

**Foreign Language Department Program Review  
2008-2009**

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## I. Overview

### A. Description of the Program

The Foreign Languages Department at El Camino College offers courses in Spanish, French, Chinese, Japanese, Italian and German. Associate of arts degrees are offered in Spanish, Japanese and French. Students may choose sufficient course work to satisfy admission requirements to either the CSU or the UC as well as California independent universities. Language acquisition courses also allow students to become conversationally proficient for travel, business or a specialized education such as translators.

Since its inception over 50 years ago, the Foreign Languages Department has increased the number of languages that it offers as well as the number of courses in each language. Its earliest offerings in the 1950s were in French and Spanish, covering four levels of language acquisition (e.g. French 1, 2, 3, 4) as well as four semesters of conversation (e.g. Spanish 21ab, 22ab). Italian I and 2 were added in 1966-67 as were Introduction to Literature 5 and 6 for French and Spanish. These literature courses provide students prepared by K-12 programs, the opportunity to continue improving their higher-level skills prior to transferring. In the 1970s, Japanese (1, 2, 3, 4) was added to the program.

In the 1980s, a special topics course (50) was added to French and Spanish offerings, as well as an Independent Study (99abc) and a non-credit Foreign Language Tutorial Laboratory (100) providing students with computer-assisted instruction. In the 1980s, the Spanish program added Spanish for the Native Speaker (52) to its offerings to address the needs of heritage students that differ from those of new language learners. These courses more effectively move the heritage students into the language sequence with the polished skills necessary to do well at all levels of language study. In the 1990s, language and culture courses were added to French and Spanish (24) and to Japanese (25) because students wanted culture courses taught in English.

Chinese was the last program to be added to the Foreign Language Department. Chinese 1 and 2 were first offered in the 1995-1996 academic year. The Chinese conversation courses (21ab and 22ab) and the Chinese culture course (24) were added in 2001 and 2008 respectively.

These changes in offerings have reflected student demographics, political changes within the state of California, shifts in direction from Sacramento affecting K-12 foreign language instruction as well as CSU and UC pressures. While the Spanish program has remained the largest among the languages offered, Japanese has been steadily growing and is now the second most popular language program. Students of non-Japanese descent, including Latinos, are now the majority of students in Japanese classes at all course levels.

In past years, legislative requirements have instigated changes in course offerings in foreign languages. In 1963-64, additional offerings for credentialed K-8 teachers appeared to reflect the legislation requiring foreign language to be taught in elementary and junior high schools without the corresponding funds to hire new teachers. A brief flurry with the preparation of bilingual teachers mandated by the Chacon Act in the 70s lasted only a few years because of the CSU's better positioning in the market.

Methodology in language instruction at El Camino College is on the forefront of the profession and allows students to transfer smoothly into programs at the CSU, UC or any major private university. Catalog descriptions over the years reflect changes in the accepted methodologies of the times, with courses from the 1950s, 60s and 70s focusing on grammar-based reading and writing with some focus on conversational skills. Current course descriptions reflect an emphasis on conversational competency in the first two semesters and reading and writing skills highlighted in the third and fourth semesters. Students who move through the first two courses of a language are conversationally proficient within the parameters of a limited vocabulary and are poised to acquire skills in reading, writing, and conversation. Introduction to Literature in French and Spanish prepares students to move directly into upper-division status at the university.

Students who take foreign language courses come from various backgrounds with various goals. Native speakers take courses with high school Advanced Placement (AP) students. True beginners take courses with students who have taken only a semester or two in high school. Some seek only admission requirements to the CSU while others choose to major in a language at El Camino and have goals of minoring or majoring in the language at a university. Many want bilingual competency for business purposes (from international business to court translators). Many choose to become second language teachers. Others have personal goals, such as communicating with family members and personal enrichment.

## **B. Status of Previous Recommendations**

The Foreign Language Department had its last Program Review in 1999. At that time, 13 recommendations were made, and most of these recommendations have been implemented.

1. Develop strategies for promoting the program and increasing enrollments.  
**Status:** This recommendation has been met. It is an on-going goal. Several strategies have been developed to promote enrollments. For example, French and Italian faculty write letters to previous students encouraging them to continue with their foreign language study. Chinese faculty posts flyers for low-enrolled and new courses. Faculty members in the Foreign Language Department have requested support staff to assist with recruitment but this has not been provided (see recommendation 9).

2. Forward titles of books and media to Library and Media Services for acquisition.  
**Status:** This recommendation has been met, and it is an on-going goal.
3. Improve communication between full-time and part-time faculty.  
**Status:** This recommendation has been met. It is an on-going goal.
4. Improve communication with counseling; resolve the rationale and deadlines for "Credit by Exam;" resolve the recruitment and placement of native speakers.  
**Status:** This recommendation is on-going. Foreign language faculty members have open lines of communication with the division's assigned counselor, Sabra Sabio, who has communicated faculty recommendations to other counselors concerning "credit by examination" and the placement of native speakers in foreign language classes. However, native speakers continue to be misplaced in foreign language classes. Sabra Sabio also attends department meetings to stay informed of program changes and is a strong advocate for the department and its curriculum.
5. Work with personnel in Admissions and Records regarding the omission of AP exam scores and subsequent unit credit on students' transcripts.  
**Status:** This goal has not been met.
6. Revise the French and Spanish language major.  
**Status:** This recommendation has been met. Proposals for the major were approved in 2004. The requirements for the major are still relevant.
7. Investigate the possibility of offering unit/hour variations to current course structure.  
**Status:** This recommendation is in progress.
8. Expand course offerings to include Distance Education.  
**Status:** This recommendation has not been met. However, new instructional technologies have been integrated into language courses.
9. Hire support staff to assist faculty with study abroad programs and recruitment.  
**Status:** This recommendation has not been met. It is still a priority and is included as a recommendation in the current program preview.
10. Improve communication with the Learning Resource Center regarding tutoring and recommend limits of tenure (e.g., two years), and additional hours for tutors.  
**Status:** This recommendation has been met. It is an on-going goal.
11. Revise student surveys used in faculty evaluations to provide more meaningful input and to include student-generated comments.  
**Status:** This recommendation has been met. It is an on-going goal. It may require approval by the Academic Senate.
12. Conduct a student survey regarding the curriculum.  
**Status:** This recommendation has been met. Informal student surveys were conducted by two members of the foreign language faculty. It yielded useful information regarding student assessments of the curriculum which was used to support curriculum proposals.
13. 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:** This recommendation has not always been followed, as upper-level Spanish courses (5 and 6) have been cancelled due to low enrollment. Students were then left without a Spanish course to take.

### **C. Support Services**

The Computer Lab is available on a limited basis as support for language students. However, this potentially valuable resource has so far received limited staffing, funding and technical support. It has been open for limited hours and has not had the proper software installed in time.

Textbooks used in the Foreign Languages Department have CDs and accompanying programs online that students can use to practice their language skills.

Free peer tutoring for foreign language students is available in the Learning Resources Center of the Library.

Evening classes are offered on a regular basis, and some full-time faculty members teach night classes. The Computer Lab and the free peer tutoring are not available for night students.

## II. Analysis of Institutional Research Data for Foreign Languages

Statistics regarding foreign language instruction at El Camino College are copious and can be analyzed with various focuses. Figures relating to fill rates, retention and success rates in the individual languages and foreign languages in general are examined here, and some observations contrasting foreign languages to the Humanities Division's overall figures are made. Accompanying charts and tables follow the textual presentation for further details. They are arranged from more general summaries to more specifically detailed information.

Table 1: Fill Rates, Number of Sections/Seat Count, Success Rates, Retention Rates by Language

Language	Fill Rates Fall 2005- Fall 2008	Number of Sections and Seat Count 2004/5 – 2008/9	Success Rates Fall 2005 – Fall 2008	Retention Rates Fall 2005 – Fall 2008
Chinese	54.5	44/897	78.0	83.7
French	63.4	110/2,494	69.6	78.8
German	69.1	31/650	52.7	73.5
Italian	80.2	32/775	66.8	75.2
Japanese	90.4	125/3,722	72.0	83.1
Spanish	73.0	441/11,300	74.3	81.5

Table 2: Foreign Language Seat Count Year by Year and Total

Language	2004-05	2005-06	2006-07	2007-2008	2008-09	4-Yr Avg	%Change
Chinese	185	173	129	185	225	168	21.6%
French	490	512	444	510	538	489	9.8%
German	117	108	107	164	154	124	31.6%
Italian	115	90	118	169	283	123	146.1%
Japanese	729	729	733	760	771	739	5.8%
Spanish	2291	2260	2162	2180	2407	2223	5.1%
Total	3927	3872	3693	3968	4378	3865	11.5%

## A. German

Taking the smallest of foreign language's offering first, the German program continues from year to year with steady enrollment. The German fill rates average 69% for the fall semesters of 2005 through 2008, positioned between the Spanish 73% and the French 63%. With 73.5%, for retention rate, it is lower than the foreign language average of 80%. German's success rate for 2005-2008 is the lowest of the foreign languages at 52.7%. The foreign language average is 69%. The difficulty of the German language may in part serve to explain this low number, but comparing it to another difficult language, the Chinese success rate is 15 points higher and its retention is 10 points higher. The situation is just the reverse for fill rate: German leads Chinese by 14 points. Herein lies, perhaps, the explanation for this seeming contradiction: students go into German believing that it will be relatively easy. After all, it is a well-know, by name, a Western language. Reality soon imposes itself in the form of difficult lessons and low grades. Fewer students go into Chinese and under no misconceptions about its difficulty and consequently are willing to and do work harder as a group. The enrollment in German during academic year 2004 – 2005 until the 2008-2009 projection is 31 sections with 650 students.

## B. Romance Languages: Spanish, French, Italian

The largest single component of the foreign language program is Romance languages. For detailed breakdown of figures, please refer to the accompanying charts. The average success rate in the Romance languages is about 70% based on figures for the fall semester 2005 through the fall of 2008 (French= 69.5%, Italian=66.8%, Spanish=74.3%) which is higher than the Humanities Division average of 62.7%. This difference in success rate could be explained by the fact that foreign languages are electives and are perhaps attract a more select group than is the case with English, which is a general requirement. However, the retention rate of 76.5% in the Romance languages (F=78.8%, I=75.2%, S=81.5%) is slightly below the average Humanities Division rate of 78.5%. A difference of two percentage points does not seem to be statistically important, but it must be noted that most foreign language students take only one semester of the target language. These students believe that one semester is all they need to graduate from El Camino, but they do not take into account the requirements of the schools they are transferring to.

Fill rates for Romance languages amount to 72.2% (F=63.4%, I=80.16%, S=73%) vs. the Humanities fill rate of 98.2%. This huge difference is owed to different class capacity sizes. In the first year foreign language classes, it is 38, whereas in English the size may be lower, 25 in many cases. Again, since the majority of foreign language students take only the first semester of the language, enrollment in intermediate and advanced classes is lower than it could or should be. Romance languages enrolled 14,569 students in 583 sections for academic years 2004-2005 through the projection for 2008-2009. Within this total, French enrolled 2,494



students in 110 sections, Italian 775 students in 32 sections, and Spanish 11,300 students in 441 sections.

### **C. Japanese**

The success rate in the Japanese program averages about 72% for the fall semesters 2005–2008; this figure is higher than the Humanities Division average of 62.7%. The retention rate in the Japanese program which averaged 83.1% between 2005 through 2008 is also above the Humanities Division rate (average 78.5%). Regarding fill rates, the average in the Japanese program is about 90.4%. This figure is the highest among the foreign language courses although distant from the Humanities rate of 98.2%. Academic years 2004-2005 through the projection for 2008-2009 saw 125 sections of Japanese with 3,722 students.

### **D. Chinese**

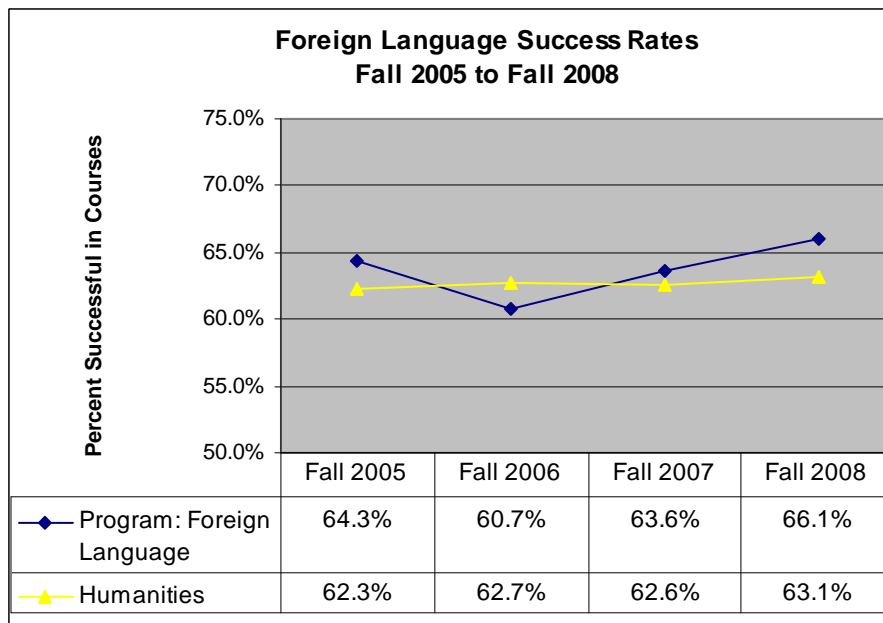
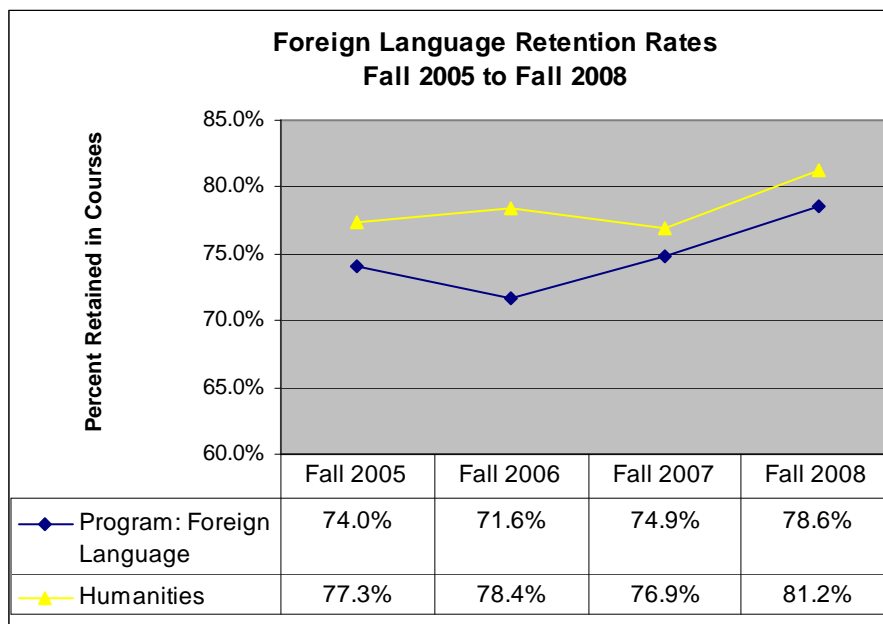
For the same period of academic years 2004-2005 through the 2008-2009 academic year projection, there were 44 sections of Chinese with 897 students. The average success rate in the Chinese program is 78% for the fall semesters 2005 through 2008, topping the Humanities Division figure of 62.7%. The retention rate in the Chinese program for this period is noteworthy at 83.7%, the highest among the foreign languages and higher than the division average of 78.5%. The higher success and retention rates when compared to the Humanities figures may be explained by the determination and dedication of students who go into these courses with full knowledge of their difficulty. However, the fill rate in the Chinese program is 54.9%, which is below the Foreign Languages average of 63.9%. Overall, it can be said that the general interest in learning Chinese is still low. Perhaps it is because of the newness of the program, the unfamiliarity and foreignness of Chinese, unlike Japanese, which has a long-term presence and substantial population in this area.

### **E. Comparison of Romance and Asian Languages**

The major differences between the Romance languages and the Asian languages lie in the success rates of 70% for Romance languages vs. 72% and 78% for Japanese and Chinese respectively. One possible explanation for this may be the type of student the Asian languages attract. It has been observed by the foreign language faculty that students going into these non-Western languages know from the outset that these languages will be more difficult than Western languages; thus the more casual students do not enroll in these courses. On the other hand, Spanish, the largest foreign language numerically, has a wide variety of students including large percentages of native speakers and students coming in from local high schools. Spanish instructors have often experienced sections where perhaps 90% of the students in a typical Spanish 1 class have had some Spanish before this class. It seems that this would result in a uniformly high success rate in Spanish classes, but the reverse is often the case. For instance, Spanish instructors have observed that

many native/heritage students are counseled to take Spanish 1, so they can get an easy "A." The result is often the opposite. Some students become bored since they have been misplaced in Spanish 1, do not study or do the work, or some do not even bother to buy the book! Thus, many students who come into the classes expecting an easy "A" or a slower-paced class like in high school are surprised when they find out that they must follow a rigorous and accelerated course of study. All too often the "easy A" turns into an "easy C" or lower. Spanish instructors have repeatedly pointed this out to the counselors, but Alas, to no avail! If we wish to increase our numbers in advanced courses we must somehow overcome the problem of misplaced students, that is, students who are placed in elementary courses instead of more advanced courses, where they would learn something of value to themselves as adults and college students.

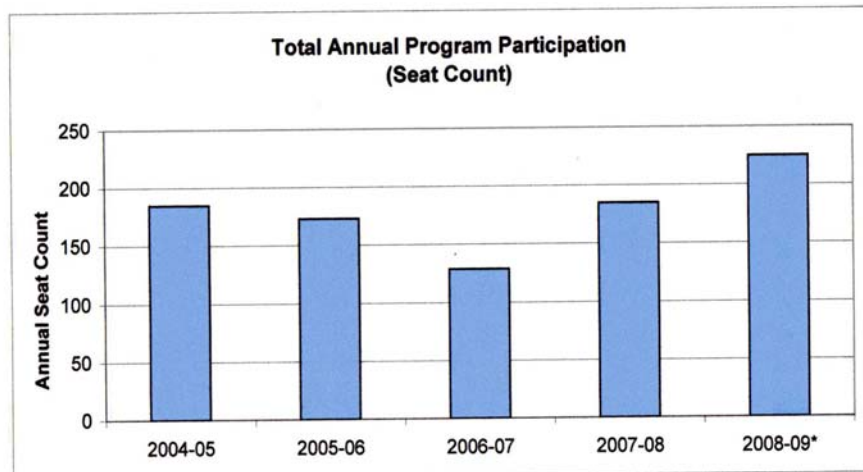
Careful examination of the statistics on foreign language enrollment over the years reveals steady numbers for the most part with an occasional blip but no real trends. This year, in response to the difficult economic situation, many people have come back to school and enrollment has gone up temporarily. Enrollment averages are around 1,900 per semester. Approximate figures are roughly 1100 in Spanish, 250 in French, 320 in Japanese, 90 in Chinese, 75 in Italian, and 65 in German.



**Total Annual Program Participation (4-year Trend)****Years: 2004-05 to 2008-09****Program: Chinese**

	2004-05	2005-06	2006-07	2007-08	2008-09*	5 Yr Avg
Annual Seat Count	185	173	129	185	225	179

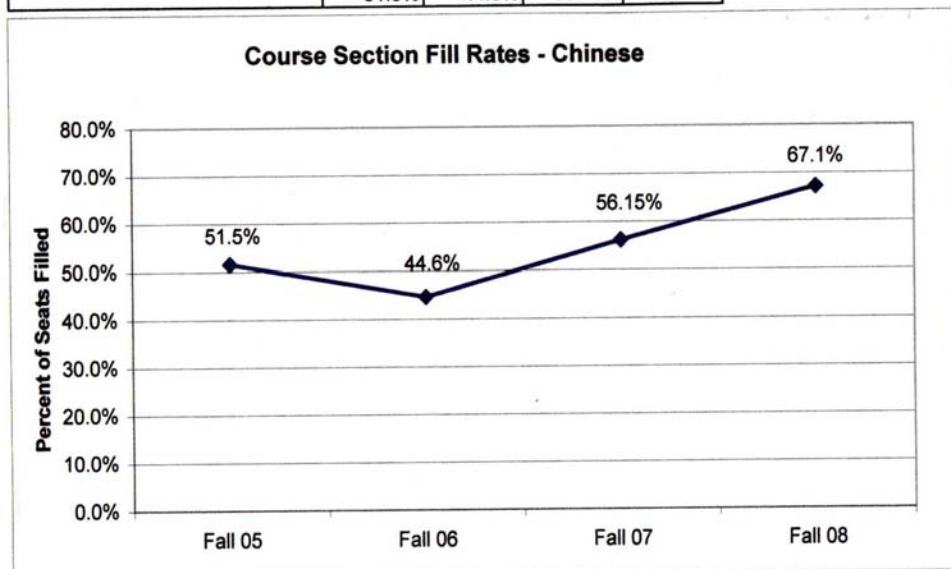
\* Projection

**Course, Section, Seat Counts****Years: 2004-05 to 2008-09**

	2004-05	2005-06	2006-07	2007-08	2008-09*
Sections	9	9	7	9	10
Seats	185	173	129	185	225
Unduplicated Students	163	145	122	169	n/a
Seats/Unduplicated Students	1.1	1.2	1.1	1.1	n/a

**Course Fill Rates**

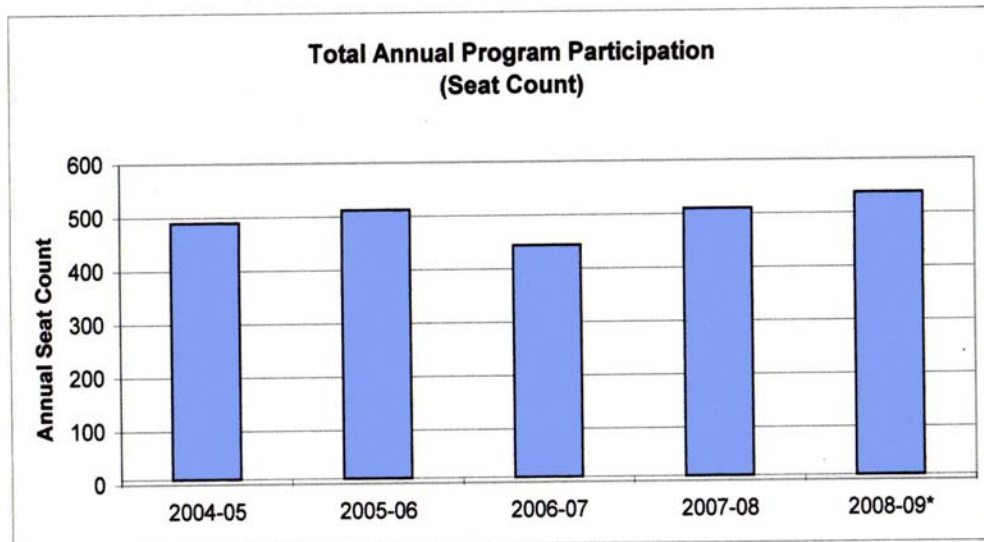
	Fall 05	Fall 06	Fall 07	Fall 08
	51.5%	44.6%	56.15%	67.1%



**Total Annual Program Participation (4-year Trend)**  
**Years: 2004-05 to 2008-09**  
**Program: French**

	2004-05	2005-06	2006-07	2007-08	2008-09*	5 Yr Avg
Annual Seat Count	490	512	444	510	538	499

\* Projection

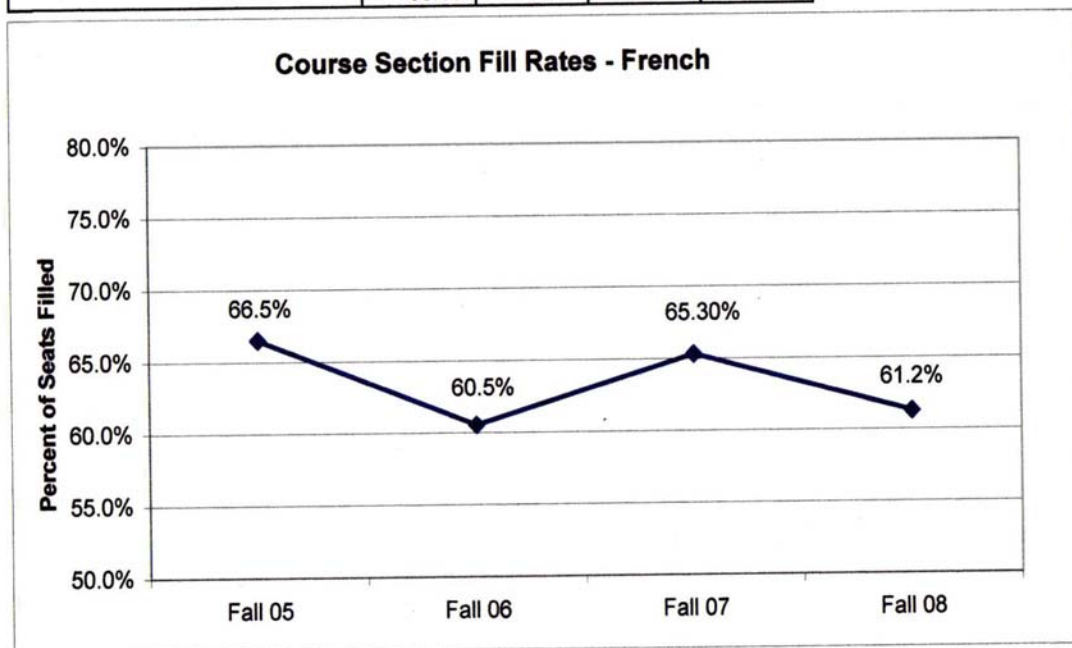


**Course, Section, Seat Counts**  
**Years: 2004-05 to 2008-09**

	2004-05	2005-06	2006-07	2007-08	2008-09*
Sections	22	22	22	20	24
Seats	490	512	444	510	538
Unduplicated Students	417	418	389	421	n/a
Seats/Unduplicated Students	1.2	1.2	1.1	1.2	n/a

**Course Fill Rates**

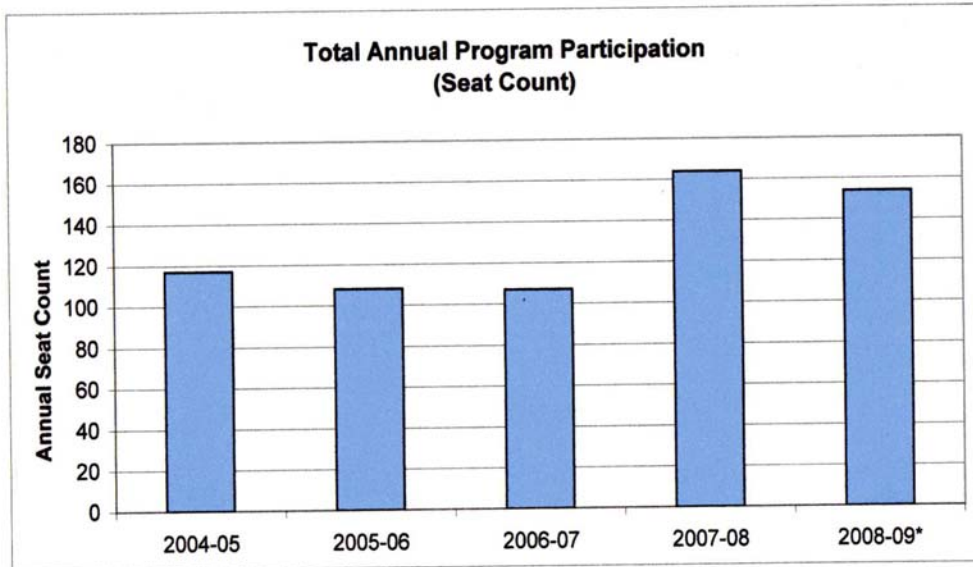
	Fall 05	Fall 06	Fall 07	Fall 08
	66.5%	60.5%	65.30%	61.2%



**Total Annual Program Participation (4-year Trend)****Years: 2004-05 to 2008-09****Program: German**

	2004-05	2005-06	2006-07	2007-08	2008-09*	5 Yr Avg
Annual Seat Count	117	108	107	164	154	130

\* Projection

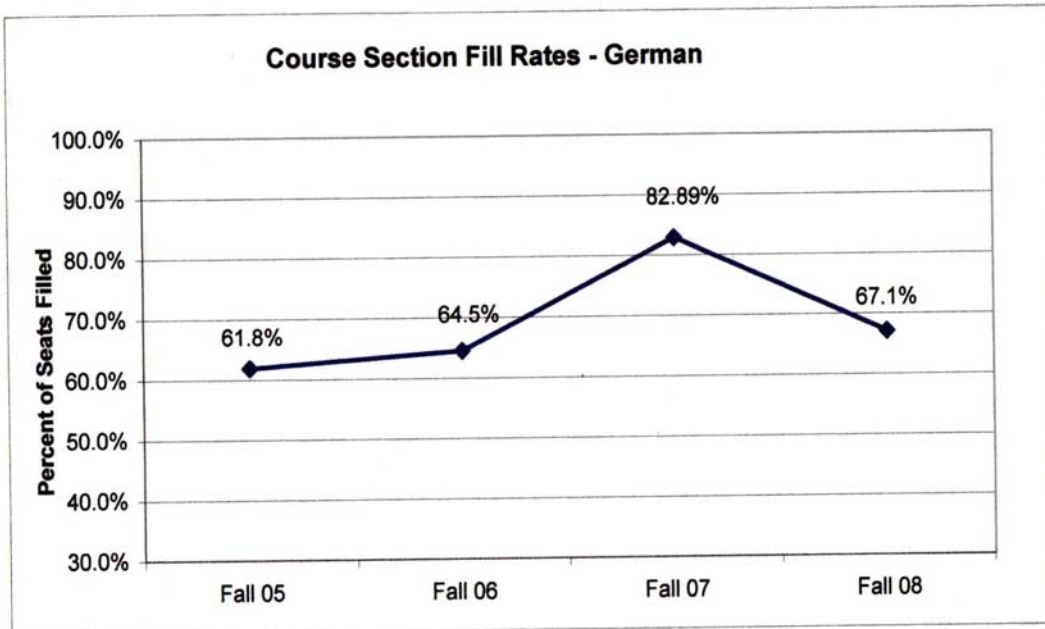
**Course, Section, Seat Counts****Years: 2004-05 to 2008-09**

	2004-05	2005-06	2006-07	2007-08	2008-09*
Sections	6	6	5	7	7
Seats	117	108	107	164	154
Unduplicated Students	115	109	99	132	n/a
Seats/Unduplicated Students	1.0	1.0	1.1	1.2	n/a



**Course Fill Rates**

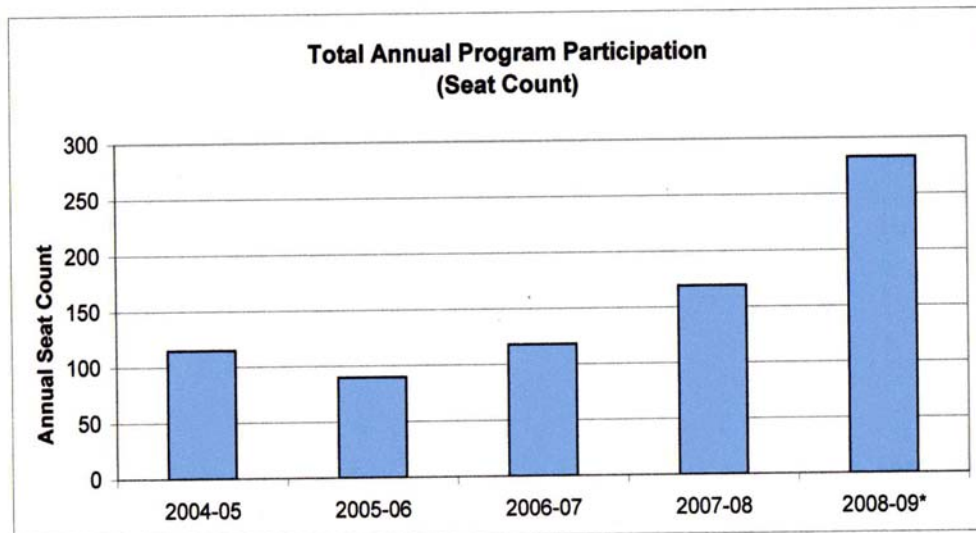
	Fall 05	Fall 06	Fall 07	Fall 08
	61.8%	64.5%	82.89%	67.1%



**Total Annual Program Participation (4-year Trend)**
**Years: 2004-05 to 2008-09**
**Program: Italian**

	2004-05	2005-06	2006-07	2007-08	2008-09*	5 Yr Avg
Annual Seat Count	115	90	118	169	283	155

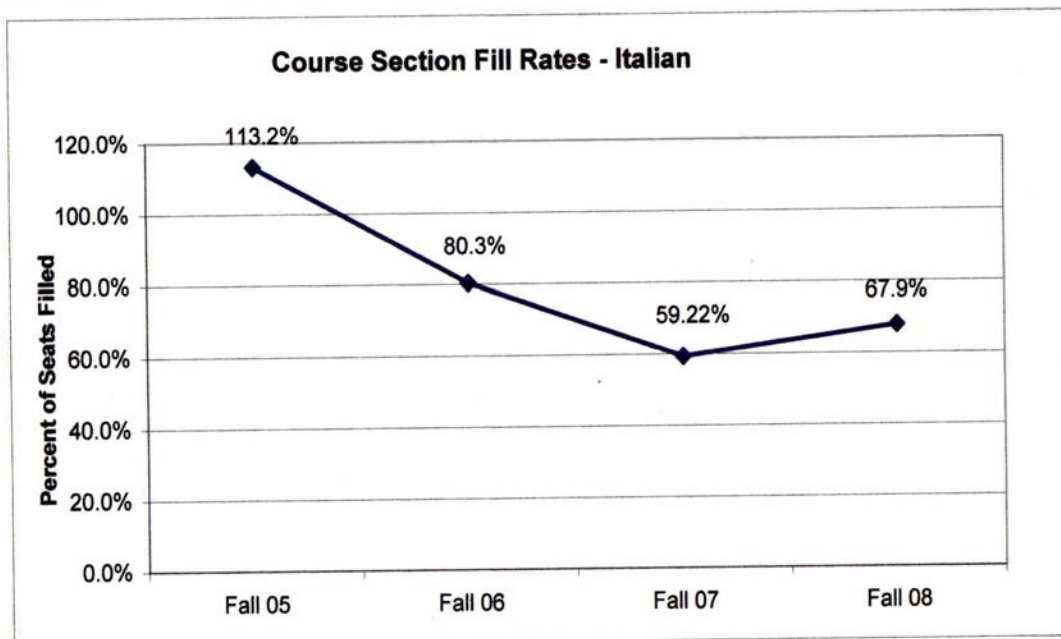
\* Projection


**Course, Section, Seat Counts**
**Years: 2004-05 to 2008-09**

	2004-05	2005-06	2006-07	2007-08	2008-09*
Sections	3	4	3	10	12
Seats	115	90	118	169	283
Unduplicated Students	122	104	75	128	n/a
Seats/Unduplicated Students	0.9	0.9	1.6	1.3	n/a

**Course Fill Rates**

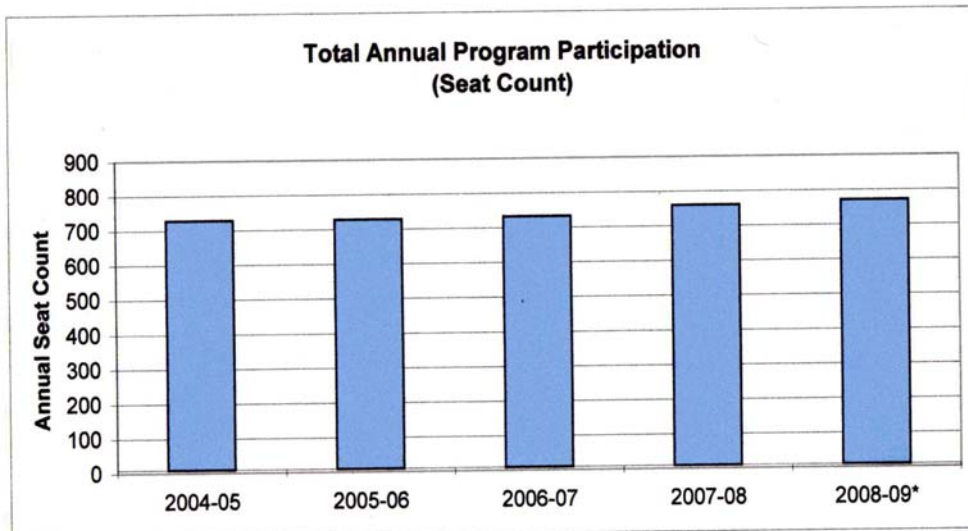
	Fall 05	Fall 06	Fall 07	Fall 08
	113.2%	80.3%	59.22%	67.9%



**Total Annual Program Participation (4-year Trend)**  
**Years: 2004-05 to 2008-09**  
**Program: Japanese**

	2004-05	2005-06	2006-07	2007-08	2008-09*	5 Yr Avg
Annual Seat Count	729	729	733	760	771	744

\* Projection

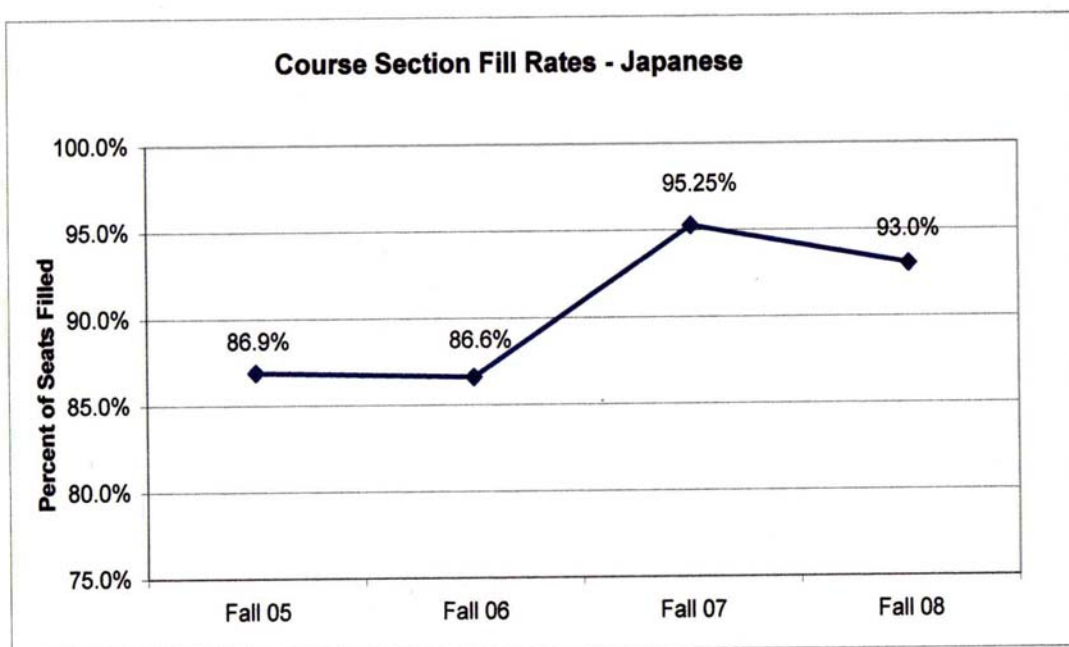


**Course, Section, Seat Counts**  
**Years: 2004-05 to 2008-09**

	2004-05	2005-06	2006-07	2007-08	2008-09*
Sections	25	25	25	24	26
Seats	729	729	733	760	771
Unduplicated Students	602	590	588	605	n/a
Seats/Unduplicated Students	1.2	1.2	1.2	1.3	n/a

**Course Fill Rates**

	Fall 05	Fall 06	Fall 07	Fall 08
	86.9%	86.6%	95.25%	93.0%



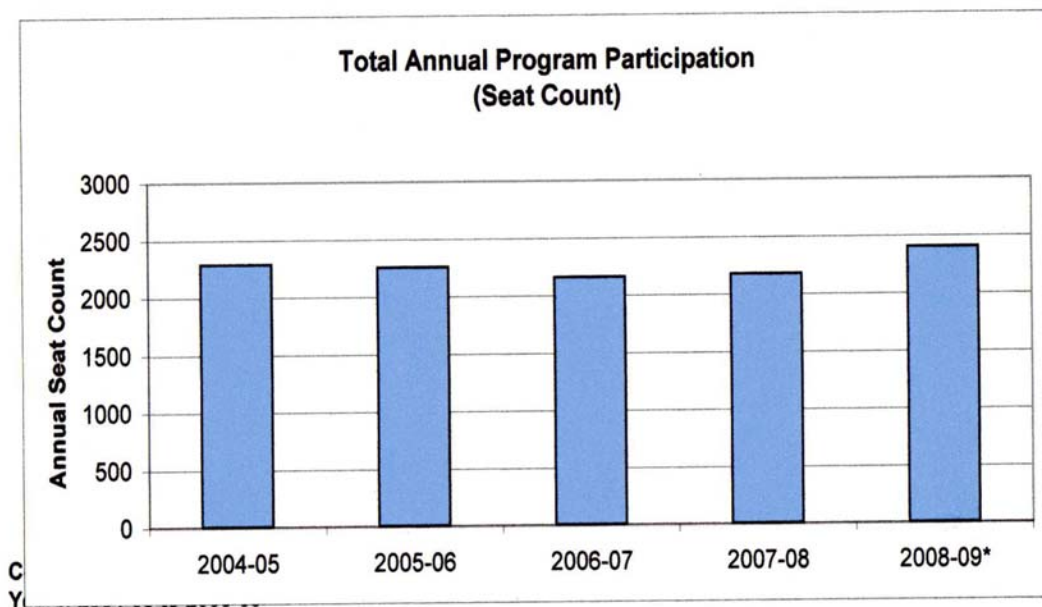
**Total Annual Program Participation (4-year Trend)**

**Years: 2004-05 to 2008-09**

**Program: Spanish**

	2004-05	2005-06	2006-07	2007-08	2008-09*	5 Yr Avg
Annual Seat Count	2291	2260	2162	2180	2407	2260

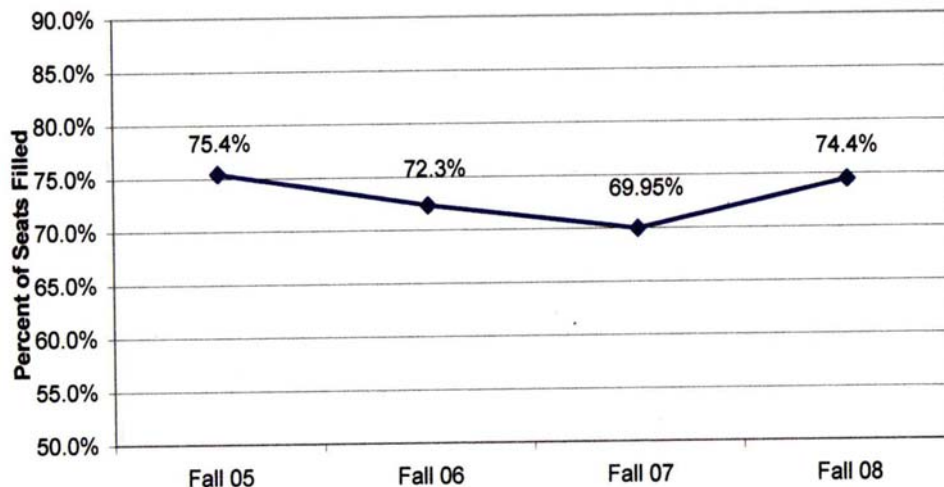
\* Projection



	2004-05	2005-06	2006-07	2007-08	2008-09*
Sections	93	85	85	87	91
Seats	2291	2260	2162	2180	2407
Unduplicated Students	2098	2020	1994	1962	n/a
Seats/Unduplicated Students	1.1	1.1	1.1	1.1	n/a

**Course Fill Rates**

	Fall 05	Fall 06	Fall 07	Fall 08
	75.4%	72.3%	69.95%	74.4%

**Course Section Fill Rates - Spanish****Fill Rate by Course**

Course	Fall 2005 (# of sections)	Fall 2006 (# of sections)	Fall 2007 (# of sections)	Fall 2008 (# of sections)
Chinese 1	102.63% (1)	84.21% (1)	94.74% (1)	78.95% (2)
Chinese 2	34.21% (1)	36.84% (1)	63.16% (1)	60.53% (1)
Chinese 21ab/22ab	60.00% (1)	48.00% (1)	52.00% (1)	n/a (0)
Chinese 24	n/a (0)	n/a (0)	n/a (0)	68.00% (1)
French 1	86.19% (4)	80.925 (4)	89.48% (4)	96.05% (4)
French 2	64.48% (2)	52.63% (2)	55.27% (2)	60.53% (2)
French 3	48.57% (1)	45.715 (1)	51.43% (1)	51.43% (1)
French 5/6	n/a (0)	n/a (0)	n/a (0)	51.43% (1)
French 21ab/22ab	96.00% (1)	76.00% (1)	36.00% (1)	56.00% (1)
German 1	61.84% (2)	64.47% (2)	84.21% (2)	68.42% (2)

<b>Course</b>	<b>Fall 2005 (# of sections)</b>	<b>Fall 2006 (# of sections)</b>	<b>Fall 2007 (# of sections)</b>	<b>Fall 2008 (# of sections)</b>
Italian 1	113.16% (1)	118.42% (1)	107.89% (1)	110.53% (2)
Italian 2	n/a (0)	42.11% (1)	28.95% (1)	39.47% (1)
Italian 21ab/22ab	n/a (0)	n/a (0)	36.00% (1)	60.00% (1)
Japanese 1	102.10% (5)	106.84% (5)	106.32% (5)	85.96% (6)
Japanese 2	90.79% (2)	68.42% (2)	97.37% (2)	94.74% (2)
Japanese 3	71.43% (1)	102.86% (1)	120.00% (1)	131.43% (1)
Japanese 21ab/22ab	88.00% (1)	75.00% (1)	104.00% (1)	96.00% (1)
Spanish 1	86.32% (20)	85.13% (20)	82.24% (20)	86.05% (20)
Spanish 2	71.58% (5)	69.47% (5)	75.66% (4)	77.63% (4)
Spanish 3	55.72% (2)	49.52% (3)	50.48% (3)	59.05% (3)
Spanish 4	45.71% (1)	57.14% (1)	37.14% (1)	34.29% (1)
Spanish 5/6	n/a (0)	31.43% (1)	28.57% (1)	45.71% (1)
Spanish 21ab/22ab	78.00% (2)	70.00% (2)	62.00% (2)	70.00% (2)
Spanish 24	31.43% (1)	n/a (0)	n/a (0)	n/a (0)
Spanish 52A	122.86% (1)	102.86% (1)	94.29% (1)	111.43% (1)
<b>Total - Foreign Language</b>	<b>80.93% (56)</b>	<b>76.85% (58)</b>	<b>78.83% (57)</b>	<b>80.52% (61)</b>
<b>Total - Division</b>	<b>99.20% (367)</b>	<b>96.71% (369)</b>	<b>96.90% (381)</b>	<b>100.09% (402)</b>



## Retention Rate

<u>Course</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
Chinese 1	69.2	75	94.4	78.3
Chinese 2	92.3	50	79.2	95.7
Chinese	71.4/100	81.8/100	75/100	
Chinese 24				94.1
French 1	64.9	75.8	75.2	74.9
French 2	79.6	80	86	78.3
French 3	87.5	68.8	88.9	83.3
French 5/6				53.3/33.3
French	71.4/100	80/100	87.5/100	85.7
German 1	78.7	65.3	63.5	86.3
Italian 1	69.8	68.9	75.6	79.8
Italian 2		56.3	81.8	93.3
Italian 21ab/22ab			62.5	63.6/100
<u>Japanese I</u>	77.3	66.3	71.5	80.1
Japanese 2	80.9	71.7	77	73.2
Japanese 3	84	86.1	75.6	86.7
<u>Japanese</u>	95.2/100	100/100	73.9/100	80/0
Spanish 1	71.1	69	72.4	75
<u>Spanish 2</u>	68.4	70.1	79.3	79
Spanish 3	82.1	81.1	82.7	95.2
Spanish 4	100	95	100	91.7
Spanish 5/6		87.5/66.7	79.4/75	90.9/100
<u>Spanish</u>	66.7/100	75/100	61.5/100	75.5/40
Spanish 52A	83.7	77.8	79.4	89.7
<u>Total/Average</u>	74	71.6	74.9	78.6
<u>Division/Average</u>	77.3	78.4	76.9	81.2
<u>College/Average</u>	<u>77.7</u>	<u>77.6</u>	<u>77.3</u>	<u>80.9</u>

## Success Rate

<u>Course</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
Chinese 1	66.7	62.5_	86.1	65
Chinese 2	92.3	42.9	75	95.7
Chinese	64.3/100	63.6_/100	66.7/100	
Chinese 24				94.1
French 1	61.8	61.2	66.4	63.7
French 2	67.3	65	72.1	67.4
French 3	87.5	68.8	83.3	77.8
French 5/6				53.3/33.3
French	71.4/100	80/100	87.5/100	64.3/0
German 1	61.7	42.9	54	54.9
Italian 1	62.8	44.4	70.7	63.1
Italian 2		56.3	63.6	93.3
Italian 21ab/22ab			50/0	63.6/100
<u>Japanese 1</u>	71.6	56.9	62.5	71.4
Japanese 2	70.6	67.9	67.6	64.8
<u>Japanese 3</u>	80	63.9	68.3	68.9
Japanese	76.2	64.7/100	47.8/100	65/0
Spanish 1	59.4	57.8	57.4	58.2
<u>Spanish 2</u>	51.9	59.8	71.6	73.1
Spanish 3	79.5	81.1	78.8	87.1
Spanish 4	87.5	90	92.3	91.7
Spanish 5/6		75/66.7	50/75	90.9/100
<u>Spanish</u>	66.8/100	75/100	61.5/100	73.5/40
<u>Spanish 52A</u>	69.8	72.2	58.8	74.4
Total/Average	64.3	60.7	63.6	66.1
<u>Division/Average</u>	62.3	62.7	62.6	63.1
<u>College/Average</u>	<u>63.3</u>	<u>62.8</u>	<u>62.8</u>	<u>63.8</u>

### III. Curriculum

#### A. List the courses that have not been reviewed in 5-7 years. These courses will be reviewed in summer 2009.

##### **FRENCH**

French 1	1999-2000
French 21ab	1999-2000
French 22ab	1999-2000

##### **GERMAN**

German 1	1999-2000
German 3	1999-2000
German 21ab	1999-2000
German 22ab	1999-2000

##### **ITALIAN**

Italian 1	1999-2000
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##### **JAPANESE**

Japanese 1	1999-2000
Japanese 22ab	1999-2000

##### **SPANISH**

Spanish 1	1999-2000
Spanish 52A	2000-2001
Spanish 52B	2000-2001

#### B. List the courses that you feel should be added to the current course offerings.

The following courses will be submitted for course proposal within our five-year development plan.

##### **Chinese**

The course proposal for Chinese 3, Intermediate Chinese I, will be submitted in the third or fourth year of the department's five-year development plan. This would be a 4-unit course, transferable to CSU and the UC systems just like other standard third-semester language courses.

### Spanish

The Spanish instructors envision Spanish for the professions courses such as medical, law, social services, teaching, business, and international business. This would be a general course with different professional topics taught on a rotational basis.

Another suggestion is the creation of specialized literature courses such as “Hispanic Literature in Translation” and “Latin American Female Writers.” The purpose of these courses would be to attract non-Spanish majors and students fulfilling the foreign language requirement.

### Chinese, French, Italian, Japanese, Spanish

The foreign language faculty also foresees offering a 4-unit cinema course for each language taught in the Foreign Languages Department. These courses could be similar to, but not necessarily exactly like English 41A and 41B (Survey of Film). These courses could be titled “Topics in Italian Cinema,” “Social and Cultural French Cinema,” or “Heritage of Hispanic Cinema.”

Film classes always attract many students. They are offered in many universities and even in some of community colleges in this area such as Cerritos College. Film classes provide an excellent tool to learning about the cultural and social issues concerning the countries where these languages are spoken.

### **C. List the courses that you feel should be deleted from the current course offerings. Explain why these courses should be deleted.**

Due to insufficient enrollment, German 4, 5, and 24 were inactivated in 2008-2009, French 35, (Francophone Literature in Translation), was inactivated in 2008-2009.

Although these courses have been inactivated, they certainly should not be deleted permanently. Enrollment trends change, and there could be an appropriate time for these courses to be reactivated.

**D. List any areas of concern with regards to your department/program's courses and their articulation. Please explain.**

All of our courses are degree-credit and transfer to four-year institutions. Many satisfy general education requirements for the CSU systems including:

- Chinese 1, 2
- Italian 1, 2, 24
- Spanish 1, 2, 3, 4, 5, 6, 24, 52A, 52B

Seven courses have been approved for inclusion in the Integrated General Education Transfer Curriculum (IGETC) series that satisfies requirements at both the CSU and UC systems. However, many more of our courses qualify for IGETC including:

- Chinese 2
- French 24, 35
- Italian 24
- Spanish 52A, 52B, 24

A course review in fall 2009 will be conducted with priority given to those courses that would likely qualify for IGETC based on the recommendation of the matriculation officer. These include:

- French 2, 3, 4, 5, 6
- German 2
- Italian 2
- Japanese 3, 4
- Spanish 2, 3, 4, 5, 6

Another area of concern is the recommendation that Spanish 52A and 52B (Spanish for Native Speakers) become a 4-unit course. In 2007, the Humanities Division curriculum committee approved unit increases for Spanish 52A (Spanish for Native Speakers) and Spanish 52B (Spanish for Native Speakers). Each course has been offered for 3 units, 3-hours lecture.

The committee proposed that each course be increased to 4 units, 5-hours lecture, making each comparable in class time and rigor to the elementary Spanish courses, Spanish 1 and Spanish 2, both of which are 4 units, 5-hours lecture. Spanish for Native Speakers, when offered at other nearby community colleges or at institutions where El Camino students often transfer is generally either 4 or 5 units.

Unfortunately, despite recommendations and ample justification, the vice president's office regarded this information as insufficient. Faculty teaching Spanish agree that this unit change is still warranted if the first year of Spanish for native as well as non-native speakers is parallel. The Spanish instructors would like to

resubmit this unit increase proposal and hope that it will no longer receive the adverse reception it had in the past.

Faculty in the Foreign Language Department are in the process of revising course outlines so that they can be submitted for IGETC consideration. The main focus of this process is to attract more students. However, all core language courses, levels 1-6 (levels differ by language), are all CSU and UC transferable. An exception to this is the beginning conversation classes (21ab) which are transferable only to the CSU system. This is due to the UC system's criterion of conversational courses needing a prerequisite course equivalent to the third year of high school study in the language.

#### IV. Student Learning Outcomes (SLOs)

As a department with ten full-time faculty members, the Foreign Language Department is required by the College to complete three assessment cycles by December 2009. The first assessment cycle for all level I Spanish, French, Italian, Japanese and Chinese courses was done in the spring and fall of 2007-2008. The assessments for all level I foreign language classes are currently in the second cycle.

The outcomes at each level should be viewed as foreign language outcomes and applied to all appropriate language levels. The approved SLOs are included on all syllabi for these courses, and the SLOs were established by the full-time faculty in consultation with division administrators as well as with SLO division and college coordinators.

The SLO that has been established for levels I and 2 foreign language courses states:

“Students at levels 1 and 2 should be able to converse, read, and write with native speakers of the language within the limits of vocabulary and structure studied in class. They will be able to answer and ask questions about themselves and others.”

The SLO for level 3 foreign language courses will be accepted or modified in the near future. This SLO states:

“At level 3, students should be able to converse, read, and write with native speakers within the limits of vocabulary and structure studied in class. They will be able to read short authentic essays, articles, or short stories. They will be able to demonstrate their comprehension with short paragraphs in the target language about their readings.”

Students at level 4 should be able to demonstrate all of the skills described in the previous levels, and they will also be able to write a short composition with 5 -6 paragraphs about a given theme.

Development of SLOs for levels 5 and 6 and the conversation courses (21ab and 22ab) is in progress, and means of assessment are being established for those courses frequently taught by full-time faculty.

Two program-level SLOs have been developed by the Foreign Language Department. The first SLO states:

“Upon completion of the acquisition sequence and/or AA degree requirements, students will be able to communicate using culturally appropriate skills (conversation, reading, and writing) in interpersonal, interpretative and presentational settings.

The second SLO states:

“Students will be able to demonstrate competence in an ever increasing complexity of social, cultural and academic topics that will facilitate entry into upper-division university programs.”

The course- and program-level SLOs are tied with differences in language categories (as defined by the Federal Government and the California Board of Education) identifying the difficulty of language acquisition between different languages for speakers of American English or American Sign Language (ASL).

A rubric was developed and approved by the Foreign Language faculty. It is based on a combination of standards established by the Federal Government for the Foreign Language Institutes across the country and modified by the California Board of Education in their Framework and Standards for Foreign Language Instruction.

Students at all levels of acquisition courses do a self-evaluation at the end of the semester. This self evaluation determines whether or not students feel they are able to communicate information about themselves orally and in writing. Then at the beginning of the semester in the following level, students are asked to produce a writing sample. A writing sample is required at this time for levels I and 2; levels 3 and 4 will begin in 2009-2010 of all students.



## **V. Facilities and Equipment**

During the last program review for foreign language, faculty offices and classrooms were in the Communications building. Technology such as projectors, computers or other equipment was brought into the classroom on a movable cart and returned to a secure location after use. It was a tedious process, and many instructors simply did not use technology to its fullest prior to our move to the new Humanities building in spring 2008.

Foreign Language instructors are delighted to find “smart” classrooms complete with computers, VCRs, DVD players, sound systems, projectors and screens available for use on a daily basis in the Humanities building. However, all is not perfect in the new building. Below is a list of some issues that have arisen and how some of them have been addressed / resolved:

During the first year in the new Humanities building, there were no benches available to students or visitors. People simply sat on the floor while waiting for class, studying or otherwise occupying the building. In the last couple of months, benches have been available on each floor. This is a good start, but even more benches would be desirable as students still sit on the floor when benches are not available. This can cause a hazardous situation for people trying to negotiate the hallways on their way to and from classrooms, and visitors to campus might also find the lack of decorum disconcerting.

The white boards in the classrooms are a nice modern touch, but if they are not maintained, they actually distract from instruction. Both boards and erasers need to be cleaned regularly and properly by custodial staff. It would also be nice to have some larger erasers in each classroom. The small magnetic ones are cute but not very functional.

Carpeting helps keep noise down in the classrooms, but it must be maintained as well. Some carpets are already soiled and some are actually coming up in certain classrooms. If this is the case after just a year and a half of usage, we can only imagine what they will look like a few years from now.

Pencil sharpeners, available in each classroom in the Communications building, have not been provided in the Humanities building. This would be a nice addition to each classroom.

The teacher stations need to be maintained and repaired quickly when a problem occurs. Stripping is already peeling off the workstations and in some cases instructors have not been able to access programs they would like to use for their classes. The sound system in at least one classroom has already needed repair and it took weeks for the woefully understaffed technical services people to find the time to check into the situation. It would also be helpful if all teachers assigned to the

classrooms be trained in such simple tasks as putting screens back up, returning keyboards to their place under the desk and so on, so the next instructor in the room is not left to clean up after the previous instructor.

The equipment in the workstations needs to be secured. After three semesters in the building, there are still no keys to lock up the equipment. The cabinets have locks installed, but no keys have been issued in order to secure the PCs and other media players.

The restrooms continue to be problematic from several points of view. The plumbing breaks down on a regular basis, requiring people to leave the building to seek out a working restroom. Needless to say, with hundreds, if not thousands of students, faculty and staff using the building every day, this is a problem that needs to be resolved rather than patched. For example, in the ladies' room, there are no shelves, and hooks are missing from the stall doors. There is no place to put books, backpacks, purses or other personal items, so students instead use piles of clean seat covers on the floor to place their possessions. This is not only wasteful, but also adds to the workload of overburdened custodians who must then clean up the messes on the floor and restock packages of seat covers that should really last much longer. This is costing the school time and money when putting in shelves and sturdy hooks could alleviate the problem easily and simply. Hooks and shelves such as those found in airport restrooms would be ideal.

There are currently no bulletin boards or locking display cases (other than the beautiful case installed to display the journalism department awards) along any hallway in the Humanities building. While this may have been an esthetic choice, it certainly is not a practical one. In a college setting, communication is extremely important, yet in the newest building on campus, that communication is not going on. If boards and cases were to be installed, students, staff and faculty could be made aware of safety alerts put out by the police, registration announcements, open classes, programs such as Study Abroad and the Honors Transfer Program, scholarship announcements and the like. As things stand now, people tape things directly to bare walls, creating a very sloppy and disorganized look at best.

The Foreign Language Lab has had its ups and downs since the Humanities building opened in spring 2008. The facility is fine, and the number of computers seems to be adequate to handle the traffic for foreign language classes. However, getting programs installed in a timely fashion, having keyboards configured for foreign language use and staffing have been major issues since moving from Communications to Humanities. At first, staffing was provided by the Learning Resources Center, but there was not enough oversight and the Lab did not serve the students well. Faculty did not receive attendance reports as needed, hours were not adequate for student use and there was a general sense of frustration on all sides. After several meetings, it was agreed that Learning Resources would no longer staff this lab. Budgeting to pay certificated instructors to staff the lab was also quite difficult and limited, so this semester the Foreign Language Lab has teamed up with

the Writing Center for staffing. A new check-in system has been devised and the lab seems to be running quite smoothly. The primary issue remains maintenance and software installation, but that is more a reflection of Technical Services not having enough technicians to take care of the entire campus. This is an area, along with custodial staffing, that needs much more support if the school is to continue to function well instead of limping along.

## **VI. Staffing**

### **A. Background**

The Foreign Language Department is staffed by full- and part-time faculty. Among the ten full-time faculty members, six teach Spanish (with one teaching French and ESL as well), one teaches French, one teaches both French and Italian, one teaches Japanese, and one teaches both Chinese and Japanese. All hold master's degrees, seven have earned a Ph.D., and one holds a C.Phil.

Besides the high number of Ph.D.s, the department enjoys a wealth of experience. Two faculty members have taught at ECC for 25 years each, another for 24 years, another for 23 years, and the rest have taught at least 15 years or more.

The number of part-time faculty varies slightly from semester to semester depending on the courses offered. Presently there is a total of 25 part-time faculty. Eleven teach Spanish, six teach Japanese, three teach German, two teach French, two teach Chinese, and one teaches Italian.

Instructors in the Foreign Language Department are very active in the World Languages organizations. Two members are on the Board of Modern and Classical Language Association of Southern California (MCLASC). Practically every full-time faculty member has joined MCLASC and several are members of the California Language Teachers Association (CLTA). One faculty member has served as president for both MCLASC and CLTA and has also chaired the state-wide conference twice.

The professionally active faculty with their years of experience has resulted in many awards for the members of the Foreign Language Department. Among these are four CLTA Outstanding Teachers, one Hayward Award winner, one Outstanding Teacher-Leader Award, one ECC Distinguished Faculty, and one nominee for the South West Council of Language Teachers (SWCLT) "Teacher of the Year" award. Several teachers have received grants-five grants to travel and one summer group Fulbright award. Many faculty members have also made presentations and given workshops at conferences, in and out of state. One member participated in the committee that developed the State Foreign Language Standards for K-12. Faculty members in the department have authored books in French and Spanish and currently one is authoring a book in Italian. All this provides an idea of the very active, highly-prepared, and well-rewarded members of the department. To this it must be added that those rewards have seen a special highly beneficial and very much-appreciated reward; an anonymous benefactor consistently provides funds for the Spanish and French programs. This benefactor took Spanish and French classes at El Camino. The faculty appreciates these funds that allow them to enhance department programs.

The foreign language faculty members not only are very active in the classroom and in professional endeavors, but they also give their profuse energies for endeavors at El Camino. Throughout the years, faculty members have joined many committees such as the Academic Senate, Curriculum, Division Council, Sabbatical, District-Wide Conference, Library, Technology, Study Abroad Advisory, Faculty Development, Program Review, Student Learning Objectives (SLO), Union (El Camino Federation of Teachers), and Load Committee among others. One faculty member was president of the Union and served on the negotiating team as well. One was the Faculty Director of the Study Abroad program and established the first Semester Abroad at ECC.

Another member of the department was the Director of the Honors Transfer Program taking the program from a couple of students to over one hundred students. A couple of members have been Puente mentors and one of them continues to be a mentor for the Puente program. As it can be seen, the members of the Foreign Language Department not only have contributed greatly to the college but also restarted dying programs and took these programs to the point where the programs became institutionalized.

Staffing for the various course offerings is selected on a rotational basis among the full-time faculty. Then, the administrative assistant working with the dean and/or assistant dean assigns the remaining courses to the available part-time faculty.

## **B. Staffing Needs**

The need for a full-time Japanese instructor to replace one instructor who is semi-retired already and intends to take full retirement very soon is the department's most urgent. Also, a temporary full-time instructor of Japanese during the spring semester is needed when all the courses are taught by six adjunct instructors and Professor David Shan whose main responsibilities are in the Chinese program. Especially, As the College puts more emphasis on SLOs, it would be extremely helpful to have during the spring semester, a three-course load, temporary, full-time instructor substituting for the full-time professor of Japanese on semi-retirement. Also, a pool of part-time instructors, especially in Japanese, must be built and maintained. Last but not least, a full-time Spanish evening instructor is needed to coordinate the large number of Spanish part-time faculty who usually work in the evenings.

Staffing in the Computer Lab is critical. The funding available now covers very few hours (18) per week. Considering that the department offers classes mornings, afternoons, and evenings starting at 7:30 a.m. and ending at 9:00 p.m. for a total of 67.5 hours per week, the hours the Lab can be open are woefully inadequate due solely to the staff provided. The hours of operation must increase to accommodate more students including the evening students. A good schedule would cover 8 a.m. to 8 p.m., Monday through Thursday and 8 a.m. to 4 p.m. on Fridays. A permanent, full-time staff member in charge of the whole lab is needed, with a full complement

of regular subordinates, including language teachers and student helpers. This was the situation and the hours for the Foreign Language Lab before moving to the new building in fall 2007. Nothing extra is being requested; the foreign language faculty is only asking for the Computer Lab with the hours of operation that existed before and was taken away.

Attendance in the Computer Lab should be mandatory for students taking a foreign language, as it nearly was before our move and as it is in most colleges and universities. Unfortunately, mandatory attendance cannot be required because adequate staffing for the computer lab is not provided. If we are to be comparable to most colleges throughout the state and the country, qualified staffing for the Foreign Language Laboratory is a necessity.

To keep up with the technology offered throughout higher education, a “distance lab attendance” for the students who cannot come during the hours the Lab is open must be developed. This would allow students to access to the Lab and its materials from their homes and receive the credit needed. This is already being done with great success at institutions such as the City College of San Francisco.

In summary, the Foreign Language Department has an excellent faculty quite highly recognized and regarded by the profession. Now the College administration needs to match this excellence by providing adequate, fully-qualified staff for the Foreign Language Lab so that students have access to the updated, technological support they deserve.

## VIII. Planning

### A. Curriculum

1. All foreign languages taught at ECC should have four semesters of acquisition courses, (levels 1-4). Each language should also have support conversation courses (21-22abcd), a culture course, and where appropriate, a heritage language sequence.
2. The Italian program needs to be expanded so that it is similar in scope as other foreign languages offered at ECC. Specifically, Italian levels 3 and 4 need to be added to the course offerings.
3. The Chinese program needs to be expanded by adding Chinese 3 to its course offerings. This course will be submitted in the third or fourth year of the five-year development plan.
4. In order to meet student demands, more sections of Spanish 52 (Spanish for Native Speakers) are needed. More importantly, it should be increased to 4 units to allow for more essential material to be included.
5. A trial run of Spanish 3 during the summer needs to be offered in order to meet student demands for this level of Spanish in the summer. Students expressing an interest in third semester Spanish during the summer semester have unfortunately been directed to go to other community colleges in the area because Spanish 3 is not offered at El Camino.
6. The growing number of students taking second and third semester classes of Japanese may warrant the need to offer Japanese 3 every semesters instead of every other semester. According to the "Humanities Division Teacher Load Summaries" for the fall semester of 2008, close to 95% of the seats in Japanese are filled, specifically 100% in one section and 89.47% in the second section of Japanese 2. These figures are a good indicator of the eventual need for a second Japanese 3 section.
7. The progression from one level of an acquisition language into the next level needs to be secured. Course scheduling from semester to semester needs to be carefully planned so that students can continue in the sequence, first, second, third etc. semester of a specific language. Students who take a course in the morning will probably be able to continue the following semester if the next course in the sequence is offered at a similar time and day. The same would be true for night students or afternoon students. Students who have completed a first or second semester course in the day time, would probably not return to take the third semester if it is only offered at night and vice versa.
8. In the last program review in 1999, the Foreign Language Department stated that "The College and the Division must continue to 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 less than the usual student cap is enrolled." This recommendation has not always been followed. Upper-level

- Spanish courses (5 and 6) have been cancelled due to low enrollment (approximately 10). Students were then left without a Spanish course to take.
9. In order to better access language programs and instructors, the foreign language faculty unanimously agrees that the written survey that is used for the periodic evaluations of instructors needs to be revised so that the evaluations provide more meaningful and accurate input.
  10. The needs of the students would be better served by developing foreign language courses that are profession specific. These types of courses have been offered by other community colleges in southern California with great success. For example, in the San Diego Community College District, these profession-specific language courses are titled in their catalog, "Occupational Spanish." They may be for the medical, social services, law-enforcement, business or other professions and vary from semester to semester as needed by community demands.
  11. There are currently no courses that include "Distance Education"; however, the French program has been experimenting with "podcasting."
  12. The culture courses (Spanish 24, French 24, Italian 24, German 24, Japanese 25 and Chinese 24) require a tremendous amount of preparation time for the instructors teaching the classes. The classes are also demanding for the students. These courses should be offered as 4-unit courses. By doing so, more students would be inclined to take the classes, and more instructors would be willing to teach them. Currently when the courses are offered, they are taught as overloads because they are 3-unit classes. So not only is there more work for the instructors, they must be taught in addition to an already work-laden teaching load. Most foreign language instructors have been discouraged from teaching the culture courses for the reasons mentioned above. The instructor load for each course would increase from 20% to 33.33% and would be part of the full-time load for full-time instructors.
  13. The ECC catalog lists an Introduction to Francophone Literature in Translation (French 35 course) which is currently inactive. A similar course for Spanish (Spanish Literature in Translation) would probably be very successful and most likely more successful than the French because of demographics and a great interest in areas that are related to the Hispanic culture. Instructors of Spanish have suggested that a Spanish 35 following the French model be created within the next 5-8 years. The Foreign Language Department has many well-qualified instructors to teach this course as all full-time Spanish instructors have degrees in literature.
  14. In order to offer students a wider variety of topics in Spanish, a course in "Special Topics" (Spanish 50) should be activated if budget permits. It is currently in our catalog but is inactive.
  15. Spanish 52A and Spanish 52B (Spanish for Native Speakers) are currently offered as 3-unit courses. Other community colleges in the area offer these same courses for 4 or 5 units. California State University in Long Beach offers these courses as 6-unit courses. It is in the best interest of the heritage speakers to determine whether or not increasing the units for this course would be advisable.



(For more information on this topic refer to the “Curriculum” chapter of this report.)

16. French instructors have indicated that a course in French cinema should be added to the curriculum since doing so would widen the selection of courses for French majors while offering an appealing course to non-French majors and possibly creating a future interest in learning the language.
17. SLOs for all acquisition levels 1-4 of foreign language courses have been established. The conversation courses will have SLOs by the fall semester of 2009.

## **B. Recommendations**

### **1. Technology**

- Computers need to be upgraded regularly to be able to run the latest software.
- The acquisition of microphones would help students with pronunciation.
- New and current foreign language software, including movies, is needed.
- 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.
- Instructors will need more technology training in order to use new software programs efficiently as well as be able to instruct students in technology.

### **2. Foreign Language Lab**

- The Foreign Language Lab in the new Humanities building needs to be available from the morning to the evening Monday through Friday as it once was 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.
- It has been suggested that 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. City College in San Francisco has a program like this and has been successful.
- The Foreign Language Lab in the new Humanities building 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. In past years, the lab was available Monday through Thursday 8:00 a.m. to 8:00 p.m. and Fridays from 8:00 a.m. until 4:00 p.m. for a total of 56 hours per week. A full-time, certificated instructor would probably cost the division +/- \$48,000 per academic year depending on where the individual falls on the pay scale. If the full-time instructor works in the lab 40 hours per week, then the remaining 16 hours would be covered by a part-time instructor at +/- \$30 per hour, depending

on where he or she falls on the pay scale for lab hours, roughly +/- \$1920 per month based on 16 hours per week. Part-time students, possibly Work study students could assist in the lab. This way, there would be no cost for employing these students to work in the Lab.

- Technical support and maintenance work for the Language Lab needs to be completed promptly. Currently, these needs tend to be pushed to the “back-burner” leaving instructors and students at times with useless technology equipment.
- Installation of software must be completed in a timely manner.

### 3. Faculty Hiring

- There will be at least one retirement within the next 3 years, specifically in Japanese and will require the hiring of a new full-time Japanese teacher. It is estimated that a new Japanese instructor may cost +/- \$68,000 per year depending on the qualifications of the instructor and where he/she is on the pay scale.
- Three (possibly four) more retirements within the next 5 to 10 years, both in Spanish and in French, are likely. These full-time teachers will need to be replaced. The estimated first year cost of hiring three new instructors at approximately +/- \$68,000 per year, per instructor, will be +/- \$204,000.00 depending on the qualifications of each of the instructors and where each one is on the pay scale.
- Currently, the Foreign Language Department has one full-time instructor teaching both French and Italian. Upon retirement of the current instructor, a new full-time instructor who is qualified and capable of teaching both French and Italian must be hired. Should this be a difficult combination to obtain, upon the retirement of Spanish instructors, it is recommended that serious consideration be made to hire an instructor who is qualified and capable of teaching both Spanish and Italian.

### C. Building and Maintenance

In January of 2008, the Foreign Language Department moved into the new Humanities building. The new building offers state-of-the-art technology. Timely and proper maintenance is required. The equipment in the classrooms is currently not secured and needs to be in order to insure that it is not stolen or vandalized. Student restrooms need to be serviced and cleaned more often, and damaged property in the restrooms needs to be repaired in a timely manner. Trash cans are frequently overflowing with paper towels. Often, throughout the course of any week, there is no toilet paper at all in any of the bathroom stalls, and the toilet seats are not fastened down properly in the first floor, student (women's) bathroom. One can go flying off of the toilet base upon sitting down because the toilet seats slip and slide, and great care and balance is required to keep from falling to the ground. There are no shelves on which to put purses or backpacks, and often the hooks on

the stall doors are broken so that neither jackets, purses nor backpacks can be hung. Broken hooks need to be replaced with strong, heavy duty hooks that can sustain the weight of heavy backpacks. (Refer to the “Facilities and Equipment” chapter of this report for specifics on these issues.)

*The comments on the women’s bathroom may sound almost comical; however, should someone fall off of the toilet there could be injury to the spine and back, and that could be a law-suit against the college. And YES you can easily fly off of the toilet seat in the condition that they are in right now.*

- Currently, there isn’t a single pencil sharpener in the building except for the ones that individual instructors have brought for their own use in their private offices. Pencil sharpeners in all classrooms are needed as well as in the hallway adjacent to faculty offices.
- The foreign language faculty would like to have a couple of bulletin boards and at least on display case on the first floor so that information pertinent to the program can be displayed. In an effort to keep the walls clean and bare, faculty and students have been deprived of much needed bulletin boards and or display cases throughout the building.
- It would also be very beneficial to both students and instructors for clocks to be installed in the hallways.
- Recently, some benches were placed throughout the hallways which have helped in keeping large numbers of students from lying on the floors in the hallways.
- White boards need to be cleaned thoroughly by the maintenance staff in addition to the erasing that individual instructors do at the end of their classes. The white boards tend to become permanently stained over time.

#### **D. Budgetary Estimates**

##### **1. Immediate Goals**

- Replacement of the soon to be retired Japanese instructor who is currently in a semi-retirement status +/- \$80,000.00
- Maintenance, replacement and/or upgrading of equipment and software: \$26,000.000
- Multiformat DVD-R/-RW/+R/+RW Recorder/4-Head Hi-Fi VCR Combo
- Model: D-VR610 (Toshiba) Price: \$189.99

##### **2. Goals to Be Attained (*budget permitting*) in One Year**

- Cost of support staff for the Foreign Language Lab: *Full-time certificated employee* +/- \$48,000.00
- Other part-time language lab staff: +/- \$9000.00
- (Part-time hourly staff for Foreign Language Lab at +/- \$1,920.00 based on a 16-hour work week and hours of Lab operation stated earlier in this report.)

- New computers for foreign language faculty capable of running the new computer programs/software. Estimated cost at \$1000 per instructor is \$10,000.00. (For the Spanish and French faculty, funding from the Foundation donated to the Spanish and French faculty could be used to offset the cost. This would mean that the money needed to purchase eight of these computers could be taken from our account in the Foundation. +/- \$8,000 leaving two computers to be purchased out of the Humanities Division budget.)
- Software used in the Foreign Language Lab is adequate at the present time. Since technology changes so rapidly, it is impossible to predict specific software needs and costs. Estimated cost for new software is \$20,000.

### 3. Long-term Goal (4-8 Years)

- Replacement of three-full time instructors: One in French and two in Spanish. \$240,000.00

## VIII. CONCLUSION

Since our inception over 50 years ago, the Foreign Language Department has gone from offering Spanish and French, covering four levels of language acquisition courses to offering Spanish, French, Italian, Japanese, Chinese and German. Spanish and French also offer introduction to literature classes (5 and 6), and conversation courses. Student demand created the need for Spanish for Native Speakers (Spanish 52). In the 1990s, language and culture courses were added to French and Spanish (24) as well as to Japanese (25). A.A. degrees are offered in Spanish, Japanese and French.

Demographic, political and economic changes have affected our offerings. Our largest program since our inception is the Spanish program. Our second most popular language is Japanese in which the numbers of students are still growing. Between the fall of 2000 and the fall of 2008, our retention rates have grown or dropped as indicated in the table below:

LANGUAGE	2000/Retention % & Number of students*	2008/ Retention % & Number of students*
Spanish	70.4% (974)	83.7% (970)
Japanese	76.1% (255)	80% (332) Only 1 student took Japanese 22AB
Chinese	84% (75)	89% (117)
French	75.6% (250)	68% (267)
German	76.6% (64)	86.3% (51) German 1 only
Italian	90.9% (77)	78.9% (114)
AVERAGE of all languages	78.93% Retention (1695 Students)	80.98% Retention (1851 Students)

*The information stated in the table above comes from the "ECC Grade Distribution with Success and Retention Rates by Department" for the years 2000 – 2008. \* Number of students is based on the number of students who were still enrolled at the end of the semester and who received a grade for the course.*

This table indicates that the language program with the most significant growth is Japanese regardless of the slightly lower retention rate in 2008 in comparison to 2000. The language program with the largest number of students is the Spanish language program in comparison to all the other offerings in foreign languages. The retention rate in Spanish has grown by 13.3% since 2000.

Although the retention rates in both French and Italian have dropped somewhat in the last eight years, the number of students who now take these languages has increased. French has increased from 250 to 267 (a 6% increase), and Italian has had a significant increase from 77 students to 114, signifying a 32% increase.

With the growth of the Internet and computer technology, the foreign language instructors have been at the forefront of integrating language learning and technology. In the spring of 2008, the Humanities Division, including foreign languages, moved into the new Humanities building. All foreign language instructors teach in smart classrooms with built-in technology that allows instructors in-class Internet access, DVD and CD players, a document projection camera, a video player and microphones for the instructors who wish to use them. However, there is a need to train instructors in the proper usage and care of this equipment and a need for technicians to keep this equipment running properly.

Our students are encouraged to use the Foreign Language Lab which is conveniently located next to our classrooms; however, the Lab lacks in staffing, and the lab is open for very limited hours. Unfortunately, due to its limited hours of operation, only a few of our students in foreign languages are able to use the Lab.

Most of our foreign language classes are UC, CSU and USC transferable classes and are taught with that level of integrity. As noted in the English program review, a trend that is expanding is the increase in students with special needs and/or lack of preparation to be successful in a college level class. More and more students with emotional, academic and physical disabilities enroll in our classes. Our English colleagues stated that "Many of these students have trouble progressing beyond classes at the basic-skills levels, so they often do not succeed, or they end up repeating classes without making progress. This trend seems likely to continue and even accelerate." These concerns regarding the students in our classes have also surfaced within foreign languages and will have to be dealt with in order to insure academic success to those who are able to attain it.

For the moment, with the exception of a full-time Japanese instructor and a full-time instructor for the Foreign Language Lab, our staffing needs have been met. As stated earlier in this report, in the next five to eight years, it is expected that three more full-time instructors will be retiring and will have to be replaced. Also, it would be in the best interest of the Foreign Language Department to build up a pool of part-time instructors in all languages since the objective is to provide better education and serve the needs of the community.

In addition to the improvements and needs addressed throughout this report, we need to expand course offerings to include more variety and practicality. Courses oriented towards business and their professions would serve the interests and needs of the economic and professional community of the South Bay. Civilization and culture courses would be valuable for general education and for heritage students. Our objective is to build a more complete program offering language, culture and professional courses.

In conclusion, the Foreign Language Department could continue to go along as usual, neither growing nor declining, or several steps could be taken to better serve the school and the community through expanded curriculum offerings, full utilization of

the Lab and a modest increase in faculty. The foreign language faculty has provided input, and now it is up to the administration to make that input a reality.