College of San Mateo

Instructional Program Review

Program Name: **Modern Languages**
Program Contact: **Wu, Jing**
Academic Year: **2016-2017**
Status: **Submitted for review**
Updated on: **10/28/2016 06:11 PM**

1. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The Modern Language Department offers the equivalent of the first two years of transferable courses in American Sign Language, 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 conversational 200 series. The American Sign Language and Spanish courses are offered on-campus. The Chinese courses are offered on-campus and online.

The Modern Language Department is an integral part of the vision of College Mission and Goals. It 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. Learning a new language allows our students to view the world from another perspective, to learn to accept differences, and to embrace the merits that human beings hold in common. We promote the possibility of cross-cultural sharing, communication, and understanding, therefore to promote global citizens.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.
Specify how SLO assessment informs curriculum development and changes to curriculum.

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

CHIN 110	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 1	86	12	2
SLO 2	85	12	3
SLO 3	79	15	6
SLO 4	77	16	7
SLO 5	90	10	0

CHIN 120	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP

SLO 1	88	11	1
SLO 2	84	11	5
SLO 3	81	15	4
SLO 4	80	15	5
SLO 5	95	5	0

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

Due to pending course/SLO revisions only SLO 2 was assessed during the last cycle in SPAN 110.

SPAN 110	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 2	81	8	11

Due to pending course/SLO revisions only SLO 3 was assessed during the last cycle in SPAN 120.

SPAN 120	Earned 80-100%	Earned 70-79% or P	Earned less than 70% or NP
SLO 3	86	4	10

The American Sign Language ASL was reinstated in 2015, and is in the process of SLOs revision.

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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See course-to-program SLO alignment mapping.

American Sign Language and Chinese program does not award degree or certificate.

Spanish has not had any students complete a degree or certificate in the last two years. Course revisions and various scheduling strategies will be implemented in order to increase enrollment and offer the classes students require to complete the program.

3. 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 (and for the GE SLOs, if available) 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 American Sign Language, 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.

From the Data of the prior three years 2013 to 2016, Modern Language Department has a success rate increase from 59.7 to 67.3%. The three language programs successfully serve very diverse ethnic groups. The success and retention rates of the department in terms of ethnicity, gender, and age are at 67.3% and 87.2%.

The overall student success indicators of the Department's rates are as follows. This represents a 6% increase in the Success rate, 8% increase in retention, and 8% decrease in withdraw.

STUDENT SUCCESS INDICATORS	Academic Year		
	13-14	14-15	15-16
Success %	59.7	65.7	67.3
Retention %	79.0	82.2	87.2
Withdraw %	20.6	17.8	12.8

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

COURSE	%	Distance	Traditional
CHIN 111	Success	58.8	51.7
	Rentention	82.4	78.7
CHIN 112	Success	65.3	offer in Spring
	Rentention	84.7	---
CHIN 121	Success	69.7	---
	Rentention	86.4	---
CHIN 122	Success	70	---
	Rentention	100	---
CHIN 211	Success	66.7	---
	Rentention	66.7	---

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 Modern Language Department 2013-2015, the WSCH, FTEF, LOAD, and FT/PT Ratio are as follows:

Language	WSCH (F-Sp)	FTEF	LOAD	FT/PT Ratio
Mod Lang Dept	2331.4-3558.5	5.2-7.8	488.3-456.2	85%-15% / 53%-47%
American Sign Language	1290 (2015-2016)	3.0	430	0% /100%
Chinese	743.7-705.0	1.8-1.8	413.2-391.7	100% / 0%
Spanish	1587.7-1563.5	3.4-3.0	467.0-521.2	77%-23% / 78%-22%

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 Modern Language Department is trending toward more ethnic, economic, and age diversity. Transfer initiatives, guaranteed admission to university, and concurrent enrollment opportunities draw prospective students to take a modem language to fulfill that requirement.

Demographic Variable	Academic Year		
	13-14	14-15	15-16
Ethnicity %			
Asian	30.3	32.2	24.7
Write	26.2	26.7	35.1
Hispanic	17.0	11.3	11.6
Other	26.5	29.5	28.6
Gender %			
Female	51.1	51.3	52.3
Male	46.0	46.5	43.7
Unrecorded	2.9	2.2	4.1
Age %			
19 or less	24.2	29.8	45.3
20-24	38.4	35.2	28.0
25-29	12.6	10.9	8.9
Other	24.8	24.4	17.8
Transferable %	85.4	87.1	100
Degree Applicable %	14.6	12.9	0.0

4. Planning

A. Results of Program Plans and Actions

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

The American Sign Language is under the revision which include regularization of course outlines and SLOs.
The Chinese program will continue to grow in both traditional and online delivery modes of the Chinese offerings.
The Spanish program recently revised the program, course outlines and SLOs. The Spanish program is exploring scheduling options as strategy to increase enrollment.

The Modern Language Department will work with the Language Arts Division Dean to form a strategic plan in increasing the enrollment rate/LOAD (WSCH/FTEF). The faculty members of Modern Language Department already contacted the local high schools and established the connections, and is offering language courses to fit the local high school students' needs.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

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.

5. 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	Spring 2017
SPAN	Colby Nixon	

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	Spring 2017

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Jing Wu and Colby Nixon	Spring 2017

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Highlights:

- The Modern Language Department offers the equivalent of the first two years of transferable courses in American Sign Language, Chinese, and Spanish.
- The Department provides high-quality programs and services in response to the educational needs of our community. It is trending toward more ethnic, economic, and age diversity.
- 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.
- From the prior three years, the Department has a success rate increase from 59.7 to 67.3%. The three language programs successfully serve very diverse ethnic groups.
- As for distance education delivery mode, Chinese program has 5 online course with the overall success rate of 66.1% and retention rate of 84.4%. The consistently growing trend in the online classes is promising.
- The Department will work with the Language Arts Division Dean to form a strategic plan in increasing the enrollment rate/LOAD (WSCH/FTEF). The faculty members has established the connections with the local high schools and is offering language courses to fit the local high school students' needs.