

Program Review, Analysis, and Planning

Department Name: World languages

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

Our overall FTES/TFEF is on a slight downturn consistent with the overall GWC FTES downturn. This can be explained through the loss of full time faculty members in the Spanish languages area. In the Vietnamese area, no major is offered in Vietnamese and this discourages students from taking the language. In Sign and Interpreting, the enrollment is improving but this semester will see the retirement of a full time faculty member which will adversely affect enrollment in future semesters. Although our FTES/FTEF is going down, our enrollment rate is increasing.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

Overall enrollment for the last three years is increasing. This can be explained by dual enrollment courses in Sign offered at the High School level that help to funnel students to our program. The work force demand for bi-lingual employees help increase the Spanish language class enrollment and promotional events such as the New Year's festival and organized field trips are helping the Vietnamese language class enrollment. The number of beginning sections has been lowered and the number of advanced sections increased.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

The demographics of the ASL/Interpreting program reflect the diversity of GWC overall. The students are predominantly White/Latino with both Black and Asian students represented at the same percentage of the college.

The female population is much higher than the male population but this reflects the overall trend in interpreting. GWC graduated out a greater number of male interpreters (by percent) than are currently working in the field.

Spanish and Vietnamese have gone through their syllabi to make sure that equity issues are addressed and are more inclusive of all students. Outreach continues from all language departments.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

The overall retention and success rate is higher than the college average. Classes with lower enrollment, especially in Spanish, show higher success rates. Language classes require a great deal of individual instruction to acquire language skills and lower class sizes and minimum size requirements should be considered to increase the overall success rates.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

In the overall trends, our Black/African American students were adversely impacted. This has been corrected and they now have the highest success rate. This may be due to the low number of Black students who register. One or two unsuccessful students can drop the percentage significantly. All other groups are on an upward swing of success except for Hispanics during the Spring. This may be due to the requirement for internship hours and the availability of the student. Currently students are being advised to plan ahead and lighten class loads to free up time to do practicum.

The smaller minority groups such as veteran's, and native Americans show lower success rates but this is proportional with their enrollment in the classes.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

The Sign/Interpreting Department confers both degrees and certificates. To help increase the conferring of degrees, counsellors are invited to the classes to help student apply for all the degrees and certificates which they are entitled to. Also, GWC is working closely with CSULB who offers a degree in Linguistics, ASL interpreting to increase the transfer degrees and successful transfer to their program.

Spanish offers an A.A. Major and as of yet, Vietnamese does not offer a major. A major could be created if the upper level classes were offered and smaller enrollment was allowed. These classes would need time to build a student base.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Older students in Sign and Interpreting chose to take the vocational education route. They earn a terminal certificate of Achievement to begin work right away. Younger students are encouraged by instructors and counselors to pursue transfer. Also Interpreting agency supervisors, those who hire interpreters, are brought in to discuss the preferred degrees for new interpreters to encourage more transfer degrees.

Transfers in Spanish are higher than the GWC average and the future offering of Vietnamese minors at CSUF should help increase transfer rates in that language department.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

Sign/Interpreting did complete the CTE review. Spanish and Vietnamese are not under CTE

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

World languages completed SIO assessment at a high completion rate. Some adjuncts did not complete their assessments. Several suffered from health and personal problems and were replaced. The department is working with all adjunct to ensure compliance.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

The Sign/Interpreting outlines are currently being updated by the Full time faculty. Vietnamese has reviewed all COR and Spanish is currently reviewing all COR.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Spanish has hired a new full time instructor

Spanish has obtained new headsets and updated Ram for the computers in the lab

World languages representation on College committees has been increased

Vietnamese has developed different level of courses to allow students to chose their level.

The Goals for SLO assessment were met.

Vietnamese has reached out to the community to build stronger community ties.

Sign/Interpreting has developed a transfer degree for students designed to aid them with transfer to CSULB and are working on articulating our classes with theirs.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department wants to accomplish in the next three years?

Sign/Interpreting wants to offer more online practice materials for students to access and use to improve their skills. To open a sign lab with live signing models. To articulate our classes with CSULB

Vietnamese wants to offer four semesters of language and create a Vietnamese major and increase both the number of heritage speakers and non-heritage speakers.

Spanish wants to create three certificates through an Adult Education initiative, Obtain new technology for the language lab, and hire a new full time instructor.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<u>Goal 1:</u>			<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	
<u>Goal 2:</u>			<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	
<u>Goal 3:</u>			<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	