

Assessment: Program Review Update

Program (UnivSt) - University Studies: World Languages AA.1514

Program Catalog Summary:

University Studies – 18 Unit Emphasis:

SC Program: AA.1514

The World Languages emphasis is recommended for students pursuing intermediate fluency in a world language to facilitate communication in professional settings or to begin the first two years of a language or literature major and transfer to a university.

The Learning Outcomes correspond to the Institutional Student Learning Outcomes.

Choose 10-18 units from the courses listed below:

ASL 1 American Sign Language (4)
ASL 2 American Sign Language 2 (4)
ASL 3 American Sign Language 3 (4)
ASL 4 American Sign Language (4)
FREN 1 Elementary French (5)
FREN 2 Elementary French (5)
FREN 3 Intermediate French (3)
FREN 4 Intermediate French (3)
GERM 1 Elementary German (5)
GERM 2 Elementary German (5)
JAPN 1 Japanese 1 (5)
JAPN 2 Japanese 2 (5)
JAPN 3 Japanese 3 (5)
JAPN 4 Japanese 4 (5)
SPAN 1 Spanish 1 (5)
SPAN 2 Spanish 2 (5)
SPAN 3 Spanish 3 (4)
SPAN 4 Spanish 4 (4)

Select the remaining 0 – 8 units from:

Any course not used above

ASL 1L American Sign Language 1 Skill-Building Lab (1)
ASL 2L American Sign Language 2 Skill-Building Lab (1)
ENGL 10A World Literature (to 1650) (3)
ENGL 10B World Literature (after 1650) (3)
ENGL 25 Linguistics (3)
HIST 35 History of Mexican Americans (3)
JAPN 19 Japanese Conversation 1 (2)
JAPN 20 Japanese Conversation 2 (2)
SPAN 19 Spanish Conversation and Culture I (3)
SPAN 20 Spanish Conversation and Culture II (3)

Fall 2018

Who completed this form: Program Review Committee

Other factors for consideration: This review is completed by the PRC and sent to counselors and faculty for input. The Prior to Fall 2018 template is used for these kinds of programs.

****TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE****

PRC Action: PRC recommends the program continue without qualification

Summary Date: 08/28/2019

Summary of findings: The PRC recommends this program continue without qualification. The program has averaged 4.2 completers for year 2013/14 to year 2017/18. There are no "core courses;" students choose 18 units from a wide array of mostly language classes. Enrollments per section have shown a decrease of -19.21% from 19.46 average enrollments in 2013/14 to 15.72 average enrollments for 2017/18. Overall census showed positive enrollment growth of 8.42% for the same time period increasing from 1460 annual enrollments to 1583, with ASL showing the largest gains. The five-year average success rate for all class options for this degree is 79.41% and above the Institution-Set Standard of 70%. Retention rates are 87.81%. Most SLO's have NOT been mapped to ISLO's, which serve as the program learning outcomes for the University and General Studies degrees.

The PRC commends the World Language faculty for maintaining strong retention and success rates and recognizes efforts being made to increase enrollments. The PRC recommends the following:

1. World Language faculty map ALL of the SLO's to ISLO's, which serve as the program learning outcomes for the University and General Studies degrees.
2. The program faculty continue to look for opportunities to increase student enrollments, such as the ASL outreach program to high schools, efforts to reach native speakers, greater alignment with CSUC program requirements, and other promotions.

World Language faculty consider adding CMST 20- Intercultural Communication because it provides an additional optional GE class taught in varied modalities such as online, hybrid, and ITV.

Summary review date: 08/28/2019

Date summary sent to program faculty and/or counselors: 09/03/2019

Program faculty response: 10.01.19 from David Cooper: The only comment I have at this point on the summary is that contrary to the PRC response, there is a core list of courses. The first list of course are all language courses, and students must choose a minimum of 10 units from that list, or they may choose all 18 from that list. (See attachment.) The second list are all language courses except for one, HIST 35. After choosing 10 or more units from the first list, they may choose enough from the second list for a total of 18.

I think we would be willing to change the names of the lists to "A" and "B" or "core" and "elective," if that will clarify the situation.

Another email from David Cooper on 10.15.19: Below are the three recommendations of the PRC and the responses to items 1 and 3:

1. World Language faculty map ALL of the SLO's to ISLO's, which serve as the program learning outcomes for the University and General Studies degrees.
1. Full-time faculty in World Languages have begun planning for thorough mapping of SLOs to ISLOs and will be meeting soon to continue that project as well as to plan outcomes mapping for future degree programs and certificates in ASL and Spanish.
2. The program faculty continue to look for opportunities to increase student enrollments, such as the ASL outreach program to high schools, efforts to reach native speakers, greater alignment with CSUC program requirements, and other promotions.
3. World Language faculty consider adding CMST 20- Intercultural Communication because it provides an additional optional GE class taught in varied modalities such as online, hybrid, and ITV.
3. There are other courses closer to the goals of the World Languages emphasis (such as Linguistics) which are offered in an online format. And Spanish and Japanese faculty have submitted curriculum revision to allow for hybrid and ITV options for some courses. Alternative online activities can be effective for skilled and highly motivated students, but interaction with classmates is

important for the development of critical thinking skills as well as communicative competence and intercultural competence. That said, CMST 20 will be considered.

Counselor response: 09.03.19 Sue Loring: I'm neutral about the recommendation. Any student who qualifies for the University Studies – World Languages degree would also qualify for the University Studies – Language Arts degree. While some students might prefer to have a "World Languages" degree than a "Language Arts" degree, there is no other advantage, to my knowledge, of one degree over the other. Given that the college is trying to implement Guided Pathways and streamline (i.e. reduce) our degrees, this degree may not be a critical one to keep.

There are also a few problems with this degree. Students who complete all four semesters of Spanish, German or ASL satisfy its requirements, but students who complete four semesters of French do not because of the number of units in French 3 and 4. This may be irrelevant as French 3 and 4 haven't been taught for a while, but it seems inequitable. Perhaps a larger issue is that students who take all four semesters of Spanish, German or ASL at Shasta College meet the requirements for the degree, but students with the same level of proficiency who take only the last two or three semesters (because they qualify to start at a higher level) do not satisfy requirements for the degree, as they do not have the 18 units necessary in the emphasis.

Also, it has always seemed a little strange that students can choose a world literature or Mexican American literature class (written in English) or a Mexican American history class as part of the World Languages degree. I assume the reason is to allow students who come in with advanced standing in a language to meet the degree requirements without having to take a second language, but including classes that are not related to language seems odd for a language degree. If classes with a multicultural perspective are acceptable, then why not also include Engl 18 African American Literature, Hist 25 African American History, HIST 36 History of the Far East, HIST 2/3 World Civilization, etc?

From Stacey Bartlett to Sue Loring: As usual, you make good points. Perhaps we should differentiate this degree from Language Arts? And, the inclusion of other classes related to the culture and specificities of particular language users/holders is very helpful. The suggestion of intercultural communication was because it does address various cultural norms surrounding communication and thus, language. It was not meant to exclude others but it has broader implications (potentially).

09.04.19 Shaunna Rossman: All the points below are valid. In addition, for what it's worth, I've used the Language Arts option over the World Languages a few times because of the option to count Engl 1B or C as part of the major here (in addition to Gen ed A3). Helps out the French students too, if it were to be taught.

COURSE STATISTICS

		Academic Year				
Course Name		2012-13	2013-14	2014-15	2015-16	2016-17
ASL-1	# of Sections	8	9	11	13	19
	Enrollment	238	258	288	348	514
	FTES	29.5	32.4	34.6	41.2	64.3
	FTEF	2.14	2.40	2.40	2.67	2.67
	WSCH	884	972	1,032	1,216	1,866
	Avg Enrl/Section	30	29	26	27	27
	Avg FTES FTEF	13.81	13.47	13.61	13.04	11.89
	Avg WSCH FTEF	414	405	409	393	360
ASL-2	# of Sections	5	3	5	6	5
	Enrollment	100	70	89	118	99
	FTES	12.1	8.5	11.5	15.1	12.9
	FTEF	1.34	0.80	1.07	1.07	0.80
	WSCH	364	256	345	446	380
	Avg Enrl/Section	20	23	18	20	20
	Avg FTES FTEF	9.10	10.67	10.25	12.50	11.00
	Avg WSCH FTEF	273	320	307	375	330
ASL-3	# of Sections		2	2	2	2
	Enrollment		30	23	22	30
	FTES		4.2	3.4	2.8	3.0
	FTEF		0.35	0.35	0.35	0.35
	WSCH		126	102	84	90
	Avg Enrl/Section		15	12	11	15
	Avg FTES FTEF		12.00	9.71	8.00	8.57
	Avg WSCH FTEF		360	291	240	257
ASL-4	# of Sections		2	2	2	2
	Enrollment		23	19	17	21
	FTES		3.0	3.0	1.8	4.1
	FTEF		0.35	0.35	0.35	0.35
	WSCH		90	90	54	122
	Avg Enrl/Section		12	10	9	11
	Avg FTES FTEF		8.57	8.57	5.14	5.14
	Avg WSCH FTEF		257	257	154	160
FREN-1	# of Sections	4	4	4	4	4
	Enrollment	100	88	85	81	90
	FTES	9.7	12.2	11.8	11.8	12.9
	FTEF	0.67	1.33	0.67	0.67	0.67
	WSCH	290	363	343	345	370
	Avg Enrl/Section	25	22	21	20	23
	Avg FTES FTEF	14.51	9.16	8.00	9.75	10.26
	Avg WSCH FTEF	435	272	240	293	308
FREN-2	# of Sections	2	2	2	2	2
	Enrollment	35	38	34	29	33
	FTES	3.3	6.1	4.6	4.3	5.3

	FTEF	0.33	0.67	0.33	0.33	0.33
	WSCH	100	180	130	127	142
	Avg Enrl/Section	18	19	17	15	17
	Avg FTES FTEF	9.99	9.08	6.99	5.01	6.99
	Avg WSCH FTEF	300	270	210	150	210
JAPN-1	# of Sections	4	4	4	4	4
	Enrollment	88	91	101	101	92
	FTES	13.8	13.3	14.3	15.2	14.0
	FTEF	1.33	1.33	1.33	1.33	1.33
	WSCH	415	400	430	455	420
	Avg Enrl/Section	22	23	25	25	23
	Avg FTES FTEF	10.37	10.01	10.75	11.37	10.50
	Avg WSCH FTEF	311	300	323	341	315
JAPN-2	# of Sections	2	1	1	2	1
	Enrollment	35	24	28	41	17
	FTES	5.7	3.8	4.5	6.3	2.8
	FTEF	0.67	0.33	0.33	0.67	0.33
	WSCH	170	115	135	190	85
	Avg Enrl/Section	18	24	28	21	17
	Avg FTES FTEF	8.49	11.49	13.50	9.50	8.49
	Avg WSCH FTEF	255	345	405	285	255
JAPN-3	# of Sections		1		1	1
	Enrollment		15		17	13
	FTES		2.2		2.3	2.2
	FTEF		0.33		0.33	0.33
	WSCH		65		70	65
	Avg Enrl/Section		15		17	13
	Avg FTES FTEF		6.51		6.99	6.51
	Avg WSCH FTEF		195		210	195
SPAN-1	# of Sections	22	20	20	19	18
	Enrollment	515	467	461	396	361
	FTES	74.5	68.1	67.5	55.8	51.4
	FTEF	6.33	5.66	5.66	4.99	5.00
	WSCH	2,234	2,043	2,026	1,673	1,540
	Avg Enrl/Section	23	23	23	21	20
	Avg FTES FTEF	11.27	11.53	10.91	10.18	9.64
	Avg WSCH FTEF	339	347	328	307	290
SPAN-2	# of Sections	3	4	9	8	6
	Enrollment	78	86	151	91	77
	FTES	10.8	12.2	23.1	15.0	11.3
	FTEF	1.00	1.33	2.00	1.95	1.26
	WSCH	325	365	690	450	340
	Avg Enrl/Section	26	22	17	11	13
	Avg FTES FTEF	10.84	9.13	8.83	6.82	7.49
	Avg WSCH FTEF	325	274	265	204	225
SPAN-3	# of Sections	2	1	1	1	1
	Enrollment	50	18	17	25	13

	FTES	4.9	1.6	1.4	1.9	1.5
	FTEF	0.40	0.20	0.20	0.20	0.27
	WSCH	147	48	42	57	44
	Avg Enrl/Section	25	18	17	25	13
	Avg FTES FTEF	12.25	8.00	7.00	9.50	5.51
	Avg WSCH FTEF	368	240	210	285	165
SPAN-4	# of Sections	1		1		1
	Enrollment	22		12		5
	FTES	2.0		1.1		0.7
	FTEF	0.20		0.20		0.27
	WSCH	60		33		20
	Avg Enrl/Section	22		12		5
	Avg FTES FTEF	10.00		5.50		2.51
	Avg WSCH FTEF	300		165		75
Grand Total	# of Sections	53	53	62	64	66
	Enrollment	1,106	1,057	1,151	1,111	1,234
	FTES	166.3	167.6	180.8	173.5	186.4
	FTEF	14.39	15.09	14.90	14.91	13.96
	WSCH	4,989	5,023	5,398	5,167	5,484
	Avg Enrl/Section	21	20	19	17	19
	Avg FTES FTEF	11.37	10.98	10.67	10.26	9.62
	Avg WSCH FTEF	342	330	321	309	290