

Modern Languages

Summary of Program Review:

A. Major Findings

1. Strengths:

- Enrollment in ASL 120 increased during this period. (I.A.1)
- Four of seven classes had a retention rate and successful course completion rate that was higher than the institutional average. (I.B.1)

2. Areas for Improvement:

- Enrollment decreased in most modern language courses during this period. (I.A.1)
- Retention and successful course completion rates in student subpopulations was lower than the institutional average. (I.B.2)

3. Projected Program Growth, Stability, or Viability:

Viability. The program is not thriving at its current state. However, it was thriving prior to the pandemic, and is currently showing signs of regaining pre-pandemic vitality.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The modern languages program helps NVC students prepare for evolving roles in a diverse world by providing students with communication skills necessary to communicate in languages used by others in their own community and abroad. The program serves students by building their general communication skills, by providing them with transfer credit and by serving the community with valuable classes for community members.

2. Assessment of Program's Recent Contributions to Institutional Mission:

JAPN 101

We had a return to in-person instruction as of Fall 2023. Spring of 2021 saw 1 student from NVC transfer to the Japanese program at Sacramento State university. The program did not thrive in an online format, as there was much inequity among those who had good enough internet access to attend a synchronous class through Zoom.

FREN 120

We had a return to in-person instruction as of Fall 2023. In person instruction works best for language classes, and ensures equitable access to the materials.

ITAL 120

We are currently remaining online with synchronous instruction to maintain higher enrollment. Current enrolled students include local highschool students, working professional, full time NVC students, and retired folks from areas outside of the Napa region. Remaining online but

synchronous helps encourage enrollment and accessibility. Moreover, ITAL 120 and ITAL 121 use all OER materials eliminating all additional costs.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

ITAL 120 - After class, an informal chatting club has been connecting the online students including bridging both age and culture differences.

C. New Objectives/Goals:

ITAL 120 - Italian ClubCulb / Connect with the Viticulture and Culinary Programs
Tutoring
ZTC

D. Description of Process Used to Ensure “Inclusive Program Review”

The lead writer analyzed and made the first draft of the program review, to begin the process. It was then shared with all members of the department in a Google Doc. Collaboration was strongly encouraged from all members. All faculty were specifically asked to share ideas for unit level initiatives.

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):

Program	Modern Languages
Courses	ASL-120
	ASL-121
	FREN-120
	FREN-121
	ITAL-120
	ITAL-121
	JAPN-101

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	214	183	160	-25.2%
Across the Institution	7,193	6,653	6,155	-14.4%
ASL-120	90	88	102	13.3%
ASL-121	17	12	--	-100%
FREN-120	33	26	26	-21.2%
FREN-121	8	--	--	-100%
ITAL-120	32	39	17	-46.9%
ITAL-121	9	--	--	-100%
JAPN-101	49	27	20	-59.2%
Within the Program	238	192	165	-30.7%
Across the Institution	30,381	25,212	23,473	-22.7%
<i>Source: SQL Queries for Fall 2023 Program Review</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the Modern Languages Program decreased by 25.2% over the past three years, while headcount across the institution decreased by 14.4%. Similarly, enrollment within the Modern Languages Program decreased by 30.7%, while enrollment across the institution decreased by 22.7%.*

Enrollment in the following courses changed by more than 10% (\pm 10%) between 2020-2021 and 2022-2023:

Course with an enrollment increase:

- ASL-120 (13.3%)

Courses with an enrollment decrease:

- ASL-121 (-100%)
- FREN-121 (-100%)
- ITAL-121 (-100%)
- JAPN-101 (-59.2%)
- ITAL-120 (-46.9%)
- FREN-120 (-21.2%)

Program Reflection:

Enrollment in ASL 120 increased during this time period because we added a section of ASL 120 that meets at New Tech High School. The class was full and very well attended. We will be adding an ASL 121 course to that location in the near future and we are hoping this sort of outreach will continue to help grow our language programs in general, not just ASL.

The language with the largest decrease was Italian. This was due to a staffing issue, where our adjunct Italian instructor was hired full time in another area of the college. The instructor was pulled from teaching Italian in the

fall of 2022 right at the start of the semester, causing us to have to cancel a very full course. Since that time, an agreement has been reached and the instructor has resumed teaching. Classes have been growing since that time.

Both Italian and French classes had been showing signs of growth previous to 2020, causing us to add the second level (121) of both courses in 2020. Unfortunately, that was not good timing, and both classes had low enrollment due to the pandemic, and were not continued. The cancellation of those two new courses after only one semester adds to the higher decrease in headcount.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ASL-120	4	22.5	4	22.0	5	20.4	21.5	-9.3%
ASL-121	1	17.0	1	12.0	--	N/A	14.5	N/A
FREN-120	1	33.0	1	26.0	2	13.0	21.3	-60.6%
FREN-121	1	8.0	--	N/A	--	N/A	8.0	N/A
ITAL-120	1	32.0	2	19.5	1	17.0	22.0	-46.9%
ITAL-121	1	9.0	--	N/A	--	N/A	9.0	N/A
JAPN-101	2	24.5	2	13.5	1	20.0	19.2	-18.4%
Program Average*	11	21.6	10	19.2	9	18.3	19.8	-15.3%
Institutional Average*	1,199	25.3	1,112	22.7	1,009	23.3	23.8	-8.2%

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

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 19.8 students per section. The average class size in the program is lower than the average class size of 23.8 students per section across the institution during this period. Average class size in the program decreased by 15.3% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Courses with decreases in average class size:

- FREN-120 (-60.6%)
- ITAL-120 (-46.9%)

- JAPN-101 (-18.4%)

Program Reflection:

Italian and French both experienced the greatest decrease in class size. Low Italian class sizes may continue to be repercussions of canceling a full Italian 120 course in Fall 22. Class size in Spring 2023 never reached what it was before we turned students away, many of whom likely enrolled at another institution. Our numbers in French also dropped substantially. Some things that can be done to increase those numbers is offering the course in a different modality and at a different time of day. We can also look into different textbook options, as the text currently in use is quite expensive.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2020-2021	238	334	71.3%
2021-2022	192	289	66.4%
2022-2023	165	250	66.0%
Three-Year Program Total	595	873	68.2%
Productivity			
	FTES	FTEF	Productivity
2020-2021	35.6	3.4	10.5
2021-2022	30.2	3.1	9.7
2022-2023	27.4	2.9	9.4
Three-Year Program Total	93.2	9.4	9.9
<i>Sources: SQL Queries for Fall 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>			
<i>RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Modern Languages Program ranged from 66.0% to 71.3%. (The fill rate has not been calculated at the institutional level.) The program-level fill rate decreased across the three-year period. The rate across the three years was 68.2%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).</i>			
<i>Productivity within the Modern Languages Program ranged from 9.4 to 10.5 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 9.9 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.)</i>			

Program Reflection:

The fill rate of the Modern Languages courses decreased during this period. Productivity is lower than the target level.

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

Course	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
ASL-120	91.6%	X		73.4%	X	
ASL-121	86.2%	--		72.4%	X	
FREN-120	83.3%		X	48.8%		X
FREN-121	87.5%	X		75.0%	X	
ITAL-120	75.3%		X	42.4%		X
ITAL-121	100%	X		100%	X	
JAPN-101	78.1%		X	45.8%		X
Program Level	85.6%			61.2%		
Institutional Level	90.0%			72.7%		
<p><i>Source: SQL Queries for Fall 2023 Program Review</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</p> <p><i>Bold italics</i> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p>Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.</p> <p>Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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.</p>						

***RPIE Analysis:** Over the past three years, the retention rate for the Modern Languages Program was significantly lower than the retention rate at the institutional level. The retention rates for ITAL-120 and JAPN-101 were significantly lower than the program-level rate. The retention rate for ASL-120 was significantly higher than the program-level rate. The retention rate for the Modern Languages Program falls within the first quartile (Q1) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Modern Languages is among the lowest 25% of retention rates among NVC programs.*

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 FREN-120, ITAL-120, and JAPN-101 were significantly lower than the program-level rate. The successful course completion rates for ASL-120 and ITAL-121 were significantly higher than the program-level rate. The successful course completion rate for Modern Languages falls within the first quartile (Q1) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Modern

Languages is among the lowest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (24.4%) was significantly higher than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Modern Languages courses claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:

- *FREN-120 (34.5%)*
- *ITAL-120 (32.9%)*
- *JAPN-101 (32.3%)*
- *ASL-100 (18.2%)*

Program Reflection:

Headcount and enrollment decreased significantly during this period, likely due to dramatic changes made in these courses when they were moved online in Spring 2020. The shift was sudden and the courses were being held in person at that time. Instructors, with minimal to no training in teaching online courses, had to suddenly teach online asynchronous classes without previous experience doing so. Students were also largely unfamiliar with online classes.

Students generally were more successful in the higher level classes (121 vs. 120). Language classes are difficult and almost exclusively 5 unit courses. Students are often eager to learn a foreign language, but unaware of the amount of work required to learn. This can account for that difference-- students who are signing up for a second level of a language have already been successful once and generally will be again.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	77.3%	87.7%	54.5%	65.9%
Pacific Islander	*	86.7%		
Latinx/Hispanic			57.7%	69.0%
19 or Younger			57.5%	71.0%
First-Generation			56.4%	69.7%
Not Disabled/Not Reported			61.8%	72.5%

Source: SQL Queries for Fall 2023 Program Review

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***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

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

Within the Modern Languages Program, the retention rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.) [Due to the low number of Pacific Islanders enrolled in the Modern Languages Program over the past three years, this analysis does not include comparison of program-level and institution-level retention rates for Pacific Islanders.]

Within the Modern Languages Program, the successful course completion rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.) The program-level successful course completion rates among Latinx/Hispanic students, students 19 and younger, first-generation students, and students without a disability reported were significantly lower than the corresponding rates at the institutional level.

These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were lower than the rates at the institutional level, although the differences at the program level were statistically significant for both retention and successful course completion. (See Section I.B.1 above.)

Program Reflection:

More needs to be done to reach out to these students. Perhaps efforts can be made to help these populations better relate to course materials, such as studying black French or ASL speakers. We can do more as instructors to monitor our students and get them help early on, directing them to resources, including study groups, writing and tutoring centers, office hours, and meeting with counselors, etc.

Textbook costs were a significant barrier to many students. We may want to consider Open Resources (which has been used successfully at other universities) and a better student support network. the ability to offer tutoring (either online through Zoom or in person through office hours) could greatly increase student achievement, which would lead to retention.

Italian uses an OER textbook with inclusive language and culture sections reflecting on current social and cultural shifts in the country.

For the French classes, consideration should be given to the representation in the textbooks—current textbooks feature mainly European characters. Students might be able to identify more closely if they were to see “people like them” as characters in the textbooks.

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

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online	92.3%	91.1%		73.1%	82.1%	
In-Person vs. Hybrid	92.3%		95.0%	73.1%		70.0%
Online vs. Hybrid		91.1%	95.0%		82.1%	70.0%

Source: SQL Queries for Fall 2023 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

RPIE Analysis: Over the past three years, one course within the Modern Languages Program has been offered through at least two delivery modes within the same academic year. In 2022-2023, ASL-120 was offered through in-person, online, and hybrid formats. This analysis focuses on program-level rates. Since ASL-120 was the only course to be offered through multiple delivery modes, the program-level rates mirror the rates in ASL-120.

Within the Modern Languages Program:

- *The retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.)*
- *The retention rate in in-person sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.)*
- *The retention rate in online sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.)*

Within the Modern Languages Program:

- *The successful course completion rate in in-person sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.)*
- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.)*
- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.)*

Program Reflection:

For our ASL 120 courses during this period, retention rates were quite similar across all three teaching modalities. Successful course completion rates were also similar, but it is notable that the online classes had a higher successful course completion rate than both hybrid and in-person classes. More research may be needed on the types of online classes that yielded this higher successful course completion rates: were they online asynchronous classes or online synchronous? There were more online synchronous classes offered during this time, so it is likely that those are the courses with the higher success rates, and therefore the modality that should continue to be offered to students.

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 it. See Taxonomy of Programs above.

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

This section does not apply to the Modern Languages Program, as it is not within Career Technical Education or Health Occupations.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* & Date of Last Review <i>Yes/No</i>	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
ASL	120	12/8/2017 (CC)	No			
ASL	121	4/5/2019 (CC)	Yes			
FREN	120	4/1/2010 (BOT)	No			
FREN	121	4/1/2010 (BOT)	Yes			
ITAL	120	3/6/2020 (CC)	No			
ITAL	121	3/6/2020 (CC)	Yes			
JAPN	101	Cannot find	No			

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

Courses in the Modern Languages Department that have not been reviewed in 6 years or more will be reviewed in cycles as outlined by the dates above. These courses all require only non-substantive changes, which will include updates in materials and textbooks used.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

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

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. Six of our seven courses were evaluated over the past 6 years, and all 7 courses were evaluated in the past 6 years. Evaluations covered a range of activities, such as quizzes, oral presentations and culture projects.

B. Summary of Learning Outcomes Assessment Findings and Actions

SLO's in the modern language department have to do with students producing language, comprehending language and showing an awareness of culture. Assessments during this period covered all three SLO's. We have found through our assessments that the majority of students are regularly meeting SLO's, when they are participating in classes. Multiple instructors commented that those who participate are doing well, but the downfall is the lack of participation from students, particularly in online classes where they do not log in and do the work or they aren't actively participating in Zoom meetings or assignments. There also were comments on textbooks not being beneficial to courses. Instructors mentioned that some textbooks are too complicated or don't have sufficient materials to help students learn in an online format. Instructors also commented that the cost of books was prohibitive in some cases.

Program Reflection:

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IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

- Training and collaborating with colleagues for consistency
- Sharing of online teaching materials
- Work with Viticulture programs
- Community Outreach
- Use of Starfish Early Alert System
- Write curriculum for 2nd semester Japanese and Chinese and/or other languages based on current interest

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- Training and collaborating with colleagues/sharing of online materials
- Community Outreach: We have recently begun offering ASL 120 at New Tech High School. This is the second semester of holding ASL 120 on their campus and the interest has been fantastic. We are anticipating filling ASL 120 and 121 this spring. The success of these classes has brought our enrollment and successful course-completion numbers up considerably. We hope to do the same with other subjects in the future.

B. Recent Improvements

Italian- ZTC
Office hours for adjuncts

C. Effective Practices

One challenge in this program is that all faculty who teach modern languages (with the exception of Spanish) are part-time faculty members. This means that attendance at flex day and department meetings is optional. However, during this time period we held some department meetings over Zoom and collaborated amongst colleagues to share online teaching materials and resources to improve teaching methods, especially online. We hope to continue to do this in the future as needed and as attendance allows.

V. 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:

- Enrollment in ASL 120 increased during this period. (I.A.1)
- Four of seven classes had a retention rate and successful course completion rate that was higher than the institutional average. (I.B.1)
- Enrollment decreased in most modern language courses during this period. (I.A.1)
- Retention and successful course completion rates in student subpopulations was lower than the institutional average. (1.B.2)

Complete Columns A – D of the 3-Year Program Planning Template (Excel file accompanying this report) to outline the three-year plan for the program. For the fall 2023 program review cycle, the 3-year program plan will span 2024-2025 through 2026-2027.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Modern Languages	Tutoring	2023-24 (current AY)	Improvement in student retention and successful course completion rates.
Modern Languages	Adapting to ZTC	2024 - 25	Improvement in accessibility issues-- would eliminate textbook costs. Also an increase in student success rates with resources focused on our particular students' needs.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. 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.

Description of Current Program Resources Relative to Plan:

FREN 120 and JAPN were both unable to obtain reserve material for the library, due to the budget. Having a copy of the textbook on reserve at the library would greatly help students, especially if the book is not available for an extended period. Tutoring (in person or via Zoom) and/or the ability to hold office hours would greatly help students.

- B. Complete Columns E – F of the 3-Year Program Planning Template to identify the resources needed in order to implement each unit-level initiative. If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list them on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed 3-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Modern Languages	Tutoring	2023-24 (current)	Improvement in student retention and successful course completion rates.	Subscription to Tutor.com or NetTutor, or similar online tutoring program. NVC doesn't offer enough semesters of individual languages for us to build a tutoring program with our own students.	Technology

Modern Languages	Adapting to ZTC	2024-25	Improvement in accessibility issues-- would eliminate textbook costs. Also an increase in student success rates with resources focused on our particular students' needs.	Training, grants/funding. Faculty will need access to conferences and training as they become available, as well as grants or other funding.	Other
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Modern Languages Fall 2023

Completed by Supervising Administrator:

Robert Harris

Date:

11/08/2023

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

Modern Languages runs courses that are popular, but they are typically in smaller areas of interests. The program has created effective scheduling practices to allow the necessary number of courses to be offered to provide access to students without need for cancellations. The courses are well received and the instructors, as noted, are all part-time instructors. One or two are also employees of the institution in other capacities yet carry specialized training/education that allows their participation as instructors in these courses.

American Sign Language (ASL) courses are typically well enrolled and are in demand.

Areas of concern, if any:

Largest area of concern is a return to appropriate/larger enrollment numbers post-pandemic. Retention rates across all seven (7) courses will be monitored.

The lack of library resources for students (e.g. library reserve) is very problematic, especially when the stated reason is lack of funding. Each course should have at a minimum, two course texts on reserve for student use in the library.

Recommendations for improvement:

- Continue to monitor and improve retention rates throughout the full course resulting in successful completion rates.
- Continually review and monitor the need and interests in offering niche courses.

Additional information regarding resources:

Specific resources should be readily available as planning continues through the academic year.

