Comprehensive Program Review Report (Narrative)
College of the Sequoias
Program Review - Linguistics

What are the strengths of your area?: This academic unit is composed of a single course taught by a single adjunct instructor. Linguistics 111 satisfies a key requirement in the blended Liberal Studies major, which combines a BA in Liberal Studies with a K-12 teaching credential. Linguistics 111 offers prospective teachers a sophisticated approach to understanding the language needs of students they will be facing in their classrooms. According to the data supplied by the research department Ling 111 generated 17.4 FTES in 2010/11. After that year, due to mandatory District-wide cuts to class offerings, Ling 111 saw a decline of 31% (from 17.4 FTES to 12 in 2011/12 and 12.5 in 2012/13). We used to offer 3 sections of Ling 111 every semester, but cut that number to 2 per semester after 2010/11 (a 33% reduction, which pretty closely matches the 31% reduction in FTES).

What improvements are needed?: The student success rates over the 3-year period for which we have data show a steady decline (from 71% in 2010/11 to 53% in 2012/13). This decline may have to do with more rigorous assessments done by the instructor who has taught the class over the last few years. Nevertheless, the Language Arts Division Chairperson will discuss with the instructor ideas for improving student success in this course, while at the same time preserving academic rigor.

Describe any external opportunities or challenges.: There are no new external opportunities or challenges that we are aware of. Linguistics 111 remains a required course for Liberal Studies majors, and the classes we offer continue to fill.

Overall Outcome Achievement: Two of the six course outcomes for Linguistics 111 have been assessed. 74% of students assessed in May 2013 met outcome 2 (morphological components) and 85% of students assessed in May 2013 met outcome 6 (root and bound morphemes). We do note that the relatively high outcome performance is significantly higher than the student success rates for the year (53%), although there hasn't been any analysis that I am aware of to account for the performance gap here.

Changes based on outcome achievement: No changes have been made based on the outcomes assessed.

Outcome cycle evaluation: Two of the six outcomes have been assessed during the past year. The Division Chair will need to meet with the Linguistics instructor to make sure that the remaining four outcomes get assessed over the next 2 years, so that all course outcomes are assessed during the three-year cycle.

Action: Linguistics Professor and Division Chair will work together to analyze outcome results and student success rates.

The Language Arts Division Chair will meet with the adjunct instructor who teaches Linguistics to go over the results of the last course outcome assessments, the three-year cycle of assessments; together these 2 will also analyze the declining student success rates.

Implementation Timeline: 2015 - 2016
Start Date: 01/12/2015
Status: New Action

Person(s) Responsible (Name and Position): David Robinson, LAD Chairperson; Nick Quintana, Linguistics Professor

Rationale (With supporting data): Only 2 of the 6 course outcomes for Ling 111 have been assessed to date. The results of the assessments of these 2 outcomes looks encouraging--however, student success rates have been falling. Since there is no Linguistics "department" for the lone Linguistics instructor to confer with, the Chairperson of the Division will assist in the analysis of the gap between high course outcome performance and falling student success rates.

Priority: Medium
Safety Issue: No
External Mandate: No