
Modern Languages



Program	
Courses	

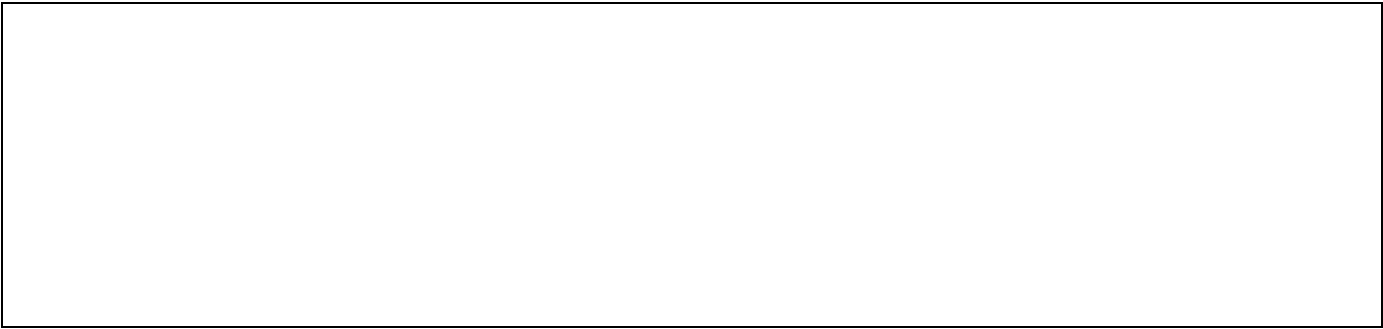
I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

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:



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

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
		X			X	
						X
			X			X
			X		X	
			X			X
Program Level	85.6%			61.2%		
Institutional Level						
<i>Source: SQL Queries for Fall 2023 Program Review</i>						
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Bold						
<u>Note</u>						

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 JAPN-101 was significantly lower than the institutional level rate.

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

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:

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</i>	Has Prerequisite/ Corequisite* <i>Yes/No</i> & Date of Last	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change

IV. PROGRAM HIGHLIGHTS

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

V. PROGRAM PLAN

VI.

