

Comprehensive Program Review Report



Program Review - Linguistics

Program Summary

2020-2021

Prepared by: Cynthia Johnson and Richard Abend

What are the strengths of your area?: One of the largest assets of the program is the online success rate, which is generally low statewide. Please refer to the below chart: SEMESTER SECTIONS F2F & ONLINE TOTAL # OF STUDENTS TOTAL # OF FTES* # OF ONLINE SECTIONS # OF ONLINE STUDENTS ONLINE # OF FTES ONLINE SUCCESS RATE** In Fall 19, the success rate was 85% for the 92 students who completed LING 111 online.

In Spring 20, the success rate was 93% for the 97 students who completed LING 111 online.

In Summer 20, the success rate was 91% for the 80 students who completed LING 111 online. *Total # of FTES does not include students who received a grade of W in the on-campus sections. Actual FTES may be higher. **Online success rate includes students who received a grade of C or higher. Additionally, this academic unit is now composed of four courses taught by two part-time instructors. Linguistics 111 is offered at COS every semester at the request of CSU Fresno's Education Department. 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. Lastly, the instructors, although part time, are very open to curriculum modifications, changes and growth in the unit.

What improvements are needed?: We have improved from last year with regards to the number of sections that we offer; going from 3-4. We will assess the changes at the end of the 20-21 year to see how the changes have met or hopefully exceeded needs in the unit

Describe any external opportunities or challenges.: There are no new external challenges that we are aware of. Linguistics 111 remains a required course for Liberal Studies majors, and the classes we offer continue to fill. That being said, perhaps an internal challenge with the growth of the student populace and the impact of AB 705, additional courses will need to be offered, therefore eventually warranting a FT instructor that would be successful as an ENG/LING division split. This position would assist in improving upon declining student success rates in ENG. There is the option of providing such a position at either the Tulare or Hanford campus, which would meet their need to increase and improve the ENG offerings on those sites.

However, opportunities do exist. Raising student success in English courses may be explored by counselling students to enroll in LING 111 concurrently with their transfer level English classes during their first year. Instructors in both disciplines could then strategize together to present complementary topics to bolster student learning simultaneously in both disciplines.

Opportunities may also be explored in creating one or more new Certificates of Achievement incorporating LING 111. I believe the new funding formula rewards student success in completion of transfer level English within their first academic year as well as Credit Certificates earned.

Overall SLO Achievement: Students are consistently successful in their study of phonology, morphology and syntax. Success rates have been climbing in the online sections. In Summer 19, the success rate was 84% for the 111 students enrolled. In Summer 20, the success rate was 91% for the 80 students who completed LING 111. Very few students are unable to master the course content, but when someone does mention having difficulty, the instructor quickly reaches out to that person and problems are quickly resolved. Students regularly mention that linguistics is an entirely new field of study for them, and they find it engaging. They also often share that the information and skills they are learning in LING 111 are relevant to their future careers and to their own understanding of how language works. They also offer that they notice much more about their own language and others they communicate with. Over the course of the last two years, students have been mastering the course content at a higher and faster rate.

Changes Based on SLO Achievement: I recommend revising the current SLOs for LING 111 to include the additional topics that are introduced during the semester and to reduce the redundancy in the current SLOs. The goal is to have the SLO's revised by

the 20-21 program review. We currently have two adjunct instructors who instruct the four courses that are offered. The plan is for them to work in collaboration to update the SLO's.

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.

Outcome cycle evaluation: The Division Chair will need to meet with the Linguistics instructors 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. One outcome was recently assessed.

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: 2019 - 2020

Leave Blank: 06/08/2018

Leave Blank: 09/12/2019

Identify related course/program outcomes:

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 2019-2020 school year. (as currently there is only an adjunct instructor/s for one course that is taught in two/three sections each semester).

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020

Leave Blank:

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Identify related course/program outcomes: Meets all course outcomes due to warranted increase of classes, department

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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

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: