College of San Mateo

Program Review Submission

2014-2015 Learning Support Centers Program Review

Program Name: **Modern Languages Center**
Program Contact: **Nixon, Colby**
Academic Year: **2014-2015**
Status: **Submitted for review**
Updated on: **03/30/2015 10:06 PM**

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1. Description of Center

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 Center (name officially changed from Foreign Language Center, March 2013) was once a 500-sq. ft. space dedicated to providing students of modern languages with 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and a 32" portable video screen for group viewing; stocked with numerous dictionaries, topical manuals, cultural and historical reference books, a library of helpful language specific handouts, and a collection of international modern language films on DVD; and staffed by certificated instructors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) that was housed in Building 18 provided an inviting and less restrictive place to do homework, fulfill TBA requirements, learn collaboratively with classmates and profit from both peer tutoring and additional help from certificated staff.

As of August 2014, the Modern Language Center was moved to the Learning Center and shares space with the other programs that use the Learning Center, with a desk dedicated for faculty/staff serving as the sole item that can be identified as the Modern Language Center.

Ideally, the new version of the Modern Language Center will evolve and provide a space similar to the old Modern Language Center (Building 18) that both improved student success and promoted academic excellence.

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2. Student Learning and Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

Due to the transfer of the Modern Language Center from Building 18 to the Learning Center in Building 10, along with the retirement of the previous coordinator, the Modern Language Center is in a transitional period which experienced a marked decrease in the number of hours students logged as Modern Language Hours and the total number of "unduplicated students." Unfortunately, there is only one set of data (Fall 2014) that is relevant to the current Modern Language Center, making it difficult to assess the effectiveness of the Modern Language Center in helping students achieve the desired SLOs. Generally speaking, the majority of the students surveyed indicated that the Modern Language Center was very helpful them achieve the SLOs for Spanish courses, as well as the GE SLOs that apply to Spanish courses. However, with only one semester of data available for analysis, it is difficult to identify trends and draw conclusions, as only 14 students completed the survey for Spring 2014 and Fall 2014. As more data becomes available, future program reviews of the Modern Language Center will be able to address SLO assessment results and should prove to be more conclusive.

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 for Fall 2014, which is the only semester that applies to the current Modern Language Center in Building 10, does not vary widely from the institution demographics, given the the data set only consists of 64 students. However, there is one exception: "evening only" students. Only 3 students were identified as "evening only", but this is not unexpected as "evening only" have historically been infrequent users/participants in the Modern Language Center. "Evening only" students enrolled in Spanish courses tend to be on campus one to two days per week during the evening when they are in class, and typically are not on campus during the hours of operations of the Learning Center/Modern Language Center.

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

Not applicable. The only modern language that uses the Modern Language Center is Spanish, and Spanish only offers the traditional delivery mode.

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.

Due to the relocation of the Modern Language Center to Building 10 from Building 18, the data reports contains data points from two different semesters and two distinct spaces (Building 10 vs Building 18). Determining whether or not the Modern Language Center in its current form is efficiently meeting student needs is difficult to determine as the data for this review does not distinguish between spaces. However, the data suggests that the majority of students (64%) surveyed are benefiting from the Modern Language Center and they rate the quality of the services received as "Excellent" or "Very Good."

A point of concern is also observed as 25% of students indicated that they were "Never" able to get help when they needed it. This reflects the need of additional certificated staff. Currently, the Modern Language Center is staffed by one faculty member and student volunteers. In order to meet the needs of Spanish students, additional staff/tutors must be added to facilitate the operations of the Modern Language Center.

3. 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.

Due to the change in faculty coordination of the MLC (retirement/hiring of faculty coordinator), there are no additional factors that merit comment at this time.

4. 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 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 and comfortable environment for collaborative learning, whereas the Learning Center is a return to the formal, traditional lab setting. The former MLC was a place for student and instructors 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. 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, as well as pursuing potential interdepartmental partnerships with ESL and Puente to enhance the effectiveness of the Modern Language Center. However, it would be disingenuous to comment on results, outcomes, plans and action from recent program reviews as they are no longer relevant to the Modern Language Center, which is essentially starting from scratch. It would be more appropriate to reserve discussion of results in the next review cycle when we will have an entire year of observed data.

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, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.
[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

The decision to relocate the MLC was apparently in place before the end of the Spring 2014 semester, and that decision was taken in the absence of input from the four instructors staffing it. Since the relocation is a total reversal of the premises that underlay the creation of the former MLC, it is difficult now to address the student learning and success issues of future students who will use it in its new venue with the rules and regulations the govern all centers there, and there is only one faculty member (newly hired) that will be staffing the MLC in its new location. The remoteness of the LRC (Bldg. 10) from the classrooms alone is sufficient to diminish student usage, and, as pointed out earlier, the "extended classroom" environment of the Learning Center may not be as inviting as the former site. We hope that the new venue for our center will be at least as effective as the former site.The new space for the MLC has given faculty the opportunity to think outside the box and create activities/assignments that may not have been possible in the previous iteration of the MLC.

The focus of the MLC in building 10 will shift the emphasis from student/instructor interaction to student/student interaction with the guidance of an instructor or student volunteers. The MLC will focus on the creative production of language through communicative activities and exercises that will help students succeed in their study of Spanish.

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.

Due to the change in faculty coordination of the MLC (retirement/hiring of faculty coordinator), the professional enrichment activities and best practices for the new location of the MLC are being evaluated. The transfer of the MLC from a dedicated, stand-alone space to a shared space will require further research and analysis to establish best practices and professional enrichment.

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.

Two programs have been identified for future collaboration; ESL and Puente. The faculty coordinator has reached out to both programs (and conducted preliminary planning conversations with ESL) about establishing a foreign language exchange and conversation groups.

The foreign language exchange would function in collaboration with ESL and would promote cross cultural exchanges through conversation in English and Spanish between native speakers of both languages. It is anticipated that the first language exchange session will commence in Fall 2015.

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.

Equipment and Technology

The MLC has benefited from the move to Building 10 in regard to technology. The Learning Center a sufficient number of PCs/Macs which students can use to complete the majority of the assigned TBA activities. Additionally, there is a significant number of laptop computers that students may use to complete assigned and record conversation.

In the future, the MLC would like to provide beginning and intermediate level students with the opportunity to rehearse and record digital video recordings of individual and group oral presentations. This will require greater coordination with COMM Studies, or the purchase and allocation of the necessary equipment, as well as dedicated MLC recording space. It is too soon to make a formal request for these items, as it larger depends on coordination of current resources, but it is import to note the future need in this report.

Instructional Materials

The MLC has numerous copies of textbooks currently used in the Spanish courses we offer, as well as various dictionaries and other modern language reference books. Additionally, the MLC has full access to all of the resources available through the Learning Center.

Classified Staff

There is no classified position uniquely assigned to the MLC. Support from the staff of the Learner Center has been helpful, but not sufficient. As noted in the departmental program review, retirements and medical leaves have made staffing highly problematic, and this extends to the staffing of the MLC. Allocating funds and creating a position for a certified staff member is essential to ensuring the future success of the MLC.

Student Assistant

In addition to the creation of a certified classified staff position, the addition of multiple student assistants is essential to the success of the Modern Language Center. Currently, there is one faculty member that has one unit of load designated to the MLC. This Faculty member currently spends 4-6 hours in the learning center each week. In the previous location of the MLC, the dedicated space allowed faculty to use the space as a *de facto* office, allowing for more consistent staffing of the MLC as office hours and MLC hours were essential one and the same. However, the new space in Building 10 is much different and not capable of serving as a dual purpose space. Therefore, in order to meet the needs of the students that the MLC serves, we anticipate that a minimum of 2-3 student assistants will need to be recruited each year to maintain the status quo. The staffing needs are currently being met by 5-6 student volunteers that are staffing the MLC out of personal interest in the subject, or at the request of a professor.

Facilities

The facilities were adequate in Bldg 18; it remains to be seen how Modern Language students, faculty and staff will best adapt to the new

venue. We are still in the initial evaluation stage of the space Building 10, however, early results indicate that student centered activities, such as conversation groups and recording sessions, encourage and result in higher rates of MLC participation among students enrolled in Spanish courses. These student centered activities, which focus on interpersonal communication and practical application of language, may require the addition and/or subtraction of furniture and/or technology in the future. We are currently in a holding pattern on facilities until we have a larger data set which we can compare to the data the of previous MLC housed in Building 18.

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

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.

Action(s)	Completion Date	Measurable Outcome(s)
Secure approval and funding	Fall 2015	Budgetary line item for Language Arts
Create Job Description, Advertise, Hire, Train	Academic Year 2015-16	Hire assistant(s), integrate into schedule with certificated staff
Assess	Summer 2017	Successful evaluation; useful feedback; improved student survey responses

5. Resource Requests

Itemized Resource Requests

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

Equipment and Technology

Description	Cost
No equipment or technology requested at this time.	

Instructional Materials

Description	Cost
No instructional materials requested at this time.	

Classified Staff

Description	Cost
Learning Center Assistant	TBD
(The exact job title and description will be updated during Summer 2015 / Fall 2015)	

Student Assistant

Description	Cost
The number of student assistants and the job duties/description will be updated in Summer/Fall 2015.	TBD

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

Description	Cost
N/A	

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.

Courses to be updated	Faculty contact	Submission month

B. Website Review

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

Faculty contact(s)	Date of next review/update
Colby Nixon	08/2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Colby Nixon	