

**Program Efficacy Report  
Spring 2016**

**Name of Department: Modern Languages**

**Efficacy Team: Romana Pires, Denise Knight, and Bob Jenkins**

**Overall Recommendation (include rationale): Continuation**

**The Modern Languages department demonstrates an on-going commitment to meeting the needs of its students. Preparing students for transfer, and a culturally diverse workplace are priorities for the department. The department is to be commended for its strong presence in the campus community through its participation in various educational activities, clubs, and events which enrich the learning of foreign language students. Departmental faculty are involved in professional development and incorporate technology to improve the quality of learning for foreign language students. The department is aware of trends within its discipline and incorporates these into planning.**

| Strategic Initiative   | Institutional Expectations  |   |
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|  | Does Not Meet   | Meets   |
| <b>Part I: Access</b>  |   |   |
| <b>Demographics</b>  | <i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>   | <i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.<br/><br/>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i> |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>The program provides an analysis of its demographic data. There is a sufficient explanation regarding the discrepancy between male and female students and the underrepresentation of white students in the program. These discrepancies are not a concern for the department.  |   |   |
| <b>Pattern of Service</b>  | <i>The program's pattern of service is not related to the needs of students.</i>  | <i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.<br/><br/>If warranted, plans or activities are in place to meet a broader range of needs.</i>   |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>The program demonstrates a commitment to meeting student needs in regards to the scheduling of courses. It offers beginning, intermediate, and advanced courses in Spanish, Arabic, and French, and ASL. Courses are offered during a variety of hours, and formats including honors, hybrid, and online. When the budget permits, the department participates in nontraditional offerings such as noncredit courses and pilot high school program. |   |   |
| <b>Part II: Student Success</b>  |   |   |
| <b>Data demonstrating achievement of instructional or service success</b>  | <i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>  | <i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.<br/><br/>If applicable, supplemental data is analyzed.</i>   |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>The program includes an analysis of student success measures. Strategies are identified which are believed to increase and maintain student success rates. The analysis of the data indicates that both retention and FTES have increased and the department is maintaining its student success rate.   |   |   |
| <b>Student Learning Outcomes and/or Student Achievement Outcomes</b>   | <i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i> | <i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>   |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>The program demonstrates regular assessment of courses being currently offered by the department. Additional analysis of SLO assessment results is evidence that the department evaluates assessment data and uses it to implement changes and/or planning strategies. The program does not offer a degree or certificate and therefore does not have program level outcomes.   |   |   |

| <b>Part III: Institutional Effectiveness</b>   |   |  |
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| <b>Mission and Purpose</b>   | <i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>   | <i>The program has a mission, and it links clearly with the institutional mission.</i>   |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>The program has a clear purpose which is aligned with the institutional mission. The program strives to provide quality instruction, access to resources, and prepares students for transfer, and work in a culturally diverse society.   |   |  |
| <b>Productivity</b>  | <i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>  | <i>The data shows the program is productive at an acceptable level.</i>  |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>In its analysis of productivity data, the program notes circumstances which effected its productivity, including section cuts due to budget cuts, lack of full time faculty, and low enrolled advanced courses. Currently, the department is growing its sections, and full time faculty have also been restored. WSCH per FTEF is below average, however the department has identified plans for improvement.  |   |  |
| <b>Relevance, Currency, Articulation</b>   | <i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i><br><br><i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i> | <i>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</i> |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>The curriculum for the majority of the program's courses are current. The department has provided evidence in the report that it has launched courses in Curricunet and updated courses that are currently up for review. The program notes that it has worked with members of the college curriculum committee to ensure that it is abiding by new mandates established by the CSU office. The program has a number of courses in the catalog which have not been offered in the last two years and notes that it will address these courses in the upcoming academic year. The program is encouraged to resolve this discrepancy as this effects student planning and access. |   |  |
| <b>Part IV: Planning</b>   |   |  |
| <b>Trends</b>  | <i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i>   | <i>The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i>  |
| <b>Efficacy Team Analysis and Feedback: Meets</b><br>The department identifies trends within the modern languages including an increase in the California Hispanic population and a demand for ASL interpreters in the Inland Empire. Consequently, Spanish and ASL courses tends to be impacted with wait lists. The department includes these trends in its goals, and has plans to develop an AA-T degree in Spanish, create an Interpreter program, and a Summer Study Abroad Program in Costa Rica.   |   |  |
| <b>Accomplishments</b>   | <i>The program does not incorporate accomplishments and strengths into planning.</i>  | <i>The program incorporates substantial accomplishments and strengths into planning.</i>   |

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| <p><b>Efficacy Team Analysis and Feedback: Meets</b><br/> The department documents numerous departmental, division, and institutional level activities which demonstrate a strong commitment to student access and success, and professional development of program faculty. It is evident that departmental planning efforts involve outreach in activities that are inclusive of the college community as a whole and as the report notes the program “offers a variety of support and extracurricular activities for students to complement their foreign language education.”</p>                               |  |  |
| <p><b>Weaknesses/challenges</b></p>   | <p><i>The program does not incorporate weaknesses and challenges into planning.</i></p>  | <p><i>The program incorporates weaknesses and challenges into planning.</i></p>  |
| <p><b>Efficacy Team Analysis and Feedback: Meets</b><br/> The program identifies challenges and includes these in their planning efforts. Among these include stagnant success rates, development of AA-T degree, and the reimplementation of the study abroad program to Costa Rica. Departmental faculty are participating in faculty directed tutoring, an AA-T degree in Spanish is expected to be implemented in 2017-2018, and the department is planning on working with student services departments to begin providing students study abroad opportunities.</p>  |  |  |
| <p><b>Part V: Technology, Partnerships &amp; Campus Climate</b></p>   |  |  |
|   | <p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> | <p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> |
| <p><b>Efficacy Team Analysis and Feedback: Meets</b><br/> The program incorporates technology both inside and outside of the classroom including maintaining a departmental website, a language computer lab, and offering distance education classes, among others. The departmental has partnerships with various on-campus and off-campus entities including the Southern California Consortium of Hispanic Serving Institutions (SCCHSI), CSUB Department of Education, and local high schools. The departmental demonstrates its commitment to student success and access through these and other efforts.</p> |  |  |

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| <p><b>Part VI: Previous Does Not Meets Categories</b></p>  |  |
| <p><i>Program does not show that previous deficiencies have been adequately remedied.</i></p>  | <p><i>Program describes how previous deficiencies have been adequately remedied.</i></p> |
| <p><b>Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):</b> The program reports having no “Does Not Meets” in its previous efficacy report.</p> |  |