

PROGRAM REVIEW

WORLD LANGUAGES

**Prepared By
The World Language Department
Grossmont College
Fall 2010**

September 7, 2011

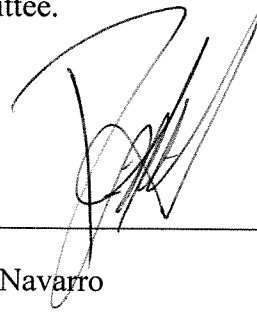
Dear Program Review Committee members:

The full-time faculty of the World Languages Department of Grossmont College has written, has edited and has finalized the following Program Review Document for the year 2010, and approves it for submission to the Program Review Committee.

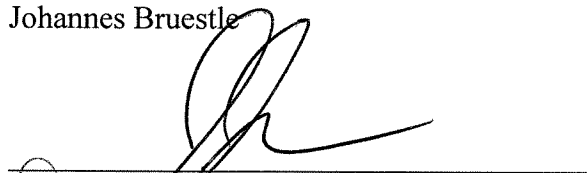
Sincerely,



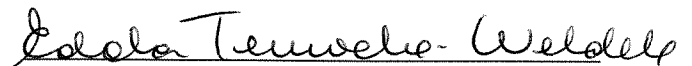
Johannes Bruestle



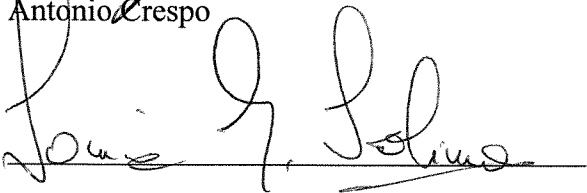
Ruth Navarro



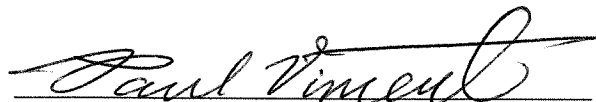
Antonio Crespo



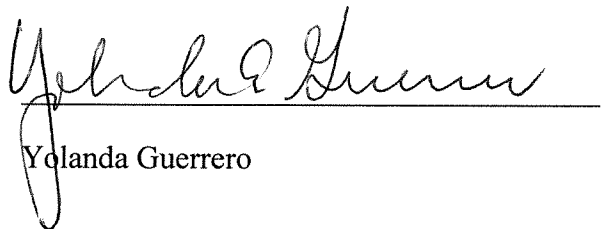
Edda Temoche-Weldele



Sonia Ghattas-Soliman



Paul Vincent



Yolanda Guerrero



Virginia Young

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**Grossmont College
Foreign Language Department**

Full-time faculty

- | | |
|-------------------------------|--------------------------|
| 1. Bruestle, Johannes | 6. Temoche-Weldele, Edda |
| 2. Crespo, Dr. Antonio | 7. Vincent, Paul |
| 3. Ghattas-Soliman, Dr. Sonia | 8. Vitaglione, Muriel* |
| 4. Guerrero, Yolanda | 9. Virginia Young |
| 5. Navarro, Ruth Fátima | |

* On 100% disability leave since spring 2008

Part-time Faculty for Program Review

- | | |
|---------------------------|----------------------------|
| 1. Alvarado, Francisco | 31. Lusby, Martine |
| 2. Ascanio, Ruben | 32. Macías, Georgina |
| 3. Askar, Mary | 33. Mersch, Joseph |
| 4. Bandini, Martha | 34. Milroy, David |
| 5. Baum, Nobu | 35. Minarick, Judith |
| 6. Beauville, Jean-Claude | 36. Mirkadyrova, Kristina |
| 7. Berumen, Maria | 37. Molina, Blanca |
| 8. Bukauskas, Donatas | 38. Moya, Gabriela |
| 9. Cano, Nancy | 39. Muniozguren, Miguel |
| 10. Caracoza, René | 40. Muniz, Aned |
| 11. Cruz, Carlos | 41. Ocampo, María |
| 12. Dávalos, Lina | 42. Platunova, Marina |
| 13. Del Río, Leticia | 43. Pomplun, Lourdes |
| 14. Díaz, Walberto | 44. Qudeimat, Yousra |
| 15. Dionne, Yuko | 45. Ramos, Micaela |
| 16. DUBY, Erna | 46. Rodríguez, Dr. Barbara |
| 17. Erquiaga, Roberto | 47. Rodríguez, Luz |
| 18. Gervais, Ayumi | 48. Rodríguez, Sandra |
| 19. Haddad, Jiryas | 49. Ronke, Dr. Astrid |
| 20. Hepp, Beatrice | 50. Salazar, América |
| 21. Hernandez, Carmen | 51. Salgado, Beatriz |
| 22. Herwig, Doris | 52. Samir, Zahra |
| 23. Kajiwara-Jones, Irene | 53. Shoji, Eriko |
| 24. Kosonoy, Beatriz | 54. Stevens, Marla |
| 25. Krause, Linda | 55. Takagi, Hiroko |
| 26. Kruglyak, Maya | 56. Talamantes, Evelia |
| 27. Kuruc, Teresa | 57. TannenhauS, Nuria |
| 28. Kuratani, Asuka | 58. Van-Slyck, Dr. Irene |
| 29. Liu, Jin-Hua | 59. Williamson, Maria |
| 30. Luna-Ballatore, Nayda | 60. Zuniga, Gonzalo |

DEPARTMENT/PROGRAM REVIEW ACADEMIC PROGRAM REVIEW

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.

In a world increasingly shaped by a global economy, international events and world-wide communication, knowledge of another language and culture is an advantage in any career. Economic competitiveness is one of the reasons people should learn a foreign language-- knowing languages other than English is important to do business and learning about other cultures helps develop citizens who embrace diversity. ***“Making a Case for Foreign Language Study”***

Course-work in the Foreign Language Department at Grossmont College, taught in the target languages, provides language skills and depth of cultural understanding in eight languages: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish.

In the fall of 1961 when Grossmont College began on the Monte Vista High School campus, the Foreign Language Department offered **French, German and Spanish**. At first, the “Audio-Lingual Method” was used. To make this method more effective a language lab was established in 1964 and was used on a compulsory basis until 1976. At that time it was removed and slowly a transition to the “Communicative Approach” evolved. With the financial support of a Grant in Fall 1997, the Foreign Language Department: 1. developed and rewrote the CAN course outlines based on American Council on the Teaching of Foreign Languages Standards for Proficiency-Based Instruction, 2. developed a model transfer foreign languages sequence of lower division French, German, and Spanish courses and, 3. lowered the class maximum to 30 students for first and second semester courses.

Since 1961 the **Spanish Program** has grown from **3** to **52 sections** taught on average per semester (some of which are taught as a combination class); these include culture classes and CSLE (Community Service Learning Experience). The program currently operates with **6** full-time instructors (with the retirement of Carmen Hernandez, whose fulltime replacement position has gone unfilled) and **27** part-time instructors on average. An AA degree and a Certificate of Achievement are offered in this language.

The **French Program** has been an integral part of the Grossmont College curriculum from the start. It grew from **2** to **12 sections** taught on average per semester including a culture course, CSLE and a summer abroad program. At present, there are one full-time instructor, Muriel Vitaglione, who has been on 100% disability leave since the spring of 2008, and 5 part-time instructors. An AA degree and a Certificate of Achievement are offered in this language.

Since the fall of 1961, the **German Program** has been an integral part of the Grossmont College curriculum. The German Program grew from **one** to **11 sections**

taught on average per semester including CSLE. At present, there are 1 full-time instructor and 4 part-time instructors. In 2006 the German Program at Grossmont College was mentioned by the MLA as the third largest German Program at the Community College level nationwide. The 5 German instructors at Grossmont College are responsible for building the largest German Program at the college level in San Diego County. As active members of the German American, Austrian-American, and Swiss-American Societies, they have helped plan, organize, and coordinate numerous cultural events for the local community. These activities are instrumental to the popularity of the German Program. An AA degree and a Certificate of Achievement are offered in this language.

The **Russian Program** began in the fall of 1964. The Russian Program now offers **8 sections** on average per semester including CSLE. An AA degree and a Certificate of Achievement are offered in this language. There are currently 3 part-time instructors in this program.

The **Italian Program** began in the fall of 1975. The Italian Program offers **4 sections** taught on average per semester. There are 3 part-time instructors teaching in this program. No AA degree is offered in this language.

The **Japanese Program** began in the fall of 1986. The Japanese Program offers **12 sections** taught on average per semester including CSLE and a culture course. There are 7 part-time instructors teaching in this program. An AA degree and a Certificate of Achievement are offered in this language.

The **Arabic Program** began in the fall of 1990. The program now offers **12 sections** taught on average per semester including a culture class and CSLE. In the spring of 2011, a new course, Arabic 299B: Arabic for Native Speakers I, was added. At present, there are 1 full-time instructor and 3 part-time instructors. An AA degree and a Certificate of Achievement are offered in this language.

The **Chinese Program** began in the spring semester of 2003. The program offers 1 section each of Chinese 120 and 121. The classes are taught in alternate semesters by one, part-time instructor. No AA degree is offered in this language.

RATIO OF SECTIONS TAUGHT BY FULL-TIME FACULTY TO SECTIONS TAUGHT BY PART-TIME FACULTY	
	Fall 2010
Total number of sections	95
Sections taught by part-time faculty	63 (66.32%)
Sections taught by full-time faculty	32 (33.68%)
Total number of faculty	69
Total number of full-time faculty	9 (13.04%)
Total number of part-time faculty	60 (86.96%)

These figures clearly indicate that the percentage of sections taught by part-time faculty is much greater than the percentage of sections taught by full-time faculty. This

disproportionate percentage is due to the lack of funding to replace the full-time staff members who have retired. The hiring of new faculty has not kept pace with the growth of our programs, especially Arabic and Japanese. This great disparity in the ratio of classes taught by full-time faculty to classes taught by part-time faculty is detrimental to the effectiveness of the Department. The Foreign Language Department's FTEF is 31.390. Therefore, it would require many more full-time faculty members to achieve the AB1725 ratio of 75% full-time instructors to 25% part-time instructors.

Program Goals

1.2 Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most and least successful goals and answer the following questions.

For your most successful goal:

- a) What activities did you undertake to achieve this goal?
- b) Report and explain the data you have to verify progress toward your goal.
- c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

The Foreign Language Department's most successful goal from Goal 3 of the Six-Year Department Plan has been its effectiveness in providing an exceptional learning environment to promote student success. Based on data from course enrollment counts over the past six year period, the Foreign Language Department has served on average 2249 students per semester. Over the past three years, the Program has experienced a consistent increase in student enrollment over consecutive semesters. Currently, it serves approximately 17% more students per semester than the average number of students it has served per semester over the past six year period. The Foreign Language Department is one of the most cost-effective and efficient departments on campus. Over the past three years, it has done far more with far less, but continues to effectively serve its students with the same high degree of professionalism the community has come to expect from its dedicated faculty members. The Foreign Language Department offers eight languages, more than any other community college in San Diego County. The depth of cultural richness experienced by its students takes place inside and outside of classrooms through student participation in the various language clubs and cultural events on campus. The Foreign Language Department affords an outstanding learning experience to a diverse student population, always promoting student success within an exceptional learning environment. It is noteworthy that a high quality educational experience is consistently provided by the Foreign Language Department to its students. This is efficiently and effectively accomplished regardless of the ratio mandated by AB 1725 although there was less funding due to the budget crisis.

The achievement of this goal has significantly helped the college move forward toward fulfillment of the planning priority goals in its strategic plan. For example, over consecutive years the Foreign Language Department has been mentioned for its contributions to the Grossmont College "Selected Strategic Plan Accomplishment". In 2004-2005, the Department participated in "social and cultural activities through the World Arts and Cultural Organization (WACO), featuring ...Russian Folklore, Lecture on

Catherine the Great; Arabic Culture Day; and Cinco de Mayo,” Goal 6. In 2005-2006, 2 mentions are made: 1) for its participation in the development of Department SLOs; 2) its contributions to cultural enrichment through presentations to the community, Goal 2. Again, in the 2006-2007 Report, the Foreign Language Department was credited for its collaboration with WACC: World Arts and Culture Committee, which “sponsored year long series of free events for campus community activities such as ... Chinese New Year event, and Cinco de Mayo,” Goal 6.

For your least successful goal:

- a) What challenges or obstacles have you encountered?
- b) Has this goal changed and why?

Viewed from the context of staffing, the Foreign Language Department’s least successful goal has been Goal 11: Promote Employee Success, listed under the heading, Value and Support of Employees. The obstacles and challenges facing the department have been the freeze on hiring, increased student enrollment and class cuts, all due to the budget crisis. The Department is working without two full-time faculty members: One retired full-time faculty member in Spanish and one full-time French instructor on 100% medical leave who is not expected to return. Under these trying circumstances, faculty morale has suffered, and even though our dedicated faculty members continue to provide the quality of service for which it is renowned, make it challenging for faculty to feel they are truly valued and supported. This has a taxing effect. Consequently, rather than promoting employee success, these conditions create an obstacle to the overall success of the department and its employees.

In the spirit of valuing and supporting our faculty members, the Foreign Language Department continues to aspire to the goal of promoting employee success through staffing. As expressed in Activity Proposal, AP-743, from the department’s Six-Year Department Plan: “Immediately hire 4 new full-time faculty in response to 2 of which will be retirements/separations in the department: one Japanese, one Chinese in order to meet the demands of the programs in those languages and in effort to achieve the AB1725 ratio of 75% fulltime instructors to 25% part-time instructors. In addition, two are replacements for Spanish and French.” If accomplished, this goal would boost employee morale and improve the effectiveness of the Foreign Language Department.

Implementation of Past Program Review Recommendations

1.3 Your program 6-year plan in **Appendix 1** contains the most recent Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.

Committee recommendations for the program:

1. Hire two additional full time instructors: one Spanish instructor and another who can teach two foreign languages.

This recommendation has been fulfilled. One full-time Arabic instructor, Sonia Ghattas-Soliman, who also teaches French, was hired in 2007 and one Spanish instructor, Virginia Young, was hired in 2008.

2. Increase the hours for the clerical assistant(s).

There has been no increase in the hours for the clerical assistant. The Foreign Language Department's clerical assistant currently provides daily, ongoing support services for the department's chair, 9 full-time and 60 part-time instructors. While the number of work hours for this position has remained the same over the last twenty years, these years have been marked by measurable changes. Specifically, over this period of time, the Foreign Language Department has experienced an exponential growth in the number of faculty, students served and classes offered; this growth has been compounded by a corresponding increase in the complexity of the program through the addition of new languages and majors now being offered. Given these recorded changes –with no parallel increase in work hours–, and the increased responsibilities inherent to them, the support services provided by this position alone, justify an increase in the hours for it. These support services include the following duties: (list duties). One apparent dilemma the department faces regarding this issue is that our clerical assistant is hourly and in order for the position to receive more hours, it would require a change to a staffing position.

3. Maintain strong ties with local high schools, Cuyamaca College, San Diego State University, and the University of California, San Diego.

The Foreign Language Department has maintained ties with local high schools through course offerings of Spanish and German at local high schools; however, these classes were cancelled as of 2007, as the schools began to teach the courses with their own instructors. The Foreign Language Department maintains close ties with our department of the same name at Cuyamaca College. We have worked and continue to work together diligently on issues such as curriculum development, course alignment, equivalencies, and textbook selection. Grossmont and Cuyamaca Colleges' Foreign Language Departments are aligned and use the same course outlines for Arabic, French and Spanish.

4. Follow recommendation from the 500 Building Task Force to restructure Rooms 539, 540a and b.

An engineer was consulted, and three problems were found. There was a fire wall, as well as electrical and low voltage conduits that come up from the floor and travel through the wall. The department also uses the room for storage and that has not changed. The smaller room has been requested by Information Systems to house computer infrastructure to serve our buildings. In addition, that room is a health risk because it contains asbestos.

5. In light of the three new degrees/majors offered, reexamine the allocation of responsibilities of chairs and coordinators.

The Foreign Language Department has a plan to redistribute the department's workload between the Chair and the coordinators. Upon analysis of the situation and discussion, the Chair, in addition to their duties in their role of Chair, would coordinate the following programs: their respective program(s), in addition to, Chinese and Japanese. The German coordinator would be responsible for the German and Russian sections. The Arabic coordinator would be responsible for the Arabic, French and Italian sections. The Spanish coordinator (when not Chair) would be responsible for the Spanish and Chinese sections.

6. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.

The Foreign Language Department has collaboratively written student-learning outcomes and collectively agrees upon its assessment methods that have been written in course syllabi. Between the fall 2008 and the spring 2010 semesters, the Foreign Language Department has successfully assessed 10 courses and received reasonable results based on students' assessment-performance data. This data is being used for continued course and program improvement. For example, the Arabic section is using expected but below benchmark results from a listening assessment to explore ways to increase listening exercises and create situations to expose students to a variety of situations and thus, help them improve their vocabulary.

7. Using the *Course History Information* report, continue to submit curriculum modification proposals for the courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

The Foreign Language Department has over the past 6-year period updated its course outlines in all languages. In particular, several courses have been added to the Arabic, Italian and Chinese programs, and as the latter two continue to grow, the department will be in position to offer majors in them.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2 - Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section). [NOTE: Do not include your actual course outlines]

2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

As planned, the Foreign Language Department did review course outlines for all conversation courses, Spanish 122, 123, 141, and French 152. Parallel to the department’s efforts in the area of Student Learning Outcomes, the entire catalogue of foreign language course outlines has been reviewed and is currently in compliance with all of the criteria listed above. All course outlines in the Foreign Language Department reflect the best practices of a proficiency oriented curriculum.

Students of foreign languages will be able to:

- * communicate in languages other than English
- * gain knowledge and understanding of other cultures
- * connect with other disciplines to acquire new information
- * gain deeper understanding of their own languages and cultures
- * participate in multilingual communities at home and around the world.

Thus all the skills mentioned above are honed in the foreign language courses.

2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? **You are encouraged to use feedback from your Faculty Survey discussion.**

Maintaining academic standards, integrity, and consistency are top priorities in the Foreign Language Department.

The Foreign Language Department conducts a General Foreign Language Department meeting where instructors from each language program meet on campus for several hours. The instructors are encouraged to team up to develop, share and discuss all aspects of foreign language instruction, such as teaching strategies, class exercises and assignments.

In order to ensure consistency among courses, instructors teaching multiple- section courses use the same textbooks and workbooks, use standardized quizzes and tests, and follow a standardized grading policy. During staff development, part-time faculty received all the course outlines and syllabi, and they are reminded of the importance of closely following the Foreign Language Department guidelines.

In the fall semester of 2006, a Policies and Procedures Handbook for Foreign Language Department Faculty was unveiled and distributed to all faculty. The handbook was written in order to meet two immediate needs in the Foreign Language Department: 1) the compilation of all department policies and procedures into one booklet, and 2) the provision for a valuable resource and reference guide for new full time and part-time faculty and incoming chairs. These needs arose as a result of the large size of the department and because of the large turnover of part-time faculty.

2.3 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

For the last six years, numerous seminars for foreign language faculty have been offered during Professional Development Week. These seminars usually pertain to the methodology of foreign language teaching and, specifically, best practices of the proficiency oriented curriculum, the use of technology in the foreign language classroom, and the assessment of language skills (listening, speaking, reading and writing). These seminars serve to keep faculty current while maintaining academic standards and integrity. Also, there was an off-campus workshop organized and held for the development of department SLOs; numerous on-campus workshops have been held during professional development week for the further development and implementation of SLOs and for discussions about students' performance.

Furthermore, there is a very specific set of criteria used to evaluate instructors during the formal evaluation required by the collective bargaining contract. There are presently five new criteria on the Grossmont College evaluation form that specifically target foreign language instruction, added in the spring of 98. These are: 1) The instructor communicates in the target language; 2) The instructor encourages me to practice the target language during the course of the semester; 3) The instructor uses interactive activities: visuals, props, videos, tapes, etc.; 4) The instructor provides a relaxed environment conducive to learning and speaking the language, and 5) The instructor incorporates cultural insights of the country/countries where the language is spoken. The overall process helps ensure that instructors follow the department's guidelines and that they teach according to the official course outlines.

In addition to the aforementioned steps to ensure that the current curriculum adequately meets students' needs, our department has worked diligently for years to develop a seamless foreign language curriculum through the implementation of the Foreign Language Articulation Project (FLAP). The close collaboration between Grossmont, Cuyamaca College and four-year institutions assures the currency of our curriculum and a perfect student transfer.

2.4 Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)

Years	Language Program	Total	Retention
Sp2004- Sp2010	Arabic	2010	1612 (80.20%)
Sp2004- Sp2010	Chinese	459	365 (79.52%)
Sp2004- Sp2010	French	2761	2109 (76.38%)
Sp2004- Sp2010	German	2714	2206 (81.28%)
Sp2004- Sp2010	Italian	960	728 (75.83%)
Sp2004- Sp2010	Japanese	2743	2106 (76.78%)
Sp2004- Sp2010	Russian	1140	939 (82.37%)
Sp2004- Sp2010	Spanish	16402	12891 (78.59%)
Sp2004- Sp2010	Foreign Language Department	29189	78.87%
	Campus-wide		78.63%

A retention rate on average of approximately 8 out of each 10 students served by the Foreign Language Department seems reasonable. Overall, the department retention rate of 78.87% for this Program Review is slightly higher than for the last Program Review Cycle, 77.42%. Furthermore, all languages consistently produce similar results with only small margins of difference that could easily be explained by the natural variability one would find in small populations. Whereas, the college's success rate has increased by over 5%, compared to the last Program Review in 2004, the Foreign Language Department's has changed less than 0.5% and thus, remained steady due to the consistency of our standards.

Upon review of the Grade Distribution Summary, there is no evidence of unusual grade variability.

2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

In each of the five programs that have multiple sections (Arabic, French, German, Japanese and Spanish) instructors use standardized exams and grading criteria to ensure consistency in grading. Instructors teaching these courses use the same textbook, share syllabi and develop materials together.

Additionally, the Foreign Language Department offers in-house seminars during the semester that train instructors to efficiently assess students writing and oral proficiency. Moreover, the Foreign Language Department has established student learning outcomes, grading policies and developed oral proficiency assessment tools and writing rubrics, which are distributed to instructors at the beginning of each semester.

2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

The addition of new courses in the Foreign Language Department represents its efforts to meet global and local demands, as well as local changes in demographics. In the fall of 2006, new courses and their course outlines were added for Spanish for Health Personnel and Spanish for Law Enforcement. In the spring of 2007, these courses were offered; however, they have been discontinued due to low enrollment.

In the fall of 2007 the Foreign Language Department offered Chinese 121 with the goal to expand the Chinese Program. The Foreign Language Department's Educational Master Plan Activities, updated in the spring 2008, called for curriculum development for language courses and increased and/or new course offerings in language sections. Concurrently, the increase in demand for Chinese language courses in Asian studies programs throughout the world was due in part to China's socio-economic and political influence in world affairs; the Summer 2008 Olympic Games in Beijing was expected to and did attract further attention to the Chinese language and culture. In the fall of 2008 the department began to update course outlines for CHIN 120/121/220/221/250/251 along with all the related documentation for course and degree additions, such as the addition of CHIN 220/221/250/251. The Chinese program was now in the position to create a major in Chinese.

In the fall of 2009 the Arabic program added a new course and its respective course outline. In response to both the demographic change of the East County and Grossmont College students' enrollment, the Arabic Language Program offered Arabic 148, an Arabic culture course entitled: "Arabic Language, Culture and Literature". The objectives of this course are many. While it is a requirement for the Arabic certificate and the Arabic A.A, it is also an opportunity to share the Arabic culture with the community at large and to answer many of the questions students may have. This course is also part of the G.E. package and is transferable to both the UC and CSU systems. It is taught in English. Also, the Arabic program is currently planning Arabic for the Native Speaker courses to be offered in the near future.

2.7 How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum?

The Grossmont College Foreign Language Department's programs cover all these contemporary issues and prescribe to best practices to teach language within the context of culture. As global issues are either created and/or confronted by global cultures, global languages are the means by which these issues are addressed and communicated within cultures and through intercultural communication. Thus, the relevance of foreign language studies to current issues is paramount. An ability to speak a foreign language is indispensable for national security reasons and to guarantee success in today's highly competitive job market and world economy. All foreign language classes contribute to a student's knowledge in many fields of study, such as International Business, Education, Policy Studies, Cross-cultural Studies, English, Literature, Social Studies, History, Art, Medicine, to mention a few, and should be promoted. The Foreign Language Department's mission is to produce well-rounded individuals that actively and successfully participate in a highly pluralistic society and

interdependent world. Hence, it is important to encourage students to study foreign languages in today's competitive global market.

2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see instructions for help on finding the applicable data.)

Not applicable to the Foreign Language Department.

2.9 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

Collaboration with High Schools: A good working relationship with high schools has developed and some of Grossmont College foreign language evening instructors are high school teachers. Foreign language faculty members also visit elementary, middle, and high schools to promote lesser taught/critical languages in order to recruit students. High school teachers are invited to participate in all the seminars we offer for Flex Week credit. Between the fall of 2006 and the spring of 2008 Spanish 220 was offered at Helix High School. Up until her retirement in the fall 2009, Carmen Hernández was a member of the Standards Review Team of Grossmont Union High School District (GUHSD).

2.10 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

The Foreign Language Department works closely with our colleagues from San Diego State University, UCSD and other community colleges in the area, as a result of the Foreign Language Articulation Project designed to develop a model foreign language transfer sequence of lower division French, German and Spanish courses based on the American Council on the Teaching of Foreign Languages standards for proficiency based instruction.

Foreign languages taught at Grossmont College are widely and readily articulated course-to-course with transfer university and college partners. In addition, they are included for CSU and IGETC GE certifications as fulfilling the area for arts/humanities. As new courses are developed (for example Chinese), they are submitted to the universities for articulation and also to the system offices for inclusion into general education packages.

There are some cases, with Russian and Japanese at SDSU being examples, where specific languages courses are not accepted for articulation. SDSU requires proficiency exams for these specified languages but articulates the majority of Grossmont foreign languages. With the Grossmont College Spring 2011 addition of courses in Chinese, an articulation submission has been made.

Although proficiency exams are sometimes needed for the specific majors in foreign languages, Grossmont College courses fulfill university foreign language graduation requirements.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 4** - Annual Progress Reports, as well as **Appendix 5** – SLO Assessment Analyses and **Appendix 6** – Course-to-Program SLO Mapping document, answer the following questions:

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

The Foreign Language Department has always taken student learning outcomes very seriously as a means for establishing the benchmarks that determine how students are assessed in language courses. Students must meet standard exit skills in order to ensure their success at the next level. Given that we use standardized exams, midterms, final exams and oral evaluations, SLOs are as inherent in our program as the evaluation of them. Therefore, the department is well-engaged in the SLO Assessment Process – developing and implementing ways to measure student achievement of course learning outcomes, and gathering knowledge and data to improve student learning and increase student success –and fully recognizes the value of this process. Student learning outcomes have been established and implemented in course syllabi for all course offerings within each language. All course level SLOs have been mapped to the Institutional SLOs. The Foreign Language Department has developed a six year plan which delineates the semesters in which particular course level SLOs will be assessed. The following foreign language assessments have been conducted:

FA08	SP09	FA09	SP10
ARBC 120 (2)	ARBC 120 (1,2)*	SPAN 122 (1)	No recorded SLOs activity
GERM 120 (2)	SPAN 123 (4)	SPAN 123 (4)	
RUSS 120 (2)			
SPAN 122 (4)			
SPAN 141			

*the corresponding SLO assessed; i.e. ARBC 120: 1 = listening; 2 = reading; SPAN 123/123: 4 = communication

In order to accomplish this, all department standardized exams are carefully crafted with student learning outcomes in mind. Each language program has conducted simple, “doable,” and meaningful SLO Assessments in accord with the department’s six year SLO Assessment Plan. Please bear in mind that the SLO process at the institutional level is an evolving one in which there have been fluctuations. For example, in the Fall 2010 semester it was not compulsory to turn in anything.

Although we have engaged in “closing the loop” discussions with department colleagues based on gathered results from assessments, we recognize that more work needs to be accomplished in this area. Following are some difficulties we have faced in this. Although there is now greater faculty involvement with the process, the ratio of part time to full time faculty remains very high and, as is often the case, part time faculty are not or cannot always be as heavily invested in the process as their full time counterparts.

Furthermore, each program represents a diverse set of cultural values in addition to logistic complexities that must be carefully addressed. In regards to the latter, we are a very large department consisting of eight language programs coordinated by only 3 full time faculty members. During professional development week, it is no simple task for coordinators to arrange multiple meetings on the same or different days with individual language sections. In doing so, coordinators must consider individual part time faculty members' schedules and availability. With respect to the former, best practices would dictate that each section have a coordinator who is a full time instructor of that language. Given these circumstances, we nevertheless strive to remain optimistic and excited by the opportunities that await us as we embark on meaningful assessment (we have received great test results), engaging peer dialogue, and continuous improvement.

3.2 Using your course-level **SLO Assessment Analyses (Appendix 5)** (this is part of your annual reporting process) and your **Course-to-Program SLO Mapping Document (Appendix 6)**, discuss your students' success at meeting your Program SLOs.

Based on Appendix 5, in fall 2008 the Foreign Language Department conducted assessments in five courses. Students met the established benchmarks for each one of these assessments. For example, in German 120 reading skills were assessed using the 70% success-rate benchmark established by the Foreign Language Department. The tool used to assess this skill was a reading comprehension section within the final exam. Upon analyzing the data from the 100 students who were assessed, 91% of the students met the benchmark at 70% or more correct answers. Also, in Arabic 120 students' reading skills were assessed. Of those students assessed, 95% met or exceeded the 70% benchmark. Further results include: Russian 120, reading, 94% met or exceeded the benchmark; Span 122, Spanish for the Native Speaker, and Span 141 (Spanish and Latin American Cultures), 100% of the students assessed met or exceeded the benchmark. These are outstanding results.

In spring 2009 two courses were assessed. In Arabic 120, listening and reading skills were assessed. Upon analysis of the results, assessments yielded 56% and 85% of the students met or exceeded the benchmark, respectively. For listening, the results were not surprising, since listening skills are not always easy to acquire. As a result, the coordinator has decided to increase in-class listening exercises in order to expose students to a variety of situations and to help them build their vocabulary. In Spanish 123, Spanish for the Native Speaker, speaking skills were assessed and stellar performances by students yielded a 100% rate in which students are meeting or exceeding the benchmark.

Based on the excellent results that the Foreign Language Department has obtained from the aforementioned assessments and analyzing Appendix 6, it is reasonable to conclude that students within these courses have met all the Program SLOs.

3.3 Based on your discussion in **Section 3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your **Course-to-Program SLO Mapping** document in **Appendix 6**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

Based on our discussion in Section 3.2, all program SLOs are being adequately assessed within the Foreign Language Department by the course-level SLOs. It is important to note that in foreign language courses five basic skills are being assessed by our SLOs. Furthermore, in the Foreign Language Department, there is a direct correlation between SLOs reflected in our course and program SLOs. However, due to the limited data, we do not think it is advisable to make any changes at this time.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

In order to teach a foreign language effectively some criteria need to be met. We need rooms that have movable desks and open space for easy movement and student interaction, a sufficient number of whiteboards and near soundproof walls, the latter so as not to have distractions from neighboring classes. The Foreign Language Department no longer has assigned rooms. Some of the rooms where foreign language classes are taught are not conducive to language teaching. They are inadequate because they have tables anchored to the ground, and this hinders collaborative learning efforts, or because they are too small and have visual obstructions like columns and walls: Room 362. We need to have language course-specific rooms to accommodate the needs of our language programs and to maintain and support the integrity of these programs.

The Foreign Language Department uses the following offices: 501A-B; 502A-B; 503A-B, 517A-B and 546. Faculty offices are small and extremely crowded. The Foreign Language Department Office 501A is absolutely too small to be effective and to efficiently run department business; i.e. meetings, filing cabinets, computer and work station. The computers in these offices are slow and inadequate. Faculty needs state of the art equipment that runs faster and more efficiently. The department has submitted an activity proposal for larger and more efficient computers that can handle multimedia projects of considerable scope. This will promote student and employee success. For example, a larger computer screen will provide Foreign Language instructors with a better tool for creating better visuals in a more efficient manner that will enhance teaching and instructional delivery. It will also afford the instructor and the student improved viewing of materials, online homework, grades, etc. It will allow FL instructors to multi-task by having different windows opened and providing an optimal view. As language instructors we are constantly making visuals and activities for our classes and it will be very helpful to produce these on bigger screens with faster computers.

4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

The full-time faculty of the Foreign Language Department understands that in the current environment defined by California's budget crisis circumstances are changing, but in the past six years when the number of sections offered increased, the Foreign Language Department faces more problems scheduling classes at popular hours. The Department needs to have more rooms if it is to expand and maintain the integrity of its programs.

Off-site offerings have not been viable in the recent past because the Foreign Language Department has had to cut sections in response to the campus-wide effort to save money due to the State's budget crisis. Therefore, the Foreign Language Department has no plans to offer off-campus classes in the near future unless the budget outlook improves. For a brief period, between the fall of 2006 and the spring of 2009, French 121 and Spanish 220 were offered at Helix High School; however, the classes were

discontinued when Helix decided to teach equivalent courses with one of their own instructors.

4.3 Based on your analysis of the Student Survey results in **Appendix 7**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

Based on our analysis of the data from the Student Survey results in Appendix 7, the following observable trends as given in percentages might affect student access (see Table 1 below):

In response to question 1 of the Student Survey, “What is your reason(s) for taking this class?,” 30% of the students take language courses for general interest, 39% for GE requirements, 23% for majors and 15% for transfers.

In response to question 2, “How did you find out about this course?” 77.3% of the students surveyed did so through the course catalogue, but only 1% through advertisement.

In response to question 3, “How many courses have you taken in this department at Grossmont College?” out of a total of 726 students surveyed, the observable trends indicate that 53% of our students take one language course, roughly 22% take two courses, 13.2% take three and 12.5% take 4 or more.

In response to question 5, “What modes of communication are made available to you by your instructor?,” for the 93% of instructors who make most available face to face (f2f) communication to their students, 79.3% of these students use this mode of communication most often (Q5b). This is in comparison to the 33.7% who use email most often.

In response to question 6, “Which of the following do you check most frequently for course information and/or messages?” 63.9% and 33.1%, respectively, check email and Bb (Black Board) announcements. Electronic communication is on an upward trend.

In response to question 8b, “Who else or what else do you turn to for extra help? (other text),” roughly 21% of our students responded that they turn to a tutor or to the Tutoring Center for extra help.

In response to question 9, “Which of the following course resources helped you learn the course material?” 78% and 77% of students, respectively, use the class lecture and the class text book as their main resources for learning the class material.

Moreover, in response to question 10, “Which of the following course resources do you feel would help future students learn the course material?” 70% and 64% of students, respectively, would recommend those same 2 resources, lecture and textbook, to future students.

In regards to question 11 (see Table 2 below), “Did you find the resources helpful or somewhat helpful?” 48.7% of the 43% of students who used the Assessment and Testing Center¹, found it helpful; 68% of the 47% of students who used the library found

it helpful; 62% of the 48% of students who used the Tutoring Center found it helpful. In addition, 74.1% of students would recommend tutoring to future students (Q12g).

In response to question 13, “What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals” was very interesting. 96% of the students, virtually all of them, think that what they are learning in their language classes could be useful outside of the classroom for purposes other than achieving their academic goals.

In response to question 14, “How satisfied are you with the availability of courses in this department?” 73% of students indicated that they are ‘very satisfied’ or ‘satisfied’ with the availability of courses in our department.

In response to question 15, “What would be your preferred start time(s) for courses to be offered?” During weekdays, 48% indicate that they prefer classes that are offered between 9am and 12 pm, 35% prefer classes between 12 pm and 3 pm, and 23% prefer classes between 4 pm and 10 pm, while 15% indicate that they prefer the early slot between 7 am and 8 am.

Not surprisingly, 52.2% and 64.9% of students, respectively, have no preference for courses to be offered on Saturdays and Sundays.

Given the data from question 16 regarding “Gender”, it is apparent, that the trend in the gender ratio of female/male is evening out (50.6% to 49.4%).

From the data in question 17 regarding “Age”, 70.4% of our students are 24 years old or younger. This trend has remained unchanged.

Also, given the data from question 18 regarding “Ethnicity”, it is clear that for this program cycle we served 37.3% White students compared to 56% during the last

program review. Furthermore, Hispanics have moved slightly up in numbers from 16% to 19.1%. The same is true for the Middle Eastern group of students, which moved up from 5.5% to 9% of the student population we serve.

In response to question 19, “What is your primary language?” it is clear from the survey that 36.2% of our students are not native speakers of English, therefore this trend is definitely upward when compared to our last program review in which roughly 20% of our students were not native speakers of English.

In response to question 20, “What is your major?” 6.5% of our students are pursuing either a major or minor in foreign languages; at the same time, many of the other majors that our students are pursuing require a foreign language course for graduation.

Under the “comments” section at the end of the Student Survey, it is clear that students

1: The calculation of the percentages for “student use” of resources in this section was determined by dividing the sum of those students who were required to use/or voluntarily used the resource by the total number of students surveyed.

are requesting the addition of class sections in the majority of language programs. This is true of the Arabic program, in which Arabic 148, *Arabic Language, Culture and Literature* was developed and offered. In Chinese, students have expressed their need for Chinese 121 (Chinese II) to be offered every semester and additional class times. In French, students requested extended availability of office hours, schedule flexibility and more classes. Currently, the French program is functioning without our full-time French instructor. In German, students requested afternoon options. In Italian, students would like to see Italian I-IV offered. Both Japanese and Russian students want to see a more generous course offering and greater flexibility in class scheduling. In Spanish, students also request greater availability of scheduling and tutoring.

Results of Student Survey by Languages and Department (In percentages)

Language	ARBC	CHIN	FREN	GERM	ITAL	JAPN	RUSS	SPAN	FLDEPT
Question	N=128	N=16	N=59	N=108	N=35	N=134	N=35	N=198	N=726
Q1: Reason for taking	26/32/35/15/59	88/25/13/6/30	66/42/20/34/48	70/22/28/15/36	69/49/26/31/53	75/34/22/23/42	27/31/19/6/42	43/48/19/17/46	30/39/23/15/45
Q2: Found out by schd or cat.	61	94	88	72	77	83	68	84	77
Q3: # courses taken (1,2,3 or more)	44/21/13/21	47/27/27	58/15/27	37/32/31	46/43/12	44/22/34	71/20/9	68/14/18	53/22/26
Q4: Delivery (f2f or hybrid)	92	100	100	99	100	100	100	97	98
Q5: Comm. w/ instr. (f2f, email or tele)	84/42/10	88/56/31	97/78/46	96/74/53	97/63/26	92/54/22	98/44/24	94/68/33	93/61/31
Q6: Access to course info. (email)	47	62	83	62	70	58	70	68	64
Q7: Access to instr. (f2f, OH, Tel. or email)	62/33/3/23	81/- /- /25	85/- /- /17	76/9/77/28	83/- /- /31	86/8/1/18	76/11/7/20	78/18/2/21	78/18/2/21
Q8: Extra help (friends, websites or tutor)	77/15/40	63/6/17	62/19/15	50/18/28	61/28/25	61/19/14	51/23/18	55/27/11	59/21/21
Q9: Resources (lecture, tex book, hw)	65/44/57	88/88/75	98/95/86	94/88/69	89/74/71	73/85/74	68/72/68	74/83/72	78/77/69
Q10: Would recommend resources to future stdts	57	75	85	81	82	62	61	72/70	70/64
Q12(g): Tutoring Recommended	85	83	67	79	74	81	76	62	74
Q13: Learned Material was Useful Outside Class	95	100	98	99	94	98	89	94	96
Q14: Satisfaction w/course availability	77	64	51	81	71	74	56	77	73
Q15: Time Primc (AM/Early PM/LatePM/7AM)	77	92	59	51	59	41/51	30/41	35/24/26/28	48/35/23/15
Q15(d): Online course	8	12	36	22	23	23	28	19	28
Q18: Ethnicity	41ME	44A/12W	33H/39W	60W/22H	51H/34W	31A/20W	54W/14H	43W/25H	37W/19H/9A/9M
Q19: Primary Lang.	57AR	42As	76 E	92 E	76 E	24 AS	7 RU	87 E	64E/9AR/3SP
Q20: Major/Minor	17	N/A	0/2	4	N/A	8	2.5	2.7	6.5
Q21: Comments	AddClass	Add 121	OH/Schd	PM Avail	ITAL II-IV	AddClass	Add/Schd	Add/Schd	AddTutors
		AddClass	AddClass						
*GF=General Interest; GE=General Ed; Mej=Major; Tr.=Transfr; Req=Requirement; - =N/A									
*M=Middle Eastern; A=Asian; W=White; H=Hispanic									
1. Percentages for this data determined by taking the Freq/Sum of Freqs									

Table 2: Results of Student Survey (Q#11): Did you find the resources helpful or somewhat helpful?

(Note: figures show the sum of percentages of those students who found the service helpful or somewhat helpful)

<i>Language</i>		ARBC	CHIN	FREN	GERM	ITAL	JAPN	RUSS	SPAN	FLDEPT/Use
<i>Resource</i>										
Assess. & Test Ctr.	86	33.3	58	35.5	58.4	39.4	26	38.25	49/43	
English Writing Lab	83.3	50	26.7	34.6	75.1	51.2	43	37.6	52/41	
Tech Mail	78	57.2	62.5	62.5	76	57.9	40	54.2	62/49	
Library-Online Rsrces	80.4	50	56.5	69.5	84.2	61.1	43.5	53.5	63/45	
Library-On-Campus	85.4	50	62.5	63.5	85	76.9	47.8	56.7	68/47	
Math Study Ctr	76.1	33	43.8	32	60	48	20	37.9	47/40	
Tutoring Ctr	83	71.5	62.5	66.7	72.4	62.3	39.1	47.5	62/48	
DSPS	75.5	N/A	28.5	26	53.4	37.8	21.1	25.7	39/39	
EOPS	84	N/A	31.3	30.4	68.8	40.4	25	27.1	44/39	
BB Help	86.7	50	35.7	34.65	62.6	51.8	16.7	37.8	53/43	

Editor's note: in table 2, the last column also provides the % of students who use these campus services.

4.4 What implications do these findings from 4.3 have for your program?

According to the data from question 1, it is clear that a significant 77% of our students responses indicate that they take language courses for a requirement (considered here as a GE course, a transfer course or one for their major). From another perspective, this would imply that 45% of students answered to all three reasons for taking this course.

Upon analysis of the results from question 2, given the funds, we could do better in promoting our courses through advertisement. Furthermore, only 9% of our students find out about our courses from a Grossmont counselor. Based on this data, we hope to increase our cooperation with the counseling to advise students to take courses in the area of foreign languages.

In response to the observable trends from question 3, "How many courses have you taken in this department at Grossmont College?" it is clear that approximately 25% of students who have taken one course in our department will continue to complete all four courses in the core sequence. Arguably, we retain a highly acceptable rate of 1 out of every 4 students who come through our doors.

Question 5 data indicates that instructors in the Foreign Language Department communicate most effectively f2f with their students, and that students prefer f2f communication.

Results from question 6 are significant in that the department stresses the fact that instructors need to be accessible to their students by email or Bb.

In regards to question 8b, it is clear that many of our students take advantage of this free resource. This data can be verified by the fact that 48% of our students use tutoring and 62% consider it to be a helpful resource.

From the trend in response to question 9, we glean that our class lectures in the Foreign Language Department are very effective and that the majority of students benefit most from our instructors' expertise in the subject matter.

It is clear from question 10 that the majority of our students are satisfied with their instructors and the class-assigned textbook.

There are many interesting observable trends from question 11. Sixty-two percent of our students find tutoring a helpful college resource. This can be attributable to the fact that language courses generally require a generous availability of tutoring to a substantial number of students.

Considering the data from question 12(g), the fact that 75%, or 3 out every 4, of the students surveyed would recommend this service (Tutoring) to future students, clearly shows how highly appreciated and needed this resource is among our students.

Furthermore, upon analysis of data from question 13, it is highly noteworthy that 96% of the students –virtually all of them –think that what they are learning in their language classes could be useful outside of the classroom for purposes other than achieving their academic

goals. This finding speaks volumes, on the one hand, to the relevance of foreign language classes to our students' education and careers and, on the other hand, to our students' awareness of the practicality of these classes in their lives and careers beyond the classroom walls. Moreover, this data implies that students are aware they will use the learned language skills with the speakers of these languages. This is a reasonable expectation in an increasingly globalized, interdependent and connected world in which 4/5 of all transactions have to do with international trade. Culture is language and language is culture; indeed, our students have expressed that they are aware that they will need the language skills that they have honed in order to be effective intercultural communicators.

Analysis of data from question 14 shows that the levels of students' satisfaction with course availability has not varied at all from our last program review; nevertheless, faced with the substantial growth experienced by most of our programs, our selection of course offerings has kept pace with the demands of this growth, as we have successfully managed to meet the needs of our students.

Analysis of data from question 15 clearly demonstrates that, in fact, the Foreign Language Department offers courses at all hours of the day in order to meet our students' scheduling needs.

Upon an analysis of data from question 16, "Gender", it is apparent, in regards to the female/male gender ratio that it has evened out in numbers (50.6% to 49.4%) in comparison to the last program review (57.8% to 42.2 %).

From the data in question 17, "Age", we conclude that 70.4% of our students are 24 years old or younger. This number is roughly the same as in our last program review; therefore, suggesting that our student population is maintaining its youthful nature.

Given the data from question 18, "Ethnicity", it is clear that our campus is more diverse compared to the data of our last program review; for instance, the most significant change for an ethnic population was experienced by the category of White (Not of Middle Eastern Descent), of which in this program review we served 37.3% compared to 56% during the last program review. This represents a significant 20% drop in our White student population; on the contrary, Hispanics have moved slightly up in numbers from 16% to 19.1%. The same is true for the Middle Eastern group of students, which moved up from 5.5% to 9% of the student population.

On the one hand, data from question 19 (primary language), can account for the significant number of non-English native speaker students who enroll in language courses, and on the other hand, it supports the need for Native Speaker Courses for these students in our programs most impacted by this phenomenon, namely, Arabic and Spanish. In addition, from question 19b, it is interesting that Chaldean was spoken with a relatively high frequency (or 33%) as a "primary language", compared to its relatively lower frequency (or 3.7%) in which it was spoken during the last program review. This surely reflects the sharp increase in population growth experienced by this ethnic group since the last program review.

The French and the Japanese programs are in dire need of full-time instructors. The French program has a superb full time instructor, Muriel Vitaglione, who has been on disability leave since 2008. According to the data, the Japanese program operated with an FTEF of 6 in

2009-2010. Currently, both of these programs have been coordinated by full-time instructors from the Arabic and Spanish programs, respectively. These colleagues have, undoubtedly, been doing stellar jobs coordinating multiple programs; however, given the size of their own programs and the size of these additional programs, best practices would dictate the hiring of full time instructors in each the French and Japanese programs. This action is necessary in order to provide the most effective and efficient operations of these programs and maintain the overall integrity of the Foreign Language Department. Nevertheless, based on the findings in section 4.3, it is reasonable to conclude that students are either satisfied or very satisfied with the access that the Foreign Language Department provides them to essential services such as course offerings, communication, and department and course resources.

4.5 Based on your analysis of questions 3 through 16 in the **Appendix 7 - Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.

Promotion of our programs has been an ongoing process and continues to play a significant role in maintaining the programs. Based on demands due to changes in local demographics and global circumstances, the Foreign Language Department is planning to pursue growth and maintain strong enrollments. In particular, the Arabic program plans to add Arabic for the Native Speaker courses in response to the demographic changes in the East County. Arabic 148, Arabic Language, Culture and Literature, was added. This course is a requirement for the Arabic certificate and the Arabic A.A. It is also an opportunity to share the Arabic culture with the community at large and to answer many of the questions students may have. This course is also part of the G.E. package and is transferable to both the UC and CSU systems. It is taught in English.

The Chinese program is now in the position to create a major in Chinese. The Japanese program is in need of a full time instructor as the program continues to maintain a strong enrollment following the sustained growth over the past two decades generated, on the one hand, by Pacific Rim relations in the area of international business, and on the other hand, by the current wave of general interest in Japanese popular culture.

A major in Italian has been submitted to the Curriculum Committee and is currently in place. This is significant considering that students have been demanding offerings in Italian III and IV.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (**Appendix 7**)

Approximately 70 Foreign Language Department instructors directly promote our courses and programs each semester through their students. Moreover, the 8 foreign language programs are promoted and publicized through the college catalogue, class schedules, the Foreign Language Department's brochure, and website. On the website, prospective students can find information about the majors that the department offers, classes and curriculum. Several instructors have created their own websites promoting their cultures and

languages, and courses. Although 8% of the students who filled out a Student Survey indicated that they had found out about the class they were taking from Web Advisor, another 4% found out about it from the Foreign Language Department's website.

A brochure has been prepared that describes the courses offered, certificates and degrees available, and career opportunities. This brochure is available in the Counseling Center for new and prospective students. It is also made available to the Grossmont Union High School District counselors and foreign language teachers. It is also made available to four-year universities and other community colleges. The college needs the cooperation of the Counseling Department to bolster the number of students exposed to the myriad of academic and career opportunities affordable to foreign language students. Counselors need to be made aware of the many opportunities that the study of foreign languages provides.

Students enrolled in CSLE (Community Service Learning Experience) contribute greatly to publicizing the Grossmont College Foreign Language Department. As a result, business, medical institutions, and schools frequently call our department to request student volunteers. A number of students indicated that they had learned about the community service from club fairs, and on-campus cultural events.

Certain offerings are publicized in the class schedule on campus and in the Preview. The foreign language programs abroad and summer classes are also advertised in local newspapers. In addition, special ads are placed in the Grossmont College class schedule every semester to publicize some of our courses.

Of the total number of students surveyed, 77% of students indicated that they had learned about a language program and/or a class from the class schedule and college catalog; thus, making these two resources our most effective means of promoting our courses and programs.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Grossmont College teaches eight world languages. The rationale for offering these courses is to allow students to complete their certificate and degree in a timely manner.

Some of the strategies used to increase enrollments have been: to publicize its courses through liaisons with community secondary schools and Middle College, flyers, ads in the campus class schedule, and in Grossmont's website. It is customary for our language programs to contact former students and students on a waitlist to encourage them to continue their language studies towards achieving a Certificate of Achievement and/or A.A. Degree in the target language.

4.8 Based on an analysis and a review of your 6-year Unit Plan (**Appendix 1**), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).

Myriad strategies have been implemented in our department to address access issues.

Information is provided to students regarding DSP&S, EOPS, the Tutoring Center, and the Testing and Assessment Center. Copies of textbook for each language course are provided by the department in the library and DSP&S for student use.

Language classes are offered from 7am to 10pm providing students to take courses at various times with a wide choice of language offerings.

Native speakers courses in Arabic and Spanish are offered to fulfill the special needs of native speakers.

The goals and objectives of the department regarding access are adjusted to reflect the rapidly changing demographics in the East County.

Courses in Spanish and Arabic for Native Speakers are offered and being developed to provide access to special populations in our surrounding communities. The Arabic instructors meet with counselors and the campus community on a regular basis to raise awareness of the needs of Arabic-speaking population. In addition, the Arabic faculty organizes on campus information sessions to educate the incoming students on topics such as student services, instructional programs, and cultural differences between the American educational system and their own.

SECTION 5 - STUDENT SUCCESS

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender).

In the spring of 2010 the Arabic Program began plans to offer Arabic for Native speakers, Arabic 122 & 123. Also, the Spanish Program continues to offer Spanish for Native Speakers 122 & 123.

The inclusive nature of foreign language classroom instruction provides an environment inclusive of all students. Faculty in our department utilizes a variety of selected teaching methods and strategies to suit the abilities, needs, and interests of our students, and strives at creating a low-anxiety learning environment so that all students can successfully develop their listening, speaking, reading and writing skills in a truly communicative fashion and without fear of criticism.

To better prepare students for the challenges of learning a new language, some of our instructors provide students with a questionnaire at the beginning of the semester designed to help students determine their learning style (visual, mechanical, auditory, and kinesthetic) so that they can become aware of how they learn information, information that allows them to explore and develop effective ways to successfully learn the class material.

The department embraces a communicative approach to learning languages that addresses different learning styles. In class, our students engage in communicative activities that allow them to complete real-world tasks, and to learn through meaningful and authentic language use. CSLE (Community Service Learning Experience) 196 ABCD in Arabic, French, German, Japanese, Spanish and Russian affords students many opportunities to extend learning beyond the classroom by applying the languages skills acquired in the classroom to real-life scenarios.

All our language programs periodically adopt new textbooks or new textbook editions which include online student activity manuals, tutorials, audio and multimedia CDs, and self-assessment tools that afford students the opportunity to extend learning beyond the classroom. These support materials provide the student with a wide variety of exercises and activities that take into account different styles of learning.

For those students who prefer a slower-paced Span 120 class, the Spanish Language Program offers 120A (2.5 units) and 120B (2.5 units). However, currently these courses are not offered due to budget constraints.

To further ensure student success, our department has cultivated a very positive working relationship with all student services and departments. They have always provided us with valuable information on how to best serve our students that require their services.

Additionally, the faculty in our department holds regular office hours for individual consultation with students. A new office for part-time instructors is now available in 503-A. Furthermore, instructors refer students to the Tutoring Center to take advantage of this free service. The Tutoring Center now offers tutoring in all languages.

Students are also encouraged to participate in our culture and language clubs as a way to practice their foreign language skills and learn more about the cultures of its speakers.

Copies of textbooks for all language courses are on reserve in the library.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

New technology and upgrades have instituted a great deal of change in the Foreign Language Department:

Since our last program review the Foreign Language Department has witnessed the end in the use of commercial foreign language computer-installed software, on the part of the students and teachers, in favor of free online resources offered by the textbook publishing companies. As a result of this, students and teachers have stopped relying on the language audiocassettes and computer software available at the library and are instead using more of the free online activities, course materials, and additional cultural and online instructional resources offered by the publishing companies.

All the foreign language instructors use computers either on-campus or at home to create quizzes, course syllabi, compute grades, communicate via email, etc. They also use the Internet for research purposes and review of foreign language websites and new multimedia software. This has become essential over the last years as many publishing companies today move towards providing support not only for the traditional, face-to-face language instruction format but also for the hybrid and online course formats. Whereas during our last program review, publishers still included online supplements and resources, and CD-ROMS with their book, workbook, video and audio CDs packages for teaching in the traditional face-to-face format, today's publishers are providing self-contained, seamless language instruction packages for multiple formats of language instruction.

Several full-time instructors have developed their own webpage for the purpose of advertising Grossmont College Foreign Language Department and communicating with their students. The Foreign Language Department has had a website since 1995. The website was reviewed during the last academic year.

In general, the special projects and innovations undertaken by the Foreign Language Department, by committees within the department and by individual faculty members, illustrate the wide ranging interest of departmental faculty as well as their ongoing concern for the success of students.

- **Workshops:** In order to stay abreast of global technological advances and professionally current of the changes in teaching methodology in our field, it is essential to provide professional workshops. Over the last six years, the Grossmont College Foreign Language Department has offered many training workshops during Flex Week to full-time and part-time faculty from Grossmont College. In-house workshops were provided in the following areas: creating visuals; new techniques and methodology; incorporating technology in the classroom; incorporating realia and engaging students one-on-one. The Foreign Language Department prescribes to the general framework of proficiency-

oriented language instruction and thus, uses a variety of pedagogical tools for encouraging students to become actively engaged in the learning process inside and outside of the formal classroom. In this spirit, department workshops specifically focus on the following areas:

- **Communicative Approach:** Because students learn best by applying the rules and patterns presented in actual communicative activities, all of the foreign language classes are interactive. There is a constant instructor-student and student-student oral interaction. The department stresses this approach and tries to hold training workshops when funding is available.
- **Real Life Situations:** Exploring real-life situations through the use and practice of role-playing, and hands-on activities.
- **Collaborative Learning:** Pair work is part of every class and many instructors use collaborative learning techniques to provide practice in group dynamics.
- **Total Physical Response (TPR):** Most students learn better by touching objects or acting out what they are learning. Instructors use many TPR activities to facilitate language acquisition.
- **Language Immersion:** All classes are taught in the target language to provide students with maximum input and practice in the language but yet the instructor provides comprehensible input supported by authentic materials.
- **Language Pattern:** Students are given many examples in the target language in order to discover new patterns and apply them on their own either outside of class or by acting them out in front of their peers.
- **Study Groups:** Students are encouraged to study in groups to improve their communicative skills.
- **Tutoring Center:** Instructors encourage student to seek help and additional practice at the Tutoring Center. The Tutoring Center presently offers tutoring in French, German, Italian, Japanese and Spanish. Each tutoring session is one hour long, and students can receive up to two hours of tutoring a week, free of charge.
- **Resource guide:** Individual instructors have prepared papers or electronic guides listing all resources related to the target language in the San Diego area.
- **Foreign language clubs, foreign language festivals, WACC and other cultural activities on campus or in the community:** Students are strongly encouraged to attend and actively participate in these organizations and events.
- **Classroom presentations:** students research, organize and present a subject-related topic to their classroom peers in the target language.

- **Office Hours:** Full-time instructors use office hours for individual student consultation, an obvious component of the teaching-learning experience. Part-time instructors have access to an office for holding office hours, making copies and having a workspace.

Instructional Innovations and Special Projects:

- **French Summer Program Abroad:** Grossmont in Paris is designed to supplement foreign language study in the target language and to broaden students' view of the world. The last Paris Program was in 2007, and due to the budget cuts and hard financial times for our students, we have not had one since. The Paris program also included Art History courses with Marion de Koning with visits to the Louvre and the Musée d'Orsay. Depending on the years, classes lasted from five to seven weeks. Instruction during the first and second weeks of the program has regularly taken place at Grossmont College. This program has traditionally offered French 121 and 220 classes and a combination French 250/251 class. As soon as the budget improves, we will apply to have another trip.
- **Community Service Learning Experience:** CSLE 196 ABCD courses in Arabic, German, Japanese, Russian and Spanish continue to be offered thanks to the efforts of full-time and part-time instructors.
- **Foreign Language Brochure:** The Foreign Language brochure is constantly updated, and is accessible online. Copies of the brochure are available for students in the Counseling Center, the Foreign Language Department office, and are mailed to all high school counselors.
- **Foreign Language Festival:** This event has been cancelled since 2002 due to budget constraints, but due to its strength as a recruitment tool (each Languages of the World Festival had an average attendance of 400 to 700 hundred students from local middle and high school students) there has been discussion about bringing it back as the budget improves.
- **Clubs:** Part-time and full-time faculty volunteer their time to advise students who participate in any of our 5 language clubs: Arabic, French, German, Japanese, Spanish. Semester after semester, club advisors help club members organize fundraisers, cultural celebrations, field trips, and on-campus weekly club meetings.
- **WACC and Cultural Events:** Several full and part-time faculty are active members of the World Arts and Cultures Committee and/or collaborate with them in bringing cultural events to our campus. For example, events range from 5 de Mayo, Mexican Independence Day, Japanese and Arabic Culture Days and/or presentations, and Russian field trips. Other community activities include student participation in Chicano Park Day, Holidays Around the World. Also, some of our Spanish students have had the opportunity of making pen-pal friends with exchange students from Atlacomulco, Mexico.
- **Articulation with High Schools:** A good working relationship between the Foreign Language Department and high schools exists; several evening instructors teach in high

schools and high school teachers are invited to participate in all of the seminars we offer for Flex Week credit.

- 5.3** Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.

The Foreign Language Department provides the following opportunities for its students to encourage and extend learning outside the formal classroom:

- **Tech Mall:** Students are encouraged to visit the Tech Mall on a drop-in basis to practice their oral, writing, reading and speaking skills, and to access online resources.
- **Tutoring Center:** Tutors offer two hours of help per week to students in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. This is a non-credit service provided to students.
- **Community Service Learning Experience (CSLE)** is a community outreach program, which promotes the national agenda of volunteer engagement. The purpose is to provide students with an opportunity to explore options and careers in Arabic, French, German, Japanese, Russian and Spanish. Students with a minimum of 2 semesters of study in these languages are placed in educational, medical, business and legal settings to practice and develop their communicative skills in the target language.
- **Clubs:** Language and cultural clubs (Arabic, French, German, Japanese and Spanish) promote better working relationships between students, enable them to further explore the language and culture(s) of study and to form study groups. More importantly, language and culture clubs help retain and motivate students to complete a foreign language program. The Arabic, French, German, Japanese and Spanish club members enjoy many opportunities to practice their language abilities, develop leadership skills, and learn about culture on and off campus by inviting guest speakers to their club meetings, watching videos, going to museums, concerts and ethnic restaurants, and participating in cultural fairs.
- **Foreign Language Programs Abroad:** These summer study abroad programs are designed to supplement foreign languages studies in the target languages and to broaden students' view of the world. They offer unique opportunities to expand their educational experience, learn the language with native speakers, participate in cultural events, visit historical sites and become acquainted with another way of life. Since Grossmont College joined the CC Consortium in 1999, the Foreign Language Department no longer has a role in organizing and administering the program. As a result of this, the Foreign Language Department has witnessed a decline in enrollment in these programs and a substantial increase in cost.
- **Study Abroad Site Inspection:** In the fall semester 2006, the Grossmont College Foreign Language Department conducted a site inspection of Centro Fiorenza in

Florence, Italy to evaluate the Italian Program in which Grossmont College students participated through SDICCCA's Semester Abroad.

- **The Foreign Language Festival:** This Festival was the College's largest recruitment effort and brought the largest number of middle and high school students to the campus. However, inadequate funding to cover the cost involved has forced the Department to temporarily discontinue this festival. However, there have been discussions that once Grossmont College allocates the necessary funding, the Foreign Language Department will bring back this major recruitment event.
- **Japanese Language Festival:** Organized by the Japanese Program, it is designed to promote the Japanese AA degree program offered at Grossmont College, and to encourage students to learn more about many aspects of Japanese culture, such as animation, calligraphy, cutting-edge computer technology, dance, food, painting, and traditional crafts.
- **San Diego Region Japanese Speech Contest:** Students of Japanese are encouraged to participate in this competition sponsored by the San Diego/Japan-US Center and the Consulate General of Japan in Los Angeles, designed to promote and celebrate US/Japan Relations.
- **Arabic Culture Day:** Organized by the Arabic Program, and hosted by WACC, this event is designed to honor several Middle Eastern Cultures. Students have an opportunity to enjoy Middle Eastern folkloric dances, music and food.
- **Field Trips and Excursions:** Together, foreign language students, language and cultural club members, and instructors organize and participate in field trips and excursions to local and out-of-town restaurants, cultural venues and historical sites as part of their language acquisition experience. For example, the Japanese Program and the Japanese Club annually organize the *Little Tokyo Field Trip*, which takes students of Japanese interested in expanding their knowledge of Japanese culture and in exploring the history of Japanese-Americans to Los Angeles, where they visit the Japanese American National Museum, a Japanese Temple and a Japanese market place.
- **Job Placement Abroad:** Students of French and German are encouraged to take advantage of job opportunities in France and Germany sponsored by the Ministry of Education in these countries.
- **Newspapers, Periodicals and Books in the Target Language:** Students are encouraged to expand their cultural and linguistic knowledge by reading newspapers, periodicals and books in the target language. Presently, GC library has an impressive selection of newspapers and magazines in Arabic, Chinese, French, German, Japanese, and Spanish to mention a few. Our students are highly encouraged to take advantage of these resources in the public libraries.
- **Internet Assignments:** Internet assignments are excellent learning vehicles that allow students to experience the target language and acquire greater cultural knowledge through a myriad of on-line language and cultural resources and activities. In many of the

textbooks presently used in the eight Foreign Language programs, Internet assignments are integrated into each chapter.

- **On-Campus Foreign Language Video/DVD Collection:** Students are encouraged by their instructors to take time to view the extensive collection of language and cultural videos and DVDs, housed in the LRC, as a way to enhance their language skills and cultural understanding. For most languages, movies dubbed with subtitles in English can be checked out for in-library viewing.
- **Study Groups:** These groups, initiated by instructors as well as students, serve different and important functions: they allow students additional study time to review for written and oral exams, to prepare presentations, and to practice their oral skills. Study groups are an excellent way to promote collaborative learning among students.

The department does not at this time fulfill prerequisites for other departments on campus.

Only three cross-listed courses exist at this time :

- French/CCS 152 (The French-Speaking World) is taught in English by a French instructor.
- Spanish/CCS 122 (Spanish for the Native Speaker) is taught in Spanish by a Spanish instructor.
- Spanish/CCS123 (Spanish for the Native Speaker II) is taught in Spanish by a Spanish instructor.

All foreign language classes contribute to a student's knowledge in many other fields of study, such as International Business, Cross-Cultural Studies, English, all Social Sciences, History, Art, all medical fields, etc.

- 5.4** Based on an analysis of "Reports" data (This is found on the intranet under "Reports"), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

Overall, the enrollment rate in our department has increased steadily. Based on data from course enrollment counts over the past six year period, between fall 2004 and spring 2010, the Foreign Language Department has served on average 2249 students per semester. In contrast, over the past three years, between fall 2007 and spring 2010, the Program has experienced a consistent increase in student enrollment over consecutive semesters. Currently, it serves approximately 17% more students per semester than the average number of students it has served per semester over the past six year period; thus, student enrollment has increased significantly.

In particular, the Arabic program has experienced a consistent increase in enrollment due to the growing presence in the community of native speakers from this group. It has more than doubled in size since the last program review growing from 648 students (ending in 03/04) to

2010 students (ending in 09/10). The growth in enrollment in the Arabic Program is also due to a higher demand for speakers of this language due to national security imperatives. Retention rates are slightly down 1.43% from 81.63% in the last Program Review period (ending in 03/04) to 80.20% (ending in 09/10). The program's success rate is also slightly down 6.54% from 75% (ending in 03/04) to 68.46% (ending in 09/10). An explanation of this is that 5 unit classes are more challenging to retain, especially in a difficult language like Arabic. Also, the program has received a greater variety of students who are not academically prepared. Knowing information about and producing with this language requires a lot of a critical thinking and perseverance.

Our newest program, the Chinese Program has seen a slight growth from one class to two class offerings per semester. Enrollment is 459 students (ending in 09/10) with retention and success rates of 79.52% and 64.27% respectively. These numbers are well within the department averages of 78.87% and 68.40% respectively. Furthermore, this program is poised to meet any demands for future growth.

Although the French Program has enjoyed considerable enrollment growth from 2309 students (ending in 03/04) to 2761 students (ending in 09/10), it continues to suffer from the loss of its only full time instructor, who was instrumental in promoting the program and tending to its growth. Retention rates are up almost 4% from 72.58% in the last Program Review period (ending in 03/04) to 76.38% (ending in 09/10). The program's success rate increased over 3% from 62.6% (ending in 03/04) to 65.74% (ending in 09/10). Although the program has operated effectively and efficiently under the guidance of a coordinator, the absence of a full-time instructor is detrimental to the program. A replacement for the full-time instructor is desperately needed in order to maintain the cohesiveness of this program.

Enrollment in the German Program has significantly increased from fall semester of 2008 through spring semester of 2010. Enrollment in the German Program from spring 2004 to spring 2010 has seen a slight increase of 8.6% for the current Program Review cycle from 2261 (ending in 03/04) to 2455 (ending in 09/10). Enrollment in this program almost always increases in the spring semester because German IV is offered. Retention rates are up 2% from 79.5% in the last Program Review period (ending in 03/04) to 81.28% (ending in 09/10). The program's success rate remains steady from 74.13% (ending in 07/08) to 74.38% (ending in 09/10). Johannes Bruestle, the full-time German instructor, was awarded the Excellency of Teaching Award at Grossmont College (2006) and the Outstanding Service Award (Foreign Language Council of San Diego, 2007).

Enrollment in the Italian Program has grown from 636 students (ending in 03/04) to 960 students (ending in 09/10). Similarly, retention rates and success rates have increased from 72.48% (ending in 03/04) to 75.83% (ending in 09/10) and from 60.8% (ending in 03/04) to 65.21% (ending in 09/10) respectively.

Since the introduction of the A.A. Degree in Japanese, this program has experienced a healthy, consistent upward growth in enrollment. It has more than doubled in size from 1249 students since the last program review (ending in 03/04) to 2743 students (ending in 09/10). This is also partly attributable to the many students attracted to Japanese popular culture. Retention rates are up 2% from 74.61% in the last Program Review period (ending in 03/04)

to 76.78% (ending in 09/10). The program's success rate remains steady from 60.7% (ending in 03/04) to 62.96% (ending in 09/10).

Enrollment in the Russian Program has increased by approximately 56%, from 663 (ending in 03/04) to 1036 students (ending in 09/10). The number of students enrolling in courses to satisfy general education requirements has fluctuated (down 10%, up 10%, and then down again 15%). These fluctuations reflect changes in student populations and the departure of two veteran instructors who carried the program. Evening enrollment rose approximately 50%, and then fell by 33%. Retention rates are up 1% from 80.49% (ending in 07/08) to 81.58% (ending in 09/10). The program's success rate has decreased by approximately 2% from 79.27% (ending in 07/08) to 77.19% (ending in 09/10).

Enrollment in the Spanish Program has increased 6% from 15,380 students (ending in 03/04) to 16,402 students (ending in 09/10). Retention rates have also increased 1.46% from 77.13% to 78.59% (ending in 09/10), as have success rates 1.8% from 68.4% to 70.20% (ending in 09/10).

The combined total success rate for all programs within our department is 68.40%. The program has maintained its success and retention rates because it has maintained its excellence in teaching and instructors. Whereas, the college's success rate has increased by over 5%, compared to the last Program Review in 2004, the Foreign Language Department's has changed less than 0.5% and thus, remained steady due to the consistency of our standards.

5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.

N/A

5.6 Referring to **Appendix 8- Degrees and Certificates** if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

Based on data from Reports and Datamart, between spring 2004 and spring 2010, 378 students have earned Degrees and Certificates in the Foreign Language Department at Grossmont College. It must be said that Foreign Languages graduates more students than other departments at a fraction of the cost. Furthermore, as shown in the Student Survey and in the information on Reports and Datamart regarding the number of degrees and certificates earned by students in our department, most of our students (more than 60%) attend our classes to fulfill General Education requirements and in order to transfer to a four-year institution. The survey also shows that 23% of our students enroll in our courses for general interest and the desire to improve job skills, which are considered very important reasons for enrolling in a foreign language class.

The table below tracks the number of awards generated by the Foreign Language Department by program, years and the specific awards. It also shows the statewide totals for a point in comparison:

Program	Years	Total Certificates	Total Degrees	Total Awards	Statewide Totals
Arabic	F04-Sp10	34	20	54	54
French	F04-Sp10	21	19	40	308
German	F04-Sp10	55	37	92	122
Japanese	F04-Sp10	13	10	23	250
Russian	F04-Sp10	10	8	18	27
Spanish	F04-Sp10	81	70	151	1132
Total				378	2676

In particular, between the years 2004 to 2010, 92 students have been awarded an AA Degree or a Certificate of Achievement in the German Program. This means that 24 % of the awards earned by students in the Foreign Language Department were awarded to students in the German Program, who only make up roughly 9% of the students taking foreign language courses at Grossmont College. Similarly, 15% of the awards were awarded to students in the Arabic Program, who only make up roughly 7% of the students taking foreign language courses at Grossmont College.

Based on data from Datamart for award counts statewide, **14% of the awards conferred statewide were awarded to students taking foreign language courses at Grossmont College**, which only accounts for less than 1% of the community colleges statewide. Also notable is the fact that statewide, 100% of the awards earned by students in Arabic were awarded to students in the Arabic Program at Grossmont College. Grossmont College is the only community college in the state of California that offers degrees in Arabic. Comparably notable is the fact that the German Program at Grossmont College accounts for 75% of the awards earned statewide in German. Similarly, the Russian Program at Grossmont College accounts for 66% of the awards earned statewide in Russian. These numbers reflect the vision, perseverance and professionalism of our dedicated faculty and serve as evidence of the high standards of excellence maintained within the language programs of the Foreign Language Department at Grossmont College. Grossmont College has the most comprehensive language program that successfully offers these majors. This has been accomplished through the visionary work and persistent efforts of its instructors Johannes Bruestle, Sonia Ghattas-Soliman, Yolanda Guerrero and Muriel Vitaglione who, either single-handedly created these distinctly unique programs or, played a fundamental role in their creation and development, and continue to play instrumental roles in their success by advising and encouraging students to complete the entire program and to earn rewards from those programs.

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

The 8 foreign language programs are promoted and publicized through our website. In it, prospective students can find information about the majors that the department offers, classes and curriculum. Several instructors have created their own websites promoting their cultures and languages, and courses. Some of our instructors work at other universities, community colleges, high schools, and in adult education. Also, some of our instructors serve as directors of cultural institution throughout the community.

Our faculty also maintains contact with faculty from their respective languages at San Diego State University, UC San Diego, and all other area community colleges. These contacts are important for addressing issues of course articulation between our institutions.

Students enrolled in CSLE (Community Service Learning Experience) contribute greatly to publicizing the Grossmont College Foreign Language Department. As a result, business, medical institutions and schools frequently call our department to request student volunteers.

The German Program places CSLE students in Einstein Academy primary and secondary schools.

The Japanese Program places students in Saturday Japanese schools. These schools follow the same rigorous curriculum as in Japanese schools. These programs are very effective and efficient in ensuring that students become bi-cultural and bilingual.

The Spanish Program has placed students in Linda Vista Academy, Sherman Academy, Heritage Elementary School, and the prestigious Riverview Elementary School, a total immersion school.

These community service learning experiences for our students are opportunities which have been nurtured over time through development of strong relationships between faculty leaders and the hosting institutions. Instructors in Arabic, German, Japanese, Russian and Spanish have contributed to their success.

Certain offerings are publicized in the class schedule on campus and in the Preview. The foreign language programs abroad and summer classes are also advertised in other local newspapers. In addition, special ads are placed in the Grossmont College class schedule every semester to publicize some of our courses.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services, CATL).

LTRC: The LTRC offers many services to our students. Kats Gustafson had been our liaison with the LTRC and helped the Foreign Language Department order and make updates to our office computers, software, equipment and other multimedia resources. She also has been instrumental in helping the Department put together several PowerPoint, MicroGrade and Language workshops for the foreign language faculty.

Instructional Multimedia: Our collection of foreign language tapes, videos and CDs are housed in the Instructional Multimedia Center, supervised by Val Eskridge and more recently by Dave Steinmetz after Mr. Eskridge's retirement.

Tutoring Center: Students in the Foreign Language Department have, for a long time, relied on the Tutoring Center for help practicing their oral skills, preparing for tests, or for help on essay assignments. The Foreign Language Department screens the tutors helping out our students in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. According to the student survey, approximately 48% of the students surveyed used the Tutoring Center, 74% of our students would recommend tutoring to future students and 62% found the service helpful or somewhat helpful. The table below indicates for the given time periods the number of students who used this service and the number of appointments they made by language.

Language Program	Years	Students	Appointments
Arabic	Sp06-Sp10	133	818
Chinese	N/A		
French	F04-Sp10	421	1783
German	F04-Sp10	322	1587
Italian	N/A		
Japanese	Sp09-Sp10	41	202
Russian	N/A		
Spanish	F04-Sp10	587	2991
Total		1504	7381

In particular, over 250 unduplicated foreign language students on average used the Tutoring Center per year, which generated 7381 appointments, or roughly 1230 appointments per year.

Testing/Assessment Center: The Foreign Language Department has relied on the Testing Assessment Center to provide adequate testing facilities to students who, because of a documented excuse, were unable to take a written quiz or exam during scheduled class time. According to the student survey, 45% of the students surveyed used the Testing/Assessment Center of which 49% of those students found the service helpful or somewhat helpful and roughly 42% would recommend the service to future students.

The table below indicates the number of makeup exams taken by students over the given years by language program.

Language Program	ARBC	CHIN	FREN	GERM	ITAL	JAPN	RUSS	SPAN	Total
Years	Sp07- Sp10	N/A	F07- Sp10	N/A	N/A	Sp07- Sp10	Sp07- Sp10	F07- Sp10	Sp07- Sp10
Makeup Exams	21	N/A	43	N/A	N/A	112	54	477	707

In particular, the Foreign Language Department has requested that the Testing/Assessment Center administer on average approximately 118 makeup exams per year to its students.

Disabled Students Services: The DSP&S office has been instrumental in helping the Foreign Language Department respond to the unique needs of nontraditional students by providing our instructors with information about their services and training with assistive technology that supports our teaching and that greatly enhances the student’s educational experience in the Foreign Language classroom.

ASGC: Due to the proactive participation of our language and culture club members and club advisors in the Interclub Council (ICC), and to the numerous times the ASGC has provided grant money to help fund the Languages of the World Festival, our relationship with this student organization is very positive and strong.

Student Affairs Office: The language and culture club members and advisors rely on this office to administer club funds.

Center for the Advancement of Teaching and Learning (CATL): The Foreign Language Department full-time and part-time faculty makes use of the computers available in the center and of other peripheral equipment for instructional use. The Foreign Language Department encourages faculty to participate in the training workshops that the center offers throughout the year.

Instructional Computing Services: Also, throughout the years, the Foreign Language Department has continually relied on Lin Jennings, and more recently on Sang Bai after Ms. Jennings retirement, of the Instructional Computer Facilities Supervisor, to help update the office computers, establish email accounts for faculty, and provide the Foreign Language

Department with much needed technical advice and training using special computer software.

6.2 Analyze the results of the **Student Survey - Appendix 7** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage, relevance).

In response to question 11 of the Student Survey (see table 2 below) it shows that of those students who were required to use/or voluntarily used the following campus resources, 43% of the students used the Assessment & Testing Center, 49% used the Tech Mall, 45% used the Library Online Resources, 47% used the On Campus Library, 48% used the Tutoring Center, 38% used DSPS, 39% used EOPS, 38% used Department Computer Labs and 43% used the BB Help Line.

Of these percentages of students who used these campus resources, we found that the following numbers of students were satisfied with the help they received: 48.7% for Assessment and Testing Center; 61.5% for Tech Mall; 63.1 for Library Online Resources; 68.2% for On-Campus Library; 62% for Tutoring Center; 39.2% for DSPS; 43.5% for EOPS; 44% for Department Computer Labs and 53.2% for BB Help Line. It seems reasonable that on average one of every two of our students find these campus resources helpful or somewhat helpful. As the data shows, these voluntary services are crucial to student success.

Table 2: Results of Student Survey(Q#11): Did you find the resources helpful or somewhat helpful

(Note: figures show the sum of percentages of those students who found the service helpful or somewhat helpful)

Language		ARBC	CHIN	FREN	GERM	ITAL	JAPN	RUSS	SPAN	FLDEPT/Use
	Resource									
	Assess. & Test Ctr.	86	33.3	58	35.5	58.4	39.4	26	38.25	49/43
	English Writing Lab	83.3	50	26.7	34.6	75.1	51.2	43	37.6	52/41
	Tech Mall	78	57.2	62.5	62.5	76	57.9	40	54.2	62/49
	Library-Online Resources	80.4	50	56.5	69.5	84.2	61.1	43.5	53.5	63/45
	Library-On-Campus	85.4	50	62.5	63.5	85	76.9	47.8	56.7	68/47
	Math Study Ctr	76.1	33	43.8	32	60	48	20	37.9	47/40
	Tutoring Ctr	83	71.5	62.5	66.7	72.4	62.3	39.1	47.5	62/48
	DSPS	75.5	N/A	28.5	26	53.4	37.8	21.1	25.7	39/39
	EOPS	84	N/A	31.3	30.4	68.8	40.4	25	27.1	44/39
	BB Help	86.7	50	35.7	34.65	62.6	51.8	16.7	37.8	53/43

Editor's note: in table 2, the last column also provides the % of students who use these campus services.

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

The Foreign Language Department has used the Institutional Research Office for acquiring necessary data in order to complete Program review, for generating reports utilized in class scheduling and the analysis of class productivity, and for new positions.

6.4 Working with your library liaison, evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

In today's world of instant access to information via the internet, the trend is in online research.

The Reserve's section of the Reference Desk is another area that receives strong attention from the Foreign Language Department. Many of our instructors have their texts on reserve for student use.

The library's reference section has a full array of foreign language dictionaries in 22 languages.

The library's periodicals section contains a selection of foreign language newspapers and magazines, among them, *Arab Panorama*, *Beijing Review*, *Paris Match*, *La Opinión*, *Neue Presse* and *Spiegel*.

The library's literature section contains a multitude of short stories, essays and poetry, in foreign languages, with an emphasis on Hispanic writings.

The library's two major periodical databases, *Ebsco* and *Infotrac*, cover all disciplines, and, therefore, offer articles on foreign language topics and bilingualism.

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

In the past, for the Languages of the World Festival the Counseling Department was instrumental in helping the Foreign Language Department organize and coordinate guided-tours of the campus to the middle and high school students who were invited to Grossmont College to participate in the Languages of the World Festival. There have been discussions of reviving this popular and excellent recruitment event when the economic situation improves.

At present the Foreign Language Department has a good rapport with the Counseling Department and our liaison Gopa Patnaik, who, on several occasions, has accepted our invitations to attend our departmental meetings to discuss ways to communicate to counselors the importance of encouraging students to study foreign languages and to share with them the importance of foreign languages in today's world community and job market.

Despite our efforts, the Foreign Language Department continues to receive complaints from students who claim that some counselors are discouraging them from studying a foreign language if it is not a requirement for their major. The Foreign Language Department has met with our liaison to discuss this issue; however, the situation has persisted.

The study of a foreign language contributes to a student's knowledge in many fields of study, such as International Business, Education, Policy Studies, Cross-cultural Studies, English, Literature, Social Studies, History, Art, Medicine, to mention a few, and should be promoted not discouraged. The Foreign Language Department faculty believes that discouraging students from studying a foreign language constitutes a real disservice to our students since part of our mission is to produce well-rounded individuals that actively and successfully participate in a highly pluralistic society and interdependent world. An ability to speak a foreign language is indispensable for national security reasons and to guarantee success in today's highly competitive job market and world economy.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey in Appendix 7**, how do students respond to the use of technology?

Computer resources are widely use by faculty in our department for communication, instructional and research purposes.

- Faculty use e-mail extensively to communicate more efficiently with other members of our department and with students.
- The department continues to offer training to the faculty in the use of computer technology in the foreign language classroom. As a result, faculty and students are now using PowerPoint and other online resources (i.e., Blackboard, Intranet, MicroGrade, Camtasia, WebAdvisor, etc.) to enhance learning, and facilitate communication.
- All textbooks that are used in the 8 foreign language programs offer additional online support resources to students and teachers. All students in our department now can complete their workbook and lab book assignments online. The online version of the workbooks and lab manuals used in our department provide automatic scoring and feedback for students. It also enables instructors to customize existing exercises.
- MicroGrade is a computerized grading program used extensively among our faculty to score assignments, and to calculate and post grades on the Internet. Students can now access their grade for a particular class using a password assigned by the instructor.
- Blackboard is used by some instructors as a content management system to post grades, syllabi, class handouts, class announcements and additional internet-based language and cultural resources for students.
- The Foreign Language Department webpage is a practical, cost-effective way to advertise our language programs. The department's brochure can be found online as well.

In particular, according to the Student Survey, in question 5a (What modes of communication are made available to you by your instructor?) 61% of students surveyed responded that their

instructors made email available to them. In question 5b (What modes of communication do you use most often when contacting your instructor?) 33.7% responded that they use email most often and 44.3% (question 5c) prefer their instructor to use email when responding to their messages. In question 6 (Which of the following do you check most frequently for course information and/or messages?) 63.9% of students surveyed access course information by email.

6.7 Identify and explain additional technological resources that could further enhance student learning.

Bigger and faster computers with larger monitors would assist instructors in enhancing student learning. Foreign Language instructors spend large amounts of time at their computers researching teaching methods and class materials, and preparing exams and quizzes, visuals and other graphic realia that is used in their classes. It is necessary to have state of the art computer equipment in order to efficiently and successfully meet their goals.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

In order to teach a foreign language effectively some criteria need to be met. We need rooms that have movable desks and open space for easy movement and student interaction, a sufficient number of whiteboards and near soundproof walls, the latter as not to have distractions from neighboring classes. The Foreign Language Department no longer has assigned rooms. Some of the rooms where foreign language classes are taught are not conducive to language teaching. They are inadequate because they have tables anchored to the ground, and this hinders collaborative learning efforts, or because they are too small and have visual obstructions like columns and walls: Room 362. We need to have language course-specific rooms to accommodate the needs of our language programs and to maintain and support the integrity of these programs.

The Foreign Language Department uses the following offices: 501A-B; 502A-B; 503A-B, 517A-B and 546. Faculty offices are small and extremely crowded. The Foreign Language Department Office 501-B is absolutely too small to be effective and to efficiently run department business; i.e. meetings, filing cabinets, computer and work station. The computers in these offices are slow and inadequate. Faculty needs state of the art equipment that runs faster and more efficiently. The department has submitted an activity proposal for larger and more efficient computers that can handle multimedia projects of considerable scope. This will promote student and employee success. For example, a larger computer screen will provide Foreign Language instructors with a better tool for creating better visuals in a more efficient manner that will enhance teaching and instructional delivery. It will also afford the instructor and the student improved viewing of materials, online homework, grades, etc. It will allow FL instructors to multi task by having different windows opened and providing an optimal view. As language instructors we are constantly making visuals and activities for our classes and it will be very helpful to produce these on bigger screens with faster computers. Furthermore, furniture in most faculty offices is old and out-dated, and in need of immediate replacement.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

Community Service Learning: The Foreign Language Department takes great pride in being able to offer Community Service Learning (CSLE) in Arabic, French, German, Japanese, Russian, and Spanish. CSLE is a community outreach program, which promotes volunteer engagement. The purpose is to provide students an opportunity to explore options and careers in a selected area of study. Students enrolled in CSLE work as language tutors and assistants in elementary and secondary school classrooms, Grossmont College language classes and community organizations.

Foreign Language Festival: There have been discussions of reviving this event when the economic situation improves.

Language Clubs: Language and cultural clubs (Arabic, French, German, Japanese and Spanish) are great vehicles for helping students establish relationships and strengthen ties with the local community. Club members are often invited to participate in events sponsored by local organizations, and club advisors are constantly encouraging club members to organize and participate in donation campaigns (i.e., toy and food drives), that take place during the holidays, to benefit children and needy adults. The Spanish Club has organized very successful fundraisers to buy food, clothing, and toys for needy adults and children in San Diego and Tijuana

Spanish for the Health Personnel: Starting in the fall of 2007 a Basic Spanish for Health Personnel was taught for 2 semesters, but then discontinued because of the budget crisis. These are 1 unit classes intended to provide practical basic knowledge of Spanish medical terms and phrases and simple sentence structures for persons in the health field in order to communicate with Spanish-speaking patients.

Articulation with High Schools: A good working relationship with high schools has developed and some of Grossmont College foreign language evening instructors are high school teachers. High school teachers are invited to participate in all the seminars we offer for Flex Week credit. Carmen Hernández is a member of the Standards Review Team of Grossmont Union High School District (GUHSD).

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 9**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

N/A.

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 10**) has resulted in improvement in curriculum, instruction, and currency in the field.

Members of the Foreign Language Department have accomplished many projects that have contributed to the improvement of instruction. The Foreign Language Department has regularly offered workshops during Flex Week, and since the last Program Review faculty have attended local and national conferences as part of their academic and professional development.

The Foreign Language Department has organized the following workshops and presentations in the recent past:

- PowerPoint and Digital Archiving in the Foreign Language Classroom
- MicroGrade
- Presentation and Sharing of Communicative Activities for the Foreign Language Classroom
- Development of Materials for the Foreign Language Classroom
- Reading and Writing Strategies for the Foreign Language class
- Listening and Speaking Strategies for the Foreign Language Class
- Effective Communicative Activities for the FL Classroom

As a result of this continuous training, the Foreign Language Department has transitioned from a teacher-centered approach to a student-centered model of teaching, which gives students a greater opportunity to actively participate in class and to attain a higher degree of oral proficiency. This change in our approach to language teaching, has promoted among us a greater acceptance of new methodologies, different techniques and newer trends in the foreign language classroom. In addition, the use of technology has increased tremendously in our classrooms, and now it plays a very important role in how we teach, and in the way students acquire and study a foreign language. The use of the Internet and of PowerPoint has allowed instructors to develop more visually engaging teaching materials. As a result, students are now highly encouraged to use the Internet for research purposes and PowerPoint to deliver cultural presentations. The increase in the use of technology has also been due to the fact that many of the textbooks used in our programs incorporate Internet assignments, requiring the student to complete their WB/LB assignments online and with the opportunity to expand learning outside the classroom.

8.2 Describe any innovative professional development activities your program has created.

New technology and upgrades have instituted a great deal of change in the Foreign Language Department:

All the foreign language instructors use computers either on-campus or at home to create quizzes, course syllabi, compute grades, communicate via email, etc. They also use the Internet for research purposes and review of foreign language websites and new multimedia software. This has become essential over the last years as publishing companies now include online supplements and resources, and CD-ROMS with their book, workbook, video and audio CDs packages. Several full-time instructors have developed their own webpage for the purpose of advertising Grossmont College Foreign Language Department and communicating with their students. The Foreign Language Department has had a website since 1995. The website was reviewed during the last academic year.

Because of the rapid changes in technology, the Foreign Language Department has witnessed a decrease in the use of commercial foreign language computer-installed software on the part of the students and teachers in favor of free online resources offered by the textbook publishing companies. As a result of this, students and teachers are relying less on the language audiocassettes and computer software available at library, and using more of the free online activities, course materials, and additional cultural and instructional resources offered by the publishing companies.

In general, the special projects and innovations undertaken by the Foreign Language Department, by committees within the department and by individual faculty members, illustrate the wide ranging interest of departmental faculty as well as their ongoing concern for the success of students.

Workshops: Over the last six years, the Grossmont College Foreign Language Department has offered many training workshops during Flex Week to full-time and part-time faculty from Grossmont College, Cuyamaca College, San Diego State University, and five other community colleges in the area as well as GUHS District teachers on the use of technology, language teaching techniques, development of course materials, and assessment of oral and written foreign language skills. Since the last Program Review, the Foreign Language Department has invited foreign language experts to our college from San Diego State University, Southwestern College, and Brigham Young University.

French Summer Program Abroad: Grossmont in Paris is designed to supplement foreign language study in the target language and to broaden students' view of the world. Grossmont in Paris was offered in the summer of 2007 for the last time due to the budget crisis. Depending on the years, classes lasted from five to seven weeks. Instruction during the first and second weeks of the program has regularly taken place at Grossmont College. This program has traditionally offered French 121 and 220 classes and a combination French 250/251 class.

Community Service Learning Experience: CSLE 196 ABCD courses in Arabic, Japanese and Russian were developed in the recent past thanks to the efforts of full-time and part-time instructors.

Foreign Language Brochure: The Foreign Language brochure is constantly updated, and is accessible online. Copies of the brochure are available for students in the Counseling Center, the Foreign Language Department office, and are mailed to all high school counselors.

Foreign Language Festival: There has been discussion about reviving the festival when funds become available.

Clubs: Part-time and full-time faculty volunteer their time to advise students participating in 5 language clubs (Arabic, French, German, Spanish, Japanese). Semester after semester, club advisors help club members organize fundraisers, cultural celebrations, field trips, and on-campus weekly club meetings.

Articulation with High Schools: A good working relationship between the Foreign Language Department and high schools exists; several of the Grossmont College foreign languages evening instructors teach in high schools and high school teachers are invited to participate in all of the seminars we offer for Flex Week credit.

In order to recruit students, the Grossmont College foreign language part-time and full-time faculty visit elementary, middle and high schools to promote languages that are not as popular as Spanish.

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

The Foreign Language Department takes pride in having a dedicated faculty, whose continual presence and participation in a wide-range of committees, task forces and campus organizations is an indication of their direct contribution to the shaping and the direction of the college. The following list illustrates this fact:

Full-time Faculty:

- Johannes Bruestle is a member of the ESL advisory committee and of the Each One Teach One. In the past, he also served in the G.E. Committee. He has served as Chair of the Foreign Language Department. The Languages of the World Festival was his brainchild. He was awarded the Excellency of Teaching Award at Grossmont College (2006) and the Outstanding Service Award (Foreign Language Council of San Diego, 2007) and is credited for having the 3rd largest German Language Program in the United States at the community college level.
- Antonio Crespo has been a member of the Curriculum Committee, the Academic Senate, and has represented the Foreign Language Department in the Program Review Committee. He has served as Chair of the Foreign Language Department, on several Hiring Committees and currently as Chair of two Tenure Review Committees. He successfully defended his PhD Dissertation in the fall of 2005. In the spring of 2010 he received the rank of Professor.
- Sonia Ghattas Soliman has served as advisor to the Arabic Club since 1996. She and club members have organized and hosted Arabic Culture Day on campus and in the community. She has lectured on various Middle East topics as related to the Arabic Culture and World, and she has brought the Arabic World to campus through film. She is coordinator of the Arabic, French and Italian Programs for the Foreign Language Department and has also been a presenter at professional development workshops and professional conferences on topics ranging from the Arabic World to foreign language

instruction in Arabic. She has created an Arabic Culture course, in addition to Arabic for the Native Speaker courses. She has also served the college as a presenter of the Arabic Program to incoming freshmen, and as a translator of college documents into Arabic. She is the recipient of various awards for her outstanding service to her students and the campus, including the Excellence in Teaching Award in 2010.

- Yolanda Guerrero has served as the president of the LAGCC (Latino Association of Grossmont-Cuyamaca College), and for many years she has been instrumental in the planning and organization of the Latino student graduation ceremony. She has served in WACC, Academic Senate, and Curriculum Committee and in a wide-range of other committees, task forces and campus organizations. Every year, she has helped organize the Day of the Dead Altar, the 5 de Mayo Celebration, and the Mexican Independence Day Celebration on campus. She annually hosts an accomplishments celebration at her home in honor of exchange students from Atacomulco, Mexico. She is the writer of the “Policies and Procedures Handbook for Foreign Language Department Faculty” and has served as Chair of the Foreign Language Department many times.
- Carmen Hernández has been a member in many hiring committees, and has served in the Academic Senate, and the Program Review Committee, the Room Utilization committee, the Staff Development Committee and the Enrollment Strategies Committee. She has served as Chair of the Foreign Language Department.
- Ruth Navarro (Konopka) was nominated for teaching one of the 25 best World Languages courses at US colleges and universities in a study conducted by the Educational Policy Improvement Center, she has co-coordinated the 7th and 8th Languages of the World Festival, and has served on Tenure Review Committee, as Chair of a Hiring Committee, as Chair of the Foreign Language Department, on a Hiring Committee for the Math Department and a Hiring Committee for the LRC Computer Lab Floor Supervisor, as a member of Academic Senate and in the Program Review Committee for three semesters. She has authored the Foreign Language Department Program Review Document (Spring 2004). She has also secured funds for the Languages of the World Festival through two ASGC and one TechPrep grants and to promote activities in curriculum development that connect high school career paths with Cuyamaca and Grossmont College Associate Degree and Certificate Programs through Tech Prep Funding. In the spring of 2010 she received the rank of Professor.
- Edda Temoche Weldele has been a member of the following committees, mentoring programs and campus organizations: Vice President of Foreign Language Council of San Diego, Vice President of Public Relations AFT Guild 1931, WACC, SDICCA Internship program, Academic Senate, Faculty Professional Development Committee (Co-chair and Chair), College-wide Professional Development Committee, College Recognition Committee (co-Chair), Dean of Arts, Humanities, Languages and Global Search Committee, Spanish Instructor Search Committee, Arabic Instructor Search Committee, Counselor Search Committee, Title III Activities Committee, TTIP-HR Committee, President of Grossmont College Search Committee, Strategic Planning Committee, Student Success Committee, Foreign Language Community Colleges Advisory Committee, among others. In 2009 Edda presented Integrating Multimedia Resources

Instruction at the American Council on the Teaching of Foreign Languages (ACTFL) Conference in San Diego. This followed three additional workshop presentations in consecutive years. She has attended annually the ACTFL and FLCSD workshops. She also initiated the writing of two Innovations mini-grants to fund two training workshops on proficiency-based instruction covering the four language areas (listening and speaking, reading and writing). She has been the recipient of various awards, including the Grossmont College Distinguished Faculty Award Honoree for outstanding contributions in teaching and exceptional academic leadership.

- Paul Vincent has served in the Academic Senate, the WACC, the Instructional Computing Committee, the Curriculum Committee and the Faculty Staffing Committee. He has co-coordinated the 7th and 8th Languages of the World Festival and also helped write two Innovations mini-grants to fund two training workshops on proficiency-based instruction covering the four language areas (listening and speaking, reading and writing). He has also co-coordinated two Professional Development Workshops. He has served as Chair of the Foreign Language Department. In addition, he has also served on several hiring committees. In the spring of 2009 he received the rank of Professor.
- Muriel Vitaglione has represented the Foreign Language Department during Each One Teach One year after year. She has served as Chair of the Foreign Language Department.
- Virginia Young is serving in the Academic Senate. She is currently the Spanish Club Advisor. Every year, she has organized the Day of the Dead Altar and Celebration on campus. In 2009 Virginia presented Integrating Multimedia Resources Instruction at the American Council on the Teaching of Foreign Languages (ACTFL). She has attended annually the Foreign Language Council of San Diego (FLCSD) workshops.

Part-time Faculty:

- Irene Jones, a part-time Japanese instructor has played a major role in spreading, promoting and advancing the Japanese culture at Grossmont College and throughout the San Diego area through her efforts in: creating links between the college and Japanese companies, universities and associations; organizing and hosting cultural events on and off campus; providing extra curriculum activities; serving as the department's Japanese Club Advisor.
- David Milroy, a part-time French instructor, is currently the part-time instructors' representative in the Academic Senate and actively participates in contract negotiations for part-time instructors.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

Utilizing the data in the table and the results of your Faculty Survey discussion, answer the following questions:

Editor's note: The department participated in the pilot survey developed and instituted by the Program Review Committee. Thirty-seven percent of part-time faculty and 37% of full-time faculty completed the survey. Percentage results for favorable responses –strongly agree, agree, or neutral, are listed:

Question	Prompt	Percentage of Favorable Responses
1a	Orientation to college/department	86.4
1b	Opportunity to discuss outlines	81.8
2a	Opportunities for staff development	81.8
2b	Collaborate on SLOs and pedagogy	86.4
2c	Opportunities for professional growth	68.2
3	Resources sufficient for teaching	81.8
4	Access for training for dept. equipment	90.9
5	Clear communication re: new policies	81.8
6	Procedures for class scheduling fair?	90.9
7	Voice in dept. decision-making	72.7
8	Opportunity for SLO involvement	86.4
9	Error in question: repeats #4	90.9
10	Relates to FT/PT status (see above)	N/A

In general, the results from the Faculty Survey seem reasonable. Most likely, budget constraints can account for the score of 68% received in response to prompt 2c. In fact, there has been a lack of funds available for workshops and travel money. Moreover, the application process for these workshops has become complex. These circumstances have led to limitations on opportunities for professional development.

Foreign Language “faculty values collegial communication among their part-time and full-time faculty, along with effective and efficient processes for conducting department business. Foreign Language faculty strongly urge the Program Review Committee to allow departments to create their own surveys, tailored to the myriad of characteristics of each unique department. We believe this greater freedom in developing and conducting these surveys would best serve departments in the future.” (Serrano 81) Foreign Language faculty appreciates the flexibility given to them in making adjustments to this survey.

From the data provided (include the data source)², please fill in the table below:

² Jerry Buckley, *Program Review Foreign Language Department, Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish*, Office of Institutional Research, GCCCD District, December 15, 2010.

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

Editor's note: Below are data tables for the Foreign Language Department (section 9.1) and for each language program (section 9.2).

FOREIGN LANGUAGE DEPARTMENT

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	9	8	8	8	9	10	8	8
# of PT faculty	56	53	58	58	61	63	59	54
Total Full Time FTEF	7.192	8.591	7.259	7.592	9.790	10.811	9.280	9.723
Total Reassigned Time	0.8975	0.8975	0.8975	0.8975	0.9235	1.3235	0.9235	0.9235
Total Part Time FTEF	19.084	19.051	20.950	22.148	21.948	21.85	21.377	18.804
Total FTEF	26.276	27.642	28.209	29.740	31.738	31.82	30.657	28.527
Total WSCH	10515	10188	9579	10079	11929	10,727	12387	12,882

Since the last Foreign Language Department Program Review in 2004, the Department has hired 2 full-time faculty members: Dr. Sonia Ghattas-Soliman (fall 2007) and Virginia Young (fall 2008). One position filled the much needed position for a full-time Arabic instructor, and the other position filled the need for one full-time faculty member in Spanish. Professor Ghattas-Soliman holds a PhD in Arabic and is one of the most qualified instructors in Arabic in her area of expertise in San Diego County. Following these two hires, in the last hiring cycle, Foreign Language ranked number 4 for a position; however, only 2 of the first 4 ranked positions were hired. The number of full-time faculty reached a total of 10 for the department in 2008, but then dropped to eight because Muriel Vitaglione went on disability leave, and more recently, Carmen Hernandez retired in June 2009. Her position has not been filled. The Foreign Language Department has been operating with 8 full-time instructors. Faculty hiring in the past ten years has not kept up with the increased enrollment of students. This trend does not reflect the complexity of the department and the observable growth in, and expansion of, its diverse language programs.

In the fall 2007 semester the department's reassigned time was increased to 0.9225 to include coordination of the Arabic Language Program in which enrollment has been increasing. One of our language instructors received reassigned time for chairing and co-chairing the Professional Development Committee. Recently, the Foreign Language Department revisited the issue of reassigned time to distribute it equitably among the language coordinators and the chair. The adjustments better address the realities of the

workload distribution. The reassigned time breakdown for the Foreign Language Department is as follows: total for the department is 0.9225; Foreign Language Department Chair: 0.5225; Spanish, Chinese and Japanese Languages Coordinator: 0.200; German and Russian language coordinator: 0.0670; Arabic, French and Italian language coordinator: 0.1340. The release time allotted to the department does not reflect the complexity of operating eight language programs that includes 60 plus part-time instructors representing twenty-five different nationalities and cultural backgrounds. Therefore, more release time is needed.

Since the fall of 2008, the Foreign Language Department's enrollment has increased approximately 16% from 2,237 to 2,595. From the fall of 2003 until the fall of 2009 there was an increase in FTEF from roughly 26.3 to 30.7 as reflected in the census enrollment data. However, from that time on, in a period of one year, we have observed an adjustment downward to 28.5 in the fall 2010. This is due to budgetary constraints and section cuts, which have decreased the overall FTEF. In light of the observable increases in enrollment figures, this data suggests that even though sections have been cut due to the budget crisis, enrollment continues to increase and class efficiency has maintained or seen increases.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

Currently total full-time FTEF is 9.280, roughly 30.27% of the department total FTEF, and part-time FTEF is 21.377, roughly 69.73%. According to AB1725, this ratio should be the opposite. The Foreign Language Department is negatively impacted by the disproportionate number of part-time to full-time faculty members. Looking at spring 2010, 63 sections were taught by part-time instructors and 32 sections were taught by full-time instructors; 66% percent of the foreign language classes are taught by part-time instructors. This is a staffing problem that adversely affects the integrity of all Foreign Language programs, as well as their continuity, efficiency, and effectiveness.

In addition, staffing classes has become increasingly difficult. Finding well qualified part-time instructors each semester with a Master's Degree in the target language and who meet equivalency is extremely difficult, particularly for language programs such as Arabic, Chinese, Japanese, and Russian. Each semester the Foreign Language Department is faced with the problem of not being able to staff courses in these languages; moreover, due to the intense competition for part-time faculty by other local colleges and universities, our department has lost some outstanding instructors in all languages in recent semesters. Because other colleges and universities offer full-time or more lucrative positions with better benefits, workloads and more pay to their part-time instructors, we are having a difficult time competing with them.

The successful and efficient functioning of each language program depends on full-time faculty members, whose full-time status and expertise in that particular language, can best lead in making program policies, developing tests, and creating a unique sense of direction specific to their language program. However, in the Foreign Language Department, five out of our 8 language programs (Chinese, French, Italian, Japanese and Russian) are taught 100% by part-time faculty. Therefore, we urgently need full-time faculty members in these languages who, with their knowledge and full-time status, can most efficiently coordinate

these programs. As it now stands, all the non-teaching tasks -inherent to and unique for each language- that make a successful language program run smoothly have to be shared by 8 full-time faculty members with diverse areas of language expertise. Having full-time instructors in these languages would enhance the efficiency and coordination of these programs by them taking responsibility for all the non-teaching tasks unique to their language program.

ARABIC Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	0	0	0	0	1	1	1	1
# of PT faculty	4	4	5	5	2	3	3	3
Total Full Time FTEF	0	0	0	0	1.199	1.199	1.066	1.266
Total Reassigned Time	0	0	0	0	0	0.067	0.067	0.067
Total Part Time FTEF	0.866	1.532	1.532	1.532	0.666	1.354	1.365	1.774
Total FTEF	0.866	1.532	1.532	1.532	1.865	2.553	2.431	3.040
Total WSCH	304	536	559	561	780	714	1,141	1,347

Since the last Program Review, the Arabic Language Program WSCH has grown 343% due to the large influx of the Arabic speaking population. Currently the total FTEF for this program is 3.040, 1.266 FTEF of which is taught by the full-time instructor, Sonia Ghattas-Soliman, and 1.775 FTEF is taught by part-time instructors. Roughly 58% of Arabic classes are taught by the part-time faculty. Staffing for Arabic is very difficult because many of the applicants do not meet minimum qualifications of a Master's Degree in the Arabic language or a related field.

CHINESE Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	0	0	0	0	0	0	0	0
# of PT faculty	0	1	1	1	2	1	2	1
Total Full Time FTEF	0	0	0	0	0	0	0	0
Total Reassigned Time	0	0	0	0	0	0	0	0
Total Part Time FTEF	0.333	0.333	0.333	0.333	0.666	0.333	0.666	0.333
Total FTEF	0.333	0.333	0.333	0.333	0.666	0.333	0.666	0.333
Total WSCH	85	155	135	105	190	125	280	150

Because of China's role as an economic power in global economics, there is a lot of room for growth in the Chinese Language Program; however, because of budget cutbacks we have not been able to expand this program, although there is a demand for Chinese language courses. Furthermore, some local community colleges have full-time Chinese language instructors and offer complete Chinese language programs.

The Chinese program is staffed solely by part-time faculty. Staffing for Chinese is very difficult because many of the applicants do not meet minimum qualifications of a Master's Degree in the Chinese language or a related field.

FRENCH Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	1	1	1	1	1	0	0	0
# of PT faculty	7	6	7	7	7	7	6	5
Total Full Time FTEF	0.666	0.533	0.533	0.533	0.533	0.188	0	0
Total Reassigned Time	0.067	0.067	0.067	0.067	0.067	0.067	0.067	0.067
Total Part Time FTEF	2.198	2.331	2.331	2.331	2.331	2.679	3.221	2.533
Total FTEF	2.864	2.864	2.864	2.864	2.864	2.867	3.221	2.533
Total WSCH	1087	993	912	994	927	1,005	1,209	1,007

The entire French Language Program is entirely taught by part-time instructors. It has a part-time FTEF of 3.221 versus a full-time FTEF of zero. Our full-time French language instructor, Muriel Vitaglione, has been on 100% disability leave since the spring 2008 semester and is not expected to return. She has left a huge void in the French Language Program and prevents the department from applying for a position for a full-time French instructor until her retirement. Nevertheless, the French Program has maintained itself without a full-time instructor and the trend in FTEF only reflects the cuts due to budget constraints.

GERMAN Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	1	1	1	1	1	1	1	1
# of PT faculty	4	3	4	4	4	4	4	4
Total Full Time FTEF	1.332	1.332	1.332	1.332	1.332	1.332	1.332	1.332
Total Reassigned Time	0.067	0.067	0.067	0.067	0.067	0.067	0.067	0.067
Total Part Time FTEF	1.199	1.199	1.399	1.399	1.399	1.617	1.617	1.399
Total FTEF	2.531	2.531	2.731	2.731	2.731	2.949	2.949	2.731
Total WSCH	1,155	929	860	964	942	971	990	1,191

The German Language Program's full-time to part-time faculty has the best ratio in our department. The FTEF is 1.332 versus part-time 1.617.

ITALIAN Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	0	0	0	0	0	0	0	0
# of PT faculty	2	2	3	2	3	3	3	3
Total Full Time FTEF	0	0	0	0	0	0	0	0
Total Reassigned Time	0	0	0	0	0	0	0	0
Total Part Time FTEF	0.666	0.666	0.666	0.999	0.999	0.999	0.999	0.999
Total FTEF	0.666	0.666	0.666	0.999	0.999	0.999	0.999	0.999
Total WSCH	335	310	280	275	360	365	450	430

The entire Italian Language Program is entirely taught by part-time instructors. It has a part-time FTEF of 0.999 versus a full-time FTEF of zero. The Italian Language Program has been stable and there is a demand for growth, but as a result of budget constraints we cannot add classes. The department is aware that it could offer the whole Italian Program, as students are requesting; however, because of the constraints the budget has placed on class offerings, students must go to other local community colleges that offer these courses.

JAPANESE Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	0	0	0	0	0	0	0	0
# of PT faculty	5	4	4	5	7	8	7	7
Total Full Time FTEF	0	0	0	0	0	0	0	0
Total Reassigned Time	0	0	0	0	0	0	0	0
Total Part Time FTEF	1.532	1.532	1.732	2.065	2.731	3.075	3.119	3.108
Total FTEF	1.532	1.532	1.732	2.065	2.731	3.075	3.119	3.108
Total WSCH	664	722	819	855	1,123	1,269	1,310	1,366

The entire Japanese Language Program is entirely taught by part-time instructors. It has a part-time FTEF of 3.119 versus a full-time FTEF of zero. Of the 5 languages that do not have a full-time instructor, the Japanese Language program is the most impacted and has experienced the most growth. The Japanese Language Program has doubled in enrollment and in the number of part-time instructors. In the last decade, there has been a renewed interest in the area of Asian language studies throughout the world. The consistent growth trend in economic power of countries such as China, Japan and India, strengthen the demand for language instruction in this area and this demand is likely to continue to increase. There is a great need for a full-time Japanese language instructor to effectively coordinate and give direction to the program. Staffing for Japanese is very difficult because many of the applicants do not meet minimum qualifications of a Master's Degree in the Japanese language or a related field.

RUSSIAN Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	0	0	0	0	0	0	0	0
# of PT faculty	4	2	3	3	3	4	4	3
Total Full Time FTEF	0	0	0	0	0	0	0	0
Total Reassigned Time	0	0	0	0	0	0	0	0
Total Part Time FTEF	0.999	1.199	1.532	1.532	1.532	1.532	1.532	1.332
Total FTEF	0.999	1.199	1.532	1.532	1.532	1.532	1.532	1.332
Total WSCH	335	402	415	317	383	409	525	470

The entire Russian Language Program is entirely taught by part-time instructors. It has a part-time FTEF of 1.532 versus a full-time FTEF of zero. Prior to the budget cuts, the Russian Language Program's FTEF had increased from 0.999 to 1.532. This is an increase of over 50% in FTES. In spite of the budget cuts, the program has an FTES of 1.332, a 33% increase. Staffing for Russian is very difficult because many of the applicants do not meet minimum qualifications of a Master's Degree in the Russian language or a related field.

SPANISH Language Program

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty	6	6	6	6	6	7	6	6
# of PT faculty	32	29	32	33	32	32	27	25
Total Full Time FTEF	5.194	6.726	5.394	5.725	6.726	8.092	7.215	7.125
Total Reassigned Time	0.8975	0.8975	0.8975	0.8975	0.9235	1.3235	0.9235	0.9235
Total Part Time FTEF	11.291	10.259	11.425	11.957	11.624	9.425	8.858	8.325
Total FTEF	16.485	16.985	16.819	17.684	18.350	17.517	16.073	15.450
Total WSCH	6550	10188	9579	10079	11929	5868.50	6396	6511

In regards to the Spanish Language Program, the full-time FTEF is 7.215 versus part-time FTEF of Spanish 8.858. The Spanish Programs FTEF had increased from 16.485 (fall 2003) to 18.350 (fall 2007), which is an increase of roughly 10%. However, because of the budget cuts, it has decreased to 15.450. This number does not reflect the demand for the language, but because this program is the largest program, it has suffered the greatest impact when class sections need to be cut. The Spanish program has the most multiple sections of language 120 & 121 courses. Therefore, it serves as a buffer from class section cuts in the smaller programs in order to maintain the integrity of those programs and the overall integrity of the department. Moreover, Spanish is the language program that has always had the highest demand, particularly now that the demographics in the East County have changed and the Hispanic population has grown.

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

Clerical Assistant

Pat Palma has been the Foreign Language Department's clerical assistant for the past 20 years. She is charged with answering directly to the needs of the Department Chair and is in support of the daily operation of the Foreign Language Department Office. Currently, Pat Palma provides daily, ongoing support services for the department's chair, 8 full-time and 60

part-time instructors. Her duties include assisting the department chair in carrying out secretarial duties, answering student questions by phone and email, making photocopies, running errands related to department business on or off campus, organizing department events; for example, workshops, flex week general department meetings, and other related events either on or off campus, all communication by phone or email between the chair and faculty members, word processing and the filing of important department documents for future reference. However, there has never been an increase in the hours for the clerical assistant. Historically, while the number of work hours for this position has remained the same over the last twenty years, these years have been marked by measurable changes. Over this period of time, the Foreign Language Department has experienced an exponential growth in the number of faculty, students served and classes offered. This growth has been compounded by a corresponding increase in the complexity of the program through the addition of new languages and majors now being offered. Given these recorded changes – with no matching increase in work hours-, and the increased responsibilities inherent to them, the support services provided by this position alone, justify for it an increase in the hours. One apparent dilemma the department faces regarding this issue is that our clerical assistant is hourly and in order for the position to receive more hours, it would require a change to a staffing position.

Furthermore, classes in the Foreign Language Department are from 7am to 10pm. However, the Clerical Assistant works just 17 hours a week from Monday thru Thursday from 8:30am-12:30pm. In fact, she is only available 25% of the time in which we offer classes. Therefore, because of the restrictions in the number of allocated work hours, 75% of the faculty and students cannot be adequately served.

For the past 20 years the Foreign Language Department has been requesting more hours for our clerical assistant. This request has been included as recommendations in all the Program Reviews since the 1980s and they have also been included as an activity proposal in the department's 6-year Educational Master Plan, but the number of hours has never been increased. Seventy-five percent of our students and faculty are underserved due to the lack of work hours for our clerical assistant. Consequently, not only does this situation impact her workload, because she has to answer phone calls and e-mails that have accumulated during the time she is not in her office, but this situation also undermines our efforts to adequately serve all students and faculty and the overall efficiency and cohesiveness of the Foreign Language Department.

Work Study

Since the last Program Review Study, the number of Work Study students has decreased. This is primarily due to the fact that fewer students are receiving financial aid. Furthermore, the background of the students receiving Work Study has changed. Most of the students that are available are non-native English speakers and, therefore, cannot be employed to serve the department needs.

Student Workers

The majority of student workers/volunteers in the Foreign Language Department are CSLE students in Arabic, French, Japanese and Spanish. These students have a choice of: 1)

working in the San Diego community; 2) working on campus in a foreign language classroom or 3) as tutors.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

Department decisions are generally made during full-time faculty meetings with the input from part-time instructors through their program's coordinator. The Foreign Language Department usually holds these program meetings on campus throughout the semester, usually monthly or as the need arises. The department members vote on all matters of policy and minutes of the meeting are taken and distributed. All minutes and agenda of past and future department meetings are available to the part-time instructors. The Department's recent work on Program Review has been typical of joint departmental projects. To this end, faculty participated in brain-storming sessions starting in spring 2010 and reviewed drafts several times. In addition, all part-time instructors and full-time instructors meet twice a year during professional development week to review department policies and issues. At these meetings, language program coordinators meet with each language programs' faculty to discuss curriculum, write and review standardized tests, plan cultural events and discuss goals and objectives for the semester.

Because the Foreign Language Department has so many part-time faculty members who teach at other locations and who cannot always attend meetings, regular electronic and paper memos have been essential in ensuring that everyone is informed of, and can give input to, any program decisions. Part-time instructors in languages that do not have a full-time instructor to help shape policy and decisions are often consulted via email and telephone on matters related to class offerings, books, videos and other ancillary materials to be purchased. This is time-consuming for the chair and the program coordinators but it is the only way to get expert advice on the five programs that lack full-time instructors.

Because we have a seamless curriculum with Cuyamaca, any decisions affecting the curriculum are made jointly with them; for example, text books, chapters covered and equivalency criteria. Joint workshops and training sessions are also held with Cuyamaca. In addition, the department has a fall and spring retreat held every semester to analyze curriculum, staffing needs, departmental goals and objectives, budget needs, and student related issues. This retreat is attended by full-time faculty only and by the Foreign Language Chair of Cuyamaca in order to exchange information pertaining to all aspects of our language programs. Foreign language full-time instructors from Grossmont College and Cuyamaca College also meet at off-campus sites to work on special projects.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 11 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 15 – Fiscal Data: Outcomes Profile** also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

FOREIGN Language Department

FLDEPT Enrollment, Sections and Efficiency													
	2003 FA	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	2171	2091	1986	1987	1935	2101	2070	2195	2166	2174	2193	2482	2567
Sections	92	102	101	103	102	108	108	114	115	115	119	112	116
Total FTEF	26.277	27.643	27.574	28.210	28.474	29.408	29.974	31.406	30.951	31.823	32.049	30.990	31.390
Earned WSCH	10575	10188	9781	9579	9473	10079	10132	10706	10435	10727	10898	12296	12882
Earned WSCH/FTEF	402.00	368.60	354.70	339.60	332.70	342.70	338.00	340.90	337.10	337.10	340.00	396.80	410.40
% of Max	96.10	94.63	82.57	87.30	78.75	80.88	77.84	78.43	73.90	76.93	73.75	90.22	90.43

Overall, the enrollment rate in the Foreign Language Department has increased steadily. On the average, 11% of Grossmont College students enroll in foreign languages. Based on data from course enrollment counts over the past six year period, between fall 2003 and spring 2010, the Foreign Language Department has served on average 2249 students per semester. In contrast, over the past three years, between fall 2007 and spring 2010, the department has experienced a consistent increase in student enrollment over consecutive semesters. Currently, it serves approximately 17% more students per semester than the average number of students it has served per semester over the past six year period; thus, student enrollment has increased significantly.

From fall 2003 to spring 2010, the number of sections offered by the Foreign Language Department increased by 24, roughly a 26% increase. This increase is linked to various factors: 1) an increase in the number of Arabic language students; 2) the continued demand for Spanish classes; 3) the demand for Asian languages. In particular, both the addition of the Chinese Language Program and the continued growth in the Japanese Language Program contributed to the increase in class sections offered.

The average class size caps in the Foreign Language Department have not changed. They are the same for all languages. Since they were standardized by FLAP (the Foreign Language Articulation Project), in order to maximize student/instructor oral interaction to reach the department's goal of oral proficiency in the target language, the Foreign Language Department has had the following class size maximums:

- 30 students** - **Language I / 120**
- 30 students** - **Language II / 121**
- 30 students** - **Language III / 220**
- 25 students** - **Language IV / 221**
- 20 students** - **Conversational 250 /251**

The efficiency of the Foreign Language Department Program is evident in the % of Max 90.4 in the spring of 2010. From spring 2008 to spring 2010 there was an increase of 16.9, roughly 18%. However, between spring 2003 and fall 2007 the % of Max fluctuated. These fluctuations during this time period are most likely attributable to the following set of circumstances: 1) 3 full-time instructors took sabbaticals; 2) 1 full-time instructor went on disability leave; 3) the observable trend of a lower % of Max in spring semesters compared to fall semesters, because in the spring semester we offer less sections of language 120 (beginning level), and 4) the need for an analysis of the schedule of course offerings.

ARABIC Language Program

Arabic Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	70	83	109	90	111	100	110	120	151	137	138	153	229	288
Sections	3	3	5	5	5	5	5	6	6	7	9	8	9	9
Total FTEF	0.87	1.00	1.53	1.53	1.53	1.53	1.53	1.53	1.87	2.20	2.55	2.53	2.43	2.79
Earned WSCH	304.00	410.00	536.00	456.00	559.00	507.00	561.00	570.00	780.00	697.00	714.00	781.00	1141.00	1464.30
Earned WSCH/FTEF	351.03	410.41	349.86	297.65	364.88	330.93	366.18	372.06	418.23	317.10	279.69	308.57	469.41	525.69
% of Max	90.74	96.47	84.40	71.81	88.03	79.84	88.34	89.76	99.36	78.31	64.91	70.68	103.26	110.93

In particular, the Arabic Language Program has experienced a dramatic increase in enrollment due to the high influx of Arabic population in the East County of San Diego. Enrollment increased 311%, from 70 students in spring 2003 to 288 students in spring 2010. It has more than doubled in size since the last program review. The growth in enrollment in the Arabic Program is also due to a higher demand for speakers of this language due to national security imperatives.

From fall 2003 to spring 2010, the number of sections offered by the Arabic Language Program increased by 6, a 300% increase. This increase is linked various factors: 1) an increase in the number of Arabic language students; 2) the hiring of a full-time Arabic instructor in the fall 2007 semester, who expanded the program and provided the much needed coordination and direction of the program; and 3) to satisfy the needs created by a higher demand for speakers of this language due to national security imperatives.

The average class size in the Arabic Language Program adheres to Foreign Language Department standards that remain constant.

The efficiency of the Arabic Language Program is the highest of all language programs in the Foreign Language Department which is evident in the 110.93 % of Max. From fall 2003 to spring 2010, the % of Max fluctuated. This fluctuation may be due to the following: 1) other area community colleges starting Arabic programs, including Cuyamaca College; and 2) the observable trend of a lower % of Max in spring semesters compared to fall semesters because in the spring semester we offer less sections of language 120 (beginning level).

CHINESE Language Program

Chinese Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	17	29	31	24	27	30	21	45	38	39	25	36	56	55
Sections	1	1	1	1	1	1	1	2	2	2	1	2	2	2
Total FTEF	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.67	0.67	0.67	0.33	0.67	0.67	0.67
Earned WSCH	145.00	85.00	155.00	120.00	135.00	150.00	105.00	225.00	190.00	195.00	125.00	180.00	280.00	260.00
Earned WSCH/FTEF	435.40	255.25	465.46	360.36	405.40	450.45	315.31	337.83	285.28	292.79	375.38	270.27	420.42	390.39
% of Max	96.70	68.00	124.00	80.00	108.00	100.00	84.00	75.00	63.33	65.00	83.33	60.00	93.33	88.67

Our newest program, the Chinese Language Program, which was only one year old at the start of this Program Review, roughly doubled in enrollment from 29 to 55 students and from one to two sections per semester.

The average class size in the Chinese Language Program adheres to Foreign Language Department standards that remain constant.

The efficiency of the Chinese Language Program has fluctuated due to the inability to maintain a consistency in the quality of Chinese instructors. None of the instructors hold a degree in the Chinese language and must meet the equivalency criteria of the department.

FRENCH Language Program

French Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	220	221	199	192	185	177	203	191	192	198	206	234	249	220
Sections	9	9	8	9	9	9	9	9	9	9	9	9	10	9
Total FTEF	2.864	2.864	2.864	2.864	2.864	2.864	2.864	2.864	2.864	2.676	2.866	2.875	3.221	2.886
Earned WSCH	1087	1100	993	967	912	874	994	974	927	980	1005	1091	1209	1089
Earned WSCH/FTEF	379.50	384.1	346.7	337.6	318.4	305.2	347.1	340.1	323.7	366.1	350.7	379.5	375.3	377.4
% of Max	86.30	89.06	78.80	78.29	72.38	70.76	78.88	78.86	74.33	79.35	79.76	81.72	83.67	81.88

Over this Program Review cycle, the enrollment in the French Language Program has been maintained with slight fluctuations. Although the French Program has enjoyed considerable enrollment growth from slightly under 400 students (ending in 07/08) to roughly 470 students (ending in 09/10), it continues to suffer from the loss of its only full-time instructor, who was instrumental in promoting the program and tending to its growth.

From fall 2004 to spring 2009 the number of sections has remained the same at 9. The program's enrollment increased the following 2 semesters because 1-2 more sections were offered.

The average class size in the French Language Program adheres to Foreign Language Department standards that remain constant.

Since fall of 2003 to spring of 2010, the efficiency of the French Language Program has seen a decline, evidenced through the % of Max which has gone from 89.1 to 81.9, a decrease of roughly 9%. This is due to the Disability Leave of the only full-time French language instructor.

GERMAN Language Program

German Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	231	189	184	188	172	187	195	200	184	182	187	183	201	203
Sections	8	8	8	8	9	9	9	9	9	9	9	9	9	9
Total FTEF	2.531	2.531	2.531	2.531	2.731	2.731	2.731	2.731	2.731	2.731	2.949	2.742	2.949	2.731
Earned WSCH	1155	992	929	953	860	980	964	1028	942	965	971	989	990	1056
Earned WSCH/FTEF	456.30	391.93	367.04	376.53	314.90	358.84	352.98	376.41	344.92	353.35	329.26	360.70	335.71	386.67
% of Max	104.10	91.42	83.02	87.83	81.46	85.36	82.39	89.78	80.85	84.27	76.46	79.44	77.95	92.23

Yearly enrollment in the German Language Program has continued to remain strong over this program cycle. The lowest enrollment figure of 172 students in the fall of 2005 coincides with the surge in Iraq when many students were called to service. Since 2005 there has been a steady yearly growth. Enrollment in this program almost always increases in the spring semester because German IV is offered. Also, the number of students enrolling in courses to satisfy General Education requirements (German 120 and 121) has increased by approximately 20%. Evening course enrollment has increased by 33%. The number of students in conversation courses made it necessary to open an additional section.

The number of German sections offered has seen a slight increase of 8 courses offered in the fall 2003 to 9 courses offered in the spring 2010 semester.

The average class size in the German Language Program adheres to Foreign Language Department standards that remain constant.

The overall efficiency of the German Language Program has increased to 92.2% of Max. Any fluctuations in enrollment, earned WSCH and % of Max are due to the complete German Language Program only being offered in the spring.

ITALIAN Language Program

Italian Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	68	62	62	56	57	38	99	67	72	78	72	92	90	113
Sections	2	2	2	3	2	2	2	3	3	4	3	4	3	4
Total FTEF	0.666	0.666	0.666	0.666	0.666	0.666	0.666	0.999	0.999	1.332	0.999	1.332	0.999	1.332
Earned WSCH	335.00	305.00	310.00	280.00	280.00	190.00	275.00	330.00	360.00	385.00	365.00	460.00	445.00	560.00
Earned WSCH/FTEF	503.00	457.95	465.46	420.42	420.42	285.28	412.91	330.33	360.36	289.03	365.37	345.35	445.45	420.42
% of Max	121.80	101.66	112.72	93.33	101.81	63.33	91.66	73.33	80.00	64.16	81.11	76.67	98.89	93.33

Enrollment in the Italian Language Program has nearly doubled from 68 students in the fall of 2003 to 113 in the spring 2010 semester.

The number of Italian sections offered has also doubled from 2 courses offered in the fall 2003 to 4 courses offered in the spring 2010 semester.

The average class size in the Italian Language Program adheres to Foreign Language Department standards that remain constant.

The efficiency of the Italian Language Program is evident in the % of Max. From spring 2008 to spring 2010 there was an increase of 29.1, from 64.2 to 93.3, roughly 45%. However, between spring 2004 and fall 2007 the % of Max fluctuated from spring to fall semesters. These fluctuations during this time period are most likely attributable to the following set of circumstances: 1) the number of sections offered has doubled over this program cycle; and 2) the observable trend of a lower % of Max in spring semesters compared to fall semesters because in the spring semester we offer less sections of language 120 (beginning level).

JAPANESE Language Program

Japanese Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	147	158	155	149	176	161	165	198	220	213	255	218	261	261
Sections	3	4	4	4	5	5	5	5	5	5	5	5	5	6
Total FTEF	1.532	1.665	1.532	1.665	1.732	1.865	2.065	2.864	2.731	2.864	3.075	2.886	3.119	2.908
Earned WSCH	664	780	722	745	819	827	855	1028	1123	1061	1269	1122	1310	1356
Earned WSCH/FTEF	433.40	468.46	471.27	447.44	472.86	443.43	414.04	358.93	411.20	370.46	412.70	388.80	420.07	466.36
% of Max	100.60	104.00	109.39	99.33	106.22	102.09	93.13	84.95	92.20	85.91	90.13	85.65	91.61	105.53

Since the introduction of the A.A. Degree in Japanese, the Japanese Language Program has experienced a healthy, consistent upward growth in enrollment. It has increased by 78% from a total 147 students in the fall of 2003 to 261 total students in the spring of 2010. This is also partly attributable to the many students attracted to Japanese popular culture, such as Anime, video games and technology developed by Japan.

The number of Japanese sections offered has doubled from 3 courses offered in the fall 2003 to 6 courses offered in the spring 2010 semester.

The average class size in the Japanese Language Program adheres to Foreign Language Department standards that remain constant.

The efficiency of the Japanese Language Program is the second highest of all language programs in the Foreign Language Department which is evident in the spring 2010 with 105.5 % of Max. Clearly from the data, the Japanese Language Program is one of the most productive and efficient programs in the FL department, with an FTEF of 2.908 and yet, does not have a full-time instructor. From fall 2003 to spring 2009, the % of Max fluctuated. This fluctuation may be due to the following: 1) more sections were added to accommodate the demand and 2) the observable trend of a lower % of Max in spring semesters compared to

fall semesters because in the spring semester we offer less sections of language 120 (beginning level).

RUSSIAN Language Program

Russian Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	68	77	76	74	80	69	64	74	78	76	83	90	107	88
Sections	3	4	4	4	5	5	5	5	5	5	5	5	5	6
Total FTEF	0.999	1.199	1.199	1.199	1.532	1.532	1.532	1.532	1.532	1.532	1.532	1.532	1.532	1.554
Earned WSCH	335.00	396.00	402.00	356.00	415.00	353.00	317.00	362.00	383.00	375.00	409.00	456.00	525.00	457.00
Earned WSCH/FTEF	335.30	330.27	335.27	296.91	270.88	230.41	206.91	236.29	250.00	244.77	266.97	297.65	342.69	294.12
% of Max	78.80	77.64	82.88	69.80	65.35	53.48	49.92	54.84	60.31	56.81	64.41	60.00	82.68	60.13

Enrollment in the Russian Language Program has increased by approximately 34%, from 145 total students ending in 03/04 to 195 total students ending in 09/10. Over this program cycle, enrollment in the Russian Program has been stable with little growth due to the decreased influx of Russian population into the community and to the retirement of 2 senior Russian part-time faculty members who worked here over 15 years.

The average number of Russian sections offered per semester from spring 2004 to spring 2010 is roughly 5.

The average class size in the Russian Language Program adheres to Foreign Language Department standards that remain constant.

The efficiency of the program has decreased due to the inability to maintain a consistency in the quality of Russian instructors. Two of our senior part-time Russian faculty retired and 1 received a full-time position at another community college. The efficiency, evident in the % of Max, is also affected by: 1) the small pool of part-time Russian instructors in San Diego; 2) instructors must meet the equivalency criteria of the department and 3) the large turn-over rate of Russian instructors.

SPANISH Language Program

Spanish Enrollment, Sections and Efficiency														
	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Enrollment	1350	1234	1275	1213	1179	1173	1244	1175	1260	1243	1208	1187	1289	1339
Sections	53	49	55	53	55	54	57	54	58	54	55	57	49	51
Total FTEF	16.486	15.618	16.986	16.784	16.820	16.951	17.685	16.786	18.018	16.952	17.516	17.485	16.073	16.527
Earned WSCH	6550	6063	6141	5904	5599	5592	6008	5615	6001	5777	5869	5819	6396	6640
Earned WSCH/FTEF	397.30	388.16	361.53	351.71	332.87	329.87	339.72	334.47	333.05	340.75	335.03	332.81	397.94	401.76
% of Max	90.10	88.63	81.81	80.15	75.12	75.13	78.74	76.23	77.05	77.38	75.29	75.82	90.34	90.77

Enrollment in the Spanish Language Program has maintained itself stable even though we have reduced the number of sections in order that other language programs could be introduced, and other language programs could be expanded during the period of cuts and financial constraints.

The average number of Spanish sections offered from fall 2003 to spring 2010 has fluctuated from a low of 49 to a high of 58. The reason for this is that, when the college is going through budgetary problems and the department is asked to reduce the number of sections, the Spanish Program, because it is the largest, unfortunately suffers the most cuts, acting as a buffer to protect the other language programs.

The average class size in the Spanish Language Program adheres to Foreign Language Department standards that remain constant.

The Spanish Language Program was not an efficient program until excessive numbers of multiple sections of Spanish 120 and 121 offered at odd hours were eliminated and the schedule was more finely tuned. The average percentage of efficiency during this program cycle is 80.18. The efficiency of the program has reached 90.8 % of Max. and continues to increase due to the high demand for Spanish and the reduction in the number of nonproductive sections offered. It is a very productive program considering there are only 5 full-time faculty and the FTEF is 16.527.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 11- Grossmont WSCH Analysis**. Explain trends for your overall program and for specific courses over a five-year period.

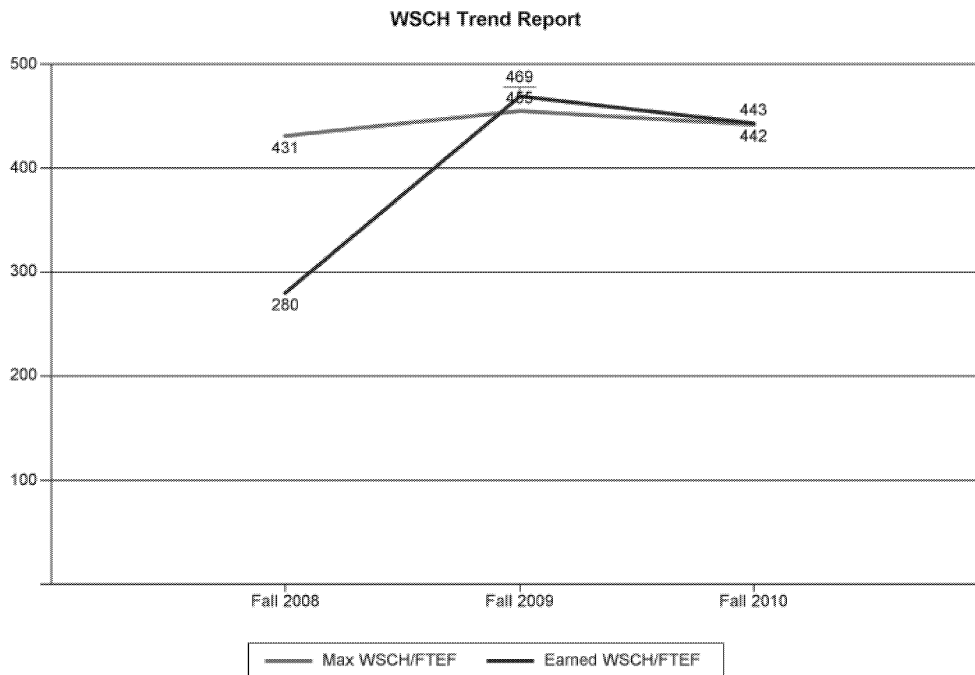
Foreign Language Earned WSCH/FTEF														
	FA 2003	SPR 2004	FA 2004	SPR 2005	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
ARBC	351.03	410.41	349.86	297.65	364.88	330.93	366.18	372.06	418.23	317.10	279.69	308.57	469.41	525.69
CHIN	435.40	255.25	465.46	360.36	405.40	450.45	315.31	337.83	285.28	292.79	375.38	270.27	420.42	390.39
FREN	379.50	384.07	346.71	337.63	318.43	305.16	347.06	340.08	323.67	366.10	350.65	379.49	375.33	377.37
GERM	456.30	391.93	367.04	376.53	314.90	358.84	352.98	376.41	344.92	353.35	329.26	360.70	335.71	386.67
ITAL	503.00	457.95	465.46	420.42	420.42	285.28	412.91	330.33	360.36	289.03	365.37	345.35	445.45	420.42
JAPN	433.40	468.46	471.27	447.44	472.86	443.43	414.04	358.93	411.20	370.46	412.70	388.80	420.07	466.36
RUSS	335.30	330.27	335.27	296.91	270.88	230.41	206.91	236.29	250.00	244.77	266.97	297.65	342.69	294.12
SPAN	397.30	388.16	361.53	351.71	332.87	329.87	339.72	334.47	333.05	340.75	335.03	332.81	397.94	401.76
AVG:	411.40	385.81	395.33	361.08	362.58	341.80	344.39	335.80	340.84	321.79	339.38	335.46	400.88	407.85

Overall, the average earned WSCH/FTEF by year for the Foreign Language Department shows a slight decline from 411.40 in the fall of 2003 to 407.85 in the spring of 2010. The average WSCH/FTEF per year declines steadily until the last two semesters when there is a sharp increase. This increase is due to the cutting of class sections which were required during financial constraints. This made us a more efficient department. The fluctuations between semesters are expected as enrollment figures generally decrease in the spring semester, but the overall decrease is due to the growth and expansion of our language programs. The Foreign Language Department's cost efficiency indicates a more accurate picture of its contributions to the College's total revenues.

In particular, the earned WSCH/FTEF for the Arabic Language Program has increased from 351 in the fall 2003 to 526 in the spring 2010, approximately 50%. This is due to the growth

of the program in student enrollment and class sections as discussed in section 10.1. The most growth is seen in the past 4 semesters of this program cycle. This is most likely attributable to the hiring of a full-time faculty member in the fall of 2007, the introduction of new courses and the addition of class sections. Earned WSCH/FTEF went above the maximum ratio in the fall 2009 semester when efficiency spiked to 103%, and then again in the spring 2010 when efficiency reached an all-time high of 111%. This, again, was due to the high demand for Arabic classes and the ability of the full-time faculty member of the Arabic Language Program to effectively meet those demands. Overall, the WSCH Trend for the Arabic Language Program is indicative of this program's consistent growth in efficiency and productivity.

**Grossmont College Enrollment
ARBC**

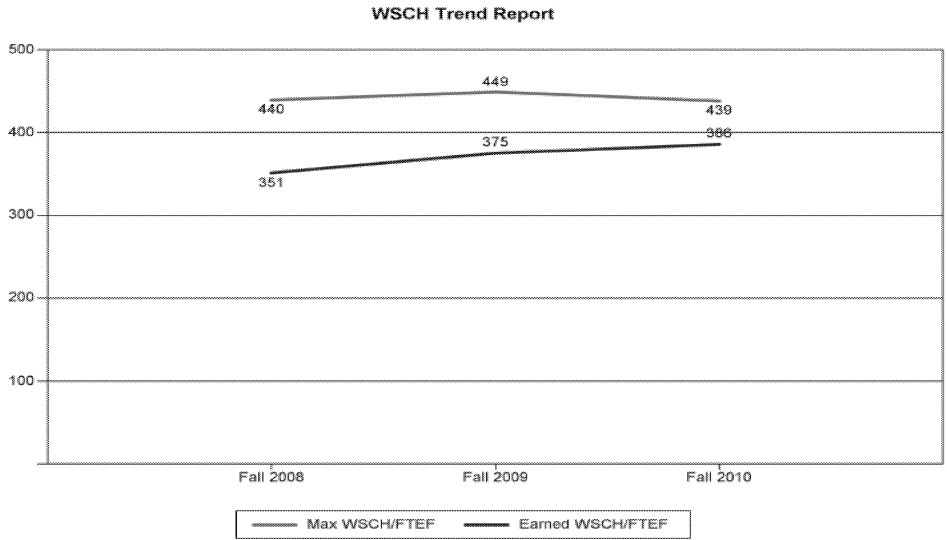


* Includes non-resident students as well as resident students.
 * Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.
 * For Cross-listed sections, numbers are reflected in the primary course.

The earned WSCH/FTEF for the Chinese Language Program has fluctuated over this program cycle. This is what one would expect with a new, small program. However, the program is stable, as seen in the WSCH Trend Report in which the ratios of earned WSCH/FTEF and the maximum figure evened out at 450 in the fall of 2010.

The French Language Program has maintained its productivity as seen in the WSCH Trend Report in which although the earned WSCH/FTEF remains just below the maximum ratio, it can be seen converging on it in the later third of this program cycle. This is indicative of a consistently productive program in high demand and with the capacity to meet these demands.

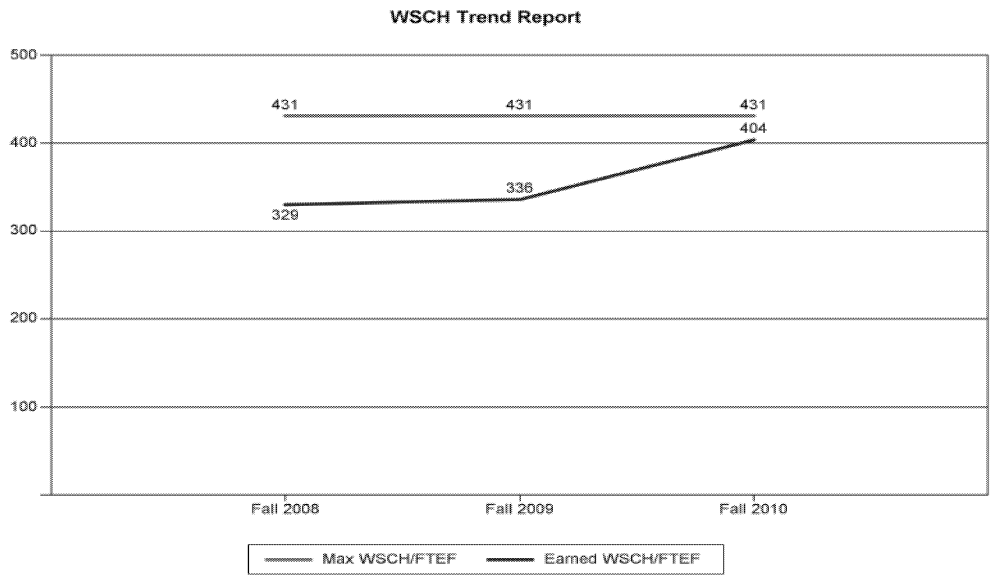
Grossmont College Enrollment
FREN



* Includes non-resident students as well as resident students.
 * Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.
 * For Cross-listed sections, numbers are reflected in the primary course.

The German Language Program shows similar strength and as outstanding a performance as the French program. Given the data in the WSCH Trend Report, it is notable that the ratios of earned WSCH/FTEF and the maximum WSCH/FTEF quickly converge in the later third of this program cycle, also indicative of a consistently productive program in high demand and with the capacity to meet these demands.

Grossmont College Enrollment
GERM

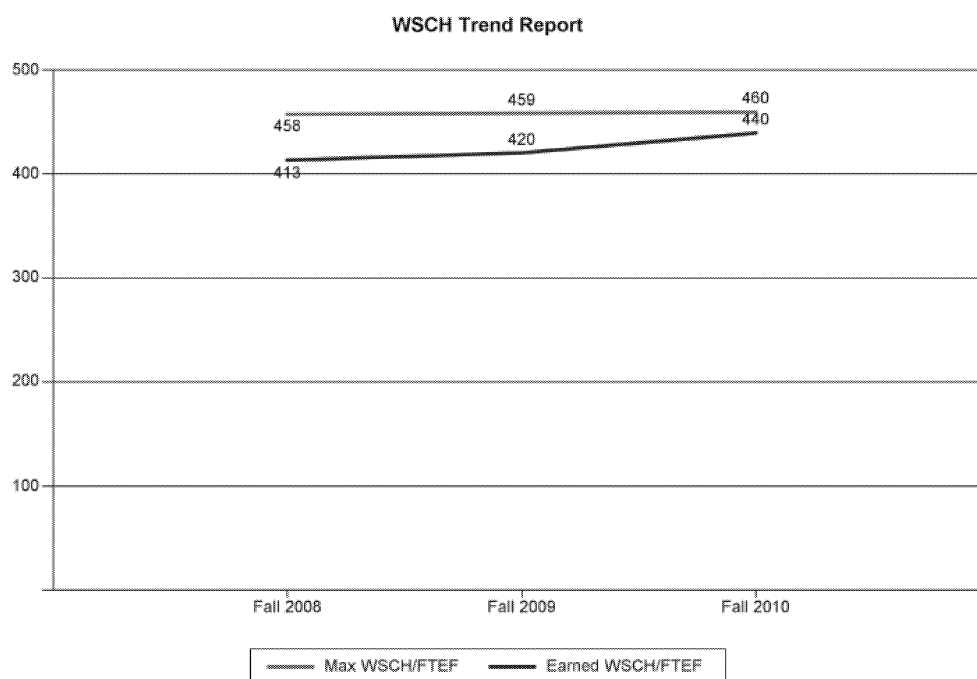


* Includes non-resident students as well as resident students.
 * Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.
 * For Cross-listed sections, numbers are reflected in the primary course.

The earned WSCH/FTEF for the Italian Language Program has steadily increased over the last third of this program cycle, matching the ratio for the maximum WSCH/FTEF in the fall of 2009 at roughly 450 and 100% efficiency before dipping slightly downward in the fall of 2010. The data suggests that the Italian Language Program is overall a consistently productive program with the potential for growth.

According to the data from the WSCH Trend Report, the Japanese Language Program has maintained a near perfect record over the period of this program cycle, as seen in the consistent symmetry between the ratios of earned WSCH/FTEF and maximum WSCH/FTEF. The Japanese Language Program is one of the most efficient and productive programs in the department and yet does not have a full-time instructor.

**Grossmont College Enrollment
JAPN**



* Includes non-resident students as well as resident students.

* Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.

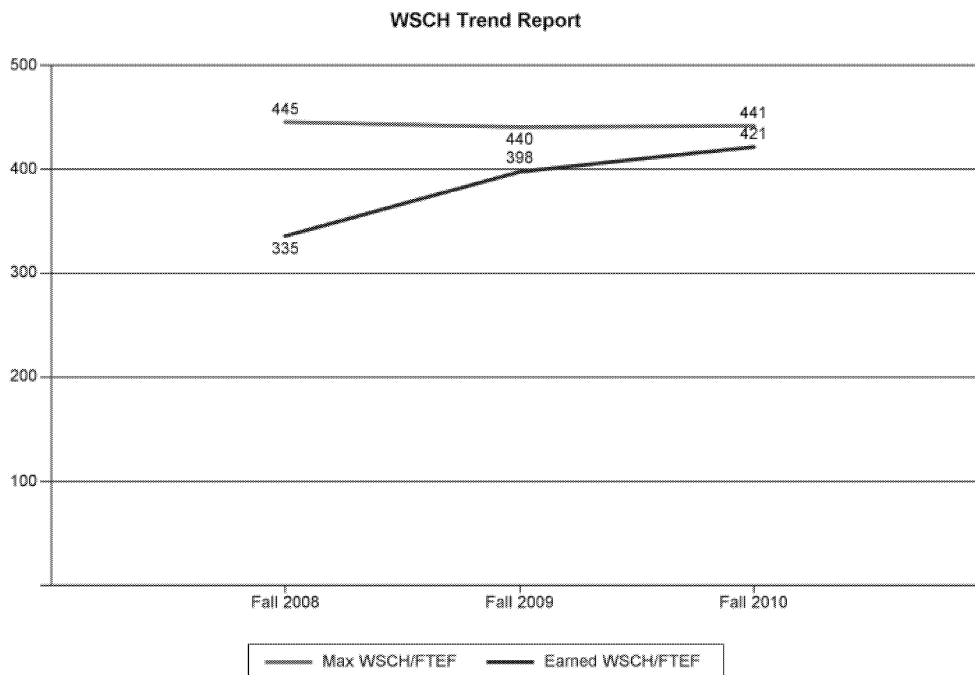
* For Cross-listed sections, numbers are reflected in the primary course.

The Russian Language Program has experienced an increase in earned WSCH/FTEF over the last third of this program cycle and into the fall 2010 semester, but this ratio is well below its maximum, indicative of a slower pace in growth. However, the program has suffered from the retirement of 2 senior-part-time Russian instructors, a high turn-around rate of part-time instructors and a slowdown in the influx of Russian student population. Regardless, the program is in position to meet demands for growth.

The earned WSCH/FTEF for the Spanish Language Program has fluctuated over this program cycle, although the trend is upward over the past five semesters. The efficiency of the program has improved with the reduction of low performing sections that were cut. This action has improved the overall efficiency and productivity of the program and it served as a

buffer for smaller programs in the department during a period of financial constraints. Over this period, the ratio of earned WSCH/FTEF has increased and has practically reached the ratio of maximum WSCH/FTEF as represented in the WSCH Trend Report below.

**Grossmont College Enrollment
SPAN**



* Includes non-resident students as well as resident students.
 * Uses the weekly census formula for all sections which estimates FTES for daily and positive attendance based on enrollments.
 * For Cross-listed sections, numbers are reflected in the primary course.

10.3 Using Appendix 14 - Fiscal Year FTES Analysis by Program Report and Appendix 15 - Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.

From the data in Appendices 14 and 15, and the charts below, the Foreign Language Department is extremely cost effective. In the academic year 2009-2010, the Foreign Language Department generated \$4,228,721.57 in revenue, less its total direct expenses of \$1,674,876.96, for a profit of \$2,553,844.61.

FOREIGN LANGUAGE DEPARTMENT FISCAL DATA						
SEMESTER/YEAR	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total Program
Total Revenue	3,176,300.01	3,340,131.76	3,740,969.48	3,621,370.94	4,228,721.57	18,107,493.76
Less: Total Cost	1,291,274.92	1,581,283.85	1,733,227.43	1,784,176.68	1,674,876.96	8,064,839.84
Net Revenue	1,885,025.09	1,758,847.91	2,007,742.05	1,837,194.26	2,553,844.61	10,042,653.92

Program Cost per FTES									
Program Nam	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Avg/Program	
Arabic	\$1,262.02	\$1,396.73	\$1,447.03	\$1,583.04	\$1,396.08	\$3,326.18	\$1,951.70	\$1,766.11	
Chinese	\$1,164.28	\$938.17	\$1,033.26	\$1,447.45	\$1,658.92	\$1,680.24	\$1,123.39	\$1,292.24	
French	\$2,045.22	\$2,038.20	\$2,401.36	\$2,627.27	\$2,514.48	\$2,029.29	\$1,656.60	\$2,187.49	
German	\$2,072.72	\$2,341.50	\$2,673.31	\$2,832.01	\$2,907.39	\$2,871.89	\$2,747.65	\$2,635.21	
Italian	\$952.51	\$903.86	\$1,443.40	\$1,514.08	\$1,710.23	\$1,595.53	\$1,225.45	\$1,335.01	
Japanese	\$1,157.34	\$1,079.47	\$1,179.52	\$1,549.48	\$1,431.74	\$1,372.44	\$1,302.44	\$1,296.06	
Russian	\$1,517.23	\$1,698.38	\$2,158.91	\$2,927.09	\$2,503.60	\$2,096.43	\$2,057.96	\$2,137.09	
Spanish	\$2,053.55	\$2,084.65	\$2,509.26	\$2,808.21	\$2,796.99	\$3,019.96	\$2,398.83	\$2,524.49	
Avg/Year	\$1,528.11	\$1,560.12	\$1,855.76	\$2,161.08	\$2,114.93	\$2,249.00	\$1,808.00		\$1,896.71
								\$1,896.71	

FISCAL DATA BY PROGRAM				
Fall 09- Spring 10				
Programs	Total FTES	Cost/FTES	Total Cost	Total Revenue
Arabic	89.84	1,951.70	175,340.73	410,104.33
Chinese	18.00	1,123.39	20,221.02	82,166.94
French	80.93	1,656.60	134,068.64	369,431.69
German	72.87	2,747.65	200,221.26	332,639.16
Italian	33.67	1,225.45	41,260.90	153,697.83
Japanese	96.06	1,302.44	125,112.39	438,497.57
Russian	32.73	2,057.96	67,357.03	149,406.88
Spanish	502.27	2,398.83	1,204,860.34	2,292,777.16
Total	926.37		1,968,442.31	4,228,721.56

Foreign Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	1987	1935	2101	2070	2195	2166	2174	2193	2482	2567
3. Earned WSCH/FTEF	362.58	341.80	344.39	335.80	340.84	321.79	339.38	335.46	400.88	407.85
4. Total FTES	695.82		731.71		819.52		793.32		926.37	
5. Cost/FTES	1,855.76		2,161.08		2,114.93		2,249.00		1,808.00	
6. Total Cost/Fiscal Year	1,291,274.92		1,581,283.85		1,733,227.43		1,784,176.68		1,674,876.96	
7. Total Revenue	3,176,300.01		3,340,131.76		3,740,969.48		3,621,370.94		4,228,721.57	
8. Other Revenue										

In the Foreign Language Department, earned WSCH/FTEF has increased over this program cycle from roughly 700 in 2005/2006 to over 800 in 2009/2010. The Cost/FTES is lower in the year 2009/2010 than it was in 2005/2006, but our FTES increased by 33% from 695.82 in 2005/2006 to 926.37 in 2009/2010. This indicates that we have become a much more efficient program and produce more with less over this program cycle. This cost efficiency is reflected in the total revenue that the Foreign Language Department contributes to the college.

Arabic Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	111	100	110	120	151	137	138	153	229	288
3. Earned WSCH/FTEF	364.88	330.93	366.18	372.06	418.23	317.10	279.69	308.57	469.41	525.69
4. Total FTES	35.53		39.20		92.49		52.17		89.84	
5. Cost/FTES	1,447.03		1,583.04		1,396.08		3,326.18		1,951.70	
6. Total Cost/Fiscal Year	51,412.98		62,055.17		129,123.44		173,526.81		175,340.73	
7. Total Revenue	162,188.41		178,941.34		422,201.13		238,147.18		410,104.33	
8. Other Revenue										

The cost efficiency of the Arabic Language Program is also evident in its overall productivity. Earned WSCH/FTEF has increased over the program cycle as has FTES. Although the Cost/FTES is at 1,951.70 in the year 2009/2010, roughly 25% higher than in the year 2003/2004, the cost efficiency of the program is best appreciated in the overall productivity of the program and its contribution in revenue to the college.

Chinese Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	27	30	21	45	38	39	25	36	56	55
3. Earned WSCH/FTEF	405.40	450.45	315.31	337.83	285.28	292.79	375.38	270.27	420.42	390.39
4. Total FTES	9.50		11.00		12.83		10.17		18.00	
5. Cost/FTES	1,033.26		1,447.45		1,658.92		1,680.24		1,123.39	
6. Total Cost/Fiscal Year	9815.97		15,921.95		21,283.94		17,088.04		20,221.02	
7. Total Revenue	41,996.44		50,213.13		58,566.77		46,424.32		82,166.94	
8. Other Revenue										

Although the earned WSCH/FTES for the Chinese Language Program has slightly decreased from roughly 855 in the year 2005/2006 to 810 in the year 2009/2010, and the Cost/FTES has seen a slight increase of roughly 9%, the cost efficiency of the program is best appreciated in the overall productivity of this new, small program and its contribution in revenue to the college.

French Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	185	177	203	191	192	198	206	234	249	220
3. Earned WSCH/FTEF	318.43	305.16	347.06	340.08	323.67	366.10	350.65	379.49	375.33	377.37
4. Total FTES	67.09		70.59		69.67		72.20		80.93	
5. Cost/FTES	2,401.36		2,627.27		2,514.48		2,029.29		1,656.60	
6. Total Cost/Fiscal Year	161,107.24		185,458.99		175,183.82		146,514.74		134,068.64	
7. Total Revenue	306,254.44		322,231.35		318,031.71		329,580.73		369,431.69	
8. Other Revenue										

The French Language Program is a very productive and cost efficient program. It has seen an increase in earned WSCH/FTEF of approximately 21%, from 623.59 in the year 2005/2006 to 752.70 in the year 2009/2010. Total FTES has increased consistently each year in the program cycle, while the Cost/FTES is 31% lower in the year 2009/2010 than in the year 2005/2006. The cost efficiency of the French Language Program is also evident in the total revenue it contributes to the college.

German Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	172	187	195	200	184	182	187	183	201	203
3. Earned WSCH/FTEF	314.90	358.84	352.98	376.41	344.92	353.35	329.26	360.70	335.71	386.67
4. Total FTES	64.82		69.39		66.89		68.83		72.87	
5. Cost/FTES	2,673.31		2,832.01		2,907.39		2,871.89		2,747.65	
6. Total Cost/Fiscal Year	173,283.95		196,513.17		194,475.32		197,672.19		200,221.26	
7. Total Revenue	295,892.28		316,753.55		305,341.48		314,197.25		332,639.16	
8. Other Revenue										

The German Language Program is also a very productive and cost effective program. This is evident in its consistent growth from year to year of earned WSCH/FTEF, total FTES and stable Cost/FTES over the program cycle. The cost efficiency of the German Language Program is also evident in the total revenue it contributes to the college.

Italian Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	57	38	99	67	72	78	72	92	90	113
3. Earned WSCH/FTEF	420.42	285.28	412.91	330.33	360.36	289.03	365.37	345.35	445.45	420.42
4. Total FTES	15.67		20.17		24.83		27.50		33.67	
5. Cost/FTES	1,443.40		1,514.08		1,710.23		1,595.53		1,225.45	
6. Total Cost/Fiscal Year	22,618.08		30,538.99		42,465.01		43,877.08		41,260.90	
7. Total Revenue	71,530.89		92,072.62		113,344.73		125,532.82		153,697.83	
8. Other Revenue										

The Italian Language Program's growth, productivity and cost efficiency is evident in the data. Earned WSCH/FTEF has increased from 705.70 in the year 2005/2006 to 865.87 in the year 2009/2010, roughly a 23% increase. Meanwhile, Cost/FTES has decreased from 1,443.40 in the year 2005/2006 to 1,225.45 in the year 2009/2010, roughly a 15% decrease. The productivity of the program, as evidenced in its FTES, has more than doubled. The cost efficiency of the Italian Language Program is also evident in the total revenue it contributes to the college.

Japanese Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	176	161	165	198	220	213	255	218	261	261
3. Earned WSCH/FTEF	472.86	443.43	414.04	358.93	411.20	370.46	412.70	388.80	420.07	466.36
4. Total FTES	54.87		62.77		77.12		86.00		96.06	
5. Cost/FTES	1,179.52		1,549.48		1,431.74		1,372.44		1,302.44	
6. Total Cost/Fiscal Year	64,720.26		97,260.86		110,415.79		118,029.84		125,112.39	
7. Total Revenue	250,472.22		286,534.38		352,039.69		392,575.38		438,497.57	
8. Other Revenue										

The Japanese Language Program has seen a slight 3% decrease in earned WSCH/FTEs, from 916.29 in the year 2005/2006 to 886.43 in the year 2009/2010, and roughly a 10% increase in Cost/FTEs, from 1,179.52 in 2005/2006 to 1,302.44 in 2009/2010. This is partly attributable to the increase in hourly pay to part-time instructors who completed their MA or PhD degrees. The Japanese Language Program's cost efficiency indicates a more accurate picture of its contributions to the College's total revenues. The Japanese Language Program is second in the Foreign Language Department in total revenue it contributes to the College. Furthermore, it is one of the most efficient and productive language programs in the Foreign Language Department, yet it does not have a full-time instructor.

Russian Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	80	69	64	74	78	76	83	90	107	88
3. Earned WSCH/FTEF	270.88	230.41	206.91	236.29	250.00	244.77	266.97	297.65	342.69	294.12
4. Total FTEs	25.60		22.63		25.27		28.83		32.73	
5. Cost/FTEs	2,158.91		2,927.09		2,503.60		2,096.43		2,057.96	
6. Total Cost/Fiscal Year	55,268.10		66,240.05		63,265.97		60,440.08		67,357.03	
7. Total Revenue	116,859.65		103,302.10		115,353.25		131,604.91		149,406.88	
8. Other Revenue										

Earned WSCH/FTEF in the Russian Language Program has seen an increase of 27%, from 501.29 in the year 2005/2006 to 636.81 in the 2009/2010 year. Meanwhile, Cost/FTEs has decreased from 2,158.91 in the year 2005/2006 to 2,057.96 in the year 2009/2010, roughly a 5% decrease. Although the Russian Language Program has suffered from the loss of two senior, part-time faculty members and a decrease in the influx of Russian population students, it continues to be a productive and cost effective program, as evidenced in its year to year contributions in total revenue to the college.

Spanish Language Program

1. Semester/Year	FA 2005	SPR 2006	FA 2006	SPR 2007	FA 2007	SPR 2008	FA 2008	SPR 2009	FA 2009	SPR 2010
2. Enrollment	1,179	1,173	1,244	1,175	1,260	1,243	1,208	1,187	1,289	1,339
3. Earned WSCH/FTEF	332.87	329.87	339.72	334.47	333.05	340.75	335.03	332.81	397.94	401.76
4. Total FTES	422.74		435.96		450.42		447.62		502.27	
5. Cost/FTES	2,509.26		2,808.21		2,796.99		3,019.96		2,398.83	
6. Total Cost/Fiscal Year	1,060,764.57		1,224,267.23		1,259,820.24		1,351,794.50		1,204,860.34	
7. Total Revenue	1,929,736.23		1,990,083.29		2,056,090.73		2,043,309.20		2,292,777.16	
8. Other Revenue										

The earned WSCH/FTEF in the Spanish Language Program has increased over the program cycle, from approximately 663 in the year 2005/2006 to nearly 800 in the year 2009/2010, roughly a 20% increase. Meanwhile Cost/FTES has decreased by nearly 4.5%. The Spanish Language Program has become more productive. The cost efficiency of the Spanish Language Program also indicates an accurate picture of its contributions to the College's total revenues.

- 10.4** If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.
- Yolanda Guerrero receives \$2,600 per year from WACC to organize the “Mexican Independence Day” and “Cinco de Mayo” celebrations.
 - Sonia Ghattas-Soliman, Arabic Club Advisor, receives \$1,500 per year from WACC to organize Arabic Culture Day events.
 - Virginia Young, Spanish Club Advisor, receives \$500 per year from WACC to organize the “Día de los Muertos” celebration.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

Teaching and Learning

The strengths of the Foreign Language Department regarding teaching and learning are that:

- Faculty is committed to professional development and the use of techniques and methodologies to insure effectiveness of teaching and student learning.
- Faculty embraces student learning outcomes and assessment strategies.
- Curricula promote critical thinking, cultural understanding, oral proficiency and communication in the target language.
- Instruction encompasses a variety of teaching styles to reach a diversity of learners, including generous amounts of comprehensible input, visuals and realia to communicate meaning.
- Consistency of the course content and objectives of the multiple sections of the same level of course is maintained through standardize exams.
- Study tools and supplementary material are provided on the textbook websites.
- Office hours, campus resources, such as tutoring and language clubs are made available to students.
- Faculty is committed to ensuring a safe, trusting and non-threatening learning environment.

The weakness of the Foreign Language Department regarding teaching and learning are:

- One full-time position for a faculty member who retired has not been funded.
- There is a disproportionate ratio of part-time faculty to full-time faculty.
- Five of the eight language programs have no full-time faculty.
- More hours are needed for the department's clerical assistant. Currently, the clerical assistant serves only 25% of the students and faculty due to a seventeen

hour per week allowance.

- More classrooms that are conducive to language instruction are needed.

Student Access and Success

The strengths of the Foreign Language Department regarding student access and success are that:

- The Foreign Language Department embraces student diversity.
- Information is provided to students regarding Disabled Students Services.
- The Assessment Center is utilized to accommodate students who need to take exams when conflict in scheduling occurs.
- Students are encouraged to use the Tutoring Center, staffed by tutors that have been approved by the Department to ensure that they serve as good role-models and are knowledgeable in the field.
- Copies of textbooks for each language course are provided by the Foreign Language Department to the library and Disabled Student Service for students' use.
- The Foreign Language Department has the most comprehensive language program in San Diego County, offering programs in eight languages: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish and majors in Arabic, French, German, Japanese, Russian and Spanish.
- The Foreign Language Department at Grossmont College awards 14% of all Foreign Language Associate Degrees and Certificates in the statewide community colleges system.
- Through Community Service Learning, students have the opportunity to explore different career choices, strengthen community ties and established networks that can lead to success in the future.
- Student Abroad Programs offer a unique experience to learn a language.
- Language classes are offered from 7:00 a.m. to 10:00 p.m., five to six days a week, providing students with a wide choice of offerings.
- Native-speakers courses in Arabic and Spanish are offered to fill the special needs of native-speakers.

- The use of the internet such as Facebook and Twitter are incorporated into the language teaching to stimulate and retain students' interest.
- The retention and success rate of language students continues to improve.

The weakness of the Foreign Language Department regarding student access and success are:

- All language programs have suffered a reduction in the number of sections offered.
- Students' progress towards degree completion requires more time to finish because some language courses are only offered once a year
- Timing completion for transfer is jeopardized by the reduction in class offerings.
- More outreach with area high schools is needed.
- Funding for a Foreign Language Festival needs to be reinstated.

Implementing and executing the department's vision and mission statement

The strengths of the Foreign Language Department regarding implementing and executing the department's vision and mission statement are:

- The Foreign Language Department has a clearly defined and articulated mission and vision statement.
- The Foreign Language Department emphasizes the importance of multilingualism in our global society.
- The Foreign Language faculty are dedicated and committed to students' learning a foreign language and thus teaching students to respect cultural and linguistic diversity as well as exposing students to different attitudes, ways of thinking and ways of life and philosophies.
- The Foreign Language faculty encourages students to develop a life skill, the ability to communicate in a different language other than their own and a base to pursue other fields of study.
- The Foreign Language faculty has effectively translated this vision to promote the success of language students through improved teaching strategies and the creation of a better learning environment.
- The Foreign Language faculty values collegiality, shared governance, and the

campus academic environment.

The weakness of the Foreign Language Department regarding implementing and executing the department's vision and mission statement are that:

- The Foreign Language Department lacks two full-time faculty and the replacement of a retired Spanish instructor.
- The Foreign Language Department has an excessive number of part-time faculty that is in constant flux.
- The Foreign Language Department lacks the needed funds for Professional Development.
- All language programs have suffered section reductions and students' progress toward the completion of a degree and transfer is jeopardized.
- The low allotment of the Foreign Language Clerical Assistant's hours negatively impacts the Foreign Language's ability to effectively serve the Foreign Language students and faculty.

Fiscal Stability

The strengths of the Foreign Language Department regarding implementing and executing the department's fiscal stability are that:

- The Foreign Language Department generates a yearly average, net revenue of \$2.0 million for the college.
- The Foreign Language Department generated \$10.0 million for the college during the last five-year period.
- The Foreign Language Department is very cost-effective in relation to the income it generates for the college.
- The Foreign Language Department requires very little in the way of budgetary expenditures.
- The Foreign Language Department is fiscally responsible and accountable.
- The Foreign Language Department language programs are in high demand.

The weakness of the Foreign Language Department regarding implementing and executing the department's fiscal stability are that:

- There is no stability in relation to growth and planning.
- The college planning process is ever-changing. (tech plans, staffing request, long and short-term department plans and goals)
- Lack of funding.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

Faculty is concerned that:

- Full-time positions for the Foreign Language Dept. have not been allotted nor has the replacement of retired Spanish position been filled.
- 3 full-time faculty will be retiring before the next review cycle.
- The timely completion of language degrees and/or transfer is jeopardized by the reduction of class sections.
- The planning process is in constant flux.
- Enrollments in language programs are increasing while class reductions are mandated
- Not enough hours are allocated to the Foreign Language Clerical Assistant.
- It is becoming increasingly difficult to find well qualified part-time instructors with a Master's Degree in the target language or who meet equivalency.
- More funding is needed for staff development and conferences.

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

1. Hire four full-time tenure-track faculty, including one Japanese, two Spanish and one French.

2. Increase the Foreign Language Clerical Assistant hours to better serve faculty and staff.
3. Add sections where the need demands.
4. Upgrade and remodel FL classrooms, space and faculty offices.
5. Offer majors in Italian and Chinese and create a general Foreign Language major.
6. Offer the complete language sequence for Italian and Chinese.
7. Increase the funding for Professional Development to train part-time faculty.

Final Checklist

Fall 2003

Spring 2004

Fall 2004

Spring 2005

Fall 2005

Spring 2006

Fall 2006

Spring 2007

Fall 2007

Spring 2008

Fall 2008

Spring 2009

Fall 2009

Spring 2010

Brief History of Program	√		
1.1 Dept History: changes in staffing, curriculum facilities			
1.2 Most and least successful goals based on 6-Year Unit Plan	√		
1.2a Successful goal: Activities undertaken to achieve? Data to verify? Relates to moving the college toward planning priority goals in strategic plan?	√		
1.2b Least Successful goal: Challenge or obstacles? How has goal changed and why?	√		
1.3 Respond to 2003 Program Review Committee Recommendations: what changes made in program in response from last review?	√		
CURRICULUM DEVELOPMENT & ACADEMIC STANDARDS			
2.1 Course Outline Review: how do they reflect currency in field? Relevancy to student needs? Current teaching practices?	√		
2.2 Orientation to new faculty (ft-pt) re: curriculum, SLOs, outlines, academic standards, department practices? Maintain on-going	√		

dialogue? (cont.)			
2.3 Instruction (delivery, content, materials, syllabus) current and relevant to student/academic career needs – give examples	√		
2.4 Analyze retention and grade patterns: ID and Explain anomalies	√		
2.5 Strategies employed to ensure consistency in grading multiple sections across semesters	√		
2.6 Describe/rationale for any new courses since last program review	√		
2.7 current issues: environmental, societal, ethical, political, technological reflected in your curriculum?	√		
2.8 Retention/success of distance vs. face-to-face	√		
2.9 Cuyamaca duplicate course that are not align: comment on status – describe plans	√		
2.10 List of courses formally articulated with High Schools – describe articulation and/or collaboration efforts K-12	√		
Section 3 – SLOS: New	√		
Section 4 – Student Access			
4.1 How does facility availability affect access to program?	√		
4.2 Program steps to address availability concerns (off-site, scheduling)	√		
4.3 Analysis of Student Survey results: what trends observed might affect student success?	√		
4.4 Implications of 4.3 on program?	√		
4.5 Changes/improvements planned in curriculum/instruction based on Student Survey Results Q3-Q16.	√		
4.6 Strategies to promote/publicize courses/programs – comment on effectiveness based on student survey results	√		

4.7 Rationale for offering historically under-rolled classes. Discuss strategies to increase enrollment.	√		
4.8 Based on analysis and review of 6-Year unit plan, what strategies were utilized to address access issues of ethnicity, age, gender.	√		
Student Success			
5.1 Specific strategies utilized to maximize success of special populations (4.8)	√		
5.2 Specific examples of instructional innovation, special projects, to be actively engaged in learning process inside and outside of the formal classroom	√		
5.3 how program collaborates with other campus programs to enhance student learning inside/outside classroom	√		
5.4 Reports Data analysis: trends in success, enrollments, retention – explain trends; provide examples of changes made to address trends	√		
5.5 comment on student success relative to state or federal licensing/registration examinations if Applicable	√		
5.6 Trends of number of students earning degrees/certificates	√		
5.7 activities implemented to provide and maintain connections to primary, secondary, post sec schools	√		
Student Support and Campus Resources			
6.1 How program utilizes college support services	√		
6.2 Analyze student survey results: describe student satisfaction as relates to program	√		
6.3 Describe activities for which dept has used Inst Research or other data sources	√		
6.4 Work with library: evaluate and provide summary of current status of	√		

library resources related to program. (cont.)			
6.5 How do we work with student support services to help students gain access, develop educational plans, make career decisions, improve student success? How does program communicate specific and current information that can be used by student service groups?	√		
6.6 How do we use technology resources to further enhance student learning? Student Survey response.	√		
6.7 ID/explain additional tech resources that could enhance student learning.	√		
6.8 adequacy of facilities dept uses?	√		
Community Outreach Response			
7.1 Program interaction with community? Describe activities	√		
7.2 Advisory Committee if required... Minutes, recommendations, meetings, organizations represented	N/A		
Section 8 – Faculty/Staff Professional Development			
8.1 Highlight how your program’s participation in prof. dev. activities (inc sabbatical) has resulted in currency and improved instruction	√		
8.2 Any innovative professional development activities program has created.	√		
8.3 How faculty shapes direction of college and/or discipline (grants, committees, task forces, academic senate, presenting conferences)	√		
Section 9 – Staffing Trends and Decision Making			
Fill in table of ft/pt etc.	√		
9.1 explain observed trends in terms of faculty staffing and describe changes occurred	√		

9.2 discuss part-time vs full-time ratios and issues surrounding the availability of part-time instructors (cont.)	√		
9.3 List and describe duties of classified staff, work study, student workers – discuss any trends/changes	√		
9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in department decision making?	√		
Section 10 – Fiscal Profile and Efficiency			
10.1 analyze/explain trends in enrollment, number of sections offered, average class size, efficiency	√		
10.2 Analyze earned wsch/ftet – explain trends for overall program and for specific courses	√		
10.3 Analyze cost/fte of the program in relation to earned wsch/ftet	√		
10.4 if program has recvd financial support or subsidy outside of college budget process, list amount and outside resources, and how used	√		
Section 11 – Summary Recommendations			
11.1 Summarize strengths/weaknesses: Teaching and learning Student access and success Implementing and executing dept vision and mission statement Fiscal stability	√		
11.2 Concerns affecting now or near future before next PRC cycle	√		
11.3 Rank-order list of program recommendations – including those that don't require fiscal resources	√		

APPENDICES

6 Year Unit Plan	√			
Catalog Descriptions	√			
Grade Distribution Summary	√			
Annual Progress Reports	√			
SLO Assessment Analysis	√			
Course to Program SLO Mapping Doc	√			
Student Survey Results	√			
Headcounts Degrees and Certificates	√			
Organizations Represented on Advisory Committee	√			
Sabbaticals, Conferences, Workshops, Staff Development	√			
Grossmont WSCH Analysis	√			
Department Equivalencies	√			
Statistical Data: Outcomes Profile (Student Success)	√			
Fiscal Year FTES Analysis by Program	√			
Fiscal Data: Outcomes Profile	√			
Addendum	√			