

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Modern Languages**

**Term/Year of Review: Fall 2020**

### Summary of Program Review:

#### A. Major Findings

##### 1. Strengths:

- Enrollment within the Modern Languages Program remained quite stable over the past 3 years (decreasing by only 0.5%), which is significantly less than the enrollment decreases in the institution. Enrollment in Italian has increased, and we offered a new level of Italian (Italian 121). Enrollment in ASL 120 has also increased.
- Retention rates among Black/African American students was higher than the rate at the institutional level.
- Curriculum has been updated recently for most courses.
- Assessments have been regular and thorough.
- New hires included adjuncts for Italian and ASL, and one returning French instructor.

##### 2. Areas for Improvement:

- Better marketing and promotional activities Increase online offerings in French and/or be more strategic with scheduling options
- Monitor retention rates for Hispanic and First-Generation Students and for French and Japanese classes

##### 3. Projected Program Growth, Stability, or Viability:

Our courses have mainly held stable, and we are now looking at the opportunity to add new levels of both French and Italian classes. Expanding online and hybrid course offerings is helping us reach more students and expand enrollment.

#### B. New Objectives/Goals:

- Continue to grow the upper levels of our Italian and French classes.
- Write curriculum for a second level Japanese class.
- Potential development of Mandarin curricula and/or other languages

**Program Review Report**

Fall 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

<b>Program</b>	<b>Modern Languages</b>			
<b>Areas of Study</b>	American Sign Language	French	Italian	Japanese
<b>Courses</b>	ASL 120	FREN 120	ITAL 120	JAPN 101
	ASL 121	FREN 121	ITAL 121	

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program</b>	193	213	186	-3.6%
<b>Across the Institution</b>	8,843	8,176	8,181	-7.5%
<b>Enrollments</b>				
<b>American Sign Language</b>	<b>83</b>	<b>115</b>	<b>88</b>	<b>6.0%</b>
ASL-120	63	100	74	17.5%
ASL-121	20	15	14	-30.0%
<b>French</b>	<b>51</b>	<b>34</b>	<b>39</b>	<b>-23.5%</b>
FREN-120	51	34	39	-23.5%
<b>Italian</b>	<b>24</b>	<b>34</b>	<b>34</b>	<b>41.7%</b>
ITAL-120	24	34	24	0%
ITAL-121	--	--	10	--
<b>Japanese</b>	<b>49</b>	<b>45</b>	<b>45</b>	<b>-8.2%</b>
JAPN-101	49	45	45	-8.2%
<b>Within the Program</b>	207	228	206	-0.5%
<b>Across the Institution</b>	36,115	32,545	33,102	-8.3%
<i>Source: SQL Enrollment Files</i>				

*RPIE Analysis: The number of students enrolled (headcount) in the Modern Languages Program decreased by -3.6% over the past three years, while headcount across the institution decreased by 7.5%. Enrollment within the Modern Languages Program remained relatively stable (decreasing by 0.5%), while enrollment across the institution decreased by 8.3%.*

*Enrollment in the following courses and area of studies changed by more than 10% ( $\pm 10\%$ ) between 2017-2018 and 2019-2020:*

*Course and area of study with enrollment increases:*

- *Italian (41.7%)*
- *ASL-120 (17.5%)*

*Courses and area of study with enrollment decreases:*

- *ASL-121 (-30.0%)*
- *French (-23.5%)*
- *FREN-120 (-23.5%)*

**Program Reflection:**

The headcount of students in the Modern Languages Program decreased by only 3.6%, while headcount across the institution decreased by 7.5%. While there was a decrease in headcount, it is not significant, and is not even half of that of the institution. Enrollment was quite stable, decreasing by only 0.5% (quite a bit less than the institution). This is interesting to note because the Modern Languages courses offered at NVC are only beginning levels (1st and 2nd semester). This could imply that some students are taking more than one beginning language class, rather than choosing a subject matter and staying with just one.

In looking at enrollment increases, it appears that demand has shifted slightly from French to Italian and ASL. We resume our Italian 121 course offerings due to more interest, and we may be able to offer more sections of ASL in the future. French courses had a significant decrease, which could be due to lack of interest, or also availability of the course (only one section offered in the evenings).

**2. Average Class Size**

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
<b>American Sign Language</b>	<b>4</b>	<b>20.8</b>	<b>6</b>	<b>19.2</b>	<b>4</b>	<b>22.0</b>	<b>20.4</b>	<b>6.0%</b>
ASL-120	3	21.0	4	25.0	3	24.7	23.7	17.5%
ASL-121	1	20.0	2	7.5	1	14.0	12.3	-30.0%
<b>French</b>	<b>2</b>	<b>25.5</b>	<b>2</b>	<b>17.0</b>	<b>2</b>	<b>19.5</b>	<b>20.7</b>	<b>-23.5%</b>

FREN-120	2	25.5	2	17.0	2	19.5	20.7	-23.5%
<b>Italian</b>	<b>1</b>	<b>24.0</b>	<b>2</b>	<b>17.0</b>	<b>3</b>	<b>11.3</b>	<b>15.3</b>	<b>-52.8%</b>
ITAL-120	1	24.0	2	17.0	2	12.0	16.4	-50.0%
ITAL-121	--	--	--	--	1	10.0	10.0	--
<b>Japanese</b>	<b>2</b>	<b>24.5</b>	<b>2</b>	<b>22.5</b>	<b>2</b>	<b>22.5</b>	<b>23.2</b>	<b>-8.2%</b>
JAPN-101	2	24.5	2	22.5	2	22.5	23.2	-8.2%
<b>Program Average*</b>	9	23.0	12	19.0	11	18.7	20.0	-18.7%
<b>Institutional Average*</b>	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

*RPIE Analysis: Over the past three years, the Modern Languages Program has claimed an average of 20.0 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by 18.7% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.*

Average class size in the following course changed by more than 10% ( $\pm 10\%$ ) between 2017-2018 and 2019-2020:

Course with an increase in average class size:

- o ASL-120 (17.5%)

Courses and areas of study with decreases in average class size:

- o Italian (-52.8%)
- o ITAL-120 (-50.0%)
- o ASL-121 (-30.0%)
- o French (-23.5%)
- o FREN-120 (-23.5%)

### Program Reflection:

Average class size in the Modern Languages Program decreased by 18.7% from 2017/18 to 2019/20. This is a higher rate of decrease than that of the institution (which decreased 4.3%). However, when looking at the actual numbers, we can see that class size decreased from 23 to 19 students. The current semester (F20) saw full classes in all the Modern Language offerings, leading us to believe that demand may have been down due to availability of courses, which problem has now been solved with online synchronous and asynchronous classes, which were not yet offered during the three year period of this data collection.

### 3. Fill Rate and Productivity

<b>Fill Rate*</b>			
	<b>Enrollments*</b>	<b>Capacity</b>	<b>Fill Rate</b>
<b>2017-2018</b>	207	267	77.5%
<b>2018-2019</b>	228	337	67.7%
<b>2019-2020</b>	206	319	64.6%
<b>Three-Year Program Total</b>	641	923	69.4%
<b>Institutional Level</b>	91,739	112,746	81.4%
<b>Productivity*</b>			
	<b>FTES</b>	<b>FTEF</b>	<b>Productivity</b>
<b>2017-2018</b>	21.3	2.1	10.1
<b>2018-2019</b>	32.9	2.7	12.2
<b>2019-2020</b>	33.5	3.4	9.9
<b>Three-Year Program Total</b>	87.7	8.2	10.7
<i>Source: SQL Enrollment and Course Sections Files</i>			

*RPiE Analysis: Fill rates within the Modern Languages Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 69.4% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity increased, resulting in a decrease in fill rate (due to the higher rate of increase in capacity). Between 2018-2019 and 2019-2020, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to the higher rate of decrease among enrollments).*

*Productivity remained relatively consistent and ranged from 9.9 to 12.2 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 10.7 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)*

*\*Note: Fill rates and productivity reported in the table do not include two Modern Languages section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

**Program Reflection:**

The fill rate of the Modern Languages courses has been lower than the institutional level. Productivity remained stable.

**4. Labor Market Demand**

*This section does not apply to the Modern Languages Program, as it is not within the Career Technical Education Division.*

**B. Momentum**

**1. Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
<b>American Sign Language</b>	<b>93.5%</b>	<b>X</b>		<b>81.8%</b>	<b>X</b>	
ASL-120	93.4%	<b>X</b>		81.5%	<b>X</b>	
ASL-121	93.8%	X		83.3%	<b>X</b>	
<b>French</b>	<b>74.4%</b>		<b>X</b>	<b>57.9%</b>		<b>X</b>
FREN-120	74.4%		<b>X</b>	57.9%		<b>X</b>
<b>Italian</b>	<b>86.6%</b>	--	--	<b>65.9%</b>		X
ITAL-120	85.9%		X	64.1%		X
ITAL-121	100%	X		100%	X	
<b>Japanese</b>	<b>87.3%</b>	--	--	<b>57.5%</b>		<b>X</b>
JAPN-101	87.3%	--	--	57.5%		<b>X</b>
<b>Program Level</b>	<b>87.4%</b>			<b>69.6%</b>		
<b>Institutional Level</b>	90.5%			76.3%		

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the program-level rate.

**Bold italics** denote a statistically significant difference between the course-level rate and the program-level rate.

**Bold** denotes a statistically significant difference between the program-level rate and the institutional rate.

**Note:** Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** Over the past three years, the retention rate for the Modern Languages Program was significantly lower than the rate at the institutional level. The retention rates for the French area of study and FREN-120 were significantly lower than the program-level rate. The retention rates for the American Sign Language area of study and ASL-120 were significantly higher than the program-level rate. The retention rate for the Modern Languages Program falls in the 12<sup>th</sup> percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the successful course completion rate for the Modern Languages Program was significantly lower than the rate at the institutional level. The successful course completion rates for the French area of study, FREN-120, the Japanese area of study, and JAPN-101 were significantly lower than the program-level rate. The successful course completion rates for American Sign Language area of study, ASL-120, and ASL-121 were significantly higher than the program-level rate. The successful course completion rate for the Modern Languages Program falls in the 10<sup>th</sup> percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the difference between retention and successful course completion at the program level (17.8%) was significantly higher than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).*

*The following Modern Languages Program areas of study and courses claimed differences (between retention and successful course completion) that exceeded 10%:*

- Japanese (29.8%)
- JAPN-101 (29.8%)
- ITAL-120 (21.8%)
- Italian (20.7%)
- French (16.5%)
- FREN-120 (16.5%)
- ASL-120 (11.9%)
- American Sign Language (11.7%)
- ASL-121 (10.5%)

**Program Reflection:**

Over the past 3 years, the course retention rate and successful course completion rates were higher than the institutional average for ASL 120, ASL 121 and ITAL 121. Retention rates were lower for French 120 and Italian, 120, and successful course completion rates were significantly lower for French 120, Italian 120 and Japanese 101.

The Japanese courses have the highest difference between retention rates (which are fairly high), and course completion rates (which were our lowest). More information is needed as to why this is happening, but it could be due to the difficulty of the subject matter (a language with a different alphabet, which is very foreign to English speakers).

## 2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
<b>Black/African American</b>	88.2%	86.4%	64.7%	65.3%
<b>Hispanic</b>			<b>67.6%</b>	73.9%
<b>First Generation</b>			<b>69.2%</b>	75.0%

Source: SQL Enrollment Files

**Bold italics** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

**Note:** Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other groups of students, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

*Within the Modern Languages Program, the retention rate among Black/African American students was higher than the rate at the institutional level. (The difference was not statistically significant.)*

*Within the Modern Languages Program, the successful course completion rates at the program level were lower than the rates at the institutional level among the following groups:*

- *Black/African-American (64.7%)*
- *Hispanic (67.6%)*
- *First Generation (69.2%)*

*The differences for Hispanic and First-Generation students were statistically significant.*

*This pattern for the retention rate deviates from the findings from the comparison of retention at the program vs. institutional level, where the institution-level rate exceeded the program-level rate. The pattern for successful course completion reflects the findings at the program vs. institutional level, where the institution-level rate exceeded the program-level rate. (See Section I.B.1 above).*

**Program Reflection:**

Retention rates of Black/African American students were slightly higher in the Modern Languages program than across the institution, and successful course completion rates were about the same between the program and the institution. However, successful course completion rates in these demographic groups were too low. More can be done in our program to reach out at an early stage, and give needed support. We are looking forward to using Starfish, an early alert system that is being adopted by our college to help these students get the extra help they need early on in their classes. We can do more as instructors to monitor our students and direct them to resources, including study groups, writing and tutoring centers, office hours, and meeting with counselors, etc.

**3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

*This section does not apply to the Modern Languages Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2017-2018 and 2019-2020.*

**C. Student Achievement**

**1. Program Completion**

*This section does not apply to the Modern Languages Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs.*

**2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

*This section does not apply to the Modern Languages Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

**II. CURRICULUM**

**A. Courses**

<b>Subject</b>	<b>Course Number</b>	<b>Approval Date</b>	<b>Has Prerequisite* Yes/No</b>	<b>In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) &amp; Academic Year</b>	<b>To Be Archived (as Obsolete, Outdated, or Irrelevant) &amp; Academic Year</b>	<b>No Change</b>
ASL	120	06/01/2018	No			x
ASL	121	08/12/2019	ASL 120			x
French	120	08/10/2010	No			x

French	121	08/10/2010	French 120 or equivalent or 2 years HS French			x
Italian	120	06/08/2020	No			x
Italian	121	06/08/2020	Italian 120 or equivalent			x
Japanese	101	01/16/2015	No			x

\*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

### B. Degrees and Certificates<sup>+</sup>

<b>Degree or Certificate &amp; Title</b>	<b>Implementation Date</b>	<b>Has Documentation Yes/No</b>	<b>In Need of Revision+ and/or Missing Documentation &amp; Academic Year</b>	<b>To Be Archived* (as Obsolete, Outdated, or Irrelevant) &amp; Academic Year</b>	<b>No Change</b>
This section does not apply to the Modern Languages Program, as there are not any degrees or certificates associated with it. See Taxonomy of Programs earlier in this report.					

\*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

<sup>+</sup>Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

#### Program Reflection:

The Curriculum section summarizes curriculum updates to the program over the years. It includes dates from the latest curriculum updates, as well as identifying course prerequisites, and changes needed to the courses. The Modern Languages courses have been updated somewhat regularly, and two courses were updated just this year.

All courses are undergoing updates for Distance Education during the current semester (Fall 2020). Previously only Italian 120 and 121 were approved for distance education, but after fall 2020, all Modern Languages courses will have distance education approval.

There is a need for a second semester Japanese course, based on enrollment rates of the current Japanese 101 class, and we foresee writing the curriculum for Japanese 102 during the next three year period.

### III. LEARNING OUTCOMES ASSESSMENT

#### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
7	6	7	86%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
N/A					

#### Program Reflection:

Most of the Modern Languages courses have 2-3 SLO's. In our current program assessment cycle we assess each course about every three years, rotating through the different SLO's. The SLO's are fairly consistent within the different language offerings, which helps in assessment across the disciplines.

Recent assessment in our ASL courses included an oral exam with the instructor, assessing students against the 3 ASL SLO's. Comments were that 84% of students passed the exam.

In the French assessments for all 3 SLO's, the majority of students scored above passing grades, as well as in Japanese and Italian. Some comments were that some of the high school students are less prepared for the rigor of a college class and could benefit from the instructor reaching out early on to help them set appropriate goals. And all students could benefit from more practice in speaking and grammar.

#### B. Summary of Learning Outcomes Assessment Findings and Actions

We have found through our assessments that the majority of students are regularly meeting SLO's. They generally have high speaking and reading comprehension levels, but need regular and consistent practice speaking and writing. It may be challenging with the rise of online classes to be sure students are getting the speaking practice they need, and this is a topic we plan to cover in our department meetings as we grow our online offerings.

Recent new hires, and improvements made to materials used will likely improve the program in the future.

#### Program Reflection:

It was noted that there is a desire to meet together more frequently as a department to facilitate brainstorming and sharing of ideas pertaining to SLO's and assessment. This has been much more achievable since Zoom became a mainstream meeting modality as of Spring 2020.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

1A.1: While enrollment decreased across the institution, it remained mostly stable in the Modern Languages Program ( -8.3% vs. -5%)

1A.2 Average class size in the Modern Languages Program decreased, but the rates have been up since this period of study due to adding online courses.

1A.3 The fill rate of the Modern Languages courses has been lower than the institutional level. Productivity remained stable.

1B.1 Retention and successful course completion rates average lower than the institution overall. ASL rates were generally higher, while Japanese and French were lower.

1B.2 Retention rates of Black/African American students was higher than that of the institution, while those rates of Hispanic and First Generation students were slightly lower, but not statistically significant.

2A & B Course curriculum is being updated regularly.

3A Assessment is occurring regularly, and the findings are positive.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Modern Languages

Plan Years: 2017-2020

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Training and collaborating with colleagues for consistency	1B.1 Retention and successful course completion rates	Monthly Department Meetings 2020-2023	Retention and Successful Course Completion Rates
Sharing of online teaching materials	1B.3 Retention and successful course completion rates for delivery mode	Monthly Department Meetings 2020-2023	Retention and Successful Course Completion

			Rates in online classes
Work with Viticulture programs	1A.3 The fill rate of the Modern Languages courses	2020-2023	The fill rate of courses
Community Outreach	1A.3 The fill rate of the Modern Languages courses	2020-2023	The fill rate of courses
Use of Starfish Early Alert System	1B2. Retention rates of Hispanic and First Generation Students	Begin training during Spring 2020	Retention rates of Hispanic and First Generation Students
Write curriculum for 2nd semester Japanese and Chinese and/or other languages based on current interest	2A	During 2020-2023	Curriculum Data

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The Modern Languages department is in need of tutoring services for students. Similar to the writing or math centers, our language program could greatly benefit from the services of tutors (especially hiring student tutors). This would also help improve retention rates of First Generation Students, and minority populations.

**V. PROGRAM HIGHLIGHTS**

**A. Recent Improvements**

Online adaptations

- Adaptations for online instruction were made quickly and efficiently. Enrollment has increased in our online courses.

New PT hires

- Recent part-time hires include ASL and Italian.

**B. Effective Practices**

- Collaboration with Modern Languages instructors
- Regular Assessment
- A variety of teaching methods are used to address different learning styles of students

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Senior Dean, Maria L. Villagomez

**Date:**

11.14.2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Innovation: The MLs program faculty is engaging in innovative ways by which to meet student demand and need specifically for the online student and the students who learn best with multiple teaching styles.

Student-Focused: Through reflection and analysis, the ML program remains focused on supporting all students and the online student. Increasing the options by which we deliver instruction is a great way to increase access which directly impacts student success. Bravo to Modern Languages!

I commend the ML faculty for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

None identified.

Recommendations for improvement:

Utilize our tutoring services such as supplemental instruction, tutoring, and Netutor to support our students.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Expand our pool of quality PT faculty who can teach ASL, Italian, French and Japanese
Personnel: Classified	None identified
Personnel: Admin/Confidential	None identified
Instructional Equipment	None identified
Instructional Technology	None identified
Facilities	Clean classrooms
Operating Budget	Some funds to support marketing/promoting efforts
Professional Development/ Training	Some funds to support professional development
Library & Learning Materials	Some funds for books for our reserve section to support ML students

