LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Modern Language Center (formerly Foreign Languages Center)   Academic Year: 2012–2013
Center Contact: Prof. Richard Castillo   Program Review Submission Date: 25 March 2013

I. Description of Center

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.

Background: Eight years of planning resulted in the creation of what was then called the Foreign Language Center, a model learning resource serving students in American Sign Language, Arabic, Chinese (Mandarin), French, German, Italian, Japanese, and Spanish. However, insurmountable statewide budgetary problems led to drastic cutbacks across the entire college and district. As a result the Foreign Language Department lost the lab requirement (TBA = time by arrangement) for *all languages except Spanish*, and then inexorably lost all programs and staff of Arabic, American Sign Language, French, German, Italian, and Japanese. This, in essence if not in fact, reduced the Foreign Language Center to what might more accurately be called the Spanish Lab. The Modern Language Staff continue to work toward reinstatement of the TBA for Chinese, and look forward to the day when we can re-grow our programs to their former Golden Age.

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The Modern Language Center (name officially changed from Foreign Language Center, March 2013) is a 500-sq. ft. space dedicated to providing students of modern languages the resources to improve their success rate in the transfer-level courses. Attractively furnished with sofa, armchairs, tables and side chairs; equipped with nine computers, two laser printers (B&W and color), four videotape/players, and a 32" portable video screen for group viewing; stocked with numerous dictionaries, topical manuals, cultural and historical reference books, a library of helpful language specific handouts, and a collection of international modern language films on DVD; and staffed by certificated instructors of the languages currently offered at CSM, the Modern Language Center (MLC) provides an inviting and comfortable place to do homework, fulfill TBA requirements, work collaboratively with classmates and profit from both peer tutoring and additional help from certificated staff. Though currently hampered by budgetary constraints, the MLC is open and staffed weekdays 7:10 a.m. until at least 2:00 p.m. and Tuesday – Thursday, 5:15 p.m. until 6:30 p.m.

The Center invites and encourages our diverse (in every sense of the word) student population to work together in an inviting, homey environment not unlike the public areas of the College Center. Not limited solely to computer stations, the Center invites students to engage one another and the staff in ways that help them master the language they are studying. It provides a non-threatening location to learn the language by actually using it. Even distance learners taking online Chinese courses profit extensively from the student-centered help they receive from the teacher in the MLC during their on-campus sessions.

The publishing trend in modern language acquisition has moved en masse to online delivery of highly interactive learning tools. Needing minimal financial support, the MLC achieves its goals economically, improving student success with the excellent state-of-the-art services and resources it provides. As a testing ground for the effectiveness of what will be done in the classroom, the MLC is an ideal site for the language departments to accommodate programs to the wildly diverse learning styles and needs of the students.

II. Summary of Student and Center Data

A. Student Learning Outcomes Assessment

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

The two SLOs for the MLC assess the students' perception of the degree to which their use of the resources (SLO-1) and staff (SLO-2) has facilitated and enhanced their learning. Overall satisfaction is at 71%, possibly explained by reduced hours of staffed operation and unavailability of certificated help. However, over 83% of the respondents found that their use of the MLC was helpful, and 100% found that one-on-one help provided by the certificated staff was very helpful. This highlights the need for the college to provide for certificated staff during all hours of operation. Currently, when the instructor is in class, the lab is open but unofficially "staffed" by volunteer student trustees. This practice is not in compliance with the line-of-sight requirement but is the only way the lab can remain open at the hours the students are here to take advantage of its resources. For an unacceptable number of hours (fully 88% of the 42) the lab is staffed only a result of the volunteerism and dedication of the certificated staff and student trustees.

	Student Trustees	Faculty Volunteer	Faculty Assignment	Total Hours of Operation
Hours	12	25	5	42
% of Total	28.6	59.5	11.9	100

B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to Planning, Research and Institutional Effectiveness (PRIE) reports, SARS records, and other data sources as appropriate.

   The data of the target semester clearly show the devastating effects of the loss of programs. Three languages are represented, and of those, are too few to have statistical significance when considered with 113 responses from Spanish students. The Japanese and Chinese students no longer had a TBA associated with their courses, and their lab usage evaporated, along with the ADA that would have accrued. Elimination of the TBA hurt the college financially and deprived the remaining students of Chinese a valuable resource and increased contact with the instructor. (N.B. A portion of the Chinese program is delivered as an online course, which never had a TBA requirement.)

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to Delivery Mode Course Comparison.

   There is a marked and perfectly understandable difference in usage (the time logged, not the activity) between day and evening students. The night enrollments in Spanish are almost 16% of all Spanish students, but some of their numbers are enrolled in the embedded 801 or 802, which do not have a TBA. Additionally most evening students come to campus only on the night of their class, and most of them come from a job and from wolfing down a dinner, so it is difficult if not

impossible for them to fulfill the TBA in the hour immediately before their class meets. We experimented with including access to SARS for students in 801, 802 and 140, and observed improved performance in class, which would tend to validate the effectiveness of the MLC as a learning resource.

C. *Center Efficiency. Is the center efficient in meeting student needs?*

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

Students very favorably perceive the MLC by the on terms of overall quality of service (77%), staff helpfulness (85%), ease of use (93%), clarity of expectations (86%), availability (93%), immediacy of help (79%), helpful faculty (100%), availability of needed resources (89%), maintenance of equipment (93%), improvement of performance in class (83%). In terms of all twelve learning objectives enumerated in the MLC User Survey, 80% or more of the students indicated that they had made measurable progress.

Availability of certificated staff for compliance with the line-of-sight stipulation is problematic, and many students expect the Center to be open whenever the campus is open and in session. The one-on-one tutorial help and consultation with the instructors is the single most important asset of the lab. The Windows computers have intermittent problems that can only be addressed by ITS. To keep operational costs to a minimum, the staff is working on a solution to securely monitor the content and quantity of what is being printed. With the elimination of the other languages and the demise of VCR technology, the videotapes and players may need to be mothballed. We may wish to convert videotape resources to DVD or video files on the server. An additional horizontal filing cabinet has been acquired, and in the future, as we expand our tutorial help, we should get a higher volume personal photocopier, as the inexpensive one currently available is impractical and insufficient to our needs.

D. *Course Outline Updates (if applicable)*

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.

The MLC has no courses per se, but the courses in the division offerings affect usage of the center. As noted earlier, staff are working toward reinstating the TBA for Chinese transferable courses.

Courses to be updated	Faculty contact	Submission month
CHIN 121	Jing Wu	May 2013
CHIN 122	Jing Wu	May 2013
CHIN 134	Jing Wu	May 2013
CHIN 140	Jing Wu	May 2013
CHIN 201	Jing Wu	May 2013
SPAN 110	Richard Castillo	May 2013
SPAN 111	Richard Castillo	May 2013
SPAN 112	Richard Castillo	May 2013
SPAN 140	Richard Castillo	May 2013
SPAN 801	Richard Castillo	May 2013

SPAN 802	Richard Castillo	May 2013
SPAN 803	Richard Castillo	?May 2013
SPAN 804	Richard Castillo	?May 2013

E. *Website Review*
Review the center's website(s) annually and update as needed.

The MLC website is defunct. If the department is unsuccessful at reinstating the TBA for Chinese, the Center's page will only be activated via a link from the Spanish Program page, which is under reconstruction and will be completed this summer. It is extremely difficult for the one full-time instructor available during the day to maintain the website while teaching and staffing the MLC.

| Contact(s) | Date of next review/update |
| Jing Wu and Richard Castillo | Summer, 2013 |

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment (if applicable)*

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

The SLOs that assess oral proficiency and aural comprehension may make use of the MLC. We are working on regularizing the SLOs to address the four skills and to standardize the assessment method to take advantage of the digital audio technology available in the MLC. These changes are primarily meant to reinforce the sequential nature of the courses in each language. The assessment methods will not change in any substantial way, as they are already well established and implemented.

B. *Center SLO Assessment*

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

The online assessment tool is acceptable and helpful. It would be more meaningful if we could find a way to increase the number of students who complete the survey. Additionally, the survey would be even more helpful *if we were to question those students who have withdrawn from the language class*. The results would be instrumental in implementing substantive changes in the services we offer if we were to discover that the withdrawal was due to a fixable shortcoming in the way we run the MLC.

C. *SLO Alignment (as applicable)*

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

We are currently revising course outlines and SLOs to regularize them. Even in their current state each course each level clearly addresses the goals of speaking, listening, writing, reading, and cultural awareness. The MLC's two-pronged SLOs are aimed at facilitating the students' improved mastery in each of these five areas. The overwhelmingly positive response in the self-assessment survey of student satisfaction confirms that we are on track and successful in achieving our goal of helping the

students achieve theirs. Apart from the skills aspect of learning to use the language of another culture, all language courses and the resource centers that enhance and facilitate the learning experience directly address three of the six the institutional General Education SLOs, namely: 1) Effective Communication, 3) Critical Thinking, and 5) Cultural Awareness and Diversity.

IV. Additional Factors

Discuss additional factors as applicable that impact the center, 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 transfer requirements to the UC and CSU systems are such that it becomes imperative that the college offer second-language programs through at the very least the 120/122 level. Currently, the only way a daytime-only student can fulfill the IGETC language requirement is by taking Spanish. All transferable courses through that level should have a TBA requirement if they are to align with the university course descriptions. The Chinese TBA should be reinstated. If the program remains primarily in the evening, some arrangement will need to be made to make it possible for evening students to meet the requirement and get the help offered by the MLC.

Though the current economy is dismal, the continued political and economic issues surrounding immigration and both native and heritage speakers of Spanish make it clear that Spanish will continue to be a major factor to consider in the workforce in order to meet the needs of professionals in the college's service area. The department may look forward to eventual increased enrollments that could lead to an expansion of the MLC, in terms of hours of availability, staffing, and hardware.

V. Institutional Planning

[*Note*: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

A. Results of Plans and Actions

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

The elimination of TBA for all but Spanish courses lower than the 140 level has created the most obvious measurable outcome. Use of the MLC has plummeted. Notably, though the overall numbers compare unfavorably to previous years, the percentage of students who use the MLC in the current Spanish courses is higher than in previous years, i.e., all of the Spanish instructors have made it a goal to emphasize the benefits of fulfilling the TBA requirement, and their students have responded by taking advantage of the resource.

B. Center 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 usage and data noted in Section II. Summary of Student and Program Data.

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

With the current state of the budget, plans for the Modern Language Department and its accompanying Center have lower priority than doing whatever is necessary to avoid any further reductions or eliminations. The MLC has the full support of the division faculty and dean, even though cutbacks in languages other than English have been implemented in this time of financial hardship, a decision which in the long run may well prove to have been a costly mistake. The emergence of China as a major driver of world economy and the emergence of Latin America as a major market and resource give bilingual leaders and entrepreneurs a considerable advantage over those limited solely to English.

Long range, the Modern Language Department seeks to gradually reinstate the languages we have lost. American Sign Language, Japanese, and Italian were all thriving programs, and could easily be so again. But for now we hope to grow our Chinese and Spanish enrollments, improve persistence, and continue to develop online courses on the model created by Prof. Jing Wu, who has kept abreast of the technology and worked tirelessly to adapt our Chinese program to that delivery mode. [Online courses do not include a TBA.]

As more and more of our feeder high schools dismantle their modern language programs, we may also need to look at concurrent enrollment so that high school students can fulfill transfer language requirements.

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.

   Faculty will be collaborating with publishers to incorporate the highly interactive online components now being made available at no cost to textbook adopters. In the long run this may lead to reduced textbook costs and improved mastery of the subject matter. The total cost of each of the five top textbooks with online components is prohibitive, and in the case of Spanish has resulted in detrimental delays for the students, several of whom were unable to catch up when they were finally able to acquire the textbook, and subsequently withdrew. The state-of-the-art online interactive components now provided by most publishers, and the college's support of increasing online education may well lead to new ways of structuring the transfer language courses and incorporating unit-bearing TBA for those who can be available on-campus.

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.

   Currently the greatest single impediment in the MLC to student success is student access. The funding necessary to staff the Center throughout the day and evening with line-of-sight certificated language instructors as required by the State have resulted in severely reduced operational hours. It is conceivable that we may collaborate with the staff of the Learning Center and the administrator of SARS to find a way for Modern Language students to fulfill TBA using the online components in that resource center. Three negative factors will surely lead to some form of staffing accommodation for the MLC in the not-too-distant future: 1) the imminent retirement of the full-time Spanish instructor, 2) the administration's stated reluctance to fill that position with a full-time instructor who could schedule all "consultation hours" in the MLC, i.e., the current work-around, and

3) the current off-campus, evening, and online nature of the classes taught by the full-time instructor of Chinese.

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.

Equipment and Technology: The MLC recently upgraded the four Mac computers for students as well as the staff Mac. The four Windows machines are older and are definitely having trouble maintaining compatibility with the advancing software from the publisher of our textbooks. The MLC has not requested upgrades primarily because of the budget shortfall and because the removal of the TBA and the elimination of the other languages has at least for the present lessened the demand for the use of all eight computers at the same time. On the assumption that within the next six years the department will have made progress reinstating the TBA and reincorporating two-semester programs in at least some of the languages that were eliminated, it would then be time to request new computers.

The HP LaserJet 3015 was just purchased this semester; with its service/maintenance contract it should not need to be replaced before 2016. The HP Color LaserJet 3700 is used with moderation and, though older than the 3015, should also last until 2016.

The additional server and emergency power back-up, though connected and apparently functioning in some capacity, are no longer in use by the MLC since the elimination of all the languages that originally used *iTunes* to "borrow" listening comprehension files from them. Even if the defunct languages were reinstated next year, most of the audio files on that device are now obsolete because of the publishers' adoption of online audio streaming technology. If Instructional Technology Services determines it is no longer needed, it could be relocated to a lab that needs it more than the MLC currently does.

The large screen monitor with VCR and DVD player remain under-utilized, since the majority of video and DVD offerings in the MLC library represent French, Italian, German, and American Sign Language, all of which have been eliminated. It is in good working order, but will not be needed in the foreseeable future because the entire Spanish program, which uses two texts from the same publishing firm, includes all video streaming directly from the websites associated with those texts. It would help students if the teacher were to have a computer with Internet access connected to that large monitor for group tutorial help. In the Instructional Program Review is the notation of the need for a laptop computer for the Chinese teacher to use in conjunction with the large screen monitor when working with her students on the details of character writing. The nature of writing in Chinese requires a larger screen to display the character development and see the character paragraph.

The photocopying needs in the MLC are minimal but indispensable. The photocopier purchased when the Center first opened is woefully inadequate. It would be more than just a convenience if the MLC had a mid-volume photocopier capable of accommodating textbooks and manuals, as well as resizing. Very moderately priced small office photocopiers are available from several reliable manufacturers. The pre- and post-test exercises and other tutorial and assessment materials can be printed by sending them directly to the LaserJet printers, but a small photocopier can make much less expensive copies of a single original.

Within the next six years the MLC would like to provide intermediate level students with the opportunity to rehearse and record digital video recordings of individual and group oral

presentations. This will require the purchase of a digital video recording and playback device and any necessary peripherals. It is too soon to make a formal request for these items, but it is important to note the future need in this report.

Instructional Materials: Currently the MLC has a few copies of the textbooks on hand for students who forget to bring theirs. The Center no longer uses cassettes, videocassettes, or CD-ROMS, erstwhile cutting-edge technologies that are now blunt, dull, and all but dead.

Classified Staff: There is no classified position uniquely assigned to the MLC. Support from the staff of the Language Arts Division office has been stellar, prompt, and thorough. Confident in that continued support, and absent any enrollment explosion in Modern Languages, there is no reason to request a classified staff position in this financially troubled time.

Student Assistant: Although the MLC is burdened by the State's line-of-sight requirement, students would be better served if the Center were continuously open and operational during peak hours (8:00-1:00). By way of example, looking at both semesters, the full-time Spanish instructor is typically in class daily or MWF 8:00-9:00, 9:00-10:00, 11:00-12:00 and 12:00-1:00. Nevertheless, five continuing students volunteered to "staff" the Center such that it was open and operational in every aspect except tutoring by certificated faculty at almost all of the hours the Spanish teacher was in class. On those occasions when the student trustees were absent, other students would briefly interrupt the Spanish teacher in class to borrow the fob so that they could "substitute" for their missing classmate and keep the Center open for themselves and others who always arrived. This is clear evidence of the pressing need to keep the Center open as long as the TBA is part of the course. If The TBA can be reinstated for the Chinese program and in the future for other languages, it will be even more important. It may be unreasonable to hope that the College will find funds to pay adjunct certificated staff for the TBA portion of their load, but it is not unreasonable to submit that the time spent working one-on-one with students in the MLC measurably increases attainment of student learning outcomes. If funds can be designated to pay for one or more part-time student assistants, it would be a definite plus if they were fluent in Mandarin Chinese and Spanish. They would of course have to be vetted by the certificated staff.

Facilities: The facilities are adequate for the near future. Subsequent to the revision of the course outlines and SLOs for the two extant programs, the MLC hopes to obtain shared access with one of the "Group Study" rooms in the adjoining "Quiet Study Room" (18-110). In the 131-132-140 level classes, students have oral presentations, and if within six years funds for one set of new video recording/playback equipment become available and the Writing, Reading and ESL Centers grant access to the room by pre-arranged appointment, the Modern Language staff hope to emulate what the Communications Department provided for its students when its lab was located in 18-110. Having access to video recording in the adjoining cubicle is more practical for the students than having to trek over to the Communications Lab in the Learning Center, where they would not have the help of the language teaching staff.

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

Description *(# = Institutional Priority)*

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.

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

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.

As explained above, it is far too early to actually request all of these items in this current cycle. Absent the reinstatement of the TBA and the return of at least some of the eliminated Modern Language programs, it is difficult to justify more than life support at this time. However it is the sincere hope of the Modern Language Department that the college in fact supports the notion that knowledge of another language and culture is a fundamental and vital constituent of an educated and productive citizen of the world. In order to impart that knowledge to as many students as future budgets will allow, over the next six years the MLC will eventually need to upgrade, replace, and increase computers with online access, provide for low volume printing and photocopying, and equip a digital video recording room.

Equipment and Technology

Description (for ongoing program operation)	Cost
4 PCs (Windows)	Current cost meaningless in 3 to 6 years.

1 laser printer & cartridges	Current cost meaningless in 3 to 6 years.
1 digital video recorder & playback device and peripherals	Current cost meaningless in 3 to 6 years.

Description (for prioritized plans)	Plan #(s)	Cost
n/a		n/a

Instructional Materials

Description (for ongoing program operation)	Cost
n/a	n/a

Description (for prioritized plans)	Plan #(s)	Cost
n/a		n/a

Classified Staff

Description (for ongoing program operation)	Cost
n/a	n/a

Description (for prioritized plans)	Plan #(s)	Cost
n/a		n/a

Student Assistant

Description (for ongoing program operation)	Cost
1 or more part-time student assistants for an as yet undetermined number of hours	— $ —

Description (for prioritized plans)	Plan #(s)	Cost
1 or more PT student assistants (same as above)		

Facilities

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

Description (for prioritized plans)	Plan #(s)	Cost
n/a		n/a

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	The MLC is at least 3 years away from the listed expenditures.	— ? —