

Comprehensive Program Review Report



Program Review - Linguistics

Program Summary

2022-2023

Prepared by: Cynthia Johnson and Richard Abend

What are the strengths of your area?: Linguistics had lost enrollment in the 20/21 Academic year but continued to maintain high success rates each semester. Fall 20 offered three sections of LING 111 with a success rate of 84% for the 67 students who completed LING 111 online that semester. Spring 21 offered two sections with a success rate of 89% for the 72 students who completed the online course that semester. Summer 21 also offered two online sections with a success rate of 89% for the 47 students who completed the semester. The total number of online sections offered in 20/21 totaled seven with a combined 186 students with 87% successfully completing their courses in classes averaging 27 students/section. As a quick comparison, academic year 19/20, LING 111 had nine sections offered online with 90% of the 269 total students completing their courses successfully in classes that averaged 30 students/section. Summer 2022, LING offered two, four-week sessions with both classes full. This Spring 2022 semester, we are successfully offering two online sections, with over 40 enrollments per course. Enrollment was down in the 20/21 academic year but the success rate of 87% remained quite high considering the pandemic situation. Enrollment rose in the two Fall 21 online LING 111 classes, containing roughly 80 students. Spring 22 success rates will be determined later, but currently success rates excluding EW's for the past three years are: 19/20 = 79.4%, 20/21 = 84.3% and 21/22 = 79.1%. Multi-year = 80.6% . There is a small decline, but relatively insignificant, especially during the pandemic. However, the majority of LING classes are online, so the consistency of modality already existed.

Linguistics has steadily gained back enrollments from its low point in Fall 2020 to its new high point in Fall 2022. The program is working with greater numbers of students each succeeding semester and continues to maintain a very high success rate among its students. (See table below). In addition, the replacement of a high cost required class text was implemented in Summer 2022 with excellent results in student success, reaching a new high of 91%. LING 111 will now continue using OER to reduce obstacles and increase the success of its students.

Overview of LING 111 Academic Years 2020/21, 2021/22, and 2022/23

Semester/ Academic Year	# of Sections	Average # of students/section		Total # of Students Completing	Success
Fall 2020	3 sections	22.3	67	84%	
Spring 2021	2 sections		36	72	89%
Summer 2021	2 sections		23.5	47	89%
2020/21 Academic Year	7 sections		26.6		
			186		88%
Fall 2021	2 sections	39.5	79	84%	
Spring 2022	3 sections		33.3	100	89%
Summer 2022	2 sections		35	70	91%
2021/22 Academic Year	7 sections		35.6		

Fall 2022 2 sections 42 84

Students are very receptive to the curriculum and realize very quickly how course content applies to themselves and their future teaching and professional careers.

What improvements are needed?: The course outline of record needs updating. SLOs and course objectives may need revision after comparison with the Fresno States LING 11 course outline on record. Upon review, LING 111 may need renumbering and COS GE Area D should be requested for LING 111 as well as CSU GE, UC transfer, and IGETC. This will expand the audience for LING 111 among COS students.

We need to improve enrollment in the f2f course, which is generally cancelled each semester due to low enrollment. However, the online classes are highly enrolled. We will work to vary the f2f course time/day offering in hopes of retaining more students.

Describe any external opportunities or challenges.: The online instructor is now leading a statewide collaborative project among linguistics instructors in the California Community Colleges. The goal of the project is to develop an Open Educational Resources (OER) curriculum to be shared among all the CCCs offering "Introduction to Linguistics" courses. Upon project completion, this OER curriculum will be adopted in the online sections of LING 111.

Opportunities should be explored for including LING 111 in new Certificates of Achievement: World Language CofAs, Anthro CofA, CTE CofAs for childcare workers and classroom aides, etc.

Overall SLO Achievement: Students can fulfill SLOs 1, 2, 3 and 6. However, they are not sufficiently versed in the content nor given enough practice to successfully fulfill SLOs 4 and 5. A decision needs to be made whether to continue these SLOs or to revise them after the Fresno State LING 11 syllabus is reviewed. The online Linguistics instructor recommends any required revisions of the SLOs and course objectives. Currently the class has three course objectives and six SLOs. The objectives need to be more specific and outnumber the SLOs and the SLOs need to be more general, in the opinion of the online instructor.

Changes Based on SLO Achievement: Before revising the LING 111 curriculum or instituting any significant changes, the online instructor recommends review of Fresno State's LING 11 to align these two courses. Students demonstrate a strong interest in Linguistics and realize its importance in teaching careers and everyday life. They invest themselves in the course content and demonstrate an excellent understanding of linguistics in their written work and exam results. They are engaged in the class. No immediate changes are necessary.

Overall PLO Achievement: LING 111 has the following PLO's: To describe the nature, structure, and acquisition of human language Demonstrate the nature of linguistic diversity Understand and apply the relationship between linguistic structure, language use and development Based upon the above data, the unit, albeit small is pleased with the outcomes as the students are also achieving the SLO's due to the nature and foundation of the course and methodology of the instructor.

Changes Based on PLO Achievement: For continued pedagogical improvement, the LING 111 courses will continue to be assessed in order to meet our PLO's. The instructor will continue to dialogue with the DC and Dean, attend courses and/or FLEX opportunities or conferences that allow growth in all courses to meet out program objectives on a continuous basis. This is an ongoing PLO achievement.

Outcome cycle evaluation: The Division Chair will forward outcomes to the primary LING instructor to make sure that the remaining three 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 and Communication Studies 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.

Leave Blank: Continued Action

Implementation Timeline: 2021 - 2022

Leave Blank: 06/08/2021

Leave Blank: 06/10/2022

Identify related course/program outcomes:

Program Review - Linguistics

Person(s) Responsible (Name and Position): Cynthia Johnson, Division Chair - Language and Communication Studies

Rationale (With supporting data): The LING department continually offers courses per semester and have only one (adjunct) instructor. Course outcomes for Ling 111 have been assessed recently and input into the course SLO and PLO outcomes. . Past results showed student success rates were status quo. Since there is no Linguistics "department" for Linguistics instructors to confer with, the Chairperson of the Division will assist in continuing the analysis of the gap between high course outcome performance and inconsistent student success rates.

Priority: Low

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2013-2015

2013-2015: District Objective #1 - District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

District Objectives: 2015-2018

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

Action: Request for FT instructor

Based upon the rationale provided below, the Language and Communication Studies division needs to hire a full-time split English/Linguistics professor for the in the upcoming school year or so. (as currently there is only an adjunct instructor/s for one course that is taught in two/three sections each semester). The impact of COVID-19 has put this proposal to a halt, but a joint effort with ENG (now in the ENG division solely), would be a beneficial collaboration.

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020, 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Meets all course outcomes due to warranted increase of classes, department growth, meeting AB 705 requirements, etc...

Person(s) Responsible (Name and Position): Barbara Laird, ESL faculty

Rationale (With supporting data): Based on the rationale provided below, we strongly believe that it is time to hire a new full-time Linguistics/ESL Faculty member.

1) General Linguistics and Applied Linguistics are in the same discipline and require the same core classes to complete a Master's of Arts degree. https://linguistics.sdsu.edu/graduate/docs/PlanningGuide_APPLIED_2014.pdf

For example, the MA program in Applied Linguistic/TESOL at SDSU requires Linguistics 501: Fundamentals of Linguistics as a prerequisite to almost every graduate course they offer.

2) The Linguistics department in Language and Communication Studies Division doesn't have full-time faculty representation; thus making this an equity issue.

3) Growth – COS and Fresno State University have partnered to offer a MA in Multilingual Multicultural Education at the Visalia campus beginning fall 2019. Offering additional Linguistic courses at COS will prepare our students for this endeavor.

4) In preparation for the implementation of Assembly Bill (AB) 705, WHAT THE LAW SAYS as stated in the bill, "Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above. Education Code §78213 (d)(1)(B) states that colleges "must maximize the probability that. . . a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years."

5) Currently, the ESL department is developing five new courses at the top end of our Academic ESL Pathway to be compliant with AB 705.

a. ESL 001 – transfer level ESL which is equivalent to English 001

b. ESL 301 – Co-requisite for ESL 001

Program Review - Linguistics

- c. ESL 090- fills gap between ESL 350 and ESL 001 or English 001
- d. ESL 392/492 – Advanced Academic Listening/Speaking course at top of ESL sequence
- e. ESL 302 – Academic ESL Studio for Reading/Writing/Grammar (linguistic support in reading/writing/grammar for emergent bilingual and multilingual students across the disciplines)

[more]

Collapse

Related Documents

2015 Program Review Data – LING.pdf 2015 Program Review Data

Academic ESL Pathway Flowchart_Mirrored Classes.doc

LING.pdf 2014 Program Review Data

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation: