

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy

2015 – 2016

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Modern Languages

Name of Division

Arts and Humanities

Name of Person Preparing this Report

Jose Recinos

Extension

x8607

Names of Department Members Consulted

Lydia Barajas-Zapata, Davena Burns-Peters, Yon Che, Nori Sogomonian

Names of Reviewers (names will be sent to you after the committee meets on February 19)

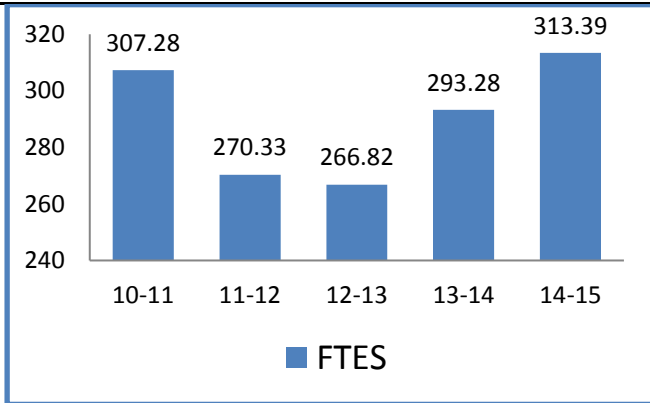
Romana Pires, Denise Knight, Bob Jenkins

Work Flow	Date Submitted
Initial meeting with department	11/24/15
Meeting with Program Review Team	3/4/16
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	Dean of Humanities		
Faculty	5	10	
Classified Staff	2		
Total	8	10	



Description: The Modern Languages Department offers a range of beginning, intermediate, and advanced Spanish, French, Arabic and ASL courses for non-native and native speakers. The goal for non-native speakers is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements. The goal for native speakers is to improve their reading, writing, listening and speaking skills. All transfer level courses are articulated with CSU/UC system

Assessment:

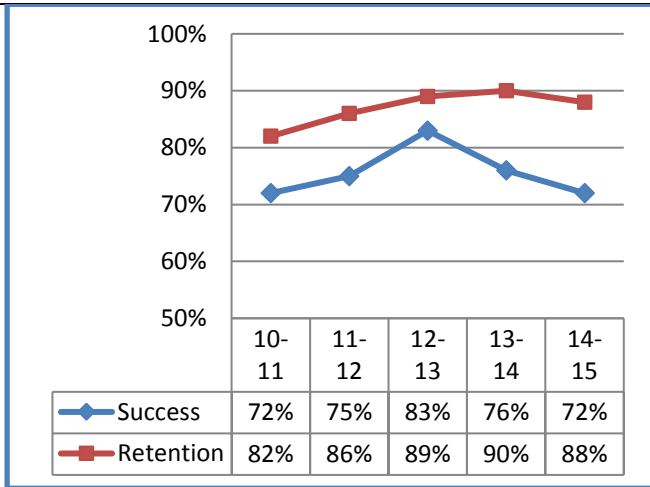
*FTES increased gradually during 10-11; however, 11-12 and 12-13 FTES decreased significantly due to budget constraints that forced the MLD to offer fewer sections. 13-14 and 14-15 saw an increase in FTES as the budget allowed for more sections.

*The WSCH decreased from 519 in 10-11 to 486 in 14-15 as we transitioned to the new Full Time ASL instructor in 2014.

*Pass rates increased gradually but returned to 72% in 14-15 as Financial Aid changes forced some students to complete 60% of their courses even if they failed such courses. This explains why retention levels increased from 82% in 10-11 to 88% in 14-15.

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,993	1,755	1,677	1,879	2,012
FTEF	17.75	15.48	15.47	18.06	19.33
WSCH per FTEF	519	524	517	487	486

- Department Goals:**
- Transferability requirements for Spanish 157 to articulate with UC/CSU.
 - Continue to expand online and Honors courses (SPA 103, SPA 101 (H)/SPA 102 (H), ASL 109)
 - Improve student pass rates for all MLD courses
 - Expand partnerships with community organizations/Student Services to improve MLD visibility
 - Review the sustainability and expansion of the SI program through Program Review
 - Continue to support the Spanish and ASL Clubs
 - Revise ASL SLOs to reflect course expectations



- Challenges & Opportunities**
- Take the opportunity during Content Review to revise and adopt uniform textbooks for ASL 109/110
 - Find ways to reinstitute a study abroad program
 - Create a more comprehensive language program to offer intermediate courses (SPA 104), FRE 101, to continue offering beginning Arabic courses and to create SPA 156 as a prerequisite for SPA 157
 - Continue to expand online language offerings without reducing the number of on-campus classes

	10-11	11-12	12-13	13-14	14-15	Action Plan *Create Spanish 156 as a pre-requisite for 157 in Curricunet *Offer SPA 101/102 (H) in Spring 2015. Create ASL 109 (H) course *Refer students to Student Success center as well as SI program. * Continue to outreach and participate in community events * Use the needs assessment process to request continuous/ expanded assistance with the SI program in the MLD Dept. *MLD faculty keep serving as advisors to SPA/ASL clubs * ASL faculty will meet to discuss, review and revise ASL SLOs.
Sections	59	51	52	59	63	
% of online enrollment	9%	16%	14%	9%	11%	
Degrees awarded	N/A	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	N/A	

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Modern Languages	Campus-wide
Asian	4.0%	4.9%
African-American	13.2%	13.4%
Hispanic	62.9%	61.8%
Native American	0.7%	0.3%
Pacific Islander	0.5%	0.4%
White	9.8%	15.4%
Unknown	8.9%	0.6%
Female	61.7%	55.1%
Male	30.8%	44.7%
Disability	4.3%	5.6%
Age Min:	15	15
Age Max:	76	83
Age Mean:	26	27

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Demographic data show that female students (61.7%) outnumber male students (30.8%) enrolled in the MLD. In general, higher percentages of female students enroll in languages and in college in general. Specifically, data indicate that female students (55.1%) outnumber male students (44.7%) enrolled in SBVC. While somewhat similar to the college population, the MLD serves 2/3 women and 1/3 men. This may be a reflection of the population or could be attributed to the fact that traditionally more women than men take humanities courses. Many female students are planning to go into nursing which requires two years of a foreign language. In addition, many vocational/certificate students tend to be male and might not need to take a foreign language to graduate or transfer because their certificate might not require it. Furthermore, research indicates more women in general attend college. For example, a 2012 article in The New York Times written by Stephanie Coontz titled, "The M.R.S. and the Ph.D.," reveals that "Today women earn almost 60% of all bachelor's degrees and more than half of the master's and Ph.D.'s" (Please refer to www.nytimes.com/2012/02/12/opinion/sunday/marriage-suits-educated-women.html)

The top three ethnicities enrolled in the MLD (Hispanic=62.9%; African-American=13.2%; and White=9.8%) almost mirror the top three ethnicities attending SBVC (Hispanic=61.8%; African-American=13.4%; and White=15.4%). However, a closer look at these numbers shows that Whites (9.8%) are underrepresented in the MLD compared to the Hispanic and African-American population attending SBVC. The 5.6% discrepancy in White student enrollment in the MLD (9.8%) vs. overall campus enrollment for Whites (15.4%) might be attributed to a few factors: they feel intimidated by the overwhelming majority of Spanish speakers in Spanish courses or perhaps, more White students complete the vocational/certificate programs and don't have a foreign language as a prerequisite. In addition, Spanish 015 and 016 usually are made up of mostly non-Hispanic students, but we haven't offered either course for a few years now. Nonetheless, this 5.6% discrepancy is not a concern. As a department, we strive to serve all students equally, and it is our utmost desire to create a welcoming environment for all our classes regardless of the ethnic backgrounds of our students.

The average student age enrolled in the MLD (26) is slightly lower than that of SBVC (27). Likewise, the percentage of disabled students enrolled in the MLD (4.3%) is smaller than the percentage of disabled students enrolled campus wide (5.6%). These discrepancies don't seem sufficient enough to warrant concern.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

To meet the diverse needs of the community and the admissions requirements of four-year colleges and universities, the MLD offers a variety of beginning, intermediate, and advanced foreign language courses including Spanish, Arabic, French, and ASL.

The MLD strives continuously to accommodate the scheduling needs of students without compromising the quality or integrity of the program. To this end, the MLD schedules morning, afternoon, and evening face-to-face classes, and online and hybrid Spanish, ASL classes, Arabic, and French classes. During the week (Monday-Friday), MLD classes begin at 8:00 a.m. and end as late as 8:15 p.m. 81% (26) of our MLD sections meet face to face and 19% (6) of our classes are online/hybrid. The online class offerings are based on three main factors: a)interested faculty, b)number of total sections we are offering as a department, and c)the Dean's discretion. At this juncture, this rate feels satisfactory for the department because, even though the online-format offers a diverse way of learning, language classes

require several contact hours, and many students express their preference for face-to-face language classes. As far as Spanish 015 and 016 are concerned, when the budget crisis hit the community college and departments were allotted less class sections, the Modern Language Department decided to focus on transferable courses such as Spanish 101/102 and ASL 109. Unfortunately, non-credit courses such as Spanish 015 and 016 were eliminated or put on hiatus until further notice. However, as more sections become available, the department will start offering those non-credit courses within the next (16-17) school year.

During the Summers, the MLD offers intensive five-week and seven-week Spanish and ASL classes.

The Modern Languages Department participated in a pilot program offering Spanish with Community College credit off campus at two local area Rialto High Schools during Fall 2015. During Spring 2016, we have a Spanish Instructor teaching at the Middle College Campus, and we also offer Spanish in Big Bear on a satellite campus.

During the last few semesters, the MLD successfully added online courses such as Spanish 101 H and ASL 109. All of these efforts were strategically planned to accommodate the wide range of needs of full-time, part-time, and working individuals. In addition, one of our FT Spanish faculty wants to keep offering Spanish 102 H and Spanish 103 H in person and create the equivalent honor courses online so any interested student has access to those honor courses in both formats.

Anecdotal information indicates that some students enroll in Spanish and ASL courses to be able to communicate with or assist family members who do not speak English. Other students enroll in these classes to increase their employment prospects.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The EMP data reveal that FTES increased slightly from 307.28 to 313.39 in the five-year cycle (10-11 to 14-15) as enrollment went up by 19 students. WSCH decreased from 519 in 10-11 to 486 in 14-15 as the department transitioned to the new Full Time ASL instructor in 2014. Other contributing factors affecting the WSCH: in 12-13, one FT MLD faculty served as the acting Chair of Professional Development and Director of the HACU Grant and taught only linked courses. Linked courses were experimental and low-enrolled as part of the learning community design (ENG 095 with SPA 157 and ENG 015 with SPA 103). In addition, in 13-14 and 14-15, the department launched Spanish 101H and Spanish 102H which were very low enrolled. Coupled with the fact that the MLD also offered ASL 111 and ASL 112 in the same time span, the WSCH was bound to decrease accordingly as these more advanced courses tend to have a cap of 35 students but end up very low enrolled.

The retention of students in the MLD has shown a steady increase from 10-11 to 14-15. Specifically, retention increased from 82% in 10-11 to 88% in 14-15. Factors for this increase might include the hiring of a Full Time ASL instructor, better departmental recruiting efforts and the overall need for Spanish in the community. However, as retention rates increased, student success decreased almost exponentially. In 10-11, data show that student success was 72% in 10-11. Nonetheless, success rates reached a plateau of 83% in 12-13. The latest data shows that success rates returned to the previous mean of 72%. During the previous four years, the Financial Aid Department changed its rules to require students to complete 60% of their units attempted. Since the majority of our courses are 5 units, students decided to stay in the courses in spite of failing their Foreign Language classes. Five units of a full load (12 units) represents 42% of a student's full class schedule; therefore, dropping a Spanish course would have forced them to pay back some of their financial aid. However, this affected both the retention levels (increased) and the success rates (decreased) of the MLD.

Because foreign language courses are requirements in the CSU and UC systems and other four-year colleges, these data suggest that the MLD is successfully preparing an increasingly larger number of students to fulfill their foreign language requirement to facilitate their transfer to four-year colleges.

It should be noted that these high levels of retention are a reflection of the commitment of MLD faculty to ensure that students who enroll in foreign language classes stay in those classes and complete them. MLD faculty use a number of strategies to maintain high levels of retention and student success thereby supporting MLD program goals. These strategies include, but are not limited to:

1. Calling students who drop classes to ascertain the reasons behind their decisions to drop classes. Faculty then works collaboratively with students to solve any barriers that may have caused them to drop classes.
2. Allowing students to switch from their originally enrolled classes to other classes to solve unexpected scheduling conflicts.
3. Letting students transfer from face-to-face classes to online classes or vice versa to address unforeseen scheduling or other problems.
4. Honoring students' requests to re-enroll or be reinstated after they were dropped for extenuating circumstances.
5. Contacting students via e-mail, telephone, or Skype and Facetime to encourage them to keep up with their work so that they do not fall behind with their work and drop out of online classes.
6. Administering pre-requisite challenge exams to those students who wish to test out of Spanish 101 so that they can enroll in Spanish 102.
7. Offering face-to-face or online tutoring via Skype to students enrolled in online classes who may be struggling with their academic work.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The high rates of student retention and the 72% success rates also show that the MLD is preparing students to obtain jobs where knowledge of a foreign language is a requirement for employment. For example, students with a foreign language background may be able to find employment as Spanish and ASL interpreters in a number of growing fields including, but not limited to the legal system, retail and commerce industries, and medical fields. Furthermore, these students tend to earn higher incomes as a result of their bilingual skills. Most employers (e.g., County of Riverside, County of San Bernardino, etc.) offer a bilingual stipend in addition to their base salaries to individuals who possess that linguistic ability. As students utilize the Student Success Center tutoring services and the FDT cohorts, they will hopefully acquire the necessary skills to compete in a global market that rewards diverse linguistic abilities. Four of the five FT MLD faculty already use the FDT program to increase the success rates of our Modern Languages classes.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

In the 2012 Program Efficacy Document submitted by the MLD, 8 of 18 courses had not been assessed for different reasons, most notably because they hadn't been offered. Since then, we are offering French 101 during Spring 2016 and will be assessed at the end of Spring 16.

As the following narrative shows, all current courses are being assessed continuously by the various FT and PT faculty of the Modern Languages Department. We offer Spanish, ASL, Arabic, and French courses.

Spanish 101

In Spanish 101, during the last three year cycle, 4,314 students were assessed and 3,360 met the Student Learning Outcomes based on passing (good enough) criteria of 80% or better. Overall, roughly 78% of the students assessed met the criteria in SLO #1: common final, SLO #2: cultural presentation, and SLO #3: oral/written description in Spanish. More specifically, students met the criteria more frequently in the cultural presentation assignment as 87% of students assessed obtained a B or better in this assignment. A small percentage of students didn't complete the assignment as this section really grasped their attention. The lowest overall percentage belonged to the Final exam component as approximately 70% of the students assessed met the SLO. The general reflections from participating faculty mention better preparation, instructions in English, pair work, and more emphasis on the

importance of the final (higher grade percentage) as factors to increase these scores. In order to be more uniform in our assessment of Spanish 101 students, the FT faculty developed a common final exam and created the criteria for assessment. In addition, we have asked our Faculty Directed Tutoring cohorts to conduct more thorough reviews for the final exams so students can meet this SLO more successfully. However, during the three year cycle, some faculty reflections show some discrepancy in the criteria being used. Although the department had agreed to assess the SLOs as a group, the SLOCloud shows that 37 different Assessment Methods and Criteria were used to assess the Spanish 101 sections. This is an area of concern for the department and will be addressed during our department meetings. Some faculty changed the criteria from 80% (a B or better) to 70% (a C or better). As we continue to assess our SLOs, more effort will be needed to create more unison and uniformity.

Spanish 102

There are 4 SLOs for Spanish 102. On SLO #1, #2 and #4, an average of 80% of the students who were assessed met the criteria which are a B or better. Furthermore, on SLO #3, 95% of the assessed students met the criteria. It was also noted that some information on "Assessment and Criteria" were not clear and contradicting:

- 1) On "Assessment and Criteria" in 2015, the criteria for "good enough" for the SLO #1 & 4 has changed to a "C" when it was a "B" in the previous years.
- 2) On "Assessment and Criteria" it's not clearly stated which method is being used to assess which SLO. It shows that there are 7 methods that are repetitive.
- 3) On SLO #1, during the last three years, 79.34% of the students met the criteria (out of 363 students, 288 met the SLO #1) which is not bad, it's almost an 80%. However, the reflections expressed several concerns about students not doing well on this SLO. This discrepancy needs to be analyzed and discussed by the department. The Modern Languages Department needs to create a clearer set of criteria for everyone to follow so similar SLOs aren't assessed differently (i.e. 80% vs. 70%).

Spanish 101-H

This course has been offered twice. Students need more support and guidance to meet SLO #1 (assessing grammar, writing and spelling skills). Only 63% of students met the SLO. A suggestion was made for the department to read and edit the common final exam periodically.

Students excelled in both SLO #2 (autobiography) and SLO #3 (cultural presentation) meeting the requirement by 97% and 100% respectively. A change was made in how the cultural presentations were assigned, but it was deemed the previous method of the cultural presentation was better because it allowed for more creativity on the part of the student.

It was suggested SLO #2 be divided into 2 different assignments: written and verbal. Concern was expressed on the high percentage of heritage Spanish speakers in the classes (more than 50% of students enrolled in the class already speak Spanish) and accurate placement of students. A suggestion to work closely with the Modern languages liaison counselor was made.

Spanish 102-H

Some similar themes emerged in SPAN 102-H as were found in SPAN 101-H. A low percentage of students met SLO #1 (45%) which deals with language grammar and writing. Students excelled in SLO #2 (83%) in which students provide personal information both verbally and written. And exactly as in SPAN 101-H all students (100%) met SLO #3 demonstrating they were able to provide and present cultural information related to Spanish speaking populations.

As in SPAN 101, concern was expressed about the dominance of proficient Spanish students enrolled in basic language classes. In this case, 4 of 15 students (27%) were Spanish learners. One comment made was, "I spend

time teaching and then re-explaining to those who don't follow instructions as well in Spanish. It becomes more of a translation class." The sentiment regarding appropriate placement of heritage Spanish speakers was re-stated. A possible solution is to offer SPAN 157, Spanish for Heritage Speakers more frequently at varying times.

Lastly, 100% of the students met the cultural assignment, SLO #3 indicating our students grasp and enjoy learning the culture of other Spanish speaking regions. Furthermore, the Honors classes also require students attend one to two cultural events throughout the semester and this assignment was also successful. Students responded well to the activity and were able to write their reflections of the events they attended. Most wrote positive reflections. The cultural event assignment will be kept.

Spanish 103-H

100% of students (a total of 3 students) met SLO #1 which addresses reading, writing, listening and speaking skills. 100% of students (3) also met SLO #2 which addresses increasing awareness of Hispanic culture. A comment was made about the challenging grammatical concepts covered in this class (e.g. subjunctive and compound tenses) and that more guided practice would be helpful. The faculty member also indicated they attend Inland Empire Foreign language Association (IEFLA) events in an effort to improve upon and learn new teaching strategies.

ASL 109

For the time period of 13-14 and 14-15, there were 25 sections of ASL 109 offered during Fall and Spring semesters. 21 of the 24 (87.5%) sections completed Student Learning Outcome reports. The following information was noted:

- 1) 11 assessment methods and criteria were used.
- 2) 16 reflections were noted in narrative form by instructors.
- 3) Many of the reflections indicate thoughtful analysis by the instructor regarding the possible causes for success or failures. Plans are often identified regarding how things will be approached in future courses taught. Unfortunately, plans are not always mentioned in the following semester report.
- 4) Comprehension of basic ASL phrases (SLO #1) is at a lower percentage overall (87.63% cumulatively) as compared to SLO #2, 3, and 4 (95.02%, 94.45%, and 93.65% respectively). While reception is lower overall, the average is quite a bit higher than the expectation of 70%. In addition, this lower percentage for receptive/comprehension skills is an expected difference at this level of course.
- 5) Success of SLO achievement is often determined by averaging the scores of multiple assessments and/or activities.
- 6) Student attendance is mentioned several times throughout the narratives as a contributing factor in those that do not meet SLO requirements.
- 7) There has been a need identified to revise the current SLOs to better align with the curriculum being taught, as well as consideration of adopting a common SLO assessment tool to improve reporting accuracy. An initial meeting of all ASL faculty has been conducted with a preliminary gathering of ideas, thoughts and considerations to be had during the re-writing of the SLOs.
- 8) One challenge in analyzing the SLO summary report is the variety of methodologies used for assessment. This variety is due to the lack of a common assessment tool, as well as the number of adjunct instructors teaching at this level. ASL has one FT instructor and five PT adjunct instructors.
- 9) The data reviewed and accessible on the cloud is only for the past two academic years. As this data collection continues in this form, better analysis can be had and trends can be noted over a longer period of time. For now, the data provides a more limited scope of information and insight.

ASL 110

For the time period of 13-14 and 14-15, there were 8 sections of ASL 110 offered during Fall and Spring semesters. 7 of the 8 (87.5%) sections offered completed Student Learning Outcome reports. The following information was noted:

- 1) 4 assessment methods and criterion were used.
- 2) 4 reflections were noted in narrative form by instructors.
- 3) Many of the reflections indicate thoughtful analysis by the instructor regarding the possible causes for success or failures. Plans are often identified regarding how things will be approached in future courses taught. Unfortunately, plans are not always mentioned in the following semester report.
- 4) The overall success rate for SLO 1 was at 83.5% and for SLO 2 it was 83.82%. These two rates are similar; however there is a significant drop in SLO 3 (related to Deaf culture) to 73.47%. The measurement for SLO 3 is generally the attendance to Deaf Event and completion of a report thereafter. There may be some validity issues with this number. Student at times attend an event, but fail to complete the written portion of such. In addition, students are presented with a significant amount of Deaf culture information via movies, reading and presentations. These items are not generally used to measure this SLO however. Consideration should be taken to re-write this SLO in a manner that is more measureable and takes into account the additional culture education and activities that occur in the classroom. The success rate for SLO #3 is low despite efforts to bring events to campus.
- 5) Success of SLO achievement is often determined by averaging the scores of multiple assessments and/or activities.
- 6) There has been a need identified to revise the current SLOs to better align with the curriculum being taught, as well as consideration of adopting a common SLO assessment tool to improve reporting accuracy. An initial meeting of all ASL faculty has been conducted with a preliminary gathering of ideas, thoughts and considerations to be had during the re-writing of the SLOs.
- 7) There are only two to three faculty members teaching ASL 110, thus the recorded reflections show more similarity than at the ASL 109 level. However, there is no common SLO measurement tool or method and one should be considered.
- 8) The data reviewed and accessible on the cloud is only for the past two academic years. As this data collection continues in this form, better analysis can be had and trends can be noted over a longer period of time. For now, the data provides a more limited scope of information, thus insight.

ASL 111

For the time period of 13-14 and 14-15, there were 2 sections of ASL 111 offered during Fall and Spring semesters. Both sections completed Student Learning Outcome reports. The following information was noted:

- 1) The data for this course is extremely limited as this course is only offered one time per year and only one section at a time.
- 2) The success for SLO 1 is at 88.64%, but the success drops significantly for SLO 2, 3, and 4 at 73.91%, 53.49% and 59.46% respectively.
- 3) Attendance of a Deaf event and the completion of the response paper continue to show very low success rate. These events do require the students to attend outside of class time. Even though events are brought to campus, are advertised regularly and are weighted heavily, the success rate remains lower than other SLOs.

ASL 112

For the time period of 13-14 and 14-15, there were 2 sections of ASL 112 offered during Fall and Spring semesters. 1 of the 2 (50%) sections offered completed Student Learning Outcome reports. The following information was noted:

- 1) The data for this course is extremely limited as this course is only offered one time per year and only one section at a time. In addition, only one course reported.
- 2) The success for SLO 1 is at 92.31%, and remains strong at 92.31% for SLO 2. SLO 3 is at 0% as the SLO is not achievable in this course.
- 3) There is no SLO related to Deaf culture or activities for this course.
- 4) Reflection indicates the need to revise and/eliminate SLO 3.

ARABIC

In the student learning outcome that addresses reading, writing, listening and speaking, the three report shows about 70% of students are meeting this outcome. Comments from the Arabic faculty address potential ways to improve this outcome such as acquiring a language lab for students with both audio and video capacity, a specialized Arabic dictionary and hiring Arabic tutors. Also, the faculty would like to make modifications to this learning outcome, however, details are not provided.

The second learning outcome that was assessed relates to Arabic culture. This outcome had a 91% passing rate. Further indication of a need for a language laboratory was expressed by faculty so students have more exposure to a variety of cultural settings.

FRENCH

There were no French SLO assessments or reports since French has not been offered during the last three years. A report will be expected at the end of spring 2016 as the department is offering French 101 this semester.

As the previous analysis shows, faculty keep evaluating and assessing MLD SLOs consistently. This data is being used to implement changes such as creating a common final for both Spanish 101, Spanish 102 and ASL 109. It is expected that a common final will increase student success as more students study together and prepare for this final assessment. In addition, these results will lead to SLO revisions to better reflect our student population. Some of the Student Learning Outcomes might also need to be split in two to reflect writing vs. grammar expectations in the assessment. In summary, we discovered that about 50 different methods and criteria of evaluation were used to analyze 10 distinctive SLOs. Therefore, both FT and PT faculty must find better ways to create uniformity in the assessments of SLOs to create more consistency. In addition, even though the criteria for good enough was set at 80% or better by the FT faculty, some MLD faculty lowered this standard to 70% or better thinking it would increase student success rates. However, the overall success rate (class grades) actually decreased across the board to a mean of 72% as SLO success rates increased to 80%. As a department, we need to improve passing rates without compromising the integrity of the SLO standards. Consequently, we'll discuss these factors in our department meetings to keep our SLOs expectations at 80% or better and improve our overall success rates to a similar percentage.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

N/A

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement or purpose of the program?

The purpose of the Modern Languages Department is to teach languages and culture to a diverse community of learners to meet the needs of a globalized society by instructing and assisting students to be proficient in more than one language. The MLD also prepares students to become proficient in foreign languages to meet the occupational and personal needs of students living in a linguistically and culturally diverse society. For example, Spanish, French, and Arabic opens up opportunities for students to participate in the global economy and to study abroad.

How does this purpose relate to the college mission?

Consistent with the mission statement of San Bernardino Valley College, the MLD strives to provide quality education and support services (e.g., referrals to DSPS, Tutoring Center, and Office Hours, etc.) to assist a linguistically and culturally diverse community of students to meet General Education Requirements to transfer to four-year colleges. In addition to traditional face-to-face courses, the MLD capitalizes on the use of technology such as Skype and online tutorials to provide a quality education.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Productivity Data

	FTEs
10-11	307.28
11-12	270.33
12-13	266.82
13-14	293.28
14-15	313.39

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,993	1,755	1,677	1,879	2,012
FTEF	17.75	15.48	15.47	18.06	19.33

WSCH per FTEF	519	524	517	487	486
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As the above table indicates, the number of FTEF in the MLD has increased from 17.75 in 10-11 to 19.33 in 14-15. However, FTEF decreased to a low of 15.47 in 12-13 as drastic reductions in the number of sections occurred. In addition, the department lost the long time FT ASL instructor during Spring of 2013. Nonetheless, FTEF has continued to increase in the last few semesters to reflect a strong and healthy Modern Languages Department with the addition of our new FT ASL instructor. WSCH decreased from 519 in 10-11 to 486 in 14-15 as the department transitioned to the new Full Time ASL instructor in 2014. In 11-12, fewer sections were offered, and most of them were impacted with up to 15 students on the wait list. Therefore, the WSCH reached a high level of 524. However, as more sections were offered, the WSCH decreased as the Cap of 35 wasn't always reached. Other contributing factors affecting the WSCH: in 12-13, one FT MLD faculty served as the acting Chair of Professional Development and Director of the HACU Grant and taught only linked courses. Linked courses were experimental and low-enrolled as part of the learning community design (ENG 095 with SPA 157 and ENG 015 with SPA 103). In addition, in 13-14 and 14-15, the department launched Spanish 101H and Spanish 102H which were very low enrolled. Coupled with the fact that the MLD also offered ASL 111 and ASL 112 in the same time span, the WSCH was bound to decrease accordingly as these more advanced courses tend to have a cap of 35 students but end up very low enrolled. In our department planning, to increase the WSCH, we will emphasize more popular class times, offer more impacted classes (Spanish 101/ASL 109), increase retention thru better planning (tutoring: FDT cohorts) and combine some sections that might be traditionally low enrolled. For Fall 16, we're only offering one evening section of Spanish 101 MW and TTH instead of two low-enrolled MW sections that ended up competing for students and have 13 and 14 students enrolled respectively.. All FT MLD faculty will join the FDT cohorts to better serve our students.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

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Arts & Humanities				
Modern Languages				
	Course	Status	Last Content Review	Next Review Date
	SPAN015 Conversational Spanish I	Active	12/08/2014	12/08/2020
	SPAN016 Conversational Spanish II	Active	12/08/2014	12/08/2020

ARAB101 College Arabic I	Active	02/28/2011	02/28/2017
SPAN101 College Spanish I	Active	11/23/2015	11/23/2021
FRENCH101 College French I	Active	11/10/2008	11/10/2014
SPAN101H College Spanish I - Honors	Active	11/23/2015	11/23/2021
SPAN102 College Spanish II	Active	12/06/2012	12/06/2018
ARAB102 College Arabic II	Active	02/28/2011	02/28/2017
FRENCH102 College French II	Active	10/26/2009	10/26/2015
SPAN102H College Spanish II - Honors	Active	12/06/2012	12/06/2018
SPAN103 College Spanish III	Active	12/08/2014	12/08/2020
SPAN103H College Spanish III - Honors	Active	12/08/2014	12/08/2020
SPAN104 College Spanish IV	Active	12/08/2014	12/08/2020
ASL109 American Sign Language I	Active	12/08/2015	12/08/2021
ASL110 American Sign Language II	Active	02/08/2010	02/08/2016
ASL111 American Sign Language III	Active	12/08/2014	12/08/2020
ASL112 American Sign Language IV	Active	12/08/2014	12/08/2020
SPAN157 Spanish for Heritage Speakers I	Active	12/08/2014	12/08/2020
SPAN158 Spanish for Heritage Speakers II	Active	11/23/2015	11/23/2021
SPAN015 Conversational Spanish I	Historical		
SPAN015 Conversational Spanish I	Historical		
SPAN016 Conversational Spanish II	Historical		
SPAN016 Conversational Spanish II	Historical		
SPAN101 College Spanish I	Historical		
SPAN101 College Spanish I	Historical		
SPAN101 College Spanish I	Historical		
ARAB101 College Arabic I	Historical		
FRENCH101 College French I	Historical		
SPAN101H College Spanish I - Honors	Historical		
ARAB102 College Arabic II	Historical		
SPAN102 College Spanish II	Historical		
SPAN102 College Spanish II	Historical		
SPAN102 College Spanish II	Historical		

	FRENCH102 College French II	Historical		
	SPAN103 College Spanish III	Historical		
	SPAN103 College Spanish III	Historical		
	SPAN103H College Spanish III - Honors	Historical		
	SPAN103H College Spanish III - Honors	Historical		
	SPAN104 College Spanish IV	Historical		
	SPAN104 College Spanish IV	Historical		
	ASL109 American Sign Language I	Historical		
	ASL109 American Sign Language I	Historical		
	ASL110 American Sign Language II	Historical		
	ASL111 American Sign Language III	Historical		
	ASL111 American Sign Language III	Historical		
	ASL112 American Sign Language IV	Historical		
	ASL112 American Sign Language IV	Historical		
	SPAN119 Spanish for Medical Personnel	Historical		
	SPAN119 Spanish for Medical Personnel	Historical		
	SPAN140 Spanish for Child Development	Historical		
	SPAN157 Spanish for Native Spanish Speakers I	Historical		
	SPAN157 Spanish for Native Spanish Speakers I	Historical		
	SPAN157 Spanish for Native Spanish Speakers	Historical		
	SPAN158 Spanish for Native Spanish Speakers II	Historical		
	SPAN158 Spanish for Native Spanish Speakers	Historical		
	SPAN227A Selected Studies in Spanish	Historical		
	SPAN227A Selected Studies in Spanish	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
Spanish 101	x	
Spanish 101 H	x	
Spanish 158	x	

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Spanish 101 and Spanish 101 H were launched in Curricunet during Fall 2015 to be articulated with CSU. According to new state guidelines, both courses didn't "contain content related to works of philosophical, historical, literary, aesthetic and cultural importance" according to the CSU Office of the Chancellor GE reviewers. Both courses were revised and updated to reflect the cultural component required by the state guidelines. The department worked with Janice Wilkinson, articulation officer, and Leticia Hector, Curriculum chair to satisfy the requirements. In addition, Spanish 158 needed a name change to reflect the word, heritage from *Spanish for Native Speakers* to *Spanish for **Heritage** Speakers*. French 101 and French 102 will be launched this Spring to reflect their content review, updating their cultural component and resources (French 101) and the resources (French 102) respectively. I'm attaching a screenshot of both launches done Monday, March 28, 2016..

FRENCH 101 College French I	
Launch	2016-03-28 21:18:01.0
Process Version	Complete Course Review Type B
FRENCH 102 College French II	
Launch	2016-03-28 21:30:39.0
Process Version	Complete Course Review Type B

ASL 109 was launched in CurricUNET during Fall, 2015 for its regular three-year curriculum review and ASL 110 will be launched this Spring. Screenshot of its launch is included below for verification.

The screenshot shows the CurricUNET interface for San Bernardino Valley College. The main content area displays the following table of required approvers:

Approver	Count	Status
Originate Proposal	1 (required)	Done 03/29/2016
Distributed Education Representative	1.5 (required)	Awaiting Approval
Distributed Education	2 (required)	Awaiting Approval
Articulation Officer	2 (required)	Awaiting Approval
Department Head	2 (required)	Awaiting Approval
C.C. Division Representative	2 (required)	Awaiting Approval
Faculty Review	2 (optional)	Awaiting Approval
Division Dean	3 (required)	Awaiting Approval
Technical Review Changes	4 (required)	Awaiting Approval
Technical Review Committee Co-Chair	5 (required)	Awaiting Approval
Technical Review Committee	5 (optional)	Awaiting Approval
Change Request Step	5.5 (required)	Awaiting Approval
Curriculum Committee Faculty Co-Chair	6 (required)	Awaiting Approval

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The MLD is not currently offering French 102, Span 015, Span 016, Span 104, and Span 158. These courses are not currently being offered but remain in the catalog in the event that the Modern Languages has more sections available in the near future. None of them have been offered in the last two years. In 12-13, the department had its lowest FTES (266.82) in years; therefore, as the budget constraints limited the amount of allotted sections, the decision was made to focus on more impacted courses like Spanish 101, 102, ASL 109, and ASL 110. Non-credit courses such as Spanish 015 and 016 were put on hold. More advanced courses like Spanish 104 and Spanish 158 also suffered. French 102 hasn't been offered because French 101 was also put on hold until Spring 16. We need to build a base of potential students to continue to this level. The department will address offering Spa 015, 016, Spa 104, and Spa 158 within the next school year.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

State funding for post-secondary education has gradually increased in the last few years as the State budget improved considerably. As a result, all publically funded colleges and universities have been able to increase their section offerings and many departments have seen their retention levels grow. The FTES have also increased in the Modern Languages Department at SBVC.

According to the Los Angeles Times, in 2014, Latinos became the majority of the population in California as Hispanics officially made up 39% of the total state population barely edging the 38.8 percent of California residents who are white non-Hispanic. Coupled with the need for ASL interpreters in the Inland Empire, Spanish and ASL courses are usually impacted classes that have long waiting lists. As such, the Modern Languages Department plans to create a Spanish major and eventually, an Interpreter Program at the SBVC campus to meet the needs of the community. In addition, the MLD also plans to create a Summer Study Abroad Program in Costa Rica to complement the Salamanca, Spain program during Spring.

As a department, the MLD will continue to strive to offer as many foreign language classes as possible to meet the growing demand of students to take these classes to be able to transfer to four-year colleges and to prepare themselves to compete in the job market. As indicated in the title of his study, "In the Global Jobs Market, Foreign Talk isn't Cheap, it's invaluable" (Times Higher Ed, 2011), Grove reveals the issue of the lack of multilingual graduates in Great Britain, leading to difficulty in finding employment. He cites the view of academics that the British education system was failing to encourage students to study languages. He discusses the advantages of multilingual graduates and other skills needed by graduates in order to easily gain employment. Likewise, in our English dominant culture, students are at an additional disadvantage in that learning a second language is not encouraged. However, as businesses realize the importance of a second language and encourage new hires to be bilingual by offering an additional stipend, the demand will create the supply. The Modern Languages

Department at SBVC is eager and willing to provide the necessary linguistic and academic guidance to fulfill the needs of the burgeoning California work force.

As the need for more academically qualified individuals increase in the job market, the department has decided to create the AA-T in Spanish. As a consequence, students will need to take more units in Spanish; thus, Spanish 104 and Spanish 158 will need to be offered soon so students can complete their AA-T unit and course requirements. Spanish 015, Spanish 016, and French 102 will be offered within the next academic year as the department has seen an increase of sections for future semesters.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Online classes: Recognizing the need to provide student access to foreign language courses, the MLD increased the number of online class offerings. At the present time, we offer several courses online (Span 101, Spanish 101 H, Span 102, Span 157, ASL 109). We have included modalities such as Skype and CCCConfer to communicate with students. In addition, Vista Higher Learning has partnered with the department to offer its Supersite where students find the equivalent of the Vistas textbook but online with the added features of native pronunciation links, grammar tutorials, and student support hotlines. 19% of our students take either Spanish or ASL online. Some faculty have also posted tutorials on youtube. This allows students to have access to basic assistance constantly. Nowadays, as millennial students rely more and more on technology, the Skype and Facebook time capabilities allow them to interact with the instructor more often even if they never meet in person. The department wanted to expand its offerings to accommodate diverse ways of learning. Language learning requires constant contact, but the department understands that some modern students prefer the computer to the classroom. By offering online classes, the department discovered that students can also be successful online.

Arabic Courses: The Modern Languages Department continues to offer Introduction to Arabic and has also offered Arabic 102 intermittently during Spring semesters. These two courses have turned out to be extremely popular on campus. Furthermore these courses are quite relevant given the geopolitical changes taking place in our modern world and the growing need for Arabic interpreters.

Partnerships: The MLD participated in a Pilot program offering Spanish 101 off campus in two Rialto High Schools. These classes offer unique opportunities to high school students to have easy access to classes, expand their education, and meet General Education requirements to transfer to four-year colleges. Many of these students will receive concurrent credit for high school and community college courses without having to commute to SBVC. It is hoped that these classes may also spark an interest in a college education for those individuals who may have never considered the possibility of attending college. Although the program proved successful, it was not continued Spring 16.

STRENGTHS

The MLD offers a variety of support and extracurricular activities for students to complement their foreign language education. These activities include, but are not limited to:

Faculty Directed Tutoring: Four of the five FT MLD faculty are using a cohort during the 15-16 school year to tutor and support their students academically. These students provide Spanish and ASL tutoring in the Library and/or visit the classes to support the instruction of modern languages.

Student Success Center: The Modern Languages Department works with the Student Success Center to provide Spanish and ASL tutors to our students.

Spanish Club: This extracurricular activity offers students opportunities to expand their knowledge of the cultural and linguistic diversity among Hispanic countries. The Spanish Club also serves as a vehicle for

students to develop and apply leadership skills to succeed in four-year colleges or in the job market. Finally, participants in the Spanish Club have a competitive advantage when applying for admission in four-year colleges or universities as they point to their extracurricular activities..

ASL Club: The mission of the ASL Club is to serve as a center for deaf and hearing students to promote cultural understanding of the deaf community and to advocate for the rights of the Deaf community.

ASL Educators Conference: An annual conference hosted by ASL faculty from SBVC and Crafton Hills open to high school, community college and university-level ASL educators from all over Southern California. Workshops are offered throughout the conference related to current technology used in ASL courses, teaching philosophies, and innovative teaching methods in the ASL field.

Cultural Celebrations: The MLD, in collaboration with the Latino Faculty and MECHA, sponsor “Cinco de Mayo” Celebrations, “Dia De Los Muertos,” and “Independence Days,” (of different Hispanic countries) to promote cultural diversity and cultural sensitivity on campus. The Department works with both the Spanish and the ASL Clubs to promote foreign languages during Welcome Week and Humanities Day.

Spanish Sigma Delta Mu National Honor Society: This honor society recognizes the special achievements of outstanding students in Spanish courses. The Department holds its annual induction ceremony in the spring and when possible, awards student scholarships.

Spanish Sigma Delta Mu Scholarship: The faculty of the MLD contributes financially to the Sigma Delta Mu scholarship fund to award scholarships to those students who have excelled in Spanish classes. The MLD faculty also nominates and selects candidates for these scholarships.

George Iwanaga Scholarship: The MLD selects the annual recipient of the George Iwanaga Scholarship, awarded to a student who plans a career in teaching Spanish.

Humanities Day: The MLD participates in the Art and Humanities Celebration to showcase the beauty and relevance of Spanish, ASL, Arabic and French languages.

All these accomplishments and strengths of the department are aimed to improve student pass rates for all MLD courses. In addition, the online classes accommodate a larger segment of the student population as the department addresses diverse ways of learning. The FDT cohorts and the Student Success Center offer MLD students the opportunity to get academic support Monday through Friday. The MLD FT and PT faculty serve as advisors to the Spanish and ASL clubs and continue to foster an environment of support and community learning.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

As retention rates have increased gradually over the last few years, one of the biggest challenges facing the MLD program is its success rate. Even though in 10-11, the success rate was 72%, it reached 83% in 12-13. In 14-15, the success rate returned to 72%. By analyzing the trends, the MLD noticed a one-year 8% increase followed by a 7% decrease the following year. Therefore, the outlier seems to be the 83% as the average success rate for the department hovered around the 73.8 percentile during the other four years. Nonetheless, four of the five FT MLD faculty have joined the Faculty-Directed Tutoring (FDT) formerly Supplemental Instruction to address the discrepancy. By providing in-class and supplemental tutoring, the

department hopes to improve the success rates exponentially. Another challenge facing the MLD is designing TMCs for its language courses to create a Spanish major at SBVC. We feel it's imperative to join other programs that created majors to continue being an important component of the SBVC curriculum.

Since the Student Transfer Achievement Reform Act (SB 1440 – Padilla) was signed into legislation in 2010, the California Community Colleges and California State University have been working on the creation of Associate of Arts Degree (AA) program for transfer. The C-ID numbering system is underway to create majors that are comparable across the board statewide. The AA-T for Spanish was created in 2012. As the MLD starts creating its AA-T in Spanish, the FT faculty will review statewide efforts in the TMC area to ensure our students receive priority admission at any of the CSU campuses. It is expected that by 2017-18, the AA-T in Spanish will be amongst the majors offered at SBVC.

A third challenge for the department is reinstating the Summer Study Abroad program in Costa Rica that was discontinued in 2005. In our MLD planning, we believe that the Study Abroad Program will complement students' education and opportunities to succeed in foreign languages. Since it was discontinued, the department has seen this program as a challenge because students will benefit greatly from the experience of going abroad. They will be more fully prepared to deal with the ever-increasing multi-cultural society of the 21st century. The AIFS semester abroad in Salamanca (Barcelona in Spring 2017) is too cost prohibitive for most of our low-income student population (an average of \$12,000 for the semester abroad).

The department is using the FDT cohorts to increase our success rates. Also, the FT faculty will create grammar workshops to review the final exam content more thoroughly. At the end of Spring 16, the department will start the process to create an AA-T in Spanish. Finally, once the new President of the college comes on board, the department will start working collaboratively with the new President to reinstate the program. The MLD department will also work closely with the Counseling department and Financial Aid to select and encourage student participation with the corresponding financial assistance to participate in a study abroad program.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

STRATEGIC INITIATIVES OF TECHNOLOGY
<p>The MLD incorporates the following advances in technology in its ongoing efforts to improve quality teaching and to assist students to reach their maximum potential in the acquisition of foreign language skills:</p> <p>Distance Learning: Beginning in 2009, the MLD introduced and has been expanding online classes to promote distant learning for those students who, for a variety of reasons, are not able to attend foreign languages classes on campus.</p> <p>MLD Website: The MLD Website is a source of information about the academic and experience backgrounds of faculty. The website also provides information about scholarships, course offerings, clubs, study abroad, and Sigma Delta Mu.</p> <p>Blackboard: Faculty uses this medium to teach classes, grade students, post information, and communicate with students via e-mail. All online classes use Blackboard.</p> <p>WebAdvisor: Faculty and students use this database to maintain student rosters, monitor student attendance, manage scholarship applications, and to access other relevant information.</p> <p>NH222: This is a specialized Spanish Lab equipped with modern hardware (computers, monitors, projector, screen, etc.) that allows faculty to offer distant learning classes and to monitor students live work.</p> <p>Youtube: MLD faculty post formal and informal videos to supplement instruction and enhance the experience of the millennial students enrolled in our online and face-to-face courses.</p>

Classroom Hardware: All Modern Languages classrooms are equipped with computers, LCD projectors, and projection screens to facilitate teaching.

ASL Specialized Equipment: The offices of ASL full-time faculty and adjunct faculty are equipped with Sorenson video relay system for ASL faculty to communicate with students and colleagues.

CCCConfer: This videoconferencing system allows faculty to offer office hours to students who may not be able to avail themselves of regular on campus office hours. Faculty, staff, and students can also use this system to participate in workshops, conferences, and meetings.

Skype: Online faculty and students use this application for videoconferencing, online tutoring, online office hours, and general communication with students and among students.

Digital Media: Faculty uses DVDs, videos, movies, PowerPoint presentations, and other digital media to expand their didactic methods to promote mastery of academic material.

PARTNERSHIPS

Middle College: As it was already noted, the MLD has successfully implemented a partnership with Middle College to offer Spanish classes at the high school. In addition, the MLD offers a Spanish section aimed at Middle College students at the SBVC campus.

Rialto High Schools: The MLD offered three Spanish courses at local area Rialto HS campuses. Students received community college credit while taking the classes at their high school campus.

Grand Terrace High School: In 2014-2015, Faculty from Modern Languages participated in the Grand Terrace High School Site Council and advocated for SBVC programs.

CSUSB Department of Education: Since 2007, MLD Faculty have maintained a partnership with CSUSB Department of Education by presenting at symposiums and other promotional events for the EdD Program. Faculty continue to work with the CSUSB LEAD (Latinos in Education Advocac Days) and attend LEAD events.

Southern California Consortium of Hispanic Serving Institutions (SCCHSI): A MLD Faculty member serves as the Vice President of SCCHSI, attends bi-annual meetings and represents the college district.

The department has kept abreast of the latest technology-based instruction and teaching methodologies to address diverse ways of learning. The MLD provides state-of-the-art technology in its learning environment and service areas to address the strategic initiative of technology. Furthermore, the MLD is also committed in establishing community involvement and dialogue with the surrounding community thus creating partnerships with other academic institutions as well as government and private industry. As such, the MLD maintains and meets the strategic initiatives of the college by keeping with the latest technological advances and by continuing or establishing new partnerships with the surrounding community organizations.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.