

2019-20 World Languages Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

The purpose of the World Languages Program is to prepare the students to thrive in a dynamic world of multi linguistic demands in the workforce through courses that enhance their linguistic abilities. The students become proficient in the skills of speaking, listening, reading and writing in the target languages they study through cultural understanding. The mission of Skyline College is to empower and transform a community of learners. In alignment with the college mission the WL Program purpose is to instruct and through technological assistance to expose the students to the most efficient ways, to the teaching and learning process. The WL Program provides language acquisition in accordance with the standards of the ACTFL (the American Council for the Teaching of Foreign Language). The World Languages program holds the highest possible standards to encourage the highest achievement of every student.

Associated Objectives

[1003-Foreign Language Proficiency](#)

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

Program Student Learning Outcomes

1. Basic skills: Identify and describe language structure and functions of the main components of the linguistic system of the four basic skills: speaking, reading, writing and listening comprehension.
2. Grammatical structures: summarize, translate and interpret the main grammatical structures in the language to offer various explanations and understandings of why and how people communicate.
3. Application: Apply cultural and grammatical theories, principles and concepts to address real life problems and situations in the foreign language acquisition and cognition field.
4. Communication Skills: Exhibit strong and effective written and oral communication skills.
5. Community development: Bring back into the community and apply the skills, abilities, and knowledge acquired in the WL program at Skyline College for the improvement of others and themselves, and to further the objectives of translation, interpretation and communication in different foreign languages in society.

I.C. Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

The WL Program personnel consists of one full time faculty member who is its coordinator: Professor Luciana Castro and many competent adjunct faculty:

Arabic: Prof. George Khouri

ASL: Prof. David Rawson, Prof. Qing (Tracy) Meng, Prof. William Wong

Chinese: Prof. Amy Chen

Filipino: To be staffed

Spanish: Prof. Luciana Castro and Prof. Juan Carlos Gazulla

The aforementioned faculty prepare students linguistically and culturally to live, study, transfer credits and work harmoniously in multilingual communities at home and around the Bay Area, the state, the country and the world.

I.D. Personnel FTE

- Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

- FT Faculty FTE: Prof. Luciana Castro, Coordinator of the World Languages Department, only full-time Professor. Professor of Spanish.
- Adjunct Faculty FTE: 2.06 in 18-19; 2020: 1.53 FTE.
- Arabic: Professor George Khoury;
- ASL: Prof. David Rawson, Prof. Qing Tracy Meng, Prof. William Wong.
- Chinese: Prof. Amy Chen.
- Filipino: presently it needs to be staffed.
- Spanish: Prof. Luciana Castro and Prof. Juan Carlos Gazulla. 1 FT -1.14 FTE in 2020. 2018-19: FT: 1.20 FTE
- Classified Staff FTE: Ms. Kennya Ruiz, LA Division Assistant
- Administrator FTE:(Personnel FTE)
Dean Chris Gibson, Dean of Language Arts and
Dr. Jennifer Taylor-Mendoza, VP of Instruction of Skyline College.

I.E. Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Narrative

The Program Review Team consists of mainly Professor Luciana Castro, the coordinator of the program, who Dean Chris Gibson supervises.

II.A. Progress on Prior Program Objectiveness (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

Although since last program review there has been a drop-in enrollment in the courses of the WL Program, the retention and success of the enrolled students has been stable in the vicinity of 82%. 81% of the success rate on average for the past six years is a good result, despite a great economy and a lot of people in the community choosing to work instead of coming to college.

In the World Languages Program courses, the students are surveyed every semester and they state they withdraw from courses they are taking due to their need to work or because of their family priorities. The stable success rate occurs even though there is not much publication about the program in the community. More outreach in favor of the courses the WL Program offers is needed.

The number of AA-Ts in Spanish has increased considerably. It keeps on growing every semester. But the decrease in enrollment is concerning due to, maybe the strong economy.

In the past, Spanish courses were part of Learning Communities and were aligned with International business courses to take students to China with Business instructor Dr. Pate. The interest of the ASTEP and PUENTE Learning Communities changed the dynamics of enrollment and stopped to be cross listed with Spanish 120 (Advanced Elementary Spanish) and Spanish 130 (Intermediate Spanish). Spanish courses had Honors Sections too. Now if students want to take courses as Honors courses they must have Honors' contracts.

Presently, we have many Concurrent enrollment students and Skyline WL courses taking place in High School. We want to expand it. We need to hire a FILIPINO instructor to be part again of the Kababayan LC and have Pilipino cultural Night again.

To accommodate more Spanish Advanced students, we will try to offer Online Spanish 140 (Advanced Spanish) and Spanish 160 (Readings in Literatures in Spanish). Due to faculty leaving the WL Program, TracDat assessment in certain areas, such as Filipino has been compromised in the past three semesters. Better reporting on TracDat needs to be done in the near future.

The Journalism Program would like to join forces with the World Languages Program and propose a major with a Spanish minor. For the next year, we intend to propose courses on that given combined and interdisciplinary endeavor.

II.B Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes.

Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

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II.C Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

The progress made in the PSLOs and effort needed are:

1. Basic Skills:
 2. Grammatical Structures
 3. Application
 4. Communication Skills
 5. Community Development
- Assessment, Retention and Success in this PSLO across the languages have been good and success in assessment has been as expected based on the progress of the courses and occurrences in each one of the languages offered. The effort needed now is to have new adjunct faculty for Filipino and Spanish if courses are offered online.
 - More outreach for the WL program is necessary.
 - The Journalism major with a Spanish minor in being designed and would improve the results of all of the above.
 - More up to date reports in TracDat should be submitted by adjunct faculty for better documentation of the practices in the classroom.
 - Having only one full-time Faculty member to take care of the whole process primarily is a very big challenge and endeavor. Adjunct faculty should be always requested and asked, maybe by the administration, as part of their work to document everything that happens in the course they teach in Trac Dat. (See attached documents)

Evidentiary Documents

[WorldLanguages-CourseOfferingReport-SU2013-SP2019.xlsx](#)

(Please see the Attachments tab to access the document.)

II.D Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

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Typically, the courses in the WL Program are offered in the Skyline College campus. There are Filipino and ASL courses that were offered in High School campuses last year. Spanish courses were too in 2017-2018 and 2018-2019 as well. A lot of students that are in Middle College and also the ones that are in Concurrent enrollment as much as International students take the WL Program courses. Now, we are interested in offering Spanish 140, Advanced Intermediate Spanish and Spanish160, Readings in Literature in Spanish online in 2020-2021. That is in order to increase our enrollment for transfer students and AA-T graduates as well.

Since we do language sharing via Skype in the Spanish courses in levels 1, 2 3 and 4, we need to expand this practice by having a contract with more Mexican universities that could have all students in the classroom talking through Skype. The expansion of the current contract will allow all students to practice more once a week with Mexican students or students from other institutions in the Spanish-speaking-world.

Our highly effective practices are to teach using activities following research that shows that language learning supports academic achievement and provide cognitive benefits to students. For example:

1. Scaffolded vocabulary and structure building.
2. Pronunciation exercises.
3. Translation and interpretation.
4. Video presentations.
5. Oral presentations.
6. Language exchange through Skype and in the classroom with peers.
7. Cultural reading practices.
8. Cultural group and individual projects and dialogue presentations.
9. Group skits.
10. Guest speakers and interviews.

All of the above are highly effective practices utilized in our courses.

More outreach and marketing towards the World Languages Program at Skyline College is necessary. It fosters the preparation of students to embark in Study Abroad Programs and many work force opportunities. It increases the possibilities of admission of students in very impacted programs across the region and the state too.

The courses of the World Languages Department presently offered are:

- Arabic 111, Elementary Arabic I and Arabic 112, Elementary Arabic II, offered in the evenings on the Skyline College campus.
- ASL 100, American Sign Language I, ASL 110, American Sign Language II, offered on campus and off campus at the Terra Nova High School in Pacifica.
- Chinese 111, Elementary Chinese I, Chinese 112, Elementary Chinese II , Chinese 121,Advanced Elementary Chinese I and Chinese 122, Advanced Elementary Chinese II, offered on campus and in the past, at Design Tech High School.
- Filipino 110, Elementary Filipino, and Filipino 120, Advanced Elementary Filipino at Westmoor High School and on campus in Fall 2019.
- Spanish 110, Elementary Spanish, Spanish 120, Advanced Elementary Spanish, Spanish 130, Intermediate Spanish, Spanish 220, Spanish for Spanish Speakers I and Spanish 230, Spanish for Spanish Speakers II, Spanish 140, Advanced Intermediate Spanish and Spanish 160, Readings in Literature in Spanish to complete the AA-T or transfer credits to a 4-year-institution.

II.E Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

College Initiative: Skyline college is committed to removing academic barriers, enabling smooth academic transitions, creating clearer pathways to academic success and providing student-centered approaches to learning. The World Languages Program serves the students it houses addressing their needs in learning in and outside the classroom by answering their questions about language learning and about letters of recommendation and scholarship opportunities and by suggesting students courses to take to enhance their language skills in general.

Industry needs: With our increasing global economy and national needs, it is crucial that we have as many students as possible who can communicate in languages such as Arabic, Chinese, ASL and Spanish amongst others such as Farsi, Korean and Russian that Skyline College does not offer.

Personnel Changes:

1. A new instructor for Filipino needs to be hired.
2. If Spanish courses are offered online we will need to hire another adjunct faculty for Spanish.

State Mandates: The WL Program follows state mandates according to the college policies and the methodologies and pedagogy the American Council for the Teaching of Foreign Languages approves.

Demand for Classes Services: In our classrooms as the WL Program courses are taught, understanding, respect, tolerance for diversity, equity practices and interest for leaving and cultural awareness are required and offered. The Disability Resources Center helps our students a lot, Student Psychological Services are referred to students in a regular basis as needed and the Learning Center recommended for extra practice, tutorial services and language sharing groups.

Changes: More tutors for languages in the Learning Center should be available.

The environment of the WL Program is very congenial in accordance with the college. The faculty get along really well and work in great collaboration with each other. All the policies and deadlines are respected. Professional development is encouraged. Conference going is a common practice in the WL Department.

II.F Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

Program equity is a concern of the WL Program at Skyline College. Equity is a value that matters to the WL Program as much as to the whole Skyline College where the Equity Institute is housed.

The WL Program faculty attends workshops on equity year-round. After all, in the 21st century, language learning at Skyline College meets real world needs. Its instructors provide the students the ability to communicate and collaborate in the target language across cultures. Its teaching and learning process generates access to information and collaboration in any field- including science, technology, engineering, mathematics, business and health care. Our program develops flexible and adaptable thinking, plus an ability to function in new and unfamiliar situations. Finally, the WL Program faculty prepare learners to think and interact in a global community. All ASL, Arabic, Chinese, Filipino and Spanish courses foster equity for the students. The WL instructors treat all with respect and keep a very pleasant environment to allow students to succeed.

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

Since last April, I, the Coordinator of the World Languages Department, have been updating the CORs of all WL courses. As the attached document shows, almost all WL courses have already gone through the Curriculum Committee. The remaining ones that are not approved yet, will likely be in the agenda of the 3/18/20 Curriculum Committee meeting and SPAN 111 AND 112 AND ARABIC 111 and 112 will be in the agenda before the end of the Spring 2020 semester.

Evidentiary Documents

[WLCPR20CourseOutlinePrereqChecklist.pdf](#)

[WLCPR20CourseOutlinePrereqChecklist2.pdf](#)

[WLCPR20CourseOutlinePrereqChecklist3.pdf](#)

IV.A Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

The WL Program is the largest one in the SMCCCD. Its faculty dedicate their time to the success and service of the students. The reviews that almost all of them get are very positive. A lot of the faculty, the only full-time one and the adjunct one goes through Professional Development.

IV.B Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

The future of the WL Program is aligned with the Skyline College mission: to empower life-long-learners. The equity in students success is what the program is directed to. The key findings of the program prompt the program's aspirations to have more AA-Ts, more successful bilingual students transferring and more enrollment from all kinds of students Skyline College embraces. That is the ideal future of the program.

The integrated instruction with the college Institutional SLOs across the WL Program curriculum making connections with other disciplines for students' success is our biggest aspiration. The WL program aims to keep the students satisfied and ready to succeed in the job market as well as academically. By having in person, hybrid and online courses in the near future, the WL Program will retain more students and attract many more potentially. Sustainable results require sustainable ambitions. Therefore, our program needs faculty who prepare for the new endeavor of keeping courses online vital and viable.

Effective world language instruction provides students with the skills and knowledge to communicate in the real world. More availability to connect with Skype in other institutions to provide Skype contacts to all students in the class. Thus, more cameras should be installed in the lab.

The main aspiration is to attract more students to our classrooms. So, the program needs more support of the Administration to do outreach constantly emphasizing the WL Program as an asset to our institution and to our students as well academically and professionally. The training for the online classes is a need, a key-finding that prompted the faculty of the WL Program to have aspirations to offer advanced classes online to attract more matriculations.

One very important long-term result the program wants to achieve is to be a Meta major and guided pathway that all Skyline college students sign up for.

Interdisciplinary efforts with the Journalism program and ESOL programs would be helpful for the WL Program as well. Ms. Kaplan-Biegel and I have been planning on writing curriculum that encompasses Journalism students and Intermediate Spanish and Advanced Spanish students, SPAN 130 and SPAN 140 students. That will give a whole new spin to the LA Division offerings.

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

More matriculations in WLs and the WL program courses being part of the meta majors and guided pathways for all would be a great step to attract and retain students in the program. Also, online advanced classes for WL courses would potentially have more matriculations.

Better outreach for the courses to be part of the students curriculum would represent a lot more enrollment to the WL program. The main strategy of the WL Program courses is to have its SLOs directly aligned with the ISLOs: Citizenship, Lifelong wellness, Informational literacy, Critical thinking and Effective communication. All ASL, Arabic, Chinese, Filipino and Spanish courses encourage students to be responsible citizens who are considerate of others, healthy in mind and heart as well as physically and well-informed and culturally literate in English and in the target language they are learning by mastering all the four basic skills in cultural and literary contexts.

Critical thinking is embedded in the World language teaching and learning process. All involved exercise it. Professional Development and training for Effective Communication are encouraged and engaged in every semester for over 25 hours per faculty member.

V.B. Action Plan and Resources Requests

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

The objective needed to be created for the WL Program for next year based on all the work done 6 years ago and beyond is mainly to have more enrolled students who end the WL Program courses successfully.

Associated Objectives

[1003-Foreign Language Proficiency](#)

[1027-More enrolled students who end the WL courses successfully](#)

Enhanced Budget with Objective and Task Detail

[World Languages Enhanced Budget with Objective and Task Detail](#)