

Los Angeles Southwest College

Program Review

2010

Program: Foreign Languages

Initiator: Arabella Persaud

Reviewer 1: Glenn Yoshida

Reviewer 2: Angela Jenks

Date first draft of review was completed by initiator: 10/14/2010

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair Date

Dean Date

Vice-President Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

In foreign language classes, students learn a new culture. This understanding of a culture different from their own allows them to interact and communicate with the diverse population in their community. Students' awareness and knowledge of diversity are strengthened in foreign language classes. The result is an individual who is more sensitive to the differences of the community in which he or she lives.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	227	318	330
Evening	321	301	341
Total	548	619	671

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	22.7	26.5	36.7
Evening	22.9	27.4	42.6
Total	22.8	26.9	39.5

1.0 Describe the trends in **enrollment and average class size**.

DAY PROGRAM: Between 2007 and 2010 enrollment has increased by 45.4 per cent. Since classes have been cut since 2007, this is a significant increase. In 2009 – 2010, we offered fewer classes than in 2007 - 2008. Two Spanish I classes were cut from the day program. We used to have four and now we have only two. Spanish I usually offers the highest enrollment. Spanish 2 has been offered every semester in the day and Spanish 3 and 4 were offered in the Fall of 2009, but not in Spring 2010.

EVENING PROGRAM: Our evening program has increased by 6.2 per cent between 2007 and 2010. This is again remarkable given the fact that the evening program has been cut even more drastically. We now have only two Spanish I's in the evening. We used to have at least three. Also, the evening Spanish 2, 3, and 4 have been cut, as well as Spanish 8 (Spanish Conversation), 14 (Spanish for Public Personnel), and Spanish 24 (Spanish for Medical personnel). French I and 2 have been offered as a combined class every semester in the evening.

Note also that there was a six percent drop in enrollment between 2007 and 2009. This was due to the class cuts. However, even with further class cuts, enrollment increased by 13% between 2009 and 2010.

AVERAGE CLASS SIZE: Class size is definitely increasing in both the day and evening program. This can be explained by the fact that we had fewer classes in 2009 -2010.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

Given the data, we definitely need to add more foreign language classes. Our program is growing with regard to the number of students, yet the number of classes we are offering has decreased. Students need a lot of oral practice in a foreign language class. It would be more conducive to students' learning to have smaller classes so that they can get the practice they need.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	We need to add more at least two more sections of Spanish 1 in the day and two more in the evening. Spanish 2 needs to be offered in the day and evening every semester. Spanish 3 and 4 need to be offered every semester. We need to offer Spanish 8, 14, and 24 again
Planned Activities	Start increasing offerings in Fall, 2011.
Individual Responsible	Dean of the department, Chair of the department, Full-time member of the department
Start Date	Fall, 2011
Method of Evaluation	Classes need to be in the schedule.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	2.4%	0.6%	0.9%
Black/African American	65.0%	58.8%	61.8%
Hispanic	24.3%	25.7%	27.9%
Native American	0.5%	0.0%	0.6%
Pacific Islander	0.0%	0.0%	0.7%
Caucasian/White	2.4%	0.6%	1.3%
Other	0.7%	1.3%	0.9%
Unknown/Decline To State	4.7%	12.9%	5.8%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The Black/African American population is the largest group in our program, as in the college as a whole. This has remained constant throughout the years examined. The second largest group is the Hispanic population. The Hispanic population has continued to grow throughout the years and has increased by 5.6% since 2007. Other ethnic groups are small in numbers but are growing slightly.

The ethnic groups on campus reflect the population. As the population around the campus changes, our students change.

The ethnicity of our students will have implications for our program. The significant number of non-native students studying Spanish means we have to cater our program to help them as much as we can with regard to tutoring and extra practice. Pairing native and non-native speakers in the classroom can be very helpful to the non-native speaker. The native students who are in our program, however, have their own special needs with the language. Some already know how to speak, but have problems with grammar, writing, and spelling. It is up to the instructor to make sure that all groups get the most out of their class.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	35.2%	33.8%	36.4%
20-24	23.0%	27.9%	24.9%
25-29	16.6%	12.0%	14.3%
30-34	6.8%	7.6%	6.9%
35-39	6.9%	6.1%	5.7%
40-49	8.6%	7.9%	6.1%
50+	2.9%	4.7%	5.8%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	72.3%	72.9%	70.0%
Male	27.7%	27.1%	30.0%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

AGE: The largest group has always been the under 19 group. This has remained consistent and is not surprising since students usually go to college right after high school. This age group has also grown slightly, which can be attributed to the fact that students are now choosing to enter community colleges before going on to four-year schools. The next largest group is the 20 -24 age group followed by the 25 – 29 age group. Students are this age may have decided on the career they want to pursue and are doing the courses they need for that career. The over 50 age group has doubled since 2007, which is probably due to the fall in the economy.

GENDER: The number of female students in the program has always been higher than the number of male students. This seems to mirror the general trend of the college. In 2009-2010, the percentage of males has increased, which shows that we are reaching out to more male students.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	64.8%	82.7%	79.4%
% Evening	85.4%	86.4%	78.3%
% Total	76.8%	84.5%	78.8%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

It is encouraging that retention in the day program increased significantly between 2007 and 2009. The evening program remains more or less consistent. It went down slightly in 2009 -2010. Since we had more students in both day and evening programs in 2009 -2010, this could explain the drop in retention.

Our goal is to retain 100% of students. However this is sometimes beyond our control. Students sometimes drop out for personal reasons that cannot be helped. One huge problem that students face nowadays is the purchasing of the textbooks. Textbook prices are prohibitive. Students who do not have a textbook fall behind very fast and then end up dropping out of class.

Our retention rate is not bad compared to the college but we must continue to raise it by helping students as much as we can.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	48.9%	57.9%	54.2%
% Evening	62.9%	54.8%	51.9%
% Total	57.1%	56.4%	53.1%

2.3 Given the data, describe the trend in **successful course completion** rates.

Successful course completion rates are generally not high enough. We need to work harder to help students complete their courses. However, if we look at the successful course completion of students who were actually retained in the class, the success rate might be higher. For example, the 2008 -2009 mini-program review states that 421 students completed foreign language courses in 2007 – 2008. 313 of those students completed the classes successfully. That would be a percentage of 74 % rather than the 57.1% stated here.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

First of all, we need to do our best to retain students in our classes. We know that students who are not present cannot complete a class successfully. We need to encourage students to attend on a regular basis. Each student must possess a textbook or, at least copies of the lesson on which we are working. Students have to be made aware of the importance of studying and doing homework and assignments.

Some of our students have families, jobs and other commitments that prevent them from doing their best in the classroom. They sometimes get frustrated and drop out of school. They need all the help we can give them. They need to be taught good study habits.

2.3.2 What are the implications of this trend in successful course completion for your program?

When students do not succeed in the lower levels of language learning, then they cannot continue to higher level classes. If students receive help from the beginning, they are more likely to complete the class and continue with language study.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	2	4	0
Certificates	0	0	0
Skills Certificates	1	0	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

No degrees and certificates were awarded in 2010. Four degrees were awarded in 2009 and two in 2008. Only one certificate has been awarded so far and that was in 2008.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

To receive an AA degree in Spanish, students must complete Spanish I, 2, 3, and 4. A lot of students do Spanish to satisfy a general education or transfer requirement instead of looking at it as a major. Also, Spanish 3 and 4 have not been offered on a regular basis for the last two years, so students are having a lot of trouble completing the classes required for the major. The classes for the skills certificate –Spanish 8, 14, and 24 are also not being offered on a regular basis. Budget cuts have, more or less, eliminated them from the program.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

If we do not start offering a complete program, then it will be impossible for students to complete a major in Spanish or the Skills Certificate in Spanish.

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Provide tutoring so that students can complete lower levels successfully. Then offer the higher level classes needed for the degree as well as the classes needed for the certificate program.
Planned Activities	Start offering a complete program. Advertise courses and skills certificate.
Individual Responsible	Dean, chair, full-time faculty
Start Date	Fall, 2011
Method of Evaluation	Classes, major requirements and skills certificate should be listed in the schedule of classes.

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

We need a better language laboratory and computers that are functioning at all times. A modern lab will encourage students to use the facility more. The computer lab should have staff available at all times to assist students and help instructors who want to take their classes there.

WSCH per FTEF

Discipline	2007	2008	2009
French	428	412	776
Spanish	394	407	658

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

The above data clearly shows that we need another faculty member since we are way above the 525 average in both French and Spanish.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

At the present time, we have only one full-time faculty member in Foreign Languages. There needs to be at least one more to support our growing program. We need to increase the ratio of part-time to full-time faculty members.

Yes, the program does make effective use of its full-time and part-time personnel. Another full-time member would be an asset to the program. The program will then be able to offer more courses.

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
A. Persaud	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Regularly attends conferences of the American Association of Teachers of Spanish and Portuguese. Also attends conference of the Modern Language Association and the California Community College Council. Has published a grammar workbook that is now in its second edition. The book has been adopted by George Mason University.
G. Chiapelli	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Attends different types of workshops on teaching.
M. Loera	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Has published several articles in scholarly journals and has attended conferences related to language teaching.
A. Velez	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Regularly attends workshops for foreign language teachers.
M. Ndoley	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Regularly attends workshops for foreign language teachers.
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	We need to employ at least one more full-time instructor in Spanish or Spanish and French.
Planned Activities	Send request to Academic Senate.
Individual Responsible	Department Chair
Start Date	Spring, 2011
Method of Evaluation	Interview potential candidates

Module Four: Educational Programs

- 4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline

- 4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
Spanish 101	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
Spanish 5	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	Course will be restored and updated when we have the resources to offer it.
Spanish 6	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	Course will be restored and updated when we have the resources to offer it.
Spanish 44	<input checked="" type="checkbox"/> Recommend Archive	Course will be restored and updated when we have

	<input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	the resources to offer it.
French 3	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	Course will be restored and updated when we have the resources to offer it.
French 4	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	Course will be restored and updated when we have the resources to offer it.

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

The Spanish Skills Certificate is designed to prepare students to work in situations in which they can facilitate communication with bilingual customers.
 Because of budget cuts, we have not been offering the classes required for the Spanish Skills Certificate. Therefore, not enough students have completed the certificate and, as a result, we do not have sufficient data at this point.

4.3.2 Does your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

The advisory board has not met.

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

There are no data at this point.

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Offer the classes for the certificate program and promote the certificate program on campus.
Planned Activities	Once classes are in the schedule, prepare fliers to make students aware of the certificate program.
Individual Responsible	Counselors, full-time faculty
Start Date	Fall, 2011
Method of Evaluation	Make sure that students in the program complete the required courses.

Module Five: Student Learning Outcomes (SLOs)

5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,

- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
- If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).
- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

<u>LASC Institutional SLOs</u>
1. Communication (Oral and Written Skills) <ul style="list-style-type: none"> ○ use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking) <ul style="list-style-type: none"> ○ use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy) <ul style="list-style-type: none"> ○ utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity) <ul style="list-style-type: none"> ○ demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building) <ul style="list-style-type: none"> ○ demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: AA DEGREE IN SPANISH				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Read a short story or article in Spanish and answer questions based on the reading.	Spanish 3 and Spanish 4	Students will be required to read a short story of about three pages. They will then be given ten questions based on the story. They must answer the questions using complete sentences, and must demonstrate		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

		<p>that they have understood what they read. The questions will relate, not only to what happens in the story, but also to their interpretation of the story. They must answer the questions completely and use correct grammar in their answers.</p> <p><u>RUBRIC:</u> <u>Proficient:</u> 90 -100 % of answers are correct as far as content and grammar are concerned. Students show that they have understood the reading. <u>Good:</u> 80 -90% of answers are correctly written. <u>Acceptable:</u> 70 – 79% of answers are correctly written.</p> <p><u>Unacceptable:</u> Less than 70% of answers are correctly written.</p> <p><input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>		
2. Write an essay in Spanish of at least two pages using correct grammar and appropriate vocabulary.	Spanish 3 and Spanish 4	<p>As part of the final exam, students will be given three topics and asked to choose one on which to write a two-page composition in Spanish.</p> <p><u>RUBRIC</u> <u>Proficient:</u> Composition is clearly written and has few grammatical errors.</p>		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

		<p><u>Good:</u> Composition is understandable, but has at least eight Grammatical errors.</p> <p><u>Acceptable:</u> Composition has more than eight but fewer than fifteen grammatical errors.</p> <p><u>Unacceptable:</u> Composition has more than fifteen grammatical errors and is unreadable.</p> <p><input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011</p>		
		<p><input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		<p><input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		<p><input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs	Related Program	Related
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		SLO (mark all that apply)	Institutional SLO (mark all that apply)
<i>Example:</i> Course name: Chemistry 51	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Spanish I	SLO 1: Introduce themselves in Spanish, say where they are from and give their phone numbers.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Plan weekend activities, tell their needs and preferences, and talk about their state of mind	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Compare people and things with each other both orally and in writing.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Spanish 2	SLO 1: Construct a composition of at least one page, using appropriate nouns, pronouns, adjectives, and verb tenses.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Read, understand and report on a short article or story students have read in Spanish.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Compare and contrast differences between their own culture and Spanish/Latin/Hispanic cultures	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Spanish 3	SLO 1: Create a written 2 page composition in Spanish on a given topic, using correct grammar and appropriate vocabulary	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	SLO 2:Read a short story or article in Spanish and answer questions based on the reading.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:Compare some customs of Spanish-speaking areas/countries with those of the United States	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Spanish 4	SLO 1:Write a composition in Spanish of at least two and a half pages, using correct grammar and appropriate vocabulary.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:Read a short story or article in Spanish and answer questions based on the reading.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:Identify some well-known Spanish and Latin American writers.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,

- List the certificate program, SLOs, and target courses.
- Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
- If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Certificate in Professional	Spanish I Spanish 2 Spanish 14 or 24 Spanish 8			

Spanish				
SLO 1: Give instructions and information to Spanish speaking clients in a variety of business situations.	Spanish 14 and Spanish 8	<p>Students will be put in a role-playing situation in which one is a client and one is an interviewer. The interviewer will elicit information from the client including his name, date of birth, telephone number, and occupation.</p> <p><u>RUBRIC</u> <u>Proficient:</u> Pronunciation is correct and there are no grammatical errors. <u>Good:</u> Questions and answers are understandable with no more than three grammatical errors. <u>Acceptable:</u> Presentation is understandable, but there are more than three although less than five grammatical errors. <u>Unacceptable:</u> Pronunciation is unclear and there are more than five grammatical errors. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011</p>		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2: Write letters and memos in Spanish.	Spanish 14 and Spanish 8	<p>Students will be asked to write a memo to a boss conveying a telephone message from a potential customer. The message will include who called, at what time, the reason for the call, and the telephone number of the caller.</p> <p><u>RUBRIC</u> <u>Proficient:</u> Message is clearly written, with no</p>		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

		<p>grammatical errors.</p> <p><u>Good:</u> Memo can be understood, but it has more than three grammatical and spelling errors.</p> <p><u>Acceptable:</u> Memo is readable, but has at least five grammatical and spelling errors.</p> <p><u>Unacceptable:</u> Memo has more than five spelling and grammatical errors and is not readable.</p> <p><input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011</p>		
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5.3 How are course and/or program student learning outcomes communicated to students?

They are placed in the syllabus that is distributed to students on the first day of class.

5.3.1 How do you measure whether students understand what the outcomes mean?

From time to time during the semester, students are asked to show that they understand what the outcomes mean. For example, in Spanish I, at an appropriate time, students will be asked to introduce themselves to the class, say where they are from, and give their phone numbers. A later assignment may include writing a comparison of themselves with a family member. In Spanish 2, students are given compositions to write and turn in on appropriate topics. In Spanish 3, students are given short stories to read by Spanish writers and then they are given comprehension questions to answer. The questions do not just check understanding of the facts in the story, but also require them to give their opinions. In Spanish 4, essays will be assigned on appropriate topics. Students are regularly given feedback on their performance.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

NA

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

The results of the assessment will be used to try to improve student learning.

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	To assess all student learning outcomes
Planned Activities	We will begin to assess student learning outcomes in the Fall of 2010.
Individual Responsible	Arabella Persaud
Start Date	Fall, 2010
Method of Evaluation	Tests, Quizzes, Oral Presentations

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

No survey has been distributed to students.

6.0.2 How many students participated in focus groups?

There have been no focus groups.

6.0.3 How many students participated in interviews?

No interviews have been conducted.

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

There were no other activities.

6.1 Describe the results of the data accumulated in the above methods.

No data have been collected.

Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	N/A
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

Our program is very effective in preparing students in the area of language learning. All the foreign language classes offered are transferable to a four year university. Those students who transfer to a university are at an advantage after they have studied languages here. We are doing a good job of attracting and retaining students. We need to keep expanding our program and not cut any classes. In fact, we should add classes at the more popular times. Students tend to learn foreign languages better in smaller classes, so class size should not be increased. The instructors are devoted, well-prepared, and regularly attend conferences and workshops to learn more about the latest trends in language teaching.

Program Weaknesses

The major weakness of the program is insufficient full-time faculty. The program needs at least one more full-time faculty member so that a greater variety of courses can be offered. We also need a better equipped language laboratory with staff available to assist students at all times. We would like to offer more higher level classes and we need to encourage students to take these classes. Tutoring is one method we can use to avoid attrition and make sure students complete their classes successfully. Also the program has been cut too drastically because of the budget problems.

Program Opportunities

Spanish is the fastest growing language in California. More Hispanics are moving into our community. A majority of the population see the necessity of being bilingual. We are in an area of high demand. We need to start offering all the classes for the AA degree and for the certificate program and encourage students to pursue foreign language study and become bilingual. Student interest in foreign languages is definitely high. Those who are already fluent in Spanish are studying French and our French program has grown. This semester there was a full waiting list for French I.

Program Challenges

Our main challenge at this point is offering enough classes to accommodate all the students who want to study foreign language. Because of budget cuts in California, every semester we are being asked to cut classes. This is frustrating for a growing program. Another major challenge is that we have not been offering the classes for our certificate program because of the aforementioned budget cuts. We need to find a way to offer a complete program.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program's 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press "Edit-Copy." Click on the blank row and press "Edit-Paste".)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If "C" evaluate the result If "IP" evaluate the status and plans for continuation of the objective If "NI" state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
1. Employ at least one more full-time instructor in Spanish	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	We submitted the request to the Academic Senate. Spanish was not on the top of the list. We are still trying.
2. Offer more classes to boost enrollment.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	Classes have actually been cut because of economic problems.
3. Employ more tutors to help students succeed in their classes	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	Again, there was not enough money.

4. Better counseling for students to help them finish the AA degree	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	Spanish 3 and 4 were not offered consistently, so students could not finish the AA degree in Spanish.
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Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Employ at least one more full-time instructor in Spanish.	Submit request to Academic Senate.	Department Chair	Spring, 2011	Fall, 2011
2	Offer more classes so that students can complete the AA degree and the Spanish Skills Certificate.	Put classes in the schedule of classes.	Dean, Department Chair, Full-time faculty	Fall, 2011	Spring, 2012
3	Promote AA degree in Spanish and Spanish Skills Certificate Program on campus.	Make fliers to advertise programs.	Full-time faculty	Fall, 2011	Spring, 2012
4	Provide tutoring so that students can complete lower level classes successfully.	Employ tutors in the learning center.	Learning Center, Full-time faculty	Spring, 2011	Spring, 2012

5.	Assess SLO's for all Spanish and French classes that we teach.	SLO"s have already been formulated. Assessments need to be done in the classroom.	Spanish and French faculty	Fall, 2010	Fall, 2012
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Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	New Full-time instructor	1	1	Strategic Goal 3 (Support Student Learning and Educational Excellence)	We have one full-time instructor and four part-time instructors. Our program is expanding, so we need to expand our faculty.	Not sure

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

Students take foreign language classes for a variety of reasons. Some students take it as a general education requirement, some take it to transfer to a university, and some learn the language just for pleasure or personal benefit. The latter group may have someone with whom they want to communicate or may be learning the language for travel to a country in which the language is spoken. Others study a foreign language because it is useful to them in their jobs. This array of students makes our classes lively and interesting. Because of the fast growing Hispanic population, Spanish is usually the language students choose to study. Hence our beginning Spanish classes are quite large. French is also growing in popularity and our numbers in French are increasing. We need to keep having classes available at times that are convenient for students.

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

We would like the Foreign Language program to keep growing and we would appreciate it if we are allowed to offer a complete program so that students can complete the classes they need for the AA degree and the Spanish Skills Certificate.

- 3. List a minimum of (3) recommendations for the program.**

1. We need to employ one more full-time instructor in Spanish to expand our program offerings.
2. We need to make sure our program continues to grow by adding classes at times that are convenient for students.
3. We need to counsel students so that they take classes that are appropriate for them.
4. Tutoring should be available to all students to help them succeed in their classes.