

Foreign Language Department Program Review 2013-2014

1. Overview of the Program

a.) Program Narrative

The Foreign Language Department at El Camino College offers courses in Chinese, French, German, Italian, Japanese and Spanish. Associate of Arts degrees (AA) are offered in French, Japanese and Spanish. Students may choose course work to satisfy admission requirements to either the CSU or the UC as well as to California independent colleges and universities. Language acquisition courses also allow students to become conversationally proficient for travel, business and specialized education to include elementary and secondary teaching. Spanish 52A and 52B bring heritage speakers to proficiency in conversation, reading, and writing the “standard” form of their mother tongue.

The non-credit Foreign Language Tutorial Laboratory (FL 100), which had provided students with computer-assisted instruction, has been dropped from the offerings. Current textbook publishers (for French and Spanish) now provide a significant on-line package at one reasonable price for the text which allows students to do workbook, language lab activities, as well as practice activities for all grammar presentations. These activities give immediate feedback to the student and in all but the graded quizzes and exams, students may go to a review tutorial and return to the activities to improve their effort.

Changes to the Title 5 regulations on course repetition have required the elimination of “a/b” sections of conversation courses; hence all languages FL 21 and 22 no longer have a/b designations, and total possible transfer credit for conversation is now four semester units. Chinese initiated a Chinese 3 (Intermediate Chinese I) course in the fall of 2013 and is anticipated to be moving to a full-fledged major program in the near future.

Language classes at level one have seen high enrollments despite increases in fees. Enrollment caps of 38 students have frequently been stretched to 41 or 42, limited only by the number of seats available in the classrooms. Language classes are offered from 7:45 am most weekday mornings until late in the evening (9:00-9:30pm).

The Foreign Language Department’s faculty lead in the state’s push for effective methodologies to accomplish our goal of providing a program that will prepare students to be conversationally proficient (within the parameters of a limited vocabulary) by the first two semesters of language study, and be foundationally well-positioned to continue on with acquisition of reading, writing, and further conversational skills in the third and fourth semesters. They are then set to move to an introduction to literature course or begin upper division work at a university. The faculty are active members in local, state, and national language organizations (e.g., MCLASC, CLTA, SCOLT, AATSP, ATF, AATJ, etc.), frequently serving as their officers, presenters, and conference chairs.

Participation at conferences, workshops, and specialized presentations (e.g., use of new technology in the classroom) typically has a 90% participation by the ECC foreign language faculty.

Students who take foreign language courses come from various backgrounds with a varied set of goals and preparation backgrounds. Many seek only to fulfill admission requirements for CSU or UC transfer. Some arrive with completion of one to four years of high school language courses. Some have taken AP exams and often present scores of 3, 4, or 5. Such scores are awarded unit credit and advanced placement within the sequence of courses. Heritage/Native speakers, especially in Spanish, often enroll in our program to polish their “home” language skills. Many students plan on using their language skills in business, education, and the many professions (e.g., legal, medical, financial) that are increasingly requiring their successful candidates to be functionally bilingual.

b.) Degrees

Associate of Arts (AA) degree majors are available in French, Japanese, and Spanish. The Foreign Language faculty has made an effort to get students eligible for such degrees to submit a “Graduation Intent” form in time to be eligible to graduate. Many students have satisfied the new 18-unit requirement in French, Japanese, or Spanish but do not realize that they could apply as Foreign Language majors. Those planning to become teachers choose a Liberal Arts major for the purpose of admission into university education programs. Many could be double majors but are not so advised by counselors. There are no certificates offered by the department.

c.) Fulfillment of college’s mission

Courses in the six languages offered by the Foreign Language Department are standardized and implemented to successfully fulfill the needs of students aiming for transfer and continuance of their academic studies at a four-year college/university as well as those desiring to acquire conversational proficiency for travel, career enhancement/furtherance, or personal goals such as communicating with friends/family. As such, the Foreign Language Department and its programs are in keeping with the college’s mission of offering quality, comprehensive programs that “ensure the educational success of students from our diverse community.”

d.) Status of previous recommendations

The following is an itemized listing of 2008-2009 and prior program review recommendations, by category. Each recommendation is followed by its current status.

1. Technology

- a. Computers need to be upgraded regularly to be able to run the latest software.

Status: Active. Computers have been maintained but with the passing of each year, the need to replace/update them is necessary.

- b. The acquisition of microphones would help students with pronunciation.
Status: Completed. Microphones have been acquired (a limited number) and this has been a great help.
- c. New and current foreign language software, including movies, is needed.
Status: Completed. New software (Tell Me More) has been purchased and is very helpful.
- d. Full-time foreign language teachers will require upgraded and new computers for their professional use in order to run the new software and keep up with new technological advances that require updated computers.
Status: Active. All permanent faculty including foreign language faculty received new computers/laptops approximately six years ago. However, the need to upgrade/replace them to keep up with current technological standards is an on-going task for the District. French and Spanish faculty have been blessed with an anonymous donor whose generosity provided funds to purchase iPads for faculty to effectively monitor their students work online with their computer-linked textbook/peripheral programs.
- e. Instructors will need more technology training in order to use new software programs efficiently as well as be able to instruct students in technology.
Status: Active. Publishers provide workshops for faculty upon adoption of new computer-assisted textbooks. When the Spanish faculty adopted its current text Panorama, for example, the publisher, Vista, provided a training workshop. Faculty participation in workshops and conferences is still the best way to keep faculty current in technology and technological methodologies.

2. Foreign Language Lab

- a. The Foreign Language Lab in the new Humanities building needs to be available from the morning to the evening Monday to Friday to accommodate students who take classes during both the day and evening; otherwise, we cannot make the lab an integral and mandatory component of the Foreign Language program.
Status: Active. The language lab is only open 4 hours a day (9am -1pm) M-F. This is not sufficient since our afternoon and evening students have no access and morning students are often in class during this time. The twenty hours a week falls far short of the 56 hours requested in the 2008-09 Program Review. While additional hours of operation in the day might increase student usage, further evaluation might need to be conducted concerning the feasibility of requiring lab usage for evening students since classes begin at 5 and 6 p.m. and end at 7:30 and 9 p.m., presenting a logistical issue for students who work.

- b. In keeping with the technology offered in higher education, “distance lab attendance” needs to be developed. With this in place, the students who cannot come during the hours the Lab is open could access the Lab and its materials from their homes.

Status: Abandoned. The department actively promotes use of the Foreign Language Lab while students are on campus.

- c. The Foreign Language Lab needs to be staffed with a full-time certificated instructor, in addition to another part-time certificated instructor (budget permitting) and two or three student technicians in order to serve the needs of our foreign language students.

Status: Active. A full-time certificated instructor was not hired. Student technicians were not hired. One student “helper” to sign students in at the computer control situated near the entrance door to lab is the part-time lab director(s) only support. The hours of this student were reduced in the spring of 2013. Exploring the feasibility of hiring two technical/computer system specialists, possibly on a half-time basis, to supervise and provide IT support to the Foreign Language Lab may be a more financially feasible approach to the issue of lab coverage.

- d. Technical support and maintenance work for the Language Lab needs to be completed promptly, and not pushed to the “back-burner” leaving instructors and students at times with useless technology equipment.

Status: Active. Technical support and maintenance is better but still is not as quick as it should be. Faculty who would like to bring their classes into the lab are still finding that all of their students cannot sit in front of a working computer.

- e. Installation of software must be completed in a timely manner.

Status: Active. Installation of software during periods with no students on campus does not always work if the lab director is not present and some programs are installed and others erased or made inaccessible.

3. Program and Counseling

- a. Improve communication with counseling; resolve the recruitment and placement of native speakers.

Status: Active. Improved communication with the counselors is still a major problem. Native and heritage speakers continue to be misplaced in foreign language classes. (Chinese, Japanese, and Spanish in particular) Our Humanities counselor, Sabra Sabio attends most Foreign Language department meetings and is a strong advocate for the department but has not been able to get her colleagues to change the practice of recommending to students that they enroll in levels below their proficiency.

- b. Resolve the rationale and deadlines for “Credit by Exam”.
Status: On hold. The problem of sending students for a “Credit by Exam” during the last 2 weeks of the semester has continued, but the number of such cases has dropped considerably.
- c. Revise the French, Spanish (and Japanese) language major.
Status: Completed. The recommendation to adjust the major requirements for French and Spanish (and Japanese) has been satisfied.
- d. Expand course offerings to include Distance Education.
Status: Abandoned. (As stated in the 2008-2009 Program Review, instructional technology has been integrated in most language courses.) Distance education or hybrid courses have been discussed, but the department has not endorsed them as a viable language acquisition plan preferable to face-to-face instruction.
- e. Maintain the integrity of the entire language major sequence. This requires decisions to allow upper-level classes (4, 5 and 6) to be offered even when courses are under-enrolled.
Status: Completed. Maintaining the integrity of language major sequences is better. Nearly all scheduled intermediate and advanced level courses have been run in the past five years despite a pattern of declining enrollment in part due to several fee increases.

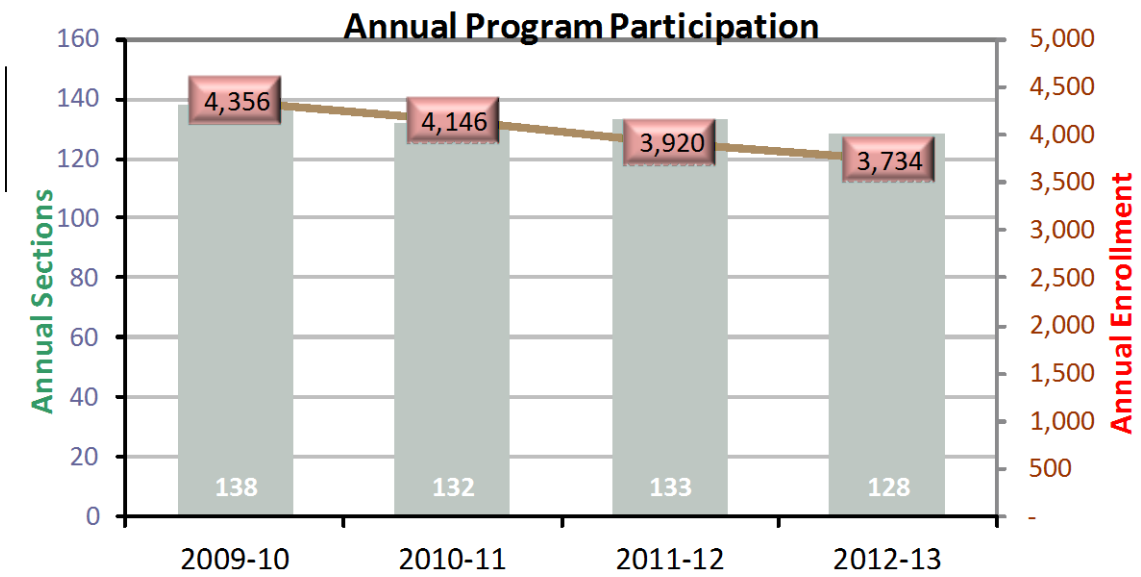
2. Analysis of Institutional Research Data

a.) Analysis of statistics/data

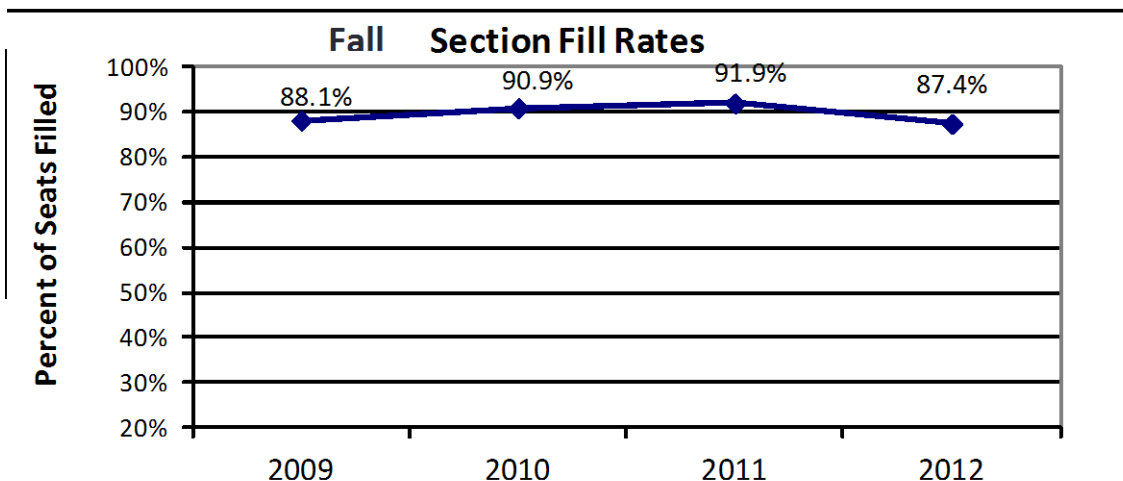
The data provided in this section under “All” for “Academics” suggests that data by calendar year, and not academic year, has been reported. Evaluating foreign language programs by calendar year is sometimes misleading, so for the purposes of this program review, an examination of program effectiveness has been performed by studying data from fall semesters.

Program Participation (4-year Trend)
Foreign Language
Years: 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	4,356	4,146	3,920	3,734	4,039



	2009-10	2010-11	2011-12	2012-13
Headcount	3,732	3,447	3,259	3,144
Enrollments/Student	1.17	1.20	1.20	1.19



Enrollment by Time of Day

Fall Term	2009	2010	2011	2012
Day	66.0%	67.0%	66.0%	68.2%
Night	32.3%	31.6%	32.2%	30.2%
Weekend/Unknown	1.7%	1.5%	1.8%	1.6%

1. Headcounts of students in the program

This data has been computed using an academic year calendar. The drop in enrollment from 2009-10 through 2012-13 reflects the reduction in the number of sections offered because of economic problems in the state. Another factor to be considered is the several increases in fees. In 2008-09, fees were \$20 per unit. For the 2009-10 academic year, fees increased to \$26 a unit and in 2011-12, increased again to \$36 a unit. Beginning in 2012-13, fees increased a third time to the current \$46 a unit.

The impact of fees on foreign language courses has been significant. Foreign language courses levels one through four are four units. This means that a student wishing to enroll in a foreign language course in 2008-09 paid \$80. Today, the same student must pay 2.3 times that amount, or \$184. As a result, students have become increasingly selective/conservative in terms of the courses they enroll in, only taking those essential to fulfilling their immediate academic needs. The 2009-2012 Demographic and Enrollment Characteristics data shows that roughly 32% of foreign language students state an intention to transfer as their educational goals.

While enrollments for level one courses remained strong through the four-year period studied, enrollments at other levels, especially the intermediate levels (i.e., the second year of college language instruction) have declined. Certainly, state-wide increases in fees have affected foreign language enrollments since only level one is required for transfer under the IGETC (Intersegmental General Education Transfer Curriculum). Compounding the factor of increased fees, it has recently been brought to our attention that several foreign language courses level two and higher (e.g. French 2-6, Italian 2 and Spanish 2, 5, 6), that in fact qualify for IGETC inclusion, currently do not appear as so in the college catalog. Their omission from the IGETC list (currently being resolved with the DCC and CCC) might have played a role in the drop in foreign language course enrollments at levels beyond one.

As a result of tight scheduling required, in part, by a decrease in district resources, the fill rates for foreign language courses have remained fairly consistent, ranging between 87-92% at first census.

The distribution of enrollments has remained consistent as well. About 67-68% of the department's students enroll in the day and the remaining 32-33%, in the evening. This is similar to the distribution for the college as a whole (about 70%/30%).

2. Course Grade Distribution

Because the foreign language department consists of six language programs, ranging from one section (German) to 28 (Spanish), there is variation in grade distribution among the programs. Some generalizations can be made, however, using data from fall semesters from 2009-2012. The department's larger programs (Chinese, French, Japanese, and Spanish) tend to confer a percentage of "A" grades comfortably above the college average. For the four-year span noted earlier, the college average ranged from 26.3% (fall 2010) to 28.1% (fall 2012). Most of the foreign language department's largest programs exceeded 30% in "A" grades, while students in the East Asian languages frequently obtained "A" grades in rates exceeding 40% and 50%.

Part of this exceptional performance by students can be attributed to excellent instruction, but it should be noted that a large portion of students enrolled in level one classes consists of students who are either native or heritage speakers. This trend is most pronounced in Spanish, where it is not unusual to find close to half a class comprised of native or heritage speakers, but the phenomenon occurs also in Chinese and Japanese. The one language in which large numbers of native or heritage speakers are not found, French, not surprisingly, has the lowest percentage of "A" grades, usually in the high 20s, which more closely approximates the college average.

3. Success rates

For the four-year span under discussion, college success rates ranged from 66.2% (fall 2009) to 69.8% (fall 2012). Foreign language success rates are very comparable to these marks, ranging from 65.9% (fall 2010) to 70.8% (fall 2012). One notable exception is Chinese, with success percentages consistently above 70%. The other East Asian language, Japanese, also has success rates frequently above the college average. Factors that might contribute to this performance might include the fact that many students who take a foreign language apply the credit to either a degree, to meet a transfer requirement, or to improve their communication with limited English speakers in the work force. This group of students tends to be motivated and goal-oriented.

The five-year success average provided by Institutional Research (72.4%), surprisingly, does not match the success percentages contained in the data elements found in the spreadsheets developed for the Foreign Language program. The percentage supplied by Institutional Research and Planning reflects an annual calculation of all semesters including intersession (i.e., winter and summer) data, whereas for reasons noted above, this section of the review focuses exclusively on fall semester numbers. Moreover, only four years' data is given (not five years) and only once in the four-year range does the foreign language program exceed 70%. Our own calculations for 2009 through 2012 give a percentage of 67.8%. Using this number as a baseline, a **reasonable standard** for the department, then, might be 65.8% for all language programs.

4. Retention rates

The retention rates for the college for the four-year period hovered just above 82%. Most of the foreign language programs did not achieve this mark, with the majority of disciplines averaging around 79%. That retention for foreign language courses is lower than the college average is not surprising, since exit standards for language acquisition courses generally require a well-defined level of proficiency at the end of the course, and students who are not on track to meet the minimum levels generally drop.

5. Success and Retention rates in face-to-face vs. distance education classes

Currently, the Foreign Language program does not offer distance education classes, so this comparison is not applicable.

6. Enrollment

The subject of the program's enrollment history is discussed under "1. Headcounts" above.

b.) Related recommendations

(None)

Grade Distribution, Success, and Retention

Foreign Language

Fall

Program Foreign Language
 Term Fall

Preliminary Success Standard **71.5%**
 5 year Success Average **72.4%**
 5 year Success Minimum **70.5%**

Do Not select more than one term or Program.

Year	COURSE	Method	We	Grade I											Total	Succ.	Reten.
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'			
2009	CHIN-1	Lecture	16	31	10	5	-	1	3	-	-	-	3	12	65	70.8%	76.9%
	CHIN-2	Lecture	16	17	7	4	-	-	-	-	-	-	2	4	34	82.4%	82.4%
	CHIN-24	Lecture	16	16	3	1	-	-	-	-	1	-	4	1	26	80.8%	80.8%
	FREN-1	Lecture	16	54	38	20	-	3	7	-	-	1	4	29	156	71.8%	78.8%
	FREN-2	Lecture	16	6	9	7	-	3	7	-	-	-	4	36	61.1%	88.9%	
	FREN-3	Lecture	16	10	10	2	-	-	-	-	-	1	1	4	28	78.6%	82.1%
	FREN-5	Lecture	16	3	2	-	-	-	-	-	-	-	1	3	9	55.6%	55.6%
	FREN-6	Lecture	16	1	1	-	-	-	-	-	-	-	2	4	50.0%	50.0%	
	GERM-1	Lecture	16	7	20	10	-	6	7	-	1	-	10	12	73	52.1%	69.9%
	ITAL-1	Lecture	16	24	17	9	-	3	6	-	-	-	17	76	65.8%	77.6%	
	ITAL-2	Lecture	16	9	5	4	-	1	1	-	-	2	2	24	75.0%	83.3%	
	JAPA-1	Lecture	16	113	32	30	-	8	9	-	1	-	11	38	242	72.7%	79.8%
	JAPA-2	Lecture	16	26	19	11	-	3	4	-	-	-	2	18	83	67.5%	75.9%
	JAPA-21AB	Lecture	16	9	4	5	-	-	4	-	-	-	1	3	26	69.2%	84.6%
	JAPA-22AB	Lecture	16	6	2	-	-	-	-	-	-	-	-	8	100.0%	100.0%	
	JAPA-3	Lecture	16	13	2	8	-	-	11	-	-	-	2	9	45	51.1%	75.6%
	SPAN-1	Lecture	16	211	142	84	-	42	70	-	-	1	53	102	705	62.0%	78.0%
	SPAN-2	Lecture	16	40	26	14	-	5	10	-	-	-	10	28	133	60.2%	71.4%
	SPAN-21AB	Lecture	16	22	1	-	-	-	2	-	-	-	1	5	31	74.2%	80.6%
	SPAN-22AB	Lecture	16	6	-	-	-	-	-	-	-	-	1	7	85.7%	85.7%	
	SPAN-3	Lecture	16	18	16	10	-	2	-	-	-	-	1	4	51	86.3%	90.2%
	SPAN-4	Lecture	16	15	2	1	-	1	-	-	-	-	1	20	90.0%	95.0%	
	SPAN-5	Lecture	16	8	3	2	-	-	-	-	-	-	1	14	92.9%	92.9%	
	SPAN-52A	Lecture	16	14	14	5	-	2	1	-	-	-	2	1	39	84.6%	92.3%
	SPAN-6	Lecture	16	2	-	-	-	-	-	-	-	-	-	2	100.0%	100.0%	
2009 Total				681	385	232	-	80	142	-	3	3	110	301	1,937	67.2%	78.8%

2010	CHIN-1	Lecture	16	27	16	6	-	3	2	-	-	-	6	15	75	65.3%	72.0%
	CHIN-2	Lecture	16	10	4	2	-	1	1	-	-	-	-	3	21	76.2%	85.7%
	CHIN-21AB	Lecture	16	4	6	1	-	1	-	-	-	-	1	4	17	64.7%	70.6%
	CHIN-22AB	Lecture	16	4	-	-	-	-	-	-	-	-	-	-	4	100.0%	100.0%
	CHIN-24	Lecture	16	17	5	3	-	1	-	-	-	-	2	3	31	80.6%	83.9%
	FREN-1	Lecture	16	32	40	24	-	10	5	-	-	-	9	20	140	68.6%	79.3%
	FREN-2	Lecture	16	10	8	7	-	2	4	-	-	-	4	4	39	64.1%	79.5%
	FREN-24	Lecture	16	2	9	4	-	5	3	-	-	-	1	6	30	50.0%	76.7%
	FREN-3	Lecture	16	8	5	1	-	2	-	-	-	-	2	3	21	66.7%	76.2%
	GERM-1	Lecture	16	8	9	6	-	2	2	-	-	-	-	14	41	56.1%	65.9%
	ITAL-1	Lecture	16	30	25	6	-	-	3	-	2	-	1	10	77	81.8%	85.7%
	ITAL-2	Lecture	16	17	4	-	-	1	-	-	-	-	1	5	28	75.0%	78.6%
	JAPA-1	Lecture	16	103	35	33	-	9	11	-	-	5	12	34	242	70.7%	81.0%
	JAPA-2	Lecture	16	28	17	9	-	6	-	-	-	-	4	15	79	68.4%	75.9%
	JAPA-21AB	Lecture	16	10	3	1	-	1	-	-	-	-	4	19	73.7%	78.9%	
	JAPA-22AB	Lecture	16	6	-	-	-	-	1	-	-	-	1	-	8	75.0%	87.5%
	JAPA-3	Lecture	16	12	8	3	-	8	6	-	-	-	-	4	41	56.1%	90.2%
	SPAN-1	Lecture	16	182	118	77	-	29	51	-	-	2	37	138	634	59.5%	72.4%
	SPAN-2	Lecture	16	40	31	21	-	5	8	-	-	-	15	23	143	64.3%	73.4%
	SPAN-21AB	Lecture	16	8	2	-	-	-	-	-	-	-	1	1	12	83.3%	83.3%
	SPAN-22AB	Lecture	16	3	-	-	-	-	-	-	-	-	-	3	6	50.0%	50.0%
	SPAN-3	Lecture	16	29	11	4	-	-	-	-	-	-	-	13	57	77.2%	77.2%
	SPAN-4	Lecture	16	8	6	1	-	2	-	-	-	-	-	1	18	83.3%	94.4%
	SPAN-5	Lecture	16	5	1	-	-	-	-	-	1	-	3	1	11	63.6%	63.6%
	SPAN-52A	Lecture	16	16	7	4	-	3	5	-	-	-	1	2	38	71.1%	92.1%
	SPAN-6	Lecture	16	6	-	-	-	-	-	-	-	-	-	-	6	100.0%	100.0%
2010 Total				625	370	213	-	91	102	-	3	7	101	326	1,838	65.9%	76.8%

2011	CHIN-1	Lecture	16	18	12	4	-	1	2	-	-	-	5	24	66	51.5%	56.1%
	CHIN-2	Lecture	16	17	7	3	-	2	1	-	-	-	2	-	32	84.4%	93.8%
	CHIN-21AB	Lecture	16	12	7	-	-	-	-	-	-	-	1	-	20	95.0%	95.0%
	CHIN-22AB	Lecture	16	2	-	-	-	-	-	-	-	-	-	-	2	100.0%	100.0%
	CHIN-24	Lecture	16	9	16	3	-	1	1	-	-	-	-	5	35	80.0%	85.7%
	FREN-1	Lecture	16	42	22	35	-	8	6	-	1	-	5	33	152	65.8%	75.0%
	FREN-2	Lecture	16	6	11	8	-	6	4	-	-	-	1	3	39	64.1%	89.7%
	FREN-21AB	Lecture	16	8	2	-	-	-	-	-	-	-	1	1	12	83.3%	83.3%
	FREN-22AB	Lecture	16	4	-	-	-	-	-	-	-	-	-	-	4	100.0%	100.0%
	FREN-3	Lecture	16	5	5	1	-	-	-	-	-	-	2	2	15	73.3%	73.3%
	FREN-5	Lecture	16	1	6	3	-	1	-	-	-	-	1	1	13	76.9%	84.6%
	GERM-1	Lecture	16	9	7	5	-	-	5	-	-	-	2	6	34	61.8%	76.5%
	ITAL-1	Lecture	16	13	27	15	-	1	6	-	-	-	1	19	82	67.1%	75.6%
	ITAL-2	Lecture	16	4	9	3	-	-	1	-	-	-	1	4	22	72.7%	77.3%
	JAPA-1	Lecture	16	77	31	29	-	24	27	-	-	-	5	48	241	56.8%	78.0%
	JAPA-2	Lecture	16	26	16	10	-	7	4	-	-	-	3	6	72	72.2%	87.5%
	JAPA-21AB	Lecture	16	14	1	1	-	-	2	-	-	-	1	2	21	76.2%	85.7%
	JAPA-22AB	Lecture	16	6	1	1	-	-	-	-	1	-	-	2	11	81.8%	81.8%
	JAPA-3	Lecture	16	30	7	5	-	-	-	-	-	-	-	5	47	89.4%	89.4%
	SPAN-1	Lecture	16	185	151	83	-	20	51	-	1	1	40	105	637	65.9%	77.2%
	SPAN-2	Lecture	16	36	30	12	-	3	3	-	1	-	11	28	124	63.7%	68.5%
	SPAN-21AB	Lecture	16	9	-	-	-	-	-	-	-	-	-	4	13	69.2%	69.2%
	SPAN-22AB	Lecture	16	1	-	-	-	-	-	-	-	-	-	-	1	100.0%	100.0%
	SPAN-3	Lecture	16	24	15	3	-	1	3	-	-	-	1	8	55	76.4%	83.6%
	SPAN-4	Lecture	16	10	5	3	-	2	-	-	-	-	1	6	27	66.7%	74.1%
	SPAN-5	Lecture	16	11	1	-	-	-	-	-	1	-	-	2	15	86.7%	86.7%
	SPAN-52A	Lecture	16	16	12	7	-	3	-	-	-	-	2	1	41	85.4%	92.7%
	SPAN-6	Lecture	16	5	-	-	-	-	-	-	-	-	-	-	5	100.0%	100.0%
	SPAN-99ABC	Indepen	16	1	-	-	-	-	-	-	-	-	-	-	1	100.0%	100.0%
2011 Total				601	401	234	-	80	116	-	5	1	86	315	1,839	67.5%	78.2%

2012	CHIN-1	Lecture	16	24	6	7	-	3	2	-	-	-	-	17	59	62.7%	71.2%
	CHIN-2	Lecture	16	9	6	1	-	2	2	-	-	-	-	3	23	69.6%	87.0%
	CHIN-21AB	Lecture	16	7	4	-	-	-	-	-	-	-	-	2	13	84.6%	84.6%
	CHIN-22AB	Lecture	16	4	-	1	-	-	-	-	-	-	-	-	5	100.0%	100.0%
	CHIN-24	Lecture	16	11	7	6	-	1	-	-	-	-	-	5	30	80.0%	83.3%
	FREN-1	Lecture	16	34	31	29	-	9	15	-	-	-	-	33	151	62.3%	78.1%
	FREN-2	Lecture	16	6	10	14	-	2	3	-	-	-	-	1	36	83.3%	97.2%
	FREN-21AB	Lecture	16	8	5	-	-	-	1	-	-	-	-	2	16	81.3%	87.5%
	FREN-22AB	Lecture	16	6	1	-	-	-	-	-	-	-	-	-	7	100.0%	100.0%
	FREN-3	Lecture	16	6	6	2	-	-	-	-	-	-	-	1	15	93.3%	93.3%
	FREN-5	Lecture	16	4	3	-	-	-	-	-	-	-	-	3	10	70.0%	70.0%
	FREN-6	Lecture	16	1	1	-	-	-	-	-	-	-	-	-	2	100.0%	100.0%
	GERM-1	Lecture	16	6	9	7	-	1	6	-	-	-	-	11	40	55.0%	72.5%
	ITAL-1	Lecture	16	14	20	9	-	1	4	-	-	-	-	23	71	60.6%	67.6%
	ITAL-2	Lecture	16	4	1	2	-	-	1	-	-	-	-	2	10	70.0%	80.0%
	JAPA-1	Lecture	16	83	36	29	-	22	10	-	-	-	-	40	220	67.3%	81.8%
	JAPA-2	Lecture	16	34	20	7	-	4	2	-	-	-	-	10	77	79.2%	87.0%
	JAPA-21AB	Lecture	16	10	3	4	-	-	-	-	-	-	-	2	19	89.5%	89.5%
	JAPA-22AB	Lecture	16	8	-	-	-	-	-	-	-	-	-	1	9	88.9%	88.9%
	JAPA-3	Lecture	16	22	8	4	-	1	-	-	-	-	-	6	41	82.9%	85.4%
	SPAN-1	Lecture	16	174	155	92	-	29	42	-	3	-	-	132	627	67.6%	78.9%
	SPAN-2	Lecture	16	38	28	17	-	4	9	-	-	-	-	21	117	70.9%	82.1%
	SPAN-21AB	Lecture	16	14	4	1	-	-	-	-	-	-	-	4	23	82.6%	82.6%
	SPAN-22AB	Lecture	16	3	-	-	-	-	-	-	-	-	-	-	3	100.0%	100.0%
	SPAN-3	Lecture	16	19	22	13	-	3	1	-	-	-	-	9	67	80.6%	86.6%
	SPAN-4	Lecture	16	7	8	2	-	-	-	-	-	-	-	2	19	89.5%	89.5%
	SPAN-5	Lecture	16	8	2	-	-	-	-	-	-	1	-	-	11	90.9%	100.0%
	SPAN-52A	Lecture	16	12	18	5	-	1	1	-	-	-	-	-	37	94.6%	100.0%
	SPAN-6	Lecture	16	3	-	-	-	-	-	-	-	-	-	1	4	75.0%	75.0%
2012 Total				579	414	252	-	83	99	-	3	1	-	331	1,762	70.8%	81.2%

Demographic and Enrollment Characteristics

Foreign Language

Fall

Will show 0.0% if you did not select Program **AND** Term on the Academics Tab

Fall		Term				ECC Student Population	District Boundary Population	
		2009	2010	2011	2012	Fall 2012	2010 Census	
Term Headcount		1,884	1,774	1,758	1,698	23,409	556,400	
Gender	F	51.9%	53.1%	51.9%	52.1%	52.5%	51.0%	
	M	48.0%	46.7%	48.1%	47.9%	47.5%	49.0%	
Ethnicity	African-American	15.3%	15.7%	14.7%	14.9%	17.0%	15.1%	
	Amer. Ind. or Alask. Native	0.4%	0.5%	0.2%	0.3%	0.2%	0.2%	
	Asian	22.0%	20.4%	19.8%	18.5%	16.1%	13.6%	
	Latino	30.6%	35.3%	41.1%	47.6%	44.7%	34.5%	
	Pacific Islander	0.8%	0.7%	0.6%	0.4%	0.5%	0.5%	
	White	18.4%	16.5%	16.8%	12.7%	15.6%	32.8%	
	Two or More	2.4%	4.6%	4.6%	4.3%	3.8%	2.9%	
	Unknown or Decline	9.9%	6.3%	2.3%	1.4%	2.0%	0.4%	
Age/ Age Group	<17	2.4%	1.5%	1.3%	0.6%	0.8%	24.2%	
	17	3.1%	3.1%	2.6%	1.8%	2.0%		
	18	12.3%	11.7%	11.6%	14.3%	11.6%	2.5%	
	19	16.1%	16.9%	19.3%	19.4%	14.7%		
	20	13.0%	15.8%	16.4%	14.8%	13.1%	1.2%	
	21	10.4%	10.7%	10.5%	9.5%	9.5%	1.2%	
	22	7.0%	6.4%	6.3%	8.0%	7.3%	3.9%	
	23	5.6%	5.8%	5.8%	4.8%	5.6%		
	24	4.2%	3.3%	4.4%	4.1%	4.6%		
		25-29	11.5%	10.0%	9.8%	10.4%	12.7%	7.4%
		30-39	7.6%	7.9%	6.8%	6.3%	9.0%	14.9%
		40-49	3.1%	4.2%	2.2%	2.9%	4.7%	15.9%
		50-64	2.8%	2.4%	2.6%	2.8%	3.5%	18.1%
	65+	0.7%	0.4%	0.5%	0.4%	0.8%	10.6%	
Class Load	Full-time	49.2%	51.0%	49.1%	49.2%	29.8%		
	Part-time	50.7%	49.0%	50.9%	50.8%	69.2%		
Academic Level	College degree	13.1%	10.3%	10.6%	9.5%	12.3%		
	HS Grad	77.7%	83.6%	84.6%	86.2%	83.2%		
	Not a HS Grad	2.4%	2.1%	1.5%	1.6%	1.4%		
	K-12 Special Admit	4.4%	2.6%	1.9%	0.8%	1.1%		
	Unknown	2.4%	1.4%	1.3%	2.0%	1.9%		
Educational Goal	Intend to Transfer	33.7%	32.9%	31.3%	32.1%	31.4%		
	Degree/Certificate Only	1.9%	2.5%	2.0%	3.0%	3.9%		
	Retrain/recertif.	4.3%	3.2%	3.4%	2.2%	3.8%		
	Basic Skills/GED	5.4%	6.1%	6.9%	7.1%	5.3%		
	Enrichment	5.3%	5.7%	4.9%	3.8%	4.1%		
	Undecided	19.9%	18.2%	17.3%	15.8%	16.7%		
	Unstated	0.0%	0.0%	0.0%	0.0%	35.0%		

3. Curriculum

a.) Curriculum course review timeline

Division: Humanities		Department: Foreign Languages				Faculty:				Date: 11/24/2009		Semester/year of next Program Review: FA 14, SP 15		
Total # of Co# 51		Courses Requiring CCC Blanket Approval: (Special Topics, CWEE, and Independent Study courses)												
Course	Last Course	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		
		FA 10	SP 11	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	FA 15	SP 16
CHIN-1	2006-2007		X							P	P			
CHIN-2	2006-2007		X							P	P			
CHIN-21ab	2008-2009					X				P	P			
CHIN-22ab	2007-2008					X				P	P			
CHIN-24	2007-2008								X	P	P			
CHIN-99abc	2009-2010									P	P		X	
FREN-1	2009-2010			X						P	P			
FREN-2	2008-2009			X						P	P			
FREN-21ab	2009-2010								X	P	P			
FREN-22ab	2009-2010								X	P	P			
FREN-24	2005-2006	X								P	P			
FREN-3	2008-2009					X				P	P			
FREN-4	2008-2009					X				P	P			
FREN-5	2008-2009						X			P	P			
FREN-50	2008-2009							X		P	P			
FREN-6	2008-2009						X			P	P			
FREN-99abc	2009-2010			X						P	P			
GERM-1	2009-2010								X	P	P			
GERM-2	2008-2009		X							P	P			
Course	Last Course	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		
		FA 10	SP 11	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	FA 15	SP 16
GERM-21ab	2009-2010					X				P	P			
GERM-22ab	2009-2010					X				P	P			
GERM-24-inact	2008-2009				*					P	P			
GERM-3	2009-2010						X			P	P			
GERM-99abc	2009-2010						X			P	P			
ITAL-1	2009-2010				X					P	P			
ITAL-2	2008-2009				X					P	P			
ITAL-21ab	2006-2007					X				P	P			
ITAL-22ab	2006-2007					X				P	P			
ITAL-24	2006-2007			X						P	P			
JAPA-1	2009-2010							X		P	P			
JAPA-2	2008-2009							X		P	P			
JAPA-21ab	2003-2004	X								P	P			
JAPA-22ab	2009-2010	X								P	P			
JAPA-25	2009-2010									P	P		X	
JAPA-3	2008-2009								X	P	P			
JAPA-4	2008-2009								X	P	P			
JAPA-50	2008-2009						X			P	P			
JAPA-99abc	2009-2010						X			P	P			
Course	Last Course	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		
		FA 10	SP 11	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	FA 15	SP 16
SPAN-1	2009-2010							X		P	P			
SPAN-2	2008-2009							X		P	P			
SPAN-21ab	2009-2010					X				P	P			
SPAN-22ab	2009-2010					X				P	P			
SPAN-24	2005-2006	X								P	P			
SPAN-3	2008-2009			X						P	P			
SPAN-4	2008-2009			X						P	P			
SPAN-5	2008-2009						X			P	P			
SPAN-50	2008-2009				X					P	P			
SPAN-52A	2009-2010								X	P	P			
SPAN-52B	2009-2010								X	P	P			
SPAN-6	2008-2009					X				P	P			
SPAN-99abc	2009-2010									P	P		X	

The Foreign Language Department faculty members have been conscientious at reviewing and updating courses by their scheduled review dates. The fact that SLOs are assessed at four-year intervals does not always facilitate the incorporation of their results into curriculum revisions, since courses are reviewed on a six-year cycle. This inconvenience may disappear as more courses adopt a more frequent assessment cycle.

Core foreign language courses, in any event, tend to maintain fairly fixed language acquisition objectives reflecting the proficiency guidelines recommended by the major language learning organizations, such as ACTFL (the American Council on the Teaching

of Foreign Languages). The curriculum, consequently, does not change dramatically over the years.

b.) Additions to course offerings

Chinese 3 (Intermediate Chinese I) will be offered in Fall 2013.

c.) Deletions from course offerings

Due to changes in Title 5, all conversation courses have had their repeatability eliminated.

The conversation course may now be taken only once (e.g. French 21ab and 22ab have singularly become French 21, 22).

d.) Distance education

No distance education courses in Foreign Language are presently offered.

e.) Course/Section offerings vis-à-vis student needs/articulation

1. Level 1 and 2 courses in all languages except German are offered every semester. In the three language programs where the major is available (e.g., French, Japanese and Spanish), level 3 courses are offered every semester as well, and level 4 courses (required for the major) have been offered in both the Fall and Spring of the 2011-2013 academic years in the case of Spanish, and at least once a year (always in Spring) in the case of French and Japanese. The 21/22 (Conversation) and 24/25 (Culture) courses, which also may be taken for unit credit toward the major, are offered on a once yearly basis as well. Thus foreign language courses have been scheduled and made available within the past two years to ensure the timely completion of degree requirements by our students.

2. All language and culture courses offered by the Foreign Language department at present satisfy general education requirements for the CSU systems. Chinese 3, newly added to the curriculum in Fall 2013, is currently in the process of obtaining approval for inclusion to this list. It has been pointed out by our articulation officer that several foreign language courses level 2 and higher (e.g. French 2-6, Italian 2 and Spanish 2, 5, 6) that in fact qualify for IGETC inclusion, currently do not appear as so in the college catalog. Their omission from the IGETC list is being resolved with the DCC and CCC. There is also a need to obtain approval to have our latest course addition, Chinese 3, included in this same list. Overall, however, all core language courses, levels 1-6 (levels offered differing by language), are CSU and UC transferable.

3. In the 2011-2012 academic year, the Foreign Language Department has granted a total of 19 degrees (in the French, Japanese, and Spanish majors), nearly double (i.e., 190%) the number (of 10) since the previous report in 2008-09. This notable increase is possibly attributable to the reduction in the major requirements for all three languages to 18 units.

f.) **Related recommendations**

1. Since 2007, it has been proposed by the Humanities Division curriculum committee that Spanish 52A and 52B (Spanish for Native Speakers) both be offered as 4-unit courses (instead of the current 3-units), by increasing their lecture hours from three to five per week, and thus making each comparable in class time and rigor to the elementary Spanish courses (Spanish 1 and 2). This unit/lecture hour increase would allow our Spanish for Native Speakers courses to parallel their equivalents offered at nearby community colleges and institutions that El Camino students often transfer to, where they are generally 4 or 5 unit courses. With the implementation of C-ID approved curriculum for the AA-T degree, the Spanish faculty would like to resubmit this unit increase recommendation for reconsideration, given its merits of improving articulation of this course series with those offered at neighboring California community colleges and universities.

2. Chinese has initiated a Chinese 3 (Intermediate Chinese I) course in the fall of 2013. The economic rise of China in recent years and resulting anticipated increase of student interest in, and need for, acquiring Chinese language skills are both factors that prompt exploring and assessing the feasibility of creating an Associate of Arts degree in Chinese, should enrollments and interest warrant it.

4. Assessment, Student and Program Learning Outcomes (SLOs and PLOs)

a.) SLO alignment grid

(Updated version of grid to be provided upon availability.)

(Refer to Appendix A for a complete listing of revised SLOs by language and course, updated as of Fall 2013)

b.) Course SLO assessment timeline for 2013-2017

Foreign Language Department SLO Course and SLO Timeline: Four-Year Cycle <i>Updated: 10-2013</i>			
		Program Review Date	Number of Courses
Year	Semester	Course-Level SLOs Assessed	Program-Level SLOs Assessed
Year 1 of 4-Year SLO	Spring 2013 Year 1	2013 Program Review (Prepare and submit)	
	Fall	All level 1 courses (except	Chinese, French,

Cycle	2013 Year 1	Spanish)	German, Italian and Japanese
Year 2 of 4-Year SLO Cycle	Spring 2014 Year 2	All level 2 courses and level 1 Spanish	Chinese, French, German, Italian, Japanese and Spanish
	Fall 2014 Year 2	All level 3 courses All level 5/6 courses (if taught in the Fall) Spanish 52a	Chinese, French, German, Japanese and Spanish
Year 3 of 4-Year SLO Cycle	Spring 2015 Year 3	All level 4 courses All level 5/6 courses (if taught in the Spring and not in the Fall) Spanish 52b	Chinese, French, Japanese and Spanish
	Fall 2015 Year 3	All courses not yet assessed: 24s, 25s, 50s 99abcd. (If taught in either semester)	Chinese, French, Japanese and Spanish
Year 4 of 4-Year SLO Cycle	Spring 2016 Year 4	All courses not yet assessed: 24s, 25s, 50s 99abcd. (If taught in either semester)	Chinese, French, Japanese and Spanish
	Fall 2016 Year 4	Review and prepare any uncompleted class assessments: 21/22s	Chinese, French, Italian, Japanese and Spanish

- **This cycle will repeat for the following four years.**

c.) Assessment of course/program SLO statements

All (100%) Foreign Language course SLOs have been assessed. Below is a listing of our courses by language and number, followed by their semester and year of assessment:

<u>Language/Course #</u>	<u>Semester/Year</u>
French 2, 4	Spring 2010
German 21	Spring 2010
Spanish 1, 4	Spring 2010
Chinese, French, German, Italian, and Japanese 1	Fall 2010
Japanese and Spanish 3	Fall 2010

Chinese, French, German, Italian, and Japanese 2	Spring 2011
Italian 21/22	Spring 2011
Japanese and Spanish 4	Spring 2011
Spanish 52A	Fall 2011
Italian 24	Spring 2012
Spanish 52B	Spring 2012
French 5, 6, 21, 22	Fall 2012
Spanish 5, 6, 21, 22	Fall 2012
German 2	Spring 2013
Japanese 25	Spring 2013

d.) Summary of SLO/PLO assessment results

The Foreign Language Department’s current PLOs (Program Learning Outcomes) focus on students’ overall communicative proficiency upon completion of the language program, and based upon the level of (course) completion within the program, the future/career areas they are functionally prepared for (i.e., employment, college/university transfer, travel to country). Current foreign language SLOs (Student Learning Outcomes) have been singular for each language course, with a “holistic” view of communicative proficiency (and demonstration thereof) in all languages as consisting of an interdependent integration of four skills (i.e., speaking, listening, writing, and reading) with cultural knowledge. The instruments used for assessing all language sequence courses in the department’s six programs had been for the most part uniform as well and consisting of two components: 1.) a self-evaluation by students assessing their proficiency on 13 fundamental communicative tasks, and 2.) a random writing sample. The rationale for employing this mode of assessment was that it would allow (equal) feedback and documentation from both student and instructor regarding whether course SLOs were successfully achieved at each level. The results of assessments made within the past four years, and covering all foreign language courses, have for the most part been positive and shown overall success by each program in meeting SLO/PLO requirements. Through the SLO assessment process, the faculty determined that increased access to the Foreign Language Lab is needed to increase student success, particularly for those students who work during the day and attend classes in the late afternoon or evening.

Results from our initial assessment cycle were furthermore instrumental in leading us to re-examine and adapt some of our assessment methods/standards to more appropriately measure the specific linguistic skill/knowledge tested, in consideration of the languages’ unique characteristics or differences. For example, on the student self-evaluation, where students were asked to rate their ability to perform one of 13 communicative tasks in the target language, “Discuss three countries where the language is spoken and tell a few interesting points about these countries” would be a reasonable skill outcome in all languages except Japanese. Thus this item was revised in the case of Japanese to read “Discuss the country where...” Moreover, in the random writing samples, an essay of 2-3 paragraphs may be considered a reasonable outcome in a level one Romance language (e.g., French, Italian, Spanish) utilizing the Latin script/Roman alphabet. However, this length would need to be adapted or reduced in the case of an East Asian language such as

Chinese or Japanese, which employs a logographic writing system (i.e., *hanzi* in Chinese and *kanji* in the case of Japanese) where each character/letter would be semantically equivalent to that of an entire word in a Romance language.

For the sake of clarity and consistency across all ECC departments, it has recently been recommended that SLOs be further enumerated and specified for each course. The Foreign Language Department has complied with this request, and all of our course SLOs have been revised as of Fall 2013 (Refer to Appendix A), further enumerated by specific language skill type. The adoption of these “new” (language) skill-specific SLOs has in turn led to a detailed reevaluation and revision of our assessment instruments by each of our foreign language programs to ensure that they fully and accurately assess each skill-specific SLO individually.

e.) SLO Rubric placement

Although comprehensive assessment reports exist (from 2010 and prior years) for all foreign language courses based on current SLOs, because the department’s SLOs have just recently been further revised and are scheduled for assessment beginning Fall 2013, we can only claim placement at the third “Proficiency” stage of the ACCJC’s SLO rubric at present. Upon completion of the current four-year assessment cycle, the Foreign Language Department and all its instructors will enter and be operating at the Sustaining Continuous Quality Improvement stage/level.

f.) Improving the SLO process

Equal rigor from all faculty, both full and part-time, is needed to ensure that course objectives and SLOs are successfully met by our students and that their attainment has been properly assessed. This would require an adequate venue in which foreign language faculty can convene to be informed of, and receive timely updates, regarding SLO assessment and related matters, as well as for providing input and raising questions/topics for further discussion.

g.) Related recommendations

Each language should have meeting time set aside before or at the beginning of the semester for the discussion of SLO assessment and related issues, to which part-time faculty attendance is required. There should be no additional costs anticipated for implementing and participating in such language program-specific meetings, aside from possible flex time for full-time faculty and some stipend/compensation for part-time faculty, where applicable.

5. Facilities and Equipment

a.) Existing facilities and equipment

Although a few daytime course sections (mainly of Japanese and Spanish) continue to be assigned to surrounding buildings (e.g. Administration, MBBM) due to the unavailability of classrooms during peak hours, almost all foreign language course sections are taught in classrooms located on the first and second floors of our division's Humanities Building. These are typically all "smart" classrooms that come equipped with stationary, multimedia control station/lecterns in the front of the room, and which house audio/visual equipment, such as a computer, DVD/VHS player, and document camera. In these rooms, there is also a ceiling mounted overhead projector and pull-down screen.

The Foreign Language Lab, located in the Humanities Building since 2008, is a resource available to all students of foreign language courses as well as those in ESL. The lab is equipped with 48 computers for student use, one server/control terminal for the supervisor and one computer situated near the entrance for checking in students. The student computers/terminals are installed with ESL and foreign language programs (e.g., individual "Tell Me More" programs for French, Italian, Japanese and Chinese; and grammar software for Spanish and Italian), with a limited number of these machines configured for international script input (for non-alphabetic language input, such as Chinese and Japanese) and DVD viewing. The terminals are also equipped with headphones and microphones to allow students practice of their listening/ speaking skills in the target language, as well as those in reading/writing outside of the classroom. Foreign language instructors also bring their entire classes to the lab for conducting computer-based activities, assignments, and testing.

b.) Immediate facilities/equipment needs

In the classroom, A/V equipment as described above (considered "standard" now in most colleges) is appreciated and well-utilized by most of our faculty when it is available and usable. However, to employ them fully and efficiently to enhance/supplement teaching, they need to be maintained and upgraded on a timely basis. Many of the components of these multimedia stations (initially installed in 2008) have reached or are rapidly nearing the end of their functioning "lifespans". For instance, the light bulbs in the overhead projectors are getting dim or burning out completely in increasing numbers, causing the use of any projected images during teaching (e.g., via document camera, PowerPoint presentations, video clips) impossible unless promptly replaced.

In the Foreign Language lab, updated versions of the installed "Tell Me More" and grammar programs for each of the available languages, is needed, (The one for Spanish at the moment is a DOS program from the 80's; hard to use for students without instructions.) An ID reader would help to keep track and check students in and out more effectively. We also need faster and more effective service from IT when computers fail or need software updates. (Recently, one of the most crucial components of the lab, the receptionist's computer, was down for two days until it got fixed. It took several telephone calls and emails to receive this service.) Finally, hardware/software that allows easier access to students with disabilities is also a glaring lack and necessity.

c.) Long term facilities/equipment needs

With more than 4-5 years having passed since their original installation, most of the hardware (especially computers/PCs) in our classrooms and Foreign Language Lab have reached or neared the ends of their operational “lifespans”, and need to be completely replaced, not just repaired/maintained. The estimated costs of eventual replacement/upgrading of current A/V equipment (with Wi-Fi connected personal laptops/iPads or other alternatives) will run into the tens of thousands, although an October decision by the district to allocate \$3.5 million for instructional equipment, as a result of the Planning and Resources Allocations (Budgeting) cycle, may address foreign language equipment needs as soon as next year.

d.) Related recommendations

Foreign language textbooks (e.g., French and Spanish) are now totally integrated with online programs. In many instances the textbook itself is online. (Paper textbooks may soon be a thing of the past.) Tutorials, workbook activities, quizzes and reviews are also all online (e.g., French and Spanish). ECC has also purchased several expensive language programs that are only available in the Foreign Language Lab (e.g., Chinese, Japanese, Italian). However, afternoon and evening students have no access at all to them due to the labs current open hours (9am -1pm, M-F).

Since the years covered by the previous 2008-2009 Program Review, the department has been requesting increased staffing and hours of operation for our Foreign Language Lab, currently open only a total of 20 hours per week, and staffed by part-time lab director(s) and one or two student helpers. The lab needs to be staffed by a technical or computer specialist dedicated to its supervision and operation during all open hours. It should also be kept open for at least two additional hours daily, preferably in the late afternoon or evening, than it has been for the last few years. ECC paid to have a language lab put into the new Humanities building, stocked it with a large number of computers and the necessary peripherals to make them useable in language study (e.g., microphones and headsets), but the majority of students do not have access to those items due to the labs lack of staffing and limited open hours.

The cost would include the salary for the lab supervisor/technical specialist (approximately \$60,000/year each for two, hired on a half-time basis), and several student helpers (approximately \$9.00/hour with the need of about four students at 20 hours/week.)

6. Technology and Software

a.) Assessment of current technology/software

The Foreign Language Lab has “Tell Me More” software programs (individual user version) installed in their computers for Chinese, French, Italian, Spanish and Japanese. French has also purchased a user license for “Tell Me More” so their students can access this program online individually using an access code. “Tell Me More” is a self-paced

foreign language learning software program designed to supplement formal classroom instruction.

b.) Immediate technology/software needs

Funding is needed to renew the (3-year) institutional user license for “Tell Me More” software for French. Estimated costs: \$20,500 for a 3-year license. The feasibility of having this cost covered by ITS will be pursued.

c.) Long term technology/software needs

Contingent upon the replacement/upgrading of all hardware (e.g., computers/terminals) in the Humanities Building and Foreign Language Lab, funding will be needed to upgrade most or all of the software programs (e.g., “Tell Me More”, grammar programs) to run under the operation systems standard/compatible with these new machines.

d) Related recommendations

As mentioned in section 1.1.d (i.e., under “Technology”), full-time French and Spanish faculty in foreign languages have been gifted with funds by an anonymous donor to purchase iPads for their instructional use. However, these iPads require adequate Wi-Fi connectivity to be fully and effectively employed in the classrooms and faculty offices as a supplement to teaching. Almost all foreign language classes and faculty offices are located on the first floor of the Humanities Building, where the Wi-Fi connection is extremely “weak” or attenuated. Equipping these iPads with an external/peripheral device such as a Wi-Fi signal amplifier/booster is suggested as the least costly (temporary) solution to this problem. Estimated costs would run \$40-60 per amplifier with the need of seven devices for all full-time (French and Spanish) faculty.

7. Staffing

a.) Current staffing

As of the Fall 2013 academic year, The Foreign Language Department is staffed by nine full-time and 21 part-time faculty. Among the nine full-time members, five teach Spanish (with one teaching French as well), one teaches French, one teaches French and Italian, one teaches Japanese, and one teaches both Japanese and Chinese. All hold the master’s degree, four possess a Ph.D, and two have achieved a C.Phil.

The number of part-time faculty varies from semester to semester, depending on the courses offered. Currently ten out of the 21 part-time faculty teach Spanish, five teach Japanese, three teach French, two teach Chinese and Italian, respectively, and one teaches German.

b.) Staffing needs

Two full-time Spanish faculty have retired since 2012, and another is currently on pre-retirement (teaching half time). The district, however, is aware of the need to replace these faculty members, and one of these positions was replaced in the 2013-2014 year and the district has approved another position for the 2014-2015 year. Fortunately, changes in Title 5 now allow adjunct faculty to teach two classes, which has ameliorated challenges in staffing. The costs for hiring another full-time Spanish instructor are estimated at \$100,000 (salary plus benefits).

c.) Related recommendations

One full-time or two technical/computer specialists, each hired on a half-time basis (ideally ones who have an understanding of or are knowledgeable about foreign languages) should be hired to oversee and supervise the Foreign Language Lab. Additionally, the hiring of several student technicians would be helpful in order to better serve the lab needs of our foreign language students. The cost would include the salary for the half-time specialist (approximately \$60,000 each/year) and several student helpers (approximately \$9.00/hour with the need of about four students at 20 hours/week.)

8. Direction and Vision

a.) Relevant changes in the academic field

As mentioned throughout this review, more and more educational resources (e.g., textbooks, supplementary language learning software programs) are being made available online via personal laptops and Wi-Fi devices. This means that technology will increasingly be complementing education in greater ways than previously imagined, particularly in terms of foreign language learning and instruction. Thus having a classroom that is ready to accommodate and utilize these new technological means and modes of learning/teaching will become vital to the future college campus, to allow all in its community to participate and benefit from them.

At the same time, since language is the system of communication used by a particular country, society or community, it is necessary for the foreign language program at ECC to offer courses in the languages that would best serve the particular needs of our own student population (i.e., community), as well as prepare our students for active and productive participation in an ever-increasingly global society/world.

b.) Direction and vision

In light of the changing demographics of our college community, in the Foreign Language Department's future, we'd like to envision a future curriculum that will be fully addressing the needs of that population, such as an increase in unit value to the Spanish 52A and 52B courses, so heritage/native Spanish speakers will have a place to hone their already-acquired language skills at a pace and level apart from non-native speakers. Also, we'd like to see the development of already-existing language programs

such as Chinese into full majors, with an eye to the growing economical influences of China.

c.) Related recommendations

Following completion and approval of the model for Spanish, the Foreign Language department is likewise aiming to revise curriculum and major requirements to the majors in French and Japanese in order to make them eligible for TMC AA-T status once the templates are made available from the C-ID.

9. Prioritized Recommendations

a.) List of prioritized recommendations

Recommendations	Cost Estimate	Strategic Initiatives
1. Hire 2 half-time technical/computer system specialists to supervise/coordinate and provide IT support/maintenance to Foreign Language Lab	\$57,780/year	A, B, F
2. Increase open hours of Foreign Language Lab (at least 2 additional hours) daily, Mon. – Fri.	\$8266/year	A, B, F
3. Funding and IT support to replace (or at minimum, fully repair) computers in Foreign Language Lab	To be absorbed by ITS	A, B, F
4. Pursue with ITS the feasibility of renewing site license of <i>Tell Me More</i> software for French	\$20,250 for 3-year license	F
5. Replace losses in full-time instructors (e.g., Tom Fonte of Spanish) due to retirement/resignation.	\$100,000/year	B
6. Assess the feasibility of creating an Associate of Arts degree in Chinese, should enrollments and interest warrant it.	(No cost)	B, E
7. Complete all necessary curriculum revisions and changes to the Spanish major in order to qualify for a TMC AA-T degree in Spanish.	(No cost)	B, E
8. Increase course units for Spanish 52A and 52B from 3 to 4 units	(No cost)	B, E
9. Revise curriculum and major requirements to the majors in French and Japanese in order to make them eligible for TMC AA-T status once the templates are made available from the C-ID.	(No cost)	E
10. Ensure that all core foreign language courses, level 2 and above, that are currently omitted from the IGETC transfer pattern be revised and made eligible for inclusion. These courses include: Chinese 3; French 2, 3, 4, 5, 6; Italian 2; and Spanish 2, 5, 6.	(No cost)	E

b.) Reasons for prioritization

Priority has been given to addressing the immediate needs of our Foreign Language Lab as it is the resource/facility most essential to the Foreign Language Department for enhancing student learning and instruction outside of the classroom, and should thus be readily accessible for foreign language student and faculty use alike, and be adequately maintained for that purpose. Importance has also been given to hiring another full-time (Spanish) instructor to restore the membership of our department's faculty to previous levels. The current economic rise of China and resulting anticipated increase of student

population interest in, and need for, acquiring Chinese language skills has led to exploring the creation of a full Chinese language program and major/A.A degree.

Appendix A

Foreign Language Department Course SLOs (as of Fall 2013) by Language/Course

Chinese 1 (Elementary Chinese)

Upon completion of the course, successful students will

1. Converse in Mandarin Chinese in a culturally appropriate manner about every day topics such as greetings, personal information, place and time.
Assessed by: Oral exam
2. Read, write/produce and comprehend a short paragraph, using simple sentences written in Chinese characters and the Pinyin Romanization system.
Assessed by: Written exam
3. Recognize and pronounce 200 Chinese characters with appropriate tones.
Assessed by: Oral exam and written exam

Chinese 2 (Elementary Chinese)

Upon completion of the course, successful students will

1. Converse in Mandarin Chinese about topics such as discussing a New Year party and comparing different foods, using culturally appropriate expressions.
Assessed by: Oral exam
2. Read, write/produce and comprehend a paragraph written in Chinese characters, using complex sentences and a variety of tenses.
Assessed by: Written exam
3. Recognize and correctly pronounce additional 200 Chinese characters (beyond the characters learned in Chinese 1).
Assessed by: Oral exam and written exam

Chinese 3 (Intermediate Chinese)

Upon completion of the course, successful students will

1. Converse in Mandarin Chinese about intermediate-level topics such as negotiating terms on renting apartment and politely declining invitations, using culturally appropriate expressions.
Assessed by: Oral exam
2. Read, write/produce and comprehend multiple paragraphs written in Chinese characters using passive-voice sentences and a variety of complements with verbs.
Assessed by: Written exam
3. Recognize and correctly pronounce additional 150 Chinese characters (beyond the characters learned in Chinese 1 and 2).
Assessed by: Oral exam and written exam

Chinese 21 (Beginning Conversational Chinese)

Upon completion of the course, successful students will

1. Converse with appropriate tones in Mandarin Chinese within the limits of vocabulary and structures acquired in beginning Chinese 1-2 levels.

Assessed by: Oral presentation and exam

2. Comprehend questions on everyday topics and social situations (e.g., meeting new friends from China, dinning in Chinese restaurant) and provide simple responses to them in a culturally appropriate manner.

Assessed by: Oral presentation and exam

Chinese 22 (Intermediate Conversational Chinese)

Upon completion of the course, successful students will

1. Converse with fluency in Mandarin Chinese within the limits of vocabulary and structures acquired in beginning Chinese 2 and intermediate Chinese 3 levels.

Assessed by: Oral presentation and exam

2. Comprehend questions on everyday topics and social situations (e.g., asking for help, apology, and planning a trip to China) and provide full responses to them in a culturally appropriate manner.

Assessed by: Oral presentation and exam

Chinese 24 (Introduction to Chinese Language and Culture)

Upon completion of the course, successful students will:

1. Identify the key concepts (e.g., political, religious, philosophical), incidents, and figures in China's cultural history that have impacted the Chinese language, ideology, and society.

Assessed by: Written exam

2. Describe and critically analyze a selected topic (e.g., family values, lifestyle, work ethics) on Chinese culture by comparing/contrasting it with their own.

Assessed by: Written exam

French 1

Upon completion of the course, successful students will:

1. Converse in a culturally appropriate manner about everyday topics such as greetings and personal description within the limits of vocabulary and structures appropriate to beginning French 1.
 - a. Assessed by oral exam in final exam.
2. Read and demonstrate comprehension of a short paragraph in French about other people, places or everyday topics.
 - a. Assessed by reading paragraph and answering questions in final exam.
3. Write a 5-10 sentence paragraph in French about themselves and everyday topics.
 - a. Assessed by a short composition in final exam.

French 2

Upon completion of the course, successful students will:

1. Converse in a culturally appropriate manner with French speakers about everyday topics such as discussing their future plans or relating something that happened in the past. Students will do so within the limits of vocabulary and structures appropriate to beginning French 2.
 - a. Assessed by oral exam in final exam.
2. Read and demonstrate comprehension of short articles in French.
 - a. Assessed by reading paragraph and answering questions in final exam.
3. Write a 1-2 paragraph composition in French about topics such as discussing their daily routine or describing a past event with passé composé and/or imparfait.
 - a. Assessed by a short composition in final exam.

French 3

Upon completion of the course, successful students will

1. Converse in a culturally appropriate manner about themselves and their lives as well as cultural aspects of France and/or francophone countries such as the euro zone, commerce in France, housing etc. Students will do so within the limits of vocabulary and structures appropriate to beginning French 3.
 - a. Assessed by oral exam in final exam.
2. Read and demonstrate comprehension of a 2-3 paragraph cultural texts in French.
 - a. Assessed by reading paragraph and answering questions in final exam.

3. Write a 2-3 paragraph story in French about themselves such as recounting the best day or worst day of their life using a variety of tenses such as passé composé, imparfait and/or plus que parfait.
 - a. Assessed by a composition in final exam.

French 4

Upon completion of the course, successful students will:

1. Converse with some ease and fluency with French speakers in daily situations as well as cultural aspects of France and/or francophone countries such as French cinema, transportation and technology, education etc. Students will do so within the limits of vocabulary and structures appropriate to beginning French 4.
 - a. Assessed by oral exam in final exam.
2. Read and demonstrate comprehension of a 3-5 paragraph cultural texts and/or authentic texts in French.
 - a. Assessed by reading paragraph and answering questions in final exam.
3. Write a 2-3 paragraph composition in French such as recounting their future plans (using futur and futur antérieur), writing their resumés or describing their vision for the educational system of the future (using subjunctif tense)
 - a. Assessed by a composition in final exam.

French 5

Upon completion of the course, successful students will:

1. Write a 2-3 page creative, analytical paper or a summary in French on an assigned topic related to the culturally appropriate texts/works studied in class.
2. Compose an organized paper in French with an introduction, at least 3 related paragraphs and a conclusion.
3. Use simple yet correct French language acquired in level 1-4.
 - a. Assessed by a paper.

French 6

Upon completion of the course, successful students will:

1. Write a 3-4 page creative, analytical paper or summary in French on an assigned topic related to the culturally appropriate texts/works studied in class.
2. Compose an organized paper in French with an introduction, at least 5 related paragraphs and a conclusion.
3. Use both simple and more complex French language and idiomatic expressions acquired in level 1-4 as well as their personal readings of previous French works.

- a. Assessed by a paper.

French 21

Upon completion of the course, successful students will converse orally in French. They will be able to:

1. Understand simple spoken questions on everyday topics occurring in conversational situations such as meeting someone, making a phone call or describing one's day etc.
2. Answer orally in a cultural appropriate manner simple questions.

- a. Assessed by oral examination and/or 1-2 minute oral presentation

French 22

Upon completion of the course, successful students will to converse in French with ease. They will be able to:

1. Understand spoken questions on everyday topics as well as questions centered on culturally relevant issues in French/francophone societies such as French cinema, media and technology, Paris versus the provinces etc...
2. Answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions.

- a. Assessed by oral examination and/or oral 2-3 minute oral presentation.

German 1

Upon completion of the course, students will be able to:

1. Compose and respond to simple, elementary-level questions and statements in German, using paratactic constructions, two tenses, three cases, indicative mood, and active voice.

German 2

Upon completion of the course, students will be able to:

1. Compose and respond to simple, elementary-level questions and statements in German, using hypotactic constructions, all tenses, passive voice, all cases, all moods.

Italian 1

Upon completion of the course, successful students will:

1. Converse in a culturally appropriate manner about everyday topics such as greetings and personal description.
Assessed by: oral examination
2. Read and demonstrate comprehension of a short paragraph about other people, places or everyday topics.
Assessed by: Reading paragraph and answering questions
3. Write a paragraph about themselves and everyday topics.
Assessed by: a short written composition

Italian 2

Upon completion of the course, successful students will:

1. Converse in a culturally appropriate manner with native speakers about topics such as discussing their future plans or relating something that happened to them in the past.
Assessed by: oral examination
2. Read and demonstrate comprehension of short articles in Italian.
Assessed by: reading paragraph and answering questions
3. Write related paragraphs about topics such as discussing their daily routine or describing a past event with the passato prossimo and / or the imperfetto.
Assessed by: a short written composition

Italian 24

Upon completion of the course, successful students will

1. Contextualize in a culturally appropriate manner about cultural topics that are proper of the Italian society. Sample topics are; social institutions, literature, art, architecture, music, cuisine, sport and other cultural aspects of Italian life.
2. Develop skills in the critical analysis of literary texts and other cultural materials (regarding films, paintings, musical compositions, historical documents, critical theories, social practices); be aware of a variety of approaches to the study of Italian culture, for different disciplines such as the humanities, the social sciences, art, geography, music and the ways in which these may intersect to generate interdisciplinary study;
3. Learn to critically assess the validity of an argumentation conducted by others; be aware the ethics-based protocols of citation etc. in academic research and writing; write clearly, accurately in both English or Italian.

Japanese 1 (Elementary Japanese I)

Upon completion of this course, successful students will:

1. Converse in Standard Japanese to perform basic communicative tasks (e.g., exchange greetings/personal information, give time/directions/daily activities) using present/future and past tenses in formal (*desu/masu*) speech style. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 1 level.
Assessed by: Oral component of final exam
2. Read and write *hiragana*, *katakana*, and approx. 40 basic *kanji* characters and demonstrate comprehension of prepared (8-10 sentence) texts written in them.
Assessed by: Reading comprehension and/or written component of final exam
3. Compose simple sentences and responses to questions employing *hiragana*, *katakana*, and learned *kanji* appropriately.
Assessed by: Writing section of final exam

Japanese 2 (Elementary Japanese II)

Upon completion of this course, successful students will:

1. Converse in Standard Japanese to perform simple communicative tasks in social situations (e.g., make requests, state simple reasons/conjectures/plans, report speech) employing present/future and past tenses in both long (i.e., formal) and short (i.e., informal) speech style forms. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 2 level.
Assessed by: Oral component of final exam
2. Read and write *hiragana*, *katakana*, and approx. 100 additional *kanji* characters and demonstrate comprehension of short (2-3 paragraph) prepared texts (e.g., informal letters, emails, brief reports, folktales) written in them.
Assessed by: Reading comprehension and/or written section of final exam
3. Compose sentences and personal responses to questions, employing complex sentence structures as well as appropriate use of *hiragana*, *katakana*, and learned *kanji*.
Assessed by: Written components of final exam

Japanese 3 (Intermediate Japanese I)

Upon completion of this course, successful students will:

1. Converse in Standard Japanese in a culturally appropriate manner (e.g., using appropriate speech style and perspective) with Japanese speakers about everyday life situations (e.g., employment, traveling, gift-giving). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 3 level.
Assessed by: Oral component of final exam

2. Read and write *hiragana*, *katakana*, and approx. 200 *kanji* characters and demonstrate comprehension of longer (3-4 paragraph) prepared narratives and texts (e.g., diaries, travelogues, social letters, advice columns) written in them.
Assessed by: Reading comprehension and/or written component of final exam

3. Compose a short essay in Japanese that develops a given theme (e.g., a memorable experience/favorite place/biographical account of someone) in 2-3 related paragraphs, using learned *kanji*, vocabulary, idiomatic/cultural expressions, and structures appropriately.
Assessed by: Writing section of final exam

Japanese 4 (Intermediate Japanese II)

Upon completion of the course, successful students will:

1. Converse in Standard Japanese in a culturally appropriate manner (e.g., using honorific/humble speech style and expressions) with Japanese speakers about cultural topics and social situations typical to life in Japan (e.g., annual events, shopping, education, paying formal visits). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 4 level.
Assessed by: Oral component of final exam

2. Read and write hiragana, katakana, and approx. 300 kanji characters and demonstrate comprehension of longer (4-5 paragraph) adapted authentic texts (e.g., short biographical essays, newspaper articles, formal letters) written in them.
Assessed by: Reading comprehension and/or written component of final exam

3. Compose a personal narrative in Japanese consisting of 3-4 related paragraphs describing one's worst day or experience using learned kanji, vocabulary, idiomatic/cultural expressions, structures, and in accordance with written Japanese protocols.
Assessed by: Writing section of final exam

Japanese 21 (Beginning Conversational Japanese)

Upon completion of the course, successful students will:

1. Converse in natural, colloquial Japanese within the limits of vocabulary and structures acquired in beginning Japanese 1 and 2 levels.
Assessed by: Oral presentation and exam

2. Comprehend questions on everyday topics and social situations in Japanese society (e.g., work, school, social life) and provide simple responses to them in a culturally appropriate manner.
Assessed by: Oral presentation and exam

Japanese 22 (Intermediate Conversational Japanese)

Upon completion of the course, successful students will:

1. Converse with fluency in natural, colloquial Japanese within the limits of vocabulary and structures acquired in beginning Japanese 2 and intermediate Japanese 3-4 levels.
Assessed by: Oral presentation and exam
2. Comprehend questions on everyday topics and social situations in Japanese society (e.g., work, school, social life) and provide full responses to them in a culturally appropriate manner.
Assessed by: Oral presentation and exam

Japanese 25 (Cultural Aspects of the Japanese Language)

Upon completion of the course, successful students will:

1. Identify the key concepts (e.g., religious, cultural, philosophical), incidents, and figures in Japan's socio-cultural history that have impacted the Japanese language, culture and arts.
Assessed by: Written exam
2. Describe and critically analyze a selected topic (e.g., annual events, work ethics, gender roles) on Japanese culture/society by comparing/contrasting it with their own.
Assessed by: Written exam

Spanish 1

Upon completion of Spanish 1, successful students will:

SLO#1: converse in and comprehend Spanish using present tense, simple past tense, and “ir + a + infinitive” construction about everyday topics, such as introductions and descriptions about themselves and others within the limits of vocabulary appropriate to beginning Spanish 1.

SLO#2: read and comprehend short paragraphs in Spanish on topics such as places in the city, daily routines, fields of study, pastimes, vacations, and likes and dislikes.

SLO#3: write a 5 to 10 sentence paragraph in Spanish about themselves and everyday topics such as leisurely activities and academic life using the present tense, simple past tense, and “ir + a + infinitive” construction.

SLO#4: demonstrate basic awareness of Hispanic culture, such as values, customs, surname system, meals, etc.

Spanish 2

Upon completion of Spanish 2, successful students will:

SLO#1: converse in and comprehend Spanish using the simple past tenses (Preterite/ Imperfect), and Future tense about everyday topics, such as description and narration about childhood and other stages of life, celebrations and social life, within the limits of vocabulary appropriate to beginning Spanish 2.

SLO#2: read and comprehend short paragraphs in Spanish on topics such as food, health and well-being, housing, city life, personal relationships, and celebrations.

SLO#3: write a three- paragraph essay in Spanish describing and narrating in the past about childhood and other stages of life, celebrations and social life using the Preterite and Imperfect, Present Subjunctive tenses.

SLO#4: demonstrate developing awareness of Hispanic culture, values and traditions such as coming of age at fifteen parties (quinceañera), day of the dead, saint day celebration, etc.

Spanish 3

Upon completion of Spanish 3, successful students will:

SLO#1: converse in and comprehend Spanish with an increasing awareness and control of grammatical tenses and modes about personal topics such as personal preferences and opinions, accomplishments, future plans and making requests.
Assessed by oral examination and/or presentation

SLO#2: read and comprehend short articles and stories in Spanish from authentic texts on topics related to Hispanic culture such as identity and social issues, music, art, literature, history and politics.

Assessed by written examination

SLO#3: write a 3-4 paragraph story in the past using the preterit and imperfect tenses, the subjunctive and indicative modes and the correct use of accent marks.

Assessed by written composition

Spanish 4

Upon completion of the course, successful students will

SLO#1 Converse with some ease and correctness with native Spanish speakers or speakers of Spanish with native-like abilities in daily situations as well as cultural aspects of Hispanic countries such as Latin American and Spanish cinema, transportation and technology, education etc. Students should show the ability to use the preterit and imperfect tenses from the indicative mood correctly as well as the present, imperfect, present perfect and pluperfect tenses of the subjunctive mood when speaking.

Assessed by oral examination

SLO#2 Read and demonstrate in Spanish comprehension of authentic texts, including newspapers, printed and electronic articles and letters, and literature

Assessed by explaining in Spanish the main ideas and themes in writing and/or orally

SLO#3 Write a composition in Spanish with a minimum of three paragraphs about themselves or others recounting their future plans and wishes employing the proper use of vocabulary and a variety of verb tenses in the indicative mood (present, preterit, imperfect, future, conditional, perfect) as well as the present, past and perfect tenses of the subjunctive mood, (describing their vision for themselves or other socially relevant current topics.)

Assessed by an in-class written composition at the end of the semester (Minimum length three paragraphs not to exceed two pages if typed)

Spanish 5

Upon completion of the course, successful students will:

SLO#1: write a 2-3 page creative, analytical paper in Spanish on a literary work written in Spanish and studied in class.

SLO#2: compose an organized paper in Spanish with an introduction, at least 3 related paragraphs and a conclusion.

SLO#3: use simple yet correct Spanish language acquired in levels 1-4.

Assessed by a paper.

Spanish 6

Upon completion of the course, successful students will

SLO#1: write a 3-4 page creative, analytical paper or summary in Spanish on a literary work written in Spanish and studied in class.

SLO#2: compose an organized paper in Spanish with an introduction, at least 5 related paragraphs and a conclusion.

SLO#3: use both simple and more complex Spanish language and idiomatic expressions acquired in levels 1-4 as well as their personal readings of previous Spanish works.

Assessed by a paper.

Spanish 21

Upon completion of the course, successful students will converse orally. They will be able to:

SLO#1: understand simple spoken questions in Spanish on everyday topics occurring in conversational situations such as meeting someone, making a phone call, describing one's day.

SLO#2: answer orally in a cultural appropriate manner simple questions with ease.

Assessed by oral examination and/or oral presentation

Spanish 22

Upon completion of the course, successful students will converse with ease. They will be able to:

SLO#1: understand spoken questions in Spanish on everyday topics as well as questions centered on culturally relevant issues in Spanish-speaking societies such as Spanish/Latin American cinema, media and technology, Castilian Spanish versus Latin American Spanish, etc...

SLO#2: answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions.

Assessed by oral examination and/or oral presentation.

Spanish 52A

Upon completion of the course, successful students will:

SLO#1: converse in Spanish using present tense, simple past tense, imperfect tense, and basic vocabulary in the fields of art, music, film, literature, fashion, sports, and physical fitness.

Assessment Tool: Oral presentation

SLO#2: read and summarize in Spanish poems, short stories, and short essays by Spanish-speaking authors.

Assessment Tool: Reading comprehension questions

SLO#3: write in Spanish about historical, cultural, and literary aspects of several Spanish-speaking countries and Hispanic communities in the United States using preterite and imperfect verb tenses basic command of orthography and written phonetic and diacritical accents.

Assessment Tool: A short written composition

SLO#4: demonstrate basic awareness of cultural events and topics of Spain, several North, Central, and South American Spanish-speaking countries, and Hispanic communities in the United States. These topics include the first inhabitants of these particular Spanish-speaking countries as well as Latino immigration in English-speaking North America.

Assessment Tool: Oral presentation

Spanish 52B

Upon completion of the course, successful students will:

SLO#1: converse in Spanish using subjunctive and imperative moods, passive constructions, perfect tenses, and basic vocabulary in the fields of energy, ecology, geography, human rights, politics, and business.

Assessment Tool: Oral presentation

SLO#2: read and analyze in Spanish, Spanish fiction and non-fiction writings by Spanish-speaking authors such as poems, short stories, essays, and one literary novel.

Assessment Tool: Reading comprehension questions

SLO#3: write about and interpret in Spanish historical, cultural, and literary aspects of several Spanish-speaking countries using simple past tense, imperfect tense, perfect tenses, and present and subjunctive moods with an intermediate command of orthography and phonetic and diacritical accents.

Assessment Tool: A short written composition

SLO#4: demonstrate an awareness of the major cultural events of several North, Central and South American Spanish-speaking countries. These events include the rise and fall of the Incan civilization and the struggle for peace in Guatemala and El Salvador.

Assessment Tool: Oral presentation