

2014-2015 Instructional Program Review

Program Name: **Modern Languages**
Program Contact: **Wu, Jing**
Academic Year: **2014-2015**
Status: **Submitted for review**
Updated on: **04/14/2015 09:32 PM**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Modern Language Department offers the equivalent of the first two years of transferable courses in Chinese and Spanish. These courses provide students with training of listening, speaking, reading, and writing skills as well as culture awareness. The Chinese program also offers a transferable convsational 200 series. In Spanish program, the non-transferable conversational 800 series is offered embedded in the transfer level classes with no written component and testing, assesses only on speaking and listening skills. The Chinese courses are offered on-campus and online. The Spanish courses are offered on-campus.

The Modern Language Department continues to improve student success, encourage academic excellence. The Department provides high-quality programs and services in response to the educational needs of the diverse community.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. 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)

CHIN	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	82	14	4
SLO 2	85	12	3
SLO 3	80	15	5
SLO 4	79	15	6

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SLO 5	90	8	2
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Assessment for the constituents of the Spanish program expressed as a percent of the total who achieved designated levels of mastery (good > fair > insufficient)

The Spanish program SLOs will be assessed in the next review period.

SPAN	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
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SLO 1

SLO 2

SLO 3

SLO 4

SLO 5

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 illness of an effective adjunct professor.

The SLOs for Spanish are currently under review and will be revised along with the Spanish program and course offerings. The revisions to the program will include a regularization of the SLOs so that they consistently assess the four skills and the cultural component in the same order and are congruent with district, institution, and second language acquisition best practices.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

Chinese program does not award degree or certificate.

Spanish had no degrees awarded last year and only awarded one certificate. There is not enough number to base an SLO assessment on.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

Spanish Program SLOs cannot be assessed at this time, because there is not enough number of students completing SLO exit surveys.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

There are no other methods to assess program SLOs as of now.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

All the transferable courses in Chinese and Spanish satisfy the GE SLO requirement.

Effective communication, critical thinking and social/cultural awareness are the three GE SLOs that are aligned with the Modern Language programs and course SLOs.

Assessment results for course-level SLOs are above 80%, indicating that students are able to demonstrate these GE SLOs in the content of our transferable courses.

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. The remaining Chinese and Spanish programs have a success rate of 60%. Both language programs successfully serve very diverse ethnic groups, with a preponderance 57.1% of Asians in Chinese classes and a significant 28.8% Hispanics in Spanish. Similarly, success and non-success rates in both languages in terms of ethnicity, gender, and age consistently over around 60% and 21%.

There is a concern that the LOAD decreased over the past three years from 523.5 to 448.3. The Modern Language Department will work with the Language Arts Division Dean for a specific department plan for the year to come.

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 four such courses.

For the Chinese program ,over the period since 2011, the success/retention rate for traditional delivery mode courses grow steadily from 58%/75% to 67%/84%, while the success/retention rates for online courses grow from 69%/89% to 73%/92%. The consistently growing trend in the online classes is 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.)

Considering the state of the current Modern Language Department, the WSCH, FTEF, LOAD, and FT/PT Ratio are as follows:

Language	WSCH (F-Sp)	FTEF	LOAD	FT/PT Ratio
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	Mod Lang Dept	3140-2331	6-5.2	524-448	50%-50% / 85%-15%	
	Chinese	713-744	1.4-1.8	509-413	100% / 0%	
	Spanish	1667-1588	3-3.4	556-467	53%-47% / 77%-23%	3. 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 have increased the number of students taking a modern language to fulfill that requirement.

4. Planning

A. Results of Program Plans and Actions

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

The Chinese program will continue to grow in both traditional and online delivery modes of the Chinese offerings. The Spanish program is under the revision which will include a regularization of the SLOs and will improve the offerings in Spanish.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[Note: Specific plans to be implemented in the next year should be entered in C of the Planning section.

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 D1 and D2 of the Career Technical Education section.]

Modern Language Department will continue to align with the College Mission Statement in improving student success and promoting academic excellence. The department will focus on delivering effective instruction, supporting diverse students and community needs in second language acquisition. The faculty members of the department will develop responsive, high-quality programs, assist our students to achieve SLOs.

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

To ensure effective instructional delivery and to improve student learning and success, the faculty members of the department will continuously seek professional development opportunities, participate in the workshops offered by the district, and conferences

sponsored by the modern language associations in California and nationwide.

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.

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.

The past practice affirms to the professionalism and collegiality of all the collaboration that increases our students' success. The relocation of the Modern Language Center to the Learning Center in building 10 represents a genuine hurdle. 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. We are currently researching and evaluating various strategies and activities that can be implemented in the new Modern Language Center housed within the Learning Center and pursuing potential interdepartmental partnerships with ESL and Puente to enhance the effectiveness of the Modern Language Center.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

None at this time.

Equipment and Technology

None at this time.

Instructional Materials

The Chinese program has used an educational resource GLOSTER which provides resource and tools that contribute to innovative and interactive learning. The annual subscription fee is \$390.

Classified Staff

None at this time.

Facilities

None at this time.

C. Program 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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

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 achieving a consistent hours of operation and with certificated staff or official student assistants.

Action(s)	Completion Date	Measurable Outcome(s)
On-Going Assessment of student work done in the LRC	Academic Year 2014-15	Percentage of Spanish Student completing newly created conversation activities in the MLC.
Creation/Recruitment of additional staff in the MLC	Recurring/On-going until a permanent can be negotiated.	Hire assistants to staff the MLC in collaboration with the LRC.

Plan 2

Description
Evaluation and revision of current Spanish program courses and SLOs

Action(s)	Completion Date	Measurable Outcome(s)
Evaluate and revise Spanish courses currently offered	Spring 2015	Establish possible additions/deletions and revisions of Spanish courses to be offered in the future
Evaluate and revise Spanish degree/certificate	Spring 2015	Determine plausible degrees/certificates

offerings		offered by the Spanish program
Evaluate and revise Spanish SLOs	Fall 2015	Establish SLOs for the program that are more consistent across the courses offered in the Spanish Program that provide more consistent data for evaluation

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
None at this time.	

Equipment and Technology

Description	Cost
None at this time.	

Instructional Material

Description	Cost
The Chinese program has used an educational resource GLOSTER which provides resource and tools that contribute to innovative and interactive learning.	\$390/yr

Classified Staff

Description	Cost
None at this time.	

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

None at this time.	

6. Program Maintenance

A. 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
CHIN 111, 112	Jing Wu	Fall 2015
SPAN 110, 120 130, 140	Colby Nixon	Fall 2015 The Spanish program is under the revision. SPAN 121, 122, 131, 132 will be updated in Fall/Spring 2016, if they are not banked. SPAN 801, 802, 803 and 804 will be banked in Fall 2015.

B. Website Review

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

Faculty contact(s)	Date of next review/update
Jing Wu and Colby Nixon	Fall 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Jing Wu -- Chinese Program	Fall 2015
Colby Nixon -- Spanish Program	Fall 2015