F-Sp)	FTEF	LOAD	FT/PT Ratio
Mod Lang Dept	1463-1112	2.9-2.3	499-477	73%-91% / 27%-9%
Chinese	423-436	0.8-0.6	528-436	100% / 0%
Spanish	1041-676	2.1-1.3	488-507	63%-37% / 85%-15%

With the retirement of the full-time Spanish instructor and the previous decision to fill that staffing hole with adjunct instructors, the department would have become more "efficient" but the Spanish FT/PT ratio will be an unacceptable 0% / 100% and the departmental ratio would continue to be out of compliance with the desired ratio. The subsequent decision to request, obtain and fill a full-time tenure track position has eliminated that outcome.

### 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	TBA	ASAP (revision of SLOs and adaptation of embedded 800's)

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

CHIN 111–212 as req'd	J. Wu	by end of Summer, 2014
-----------------------	-------	------------------------

### E. Website Review

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

Faculty contact(s)	Date of next review/update
Jing Wu 1) Revamp Foreign Language > Modern Language 2) Update Chinese and Spanish, and interlink with Modern Language	Fall 2014-Spring 2015

### 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.

3. The Chinese courses will continue to be assessed by Prof. Wu on all SLOs. The Spanish SLOs for all offered courses continue be assessed and compiled at the end of each semester, including the summer. The Spanish SLOs will be standardized and parallel each other throughout the offerings 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 before Spring 2015.

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

### B. Program SLO Assessment

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

The modifications projected to be made to the Spanish program SLOs may require minor adjustment to the assessment process and schedule of the Foreign Language Program SLOs, but the collaborative efforts of the newly hired Spanish instructor with Professors Locke and Wu 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 Chinese SLOs created by Professor Jing Wu and entered into TracDat are complete and in total alignment with Program, Institutional and GE SLOs.

The Spanish SLOs created by Professors Castillo, Lisses, and Hidalgo de Keck are complete and in alignment, but they require regularization so that they parallel one another in the same order and address in a less wordy fashion the four language skills and the cultural component.

## 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 trend toward the elimination of the lab requirement represents, apart from the reduction in state funding, the curtailment of a learning resource that has had documented evidence of improved student success. The elimination of various language programs at several feeder high schools and the reduced number of language offerings at CSM have put the Modern Language Department on the endangered species list. It is vital to the educational goals and mission of College of San Mateo to support the regrowth of the department, acknowledging the importance of the cultural awareness and communicative skills that only the knowledge of another modern language can provide.

## 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

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

traditional and online delivery modes, and the newly hired instructor may well bring knowledge, skills and abilities that will expand and improve the offerings in Spanish.

### B. Program Vision

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.

Improvement begins with workshops and sharing acquired knowledge in departmental meetings in conjunction with representatives from the publishers of adopted texts. 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. The end of the year decision to relocate the Modern Language Center to the Learning Center in building 10 represents a genuine hurdle in that the former location provided a home-like comfortable environment for collaborative learning whereas the Learning Center is a return of the formal, traditional lab setting. The former MLC was a



## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

place for students and teachers to interact in normal interpersonal communication in the target language and in English, with the end goal being the transition of the target language from a subject to study to a tool with which to communicate. It remains to be seen if the new location will be able to achieve that goal. If the College eliminates the TBA for modern languages — not unlike eliminating rehearsal from piano class or lab from nursing — the Learning Center will be spared the effort and the students will be deprived of a very valuable tool.

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 a *fait accompli*. The recent long-term medical leave of one of the senior adjunct professors, as well as the years of service of the other, presage a time of substantial change for the Spanish department. The College's decision to hire a new full-time tenure track Spanish professor shows a commitment to modern language instruction in general and to the importance of Spanish specifically. Given the status of the two adjunct staff, and the need to offer transfer level courses both day and evening in order to help students fulfill the IGETC second language requirement, it will be imperative to hire additional adjunct staff. The faculty and Dean are already in consultation regarding the gradual reinstatement of the previously eliminated languages as funding and staffing become available. In all likelihood American Sign Language will be the first to be reinstated in Fall, 2015.

**Equipment and Technology:** As noted in the Program Review for the Modern Language Center, the Chinese instructor needs a portable laptop with larger screen 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:** Modern Language has no specifically reserved rooms in which instructional materials such as maps might be placed. Therefore we do not request any additional materials at this time.

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

**Facilities:** The room-darkening double shades 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.



## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

### 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:

Assessment of the Effectiveness of the Relocated Modern Language Center
---

Description

The departmental plan with highest priority coincided with last year's 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 <b><i>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.</i></b> The move to the LRC will achieve the improved hours, but will result in the loss of most of the attributes that made the MLC so successful in its former location.
---

Action(s)	Completion Date	Measurable Outcome(s)
On-Going Assessment of student work done in the LRC	Academic Year 2014-15	
Creation of a part-time certificated position to "staff" the MLC in the LRC	Academic Year 2013-14	Hire assistant(s), and/or integrate into schedule with certificated staff
Reinstate TBA in Chinese; initiate same in ASL to be ready for Fall 2015	By Summer 2015	

#### 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.	Fall 2014	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.	Spring 2015	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 2015	Course ready to go in Fall 2015

## INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

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.]*

<b>VI. Resource Requests</b>
------------------------------

*A. Itemized Resource Requests*

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

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
None at this time	Tab to add rows

Complete [Full-Time Faculty Position Request Form](#) for each position.

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

Equipment and Technology

Description (for ongoing program operation)	Cost
A laptop with a larger screen for Chinese Program	\$2500

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

**INSTRUCTION PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE**

Instructional Materials

Description (for ongoing program operation)	Cost

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

Classified Staff

Description (for ongoing program operation)	Cost
None at this time	

Description (for prioritized plans)	Plan #(s)	Cost
None at this time		

Facilities

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

Description (for prioritized plans)	Plan #(s)	Cost
None at this time		

**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		
2		
	For additional plans, add rows and number accordingly.	