

ACADEMIC PROGRAM REVIEW

WORLD LANGUAGE DEPARTMENT



GROSSMONT COLLEGE

FALL 2017

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This Program Review Report for 2010-2011 to 2015-2016 is respectfully submitted to the Program Review Committee by the full-time members of the World Language Department, Grossmont College.

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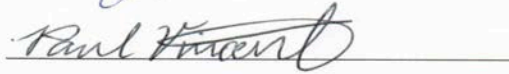
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Virginia Young



World Language Department

Full-time Faculty

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2. Ghattas-Soliman, Dr. Sonia
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2. Al-Jabiri, Aruba Huda
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4. Askar, Mary
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7. Beauville, Jean-Claude
8. Bohl, Sabine
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13. Del Río, Leticia
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31. Mersch, Joseph
32. Minarick, Judith
33. Molina, Blanca
34. Mora, Evelia
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40. Qudeimat, Yousra
41. Rhea, Mark
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43. Rodríguez, Sandra
44. Ronke, Dr. Astrid
45. Salazar, América
46. Samir, Zahra
47. Shoji, Eriko
48. Spinelli, Marianna
49. Takagi, Hiroko
50. Temoche-Weldele, Edda
51. Van-Slyck, Dr. Irene
52. Yermian, Elena

SECTION 1 –OVERVIEWDEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

- 1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

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 doing business and learning about other cultures, and helps develop citizens who embrace diversity.

Course-work in the World 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. Shortly after, the department phased out the lab and gradually transitioned to the communicative approach. With the financial support of a grant in Fall 1997, the Foreign Language Department: 1. developed and rewrote 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.

In the Spring of 2011, Yolanda Guerrero led the proposal to change the name of the department from Department of Foreign Languages to the Department of World Languages. The name change was motivated by the need to align our department name to that of other colleges and universities, which had already made the name switch.

The **Spanish Program** is currently offering **38 sections**, including CSLE (Community Service Learning Experience). An AA degree and a Certificate of Achievement are offered in this language. In 2016, an AA-T degree was added. The program is currently operating with **4 full-time instructors** and **22 part-time instructors**. Carmen Hernández retired in 2010, Edda Temoche-Weldele in 2013, and Yolanda Guerrero in June of 2017.

The **French Program** offers **11 sections** including a culture course. An AA degree and a Certificate of Achievement are offered in this language. The French Program does not have a full-time instructor. Muriel Vitaglione, who had been on 100% disability leave since Spring of 2008, retired in 2015. Presently, there are five part-time instructors teaching French.

The **German Program** is currently offering **9 sections** including CSLE. An AA degree and a Certificate of Achievement are offered in this language. Since the retirement of Johannes Brustle in June of 2017, all sections are now taught by five part-time instructors.

The **Russian Program** began in the Fall of 1964. The Russian Program is currently offering **5 sections** 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 currently offers **3 sections**: Two sections of Italian 120 and one section of Italian 121. No AA degree is offered in this language. There are 3 part-time instructors teaching in this program.

The **Japanese Program** began in the Fall of 1986. The Japanese Program currently offers **12 sections** including CSLE and a culture course. An AA degree and a Certificate of Achievement are offered in this language. There are 8 part-time instructors teaching in this program.

The **Arabic Program** began in the Fall of 1990. The program now offers **16 sections** including a culture class and CSLE. In Spring of 2011, a new course, Arabic 299B (currently listed as Arabic 122): Arabic for Native Speakers I, was added. An AA degree and a Certificate of Achievement are offered in this language. Presently, there is 1 full-time instructor and **5 part-time instructors**.

Arabic 123, Arabic for the Arabic-speakers II was added in the Fall 2014. Even though this course was modeled after native speaker courses in the Spanish Program with the same titles, the Arabic courses include activities in English in order to help students practice and improve their knowledge of the English language.

Arabic 148, a course of Arabic Culture, was also added. This course, part of the College's GE, is taught in English to allow students from all disciplines to enroll in it.

Through a collaborative agreement with the BOT department, students of Arabic now have the opportunity to improve their computer and technology skills by enrolling in BOT (Business Office Technology) classes. Upon the completion of a combination of a given

number of BOT units and some specific courses of Arabic, the student will receive a **Certificate of Proficiency**.

For CSLE in Arabic, students have a selection of locations where they can do their community service learning. Students are placed in local schools, in our own college, in child development centers, and in translation and interpretation agencies.

The **Chinese Program** began in the Spring 2003. The program is currently offering 2 sections. No AA degree is offered in this language. One part-time instructor teaches these sections.

Ratio of sections taught by full-time faculty to sections taught by Part-time faculty	
	Fall 2017
Total number of sections	96
Sections taught by part-time faculty	75 (78.12%)
Sections taught by full-time faculty	21 (21.87%)
Total number of faculty	57
Total number of full-time faculty	5 (8.77%)
Total number of part-time faculty	52 (91.22%)

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 World Language Department.

- 1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were.

Recommendations (from Program Review Committee Summary Evaluation) and Departmental Responses

1. *Recommendation:* Attend one of the weekly counseling meetings to discuss all eight world language programs.

Response: Every semester, Paul Vincent and Dr. Ghattas-Soliman attend at least one counseling meeting to inform the counselors of our programs' pathways to our awards, needs, changes, and additions to our language programs.

2. *Recommendation:* Replace all retiring full-time faculty and re-evaluate the full-time / part-time faculty ratio in each language in order to determine the proper number of full-time faculty that should be hired when the budget improves.

Response: At the time of the previous Program Review, we had 10 full-time faculty members. Since then we have lost five. We now have only 5. The World Language Department has submitted yearly faculty staffing requests to the Faculty Staffing Committee. To this date, there have been no full time faculty positions granted to the department.

3. *Recommendation:* Investigate and plan for program growth such as additional sections and degrees when the budget improves.

Response: The Arabic Program developed Arabic 161 Basic Conversation for the Professional Healthcare and it will be presented to the Curriculum Committee in Fall of 2017.

The French Program has updated, modified and reinstated French 152, The French and Francophone Cultures course. This course is cross-listed with CCS 152, and it was first offered in the spring of 2017. The purpose of French 152 was to meet the needs of the students in French for completing coursework for transfer, the AA Degree or certificate, and GE requirements.

In Spring 2015, the Spanish Program implemented the Associate in Arts in Spanish for Transfer (A.A.-T) to comply with the ADT Program.

Our department graduates and places students in the college and community workforce, in schools, and also provides employment to some of these students at Grossmont College after graduation.

4. *Recommendation:* Utilize the Facilities Committee and/or Room Utilization Committee to investigate upgrades and remodeling to World Language classrooms and faculty offices.

Response: The World Language Department has no designated classrooms. However, our courses have been traditionally assigned in the 500 building near our offices. Before the last Accreditation visit, classrooms in the 500 buildings were spruced up. The faculty has done their best to bring forward maintenance and safety issues to the Facilities Committee. Some of the problems that we have encountered recently are: inoperable skylights (53-555B), water leaking from the air conditioning system in the ceiling (53-538), electrical issues (53-555B), and an improperly mounted screen (53-538). These problems have caused serious health concerns for faculty, the staff, and students in addition to class cancellations. These issues will not be completely resolved until the remodeling of the 500 building, which has been promised to us for the year 2018 (but postponed indefinitely until funds become available).

In Fall 2017 semester, the department initiated and completed the remodeling of the adjunct faculty office 503-A/B. This project removed the partition separating the two offices, added furniture, made some repairs, and added a computer. All this was done to meet the needs of roughly 52 World Language Department part-time instructors.

5. *Recommendation:* Continue to create professional development training opportunities for part-time faculty.

Response: Since the last Program Review, the World Language Department has continued to offer 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 language skills.

In the spring of 2017, the World Language Department offered a series of training workshops. This workshop series was made possible through college funds in the amount of \$3000.00 received from the College for an Activities Proposal for providing World Language Department faculty opportunities in professional

development training submitted in the 2015-2016 academic year. The training workshop series included:

- Engaging Language Learners Through the Integration of Technology
- How to Teach Language in Context
- Learning World Languages with Body, Mind, and Soul
- Fun and Easy Teaching Techniques with YouTube to Engage and Motivate Students in the Classroom

Workshop presenters were paid \$600.00 stipends with the funds the department received.

6. *Recommendation:* Create stronger articulation, partnerships, and recruitment with local high schools.

Response: A good working relationship between the World Languages Department and high schools continues to exist.

Currently, our department offers dual enrollment college level classes in French (levels I and II) at Helix Charter High School. Two sections of level I Spanish are also taught there for college credit. Spanish 141, Spanish and Latin American Cultures, is also being offered at El Capitan High School. In addition, an Arabic 120 course at El Cajon Valley High School is being offered. On August 24 of 2017, Dr. Sonia Ghattas-Soliman and adjunct faculty member Huda Al Jabiri went to El Cajon Valley High School to administer an assessment test to the students interested in enrolling in Arabic courses. The team scored the test, analyzed the results, and concluded that one section of Arabic I20 should be offered.

Several of the World Language instructors in the evening teach in high schools. Each language teacher who is teaching at both Grossmont College and local high schools acts as an informal liaison and disseminates information to find pathways to Grossmont College.

The World Language Department has also participated in all district open house events, including the College and Career Fair sponsored by the East County Education Alliance, a partnership between the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District. Participation in these events allows us to support the college's recruitment efforts of high school students, and to showcase our programs to the community.

7. *Recommendation:* Contact ASGC or WACC or a similar organization for grants / funding opportunities in order to bring back the “World Language Festival.”

Response: Since the last Program Review, the World Language Festival has morphed into a robust series of on-campus cultural events held throughout the year designed to promote understanding between different cultures and to showcase our language programs. These events include: Participation in WOW! (*Week of Welcome*), foreign language movie showings, celebrations of other countries’ holidays and customs, music and dance performances, international food presentations, panel discussions, and field trips. All this is organized and offered by the different language clubs such as the Arabic Club, the French Club, the Japanese Club, the Chinese Club, the German Club, the Russian Club, and the Spanish Club. In addition, every year the Spanish Club has had a Day of the Death altar in the library and a doll display wearing traditional dresses from different regions in Mexico.

8. *Recommendation:* Continue the excellent work of the Foreign Language Articulation Project (FLAP).

Response: The World Language 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 that World Language Department courses articulate.

The World Language Department works closely with our colleagues from San Diego State University, UCSD and other community colleges in the area. Our department follows closely 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 requirement for arts/humanities.

9. *Recommendation:* Submit a request to increase the hours for the part-time clerical assistant, a request that is warranted because the World Languages department oversees eight different languages and each language requires separate scheduling and curriculum.

Response: For the last 26 years, the World Language Department has been requesting more hours for our clerical assistant. This request has been included as recommendations in all Program Reviews since the 1980s. The request has 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. Many of our students and faculty are underserved due to the lack of work hours for our clerical assistant. This situation undermines our efforts to adequately serve all students and faculty and the

overall efficiency and cohesiveness of the World Language Department. Currently our clerical assistant works 19 hours per week whereas the real need is for a full-time clerical assistant.

10. *Recommendation:* Using the Course History Information Report, continue to submit curriculum modification proposals for those 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.

Response: The World Language Department has kept up with all of the requirements of the Curriculum Committee for the update of course outlines, including course modifications, course additions and deletions.

In French, we have substituted French 152, the French Culture course, to the required courses of History 105 and Humanities 120 since it addresses topics related directly to France and the French-speaking World.

11. *Recommendation:* Use student-learning outcome data for continued course and program improvement.

Response: The World Language Department takes student learning outcomes very seriously as a means of 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 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 World Language Department has developed a Six-year Plan, which delineates the semesters in which particular course level SLOs will be assessed.

We would like to add that the retirement of five full-time faculty including coordinators, who were instrumental in assisting in the management of program business such as SLOs and program improvement, has negatively impacted our ability to effectively meet the college's rising challenges and demands in the areas of student retention and success. This situation is taxing our remaining full-time faculty creating unrealistic expectations that are difficult to meet. Our current coordinators go above and beyond their duties in order to meet some of these expectations.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

- 2.1** Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

The Arabic Program developed Arabic 161, Basic Conversation for the Professional, as an interdisciplinary course in cooperation with the Allied Health and Nursing Division for students in the health professions. This course teaches basic conversation in Arabic and the cultures of the Arab World. This course will be presented to the Curriculum Committee in Fall 2017.

Arabic 123, Arabic for the Arabic-speakers II, was added in Fall 2013. This course was modeled after native speaker courses in the Spanish program with a similar title. The Arabic courses include activities in English in order to help students practice and improve their knowledge of the English language.

We also added Arabic 148, Language, Culture, and Literature of the Arab World. This course, part of the College's GE, is taught in English to allow students from all disciplines to enroll in it.

Through a collaborative agreement with the Business Office Technology Program, students have the opportunity to improve their computer and technology skills by enrolling in BOT classes. Upon the completion of a given number of BOT units and some specific courses in Arabic, the student will receive a Certificate of Proficiency.

The French Program has updated, modified and reinstated French 152, the French and Francophone Cultures course. In Fall 2017, the French Program had planned to present a course modification to the Curriculum Committee. This course is cross-listed with CCS 152, and was first offered in Spring 2017. The purpose of French 152 is to meet the needs of students in French for completing coursework for transfer, the AA Degree or certificate, and GE.

In the Spring 2015, the Spanish Program implemented the Associate in Arts in Spanish for Transfer (A.A.-T) to comply with the ADT Program.

2.2 Describe your department’s practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.
Whenever we adopt a new textbook or edition in any of our 8 language programs, we update our course outlines to reflect these changes and inform the Curriculum Committee.

All course outlines in the World Language Department reflect the best practices of a proficiency-oriented curriculum.

Students of world 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 all of our language courses.

The World Language Department has over the past 6-year period updated most of its course outlines in all languages. For this cycle, those course outlines that need to be updated have been identified and will be updated during this academic year.

Course outlines and their most recent updates are:

ARBC 120	May 2015
ARBC 121	May 2015
ARBC 122	May 2015
ARBC 123	May 2015
ARBC 148	May 2015
ARCB 196	December 2013
ARCB 220	May 2015
ARCB 221	May 2015
ARCB 250	May 2015
ARCB 251	May 2015

CHIN 120	May 2015
CHIN 121	May 2015
CHIN 220	May 2011 ¹
CHIN 221	May 2011 ¹
CHIN 250	May 2011 ¹
CHIN 251	May 2011 ¹

¹ These courses have been identified as needing updating and will be updating during this academic year.

FREN 120	May 2014
FREN 121	May 2014
FREN 152	May 2008 ²
FREN 196	December 2013
FREN 220	May 2014
FREN 221	May 2014
FREN 250	May 2014
FREN 251	May 2014

² A Modification of Course will be presented to the Curriculum Committee in Fall 2017.

GERM 120	May 2014
GERM 121	May 2014
GERM 196	December 2013
GERM 220	May 2014
GERM 221	May 2014
GERM 250	May 2014
GERM 251	May 2014

ITAL 120	May 2014
ITAL 121	May 2014
ITAL 220	May 2014
ITAL 221	May 2014
ITAL 250	May 2014
ITAL 251	May 2014

JAPN 120	May 2014
JAPN 121	May 2014
JAPN 149	December 2012 ³
JAPN 196	December 2013
JAPN 220	May 2014
JAPN 221	May 2014
JAPN 250	May 2014
JAPN 251	May 2014

³ This course has been identified as needing updating and will be updated during this academic year.

RUSS 120	May 2015
RUSS 121	May 2015
RUSS 196	December 2013
RUSS 220	May 2015
RUSS 221	May 2015
RUSS 250	May 2015
RUSS 251	May 2015

SPAN 120	December 2013
SPAN 121	December 2013
SPAN 122	December 2012 ⁴
SPAN 123	December 2013
SPAN 141	May 1999 ⁴
SPAN 145	April 2006 ⁴
SPAN 196	December 2013
SPAN 220	December 2013
SPAN 221	December 2013
SPAN 250	May 2014
SPAN 251	May 2014

⁴ These courses have been identified as needing updating and will be updated during this academic year.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

Respectful of individual instructor's academic freedom, the department as a whole selects program textbooks that reflect currency with societal, cultural, technological, political, and environmental issues as well as with pedagogical trends and practices.

All languages are affected in the societies in which they are spoken by current events. Therefore, societal, political, geographical, technological, and environmental issues as well as cultural differences are inherently included in teaching a world language. These issues are explored and presented in multiple formats such as classroom discussions, reading materials presented through our theme-driven textbooks, instructor-generated handouts, guest speakers, Internet research, film, and in-class and off-campus cultural presentations and events.

Language instruction and learning is extremely interactive. In order for this interaction to yield effective results, language instructors must engage students. This is achieved by fostering student-centered communicative activities whereby each student applies and views newly-acquired knowledge from his or her own perspective.

- 2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

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

During Professional Development Week, the World Language Department holds a general department meeting and conducts language-specific meetings where instructors from each language program meet for several hours. Instructors team up to develop, share, and discuss all aspects of foreign language instruction, such as teaching strategies, grading rubrics, exam and quiz preparation, class activities and assignments based on SLOs assessment, discussion, and recommendations.

In order to ensure consistency among courses, instructors in a given language use the same textbooks and workbooks, use standardized quizzes and tests, and follow standardized grading criteria. During staff development, faculty receive syllabi and departmental information regarding due dates, and departmental and campus policies and procedures.

Since the last Program Review cycle, numerous seminars for World Language faculty have been offered. These seminars usually pertain to the methodology of foreign language teaching, 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.

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 criteria on the Grossmont College evaluation form that specifically target foreign language instruction, added in Spring 1998. These are: 1) The instructor communicates in the target language; 2) The instructor encourages practice in 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.

2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

As shown in the graph 1 in Appendix 1, the total grade distributions in the World Language Department are stable and are consistent with the patterns of the division, college, and state.

Graphs 2 and 3 in Appendix 1 illustrate that courses have higher success rates as students progress through the curriculum.

Mastery of a foreign language is an intensive and rigorous process. It requires intensive development of four basic language skills (listening, speaking, reading, and writing) as well as cultural literary.

Retention, success, and persistence of beginning students enrolling in lower level five-unit courses are affected by multiple factors. Students are challenged by the rigor, the intensity, and study skills needed in foreign languages. The pressures of maintaining a high GPA, defined college pathways, academic goals and objectives, and challenging life situations affect the completion rates --all these contribute to lower retention at the first level course.

2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).

The World Language Department does not offer online or hybrid courses.

2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

The World Language Department has had a good working relationship with local high schools. World Language faculty members also visit elementary, middle, and high schools to promote lesser taught/critical languages in order to recruit students. Some of our world

languages evening instructors are high school teachers who function as informal liaisons to our college.

The World Language Department has actively participated in the East County Education Alliance to support student pathways in foreign language study.

El Capitan High School's Global Language Leadership Program is currently offering our Spanish 141, a three-unit culture course for college credit.

El Cajon Valley High School is currently offering our Arabic 120, a five-unit course, for college credit.

Helix Charter School is currently teaching our French 120 and French 121, and two of our Spanish 120 courses. These are all five-unit classes for college credit.

These collaborations with local high schools have required long hours of intensive work. Time has been spent in articulation agreements, development of curriculum, meetings, travel, organization, planning, student assessment, and faculty resources.

2.8 Please describe how the program ensures that articulations are current. Identify any areas of concern or additional needs that your department has about articulation with four-year Institutions.

In Fall 2015, the Curriculum Committee approved the new Associate in Arts in Spanish for Transfer (A.A.-T).

The World 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 of arts/humanities. As new courses are developed, 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 language courses are not accepted for articulation. SDSU requires proficiency exams for these specified languages but articulates the majority of Grossmont College's foreign language courses.

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

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

The SLO Cycle is summarized in figure 1 below.

Figure 1
SLO CYCLE



3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary.

Arabic 221 had 17 SLOs identified for assessment, which were reduced to four to facilitate the assessment process. The same has been done in other language programs.

Prior to TracDat, the World Language Department recorded SLO results on Blackboard.

Although SLO data was gathered regularly since 2010, the data previously inputted on Black Board cannot be retrieved now. All previous submissions of reports are not accounted for.

Since the implementation of TracDat, the gathered SLO data has not been inputted, but has been preserved in both electronic and hard-copy form. On November 7th, 2017, this information was sent to the SLO Coordinator.

3.2 Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

Examples of Changes that *May* be Implemented as a Result of Assessment

Changes to the Assessment Plan	<ul style="list-style-type: none"> • revision of intended learning outcomes • revision of measurement approaches • changes in data collection methods • changes in targets/standards
Changes to the Curriculum	<ul style="list-style-type: none"> • changes in teaching techniques • revision of prerequisites • revision of course sequence • revision of course content • addition of courses • deletion of courses
Changes to the Academic Process	<ul style="list-style-type: none"> • revision of advising standards or processes • improvements in technology • changes in faculty staffing • changes in frequency or scheduling of course offerings

The World Language Department uses student learning outcomes to measure students' success in learning the course content and mastering the basic skills in language development. Established benchmarks set the standards students must meet to successfully complete a course. Given that we use standardized exams, midterms, final exams, and oral evaluations, SLOs are an essential component of our language programs. Foreign language curriculum has always relied on performance indicators to measure proficiency levels in the target languages. Therefore, the department has always been consistently engaged in an SLO Assessment Process, way before the SLO paradigm was implemented. The department continuously develops and implements ways in which to measure student achievement through the assessment, gathering, and analysis of data. The World Language Department fully recognizes the value of the assessment 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 World Language Department has developed a six-year plan which delineates the semesters in which particular course level SLOs will be assessed.

The World Language Department carefully follows the direction and instruction of the SLO Committee.

Below are examples of how the department has used SLOs assessment results to improve courses:

The Arabic Program modified a question on an oral exam to better reflect the SLOs being measured.

In Spanish, students were provided practice quizzes to meet the benchmark of a particular SLO, which required comprehension and intelligible use of chapter vocabulary.

In French, the verb tenses were reorganized differently from the sequence in the textbook in order to meet the students' understanding of verb tense functions.

3.3 What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

The World Language Department understands the need and the importance of SLO assessment; however, with eight language programs and only five full-time faculty members (4 in Spanish and 1 in Arabic), the task of coordinating and communicating information based on SLOs assessment is a challenging task. Best practices would dictate that each language program has a coordinator who is a full-time instructor of that language.

During Professional Development week, we have held discussions and meetings to analyze assessment results. We are aware that more work needs to be accomplished in this area. However, at this time, we do not have the full-time faculty to successfully carry out the task of SLO assessments and analysis. Each language program requires a coordinator who has insight into a diverse set of cultural values that must be addressed in addition to linguistic expertise. This illustrates the linguistic, cultural, and logistic complexities of the World Language Department. To give an example, in our French Program there are four part-time instructors all of whom are from different French-speaking countries: Martinique, Morocco, Belgium, and France. The same could be said about the other language programs.

It is a categorical imperative that the College hires, at minimum, two full-time Spanish instructors, one full-time French instructor, one full-time German instructor, and one full-time Japanese instructor in order to begin the removal of barriers to SLOs being an effective and important component of our department planning.

3.4 What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

The data collected from our reassessments has demonstrated that necessary modifications in our exams, quizzes, assignments, class activities, and presentations have been successful. In addition, consistent practice of the course material and regular assessments has demonstrated improvement in student success.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

We have been successful throughout the years in sustaining the improvement of our courses and course sequences through consistent assessment and analysis. Unfortunately, program improvement will be unsustainable given the consistent reduction and lack of replacements of our full-time instructors.

It is nearly impossible to sustain program improvement faced with the College's failure to hire replacements of retired full-time faculty who would ensure meeting the College's expectations. The continuous erosion of the World Language full-time faculty base has removed an essential element from a historically coherent and effective department carrying out its myriad duties.

SECTION 4 - FACILITIES AND SCHEDULING

- 4.1** List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

The World Language Department does not have any designated classrooms.

- 4.2** Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes__ No_X__

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

Many of the rooms where world language classes are taught are not ideal to learning nor teaching language. Some rooms pose physical hazards, such as faulty electrical connections, poorly anchored screens, and doors that improperly close and slam. Also, rooms are inadequate because the walls are not soundproofed. They have tables anchored to the ground. These factors hinder collaborative learning efforts. In addition, some classrooms are too small, have insufficient lighting, and have visual obstructions like columns and walls, such as building 31, room 362. To maintain and support the integrity of these programs, we require language course-specific rooms to accommodate the needs of our programs and better meet our educational goals.

- 4.3** What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Language classes are offered from 7am to 10pm affording students courses at various times, and a wide choice of language offerings.

In our smaller programs, we offer language 220 and 221 courses as tied courses, which are two courses taught in one classroom at the same time by one instructor. Tied courses help students complete their degrees in a timely fashion.

We also offer Conversation 250/251 as tied courses.

The Spanish program offers short-term, 8-week courses.

Also, the Arabic, German, Japanese, and Spanish programs offer summer courses.

The Arabic, French, and Spanish programs are currently offering dual-enrollment in partnership with local high schools (El Cajon Valley High School, and Helix Charter High School).

The Spanish Program also has an articulated course (Span 141 Spanish and Latin American Cultures) offered at El Capitan High School.

At Grossmont College, the World Language Department faces problems scheduling classes at popular hours due to the lack of availability of classrooms and competition with other disciplines. "Popular hours" refers to the hours from 8am-1pm, Monday thru Thursday.

Our department would benefit from discipline-specific rooms to enhance faculty and student success.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

Nowadays, faculty members in our department need state of the art computer equipment (Smartboards, PowerPoint remote controls with laser pointers, and interactive projectors in the classrooms) and software in order to address their instructional needs and the expectations of our students. Over the years, the department has submitted activity proposals for larger and more efficient computers that can handle multimedia projects of considerable scope. This promotes student interest in what they are learning as well as student and faculty success. For example, larger computer screens provide instructors with better tools for creating improved visuals that enhance teaching and instructional delivery. They also afford the instructor and the students improved viewing of online materials and activities.

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?
Yes__ No__X

If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

Even though, the World Language Department has difficulty scheduling classes at popular hours (8AM to 1PM) due to the lack of availability of classrooms, Instructional Operations has always been very gracious by accommodating our needs. Instructional Operations has helped the department make changes to the class schedule, opened classrooms for waitlisted students, provided room changes, or larger rooms whenever needed.

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

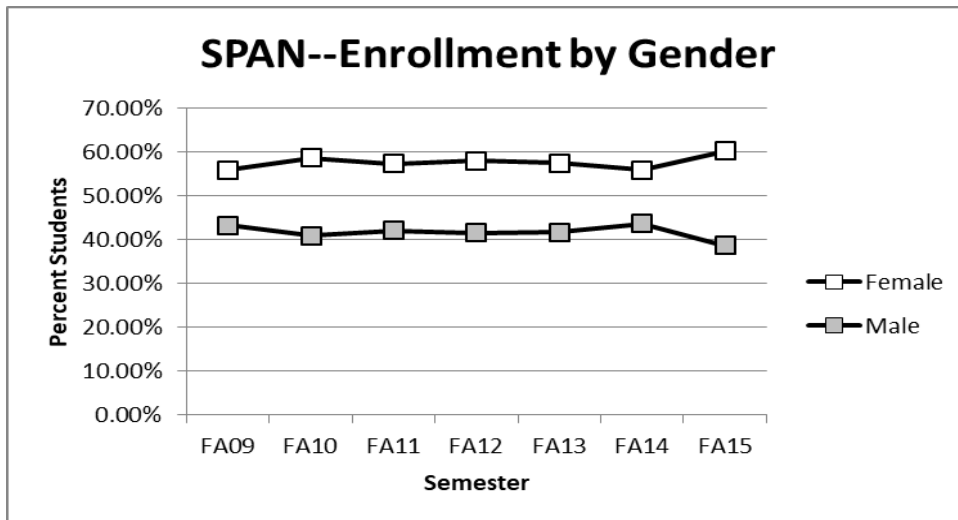
We recently expanded our part-time faculty office by joining 502A and 502B. The two offices were joined to form one big office with two desks, two computers, one printer, and filing cabinets.

SECTION 5 – STUDENT EQUITY AND SUCCESS

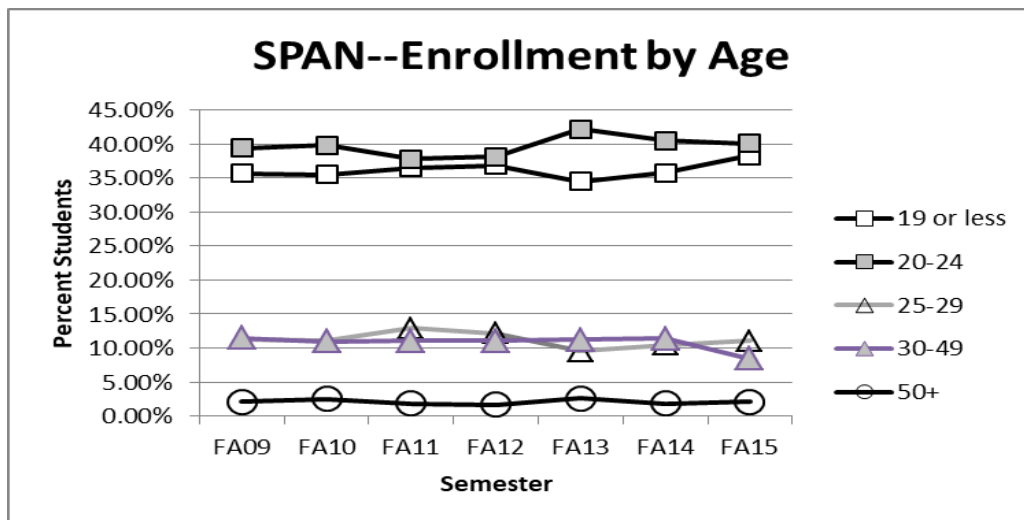
5.1 Discuss trends in enrollments overall in your department and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to manage enrollment. Also examine the enrollment data disaggregated by gender, age and ethnicity. For any groups that occur in your department at lower or higher proportions than college-wide describe what factors you think cause those patterns.

These data show enrollments disaggregated for Gender, Age, and Ethnicity (split into two graphs) for Spanish and Arabic. For smaller discipline areas, there are not enough students to show consistent patterns over time and these graphs are not shown (even Arabic is not really large enough to disaggregate meaningfully).

SPANISH



For the last semester for which we have data (FA15), the percentage of females in Spanish was slightly higher than the percentage of females in the College as a whole. In that same semester (FA15), the percentage of males in Spanish was slightly lower than the percentage of males in the College as a whole.



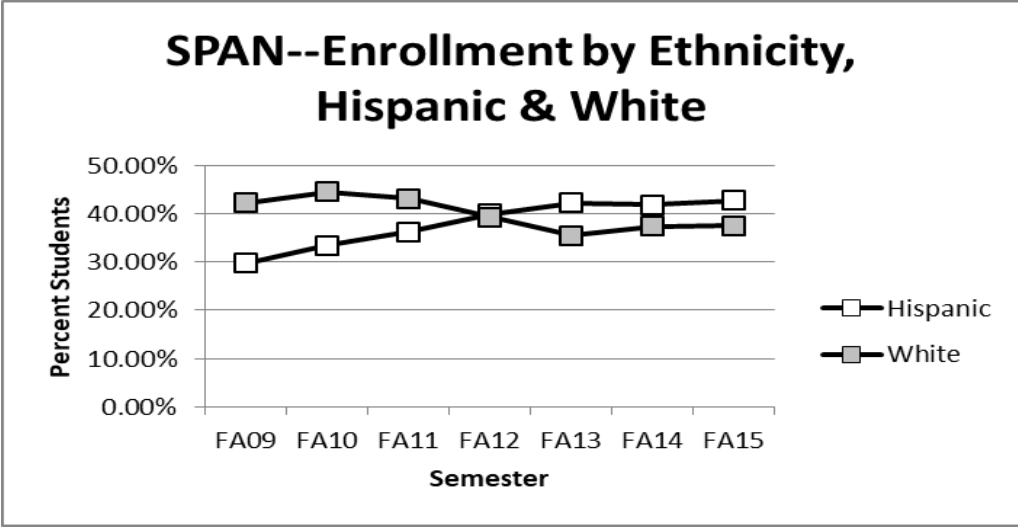
The percentage of students age 19 or less in Spanish for the Fall 2015 semester, is higher than the percentage of students of the same age group in the College as whole.

The percentage of students age 20-24 is higher than students of that age in the College as a whole.

The percentage of students age 25-29 in Spanish is slightly lower than the percentage of students of that age group in the College as a whole.

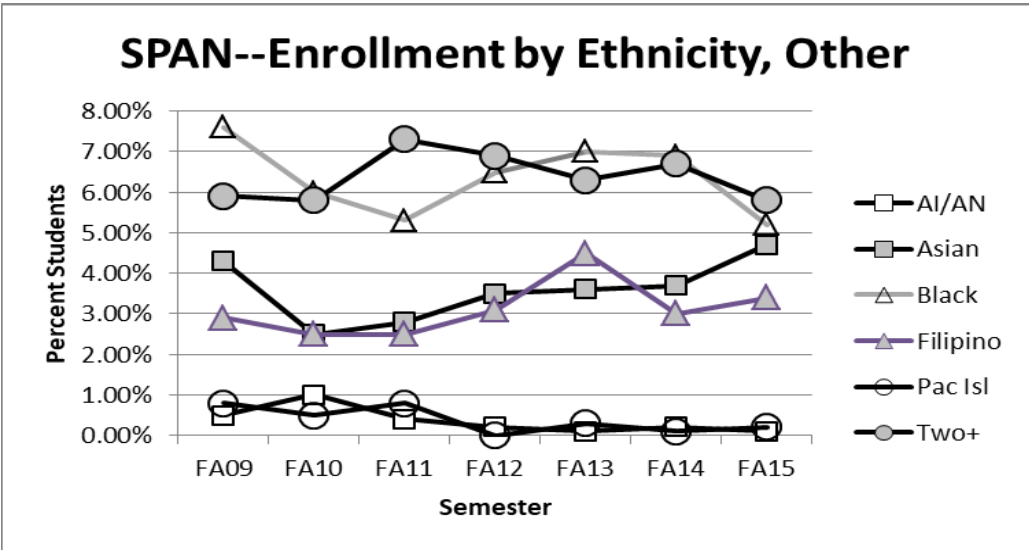
The percentage of students 30-39 is slightly lower than the percentage of students of that age group in the College as a whole. The same is true for the students who are 50+ in Spanish when compared to the College as a whole.

It appears that younger students (perhaps those planning to transfer to university), specifically high school students, seem more attracted to Spanish than any other age group. Perhaps students recognize the value of having linguistic proficiency in Spanish, which will enhance their future career opportunities, and their employability: job promotions, business travel, and global communication skills.



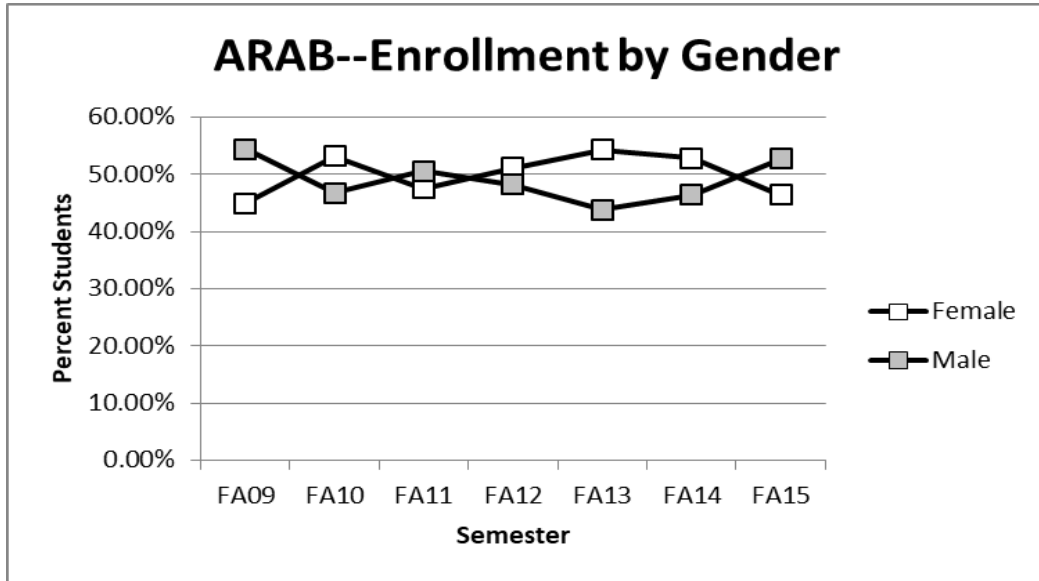
Studies in Spanish lead to cultural awareness and employment advantages. The most recent semester for which we have complete data (FA15) shows that enrollment in Spanish by Hispanics is higher than the percentage of Hispanics in the College as a whole. Hispanic students are very well aware of the value of completing their Spanish studies because of the economic and cultural advantages and benefits that awards in Spanish lead to. They also recognize the high caliber of the Spanish Program and the quality of the faculty. Studies in Spanish by Hispanics allow students to explore and discover their cultural and linguistic heritage.

The percentage of Whites in Spanish classes is slightly lower than the percentage of Whites in the College as a whole.

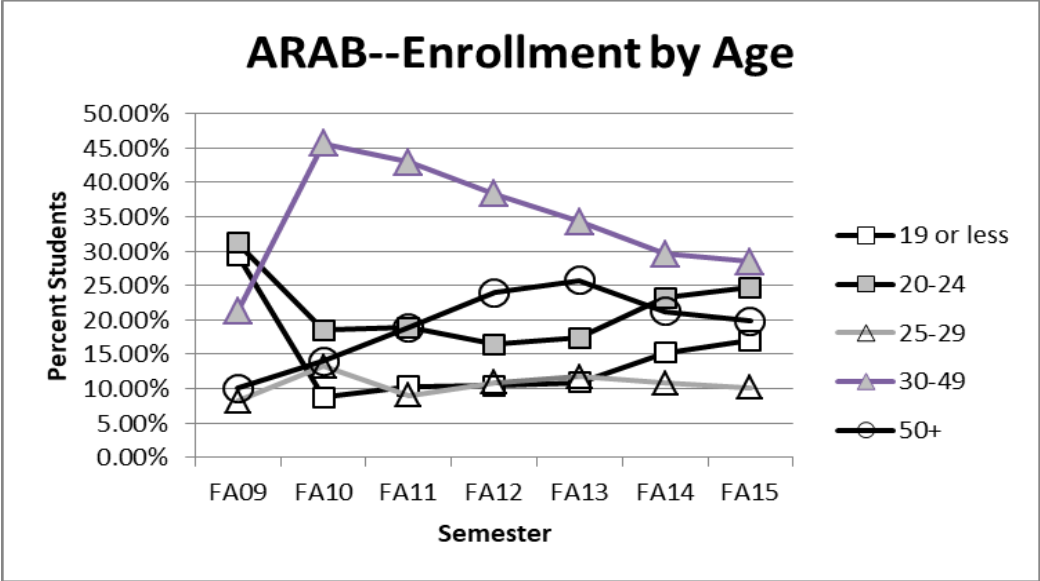


It would appear that enrollment by all other ethnicities in Spanish is within two percentage points of all other ethnicities as compared to enrollment in the College as a whole. However, the data provided for Spanish enrollment for all other ethnicities cannot be compared directly with the data provided for all other ethnicities in the College as a whole. This is because one set of data includes Filipinos as a separate category, and the other set of data does not.

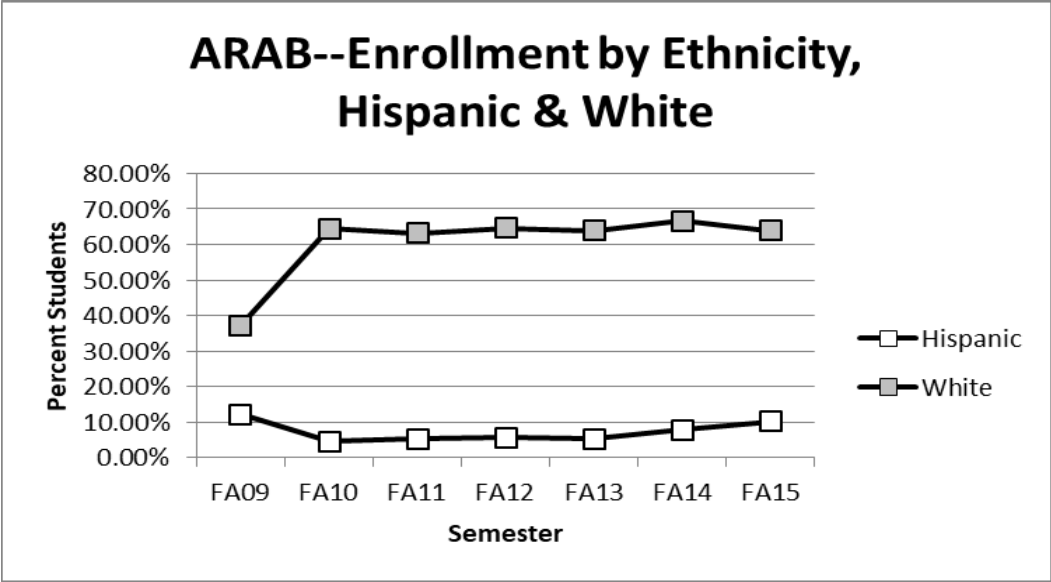
ARABIC



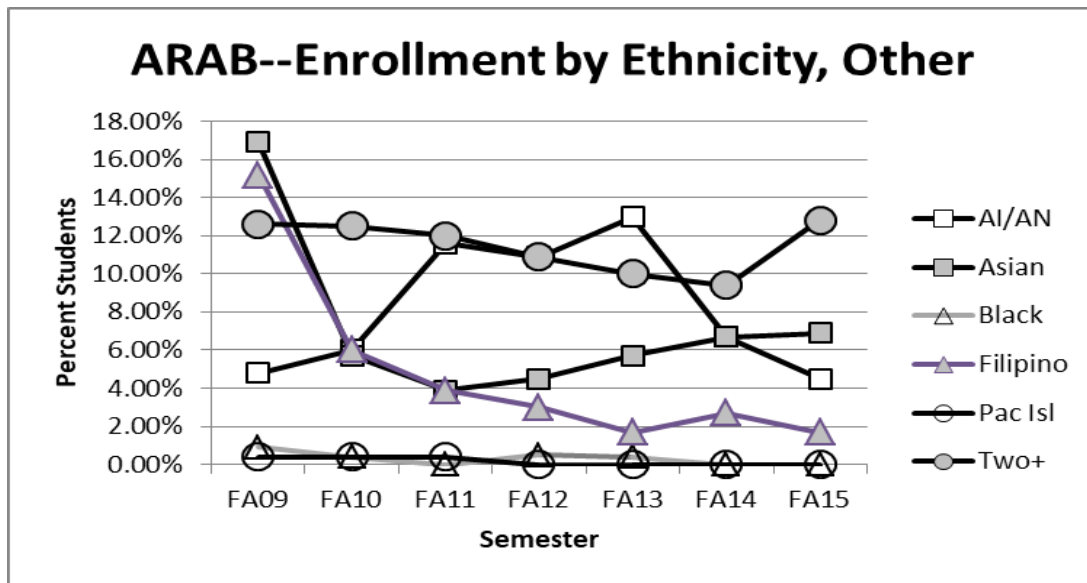
Student enrollment for males in Arabic has varied from FA09 to FA15 above and below 50%. In the College as a whole, male enrollment is consistently below 50%. Therefore, overall enrollment of males in Arabic is slightly higher than enrollment of males in the College as a whole. Enrollment in Arabic by females is sometimes above and sometimes below 50%. Enrollment of females in the College as a whole is consistently above 50%. The enrollment of females in Arabic never drops lower than 45%.



In the 50+ age group, enrollment in Arabic is consistently superior to enrollment of that age group in the College as a whole. Enrollment in the 30-49 age group in Arabic varies widely but it has not been as low as the enrollment in the College as a whole for that age group since the 09/10 academic year. For the 25-29 age group enrollment in Arabic is slightly lower than the enrollment for that age group in the College as a whole. Enrollment in Arabic in the 20-24 age group varies widely, but it is consistently lower than the enrollment of the same age group in the College as a whole. Enrollment in Arabic in the 19 or less age group varies widely than the enrollment of the same age group in the College as a whole.



There is a large disparity between enrollment of Hispanics in Arabic when compared to the enrollment of Hispanics in the College as a whole. This is because Hispanic students prefer to enroll in Spanish to explore and rediscover their cultural and linguistic heritage. Hispanics in the College as a whole are never less than 40% whereas the enrollment of Hispanics in Arabic hovers at or below the 10% mark. Enrollment of White students in Arabic courses by percentage is much higher than the enrollment of Whites in the College as a whole. In the College as a whole, the enrollment of Whites is between 40 to 45 percent. The enrollment of Whites in Arabic classes varies, but is generally between 60 and 70 percent.



Enrollment of Native Americans in Arabic varies widely but it is always higher than the percentage of Native Americans in the College as a whole. Enrollment by Asians in Arabic varies widely. In FA11, the percentage of Asians in Arabic classes hit a low point of roughly 4%, but it has risen every year since then, and is now (FA15) higher than the percentage of Asians in the College as a whole. The percentage of African Americans in Arabic is consistently lower than the percentage of African Americans in the College as a whole. Filipinos is given as a separate category for Arabic enrollment, but does not exist as a category in the provided data for the College as a whole. So a comparison between Filipinos in Arabic and Filipinos in the College as whole cannot be made. The percentage of Pacific Islanders in Arabic is consistently lower than the percentage of Pacific Islanders in the College as a whole. The percentage of Two+ ethnicities in Arabic is consistently higher than the percentage of Two+ ethnicities in the College as a whole.

5.2 Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps

College 5-YR Averages: Success 69% and Retention 84%
College Targets: Success 75% and Retention 85%

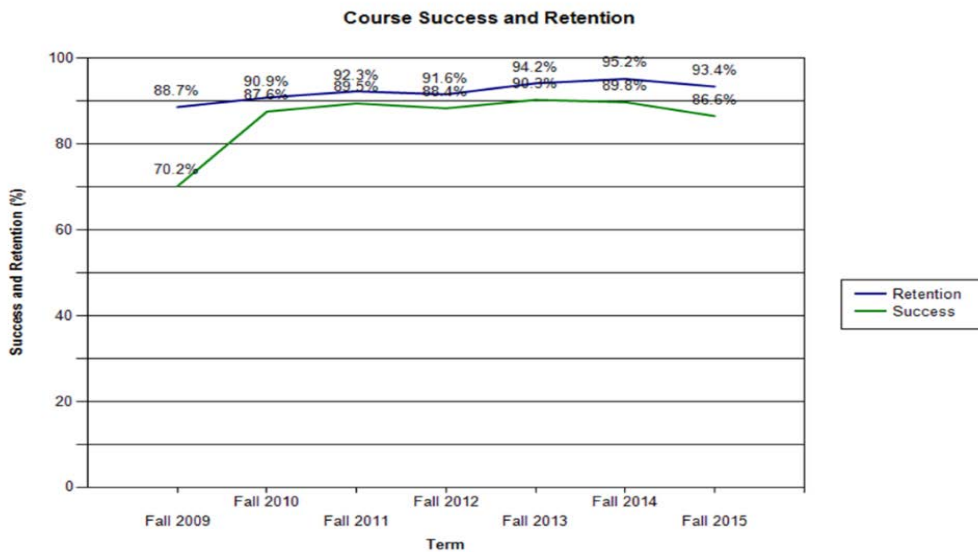
Complete data are provided below for the two largest language areas: Arabic and Spanish. Only the overall data are shown for the rest of the languages because student numbers are too few to disaggregate.

ARABIC

Overall the student success and retention are high, with an exceptional value for success in Fall 2009.

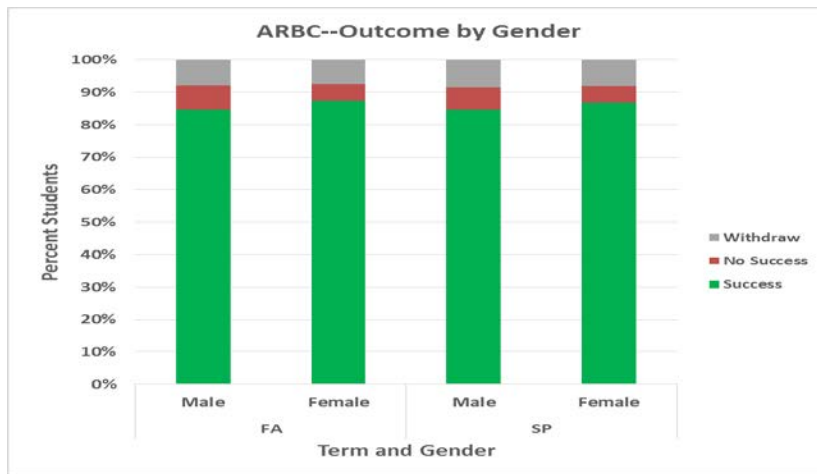
The Iraqi refugees started arriving to San Diego in 2008, and did not become resident until the following year. This will explain the high enrollment in 2009 after they became residents, and did not have to pay out-of-state tuition fees.

The Department will request the inclusion of Middle Eastern as an ethnic category in all ethnicity data generated by the College.

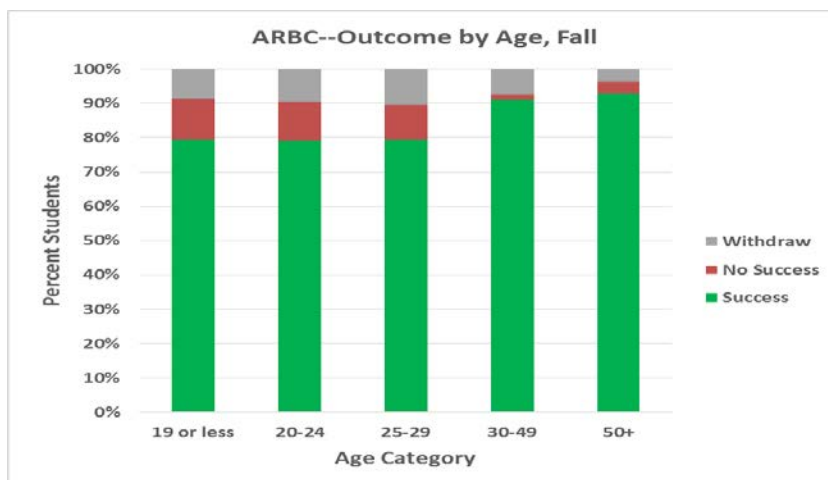


ARBC—Disaggregated by Gender, Age & Ethnicity—Summed over review period. Summer data are not reported due to too few students. For age and ethnicity, Fall and Spring data show the same pattern, so only Fall is shown.

The difference in success and retention could be attributed to personal circumstances, such as family illness, surgery, and financial constraints.



In terms of gender, there is a small difference between male and female students, and both are in the 80th percentile. In all categories, the success rate by gender is greater in Arabic than in the College as a whole.

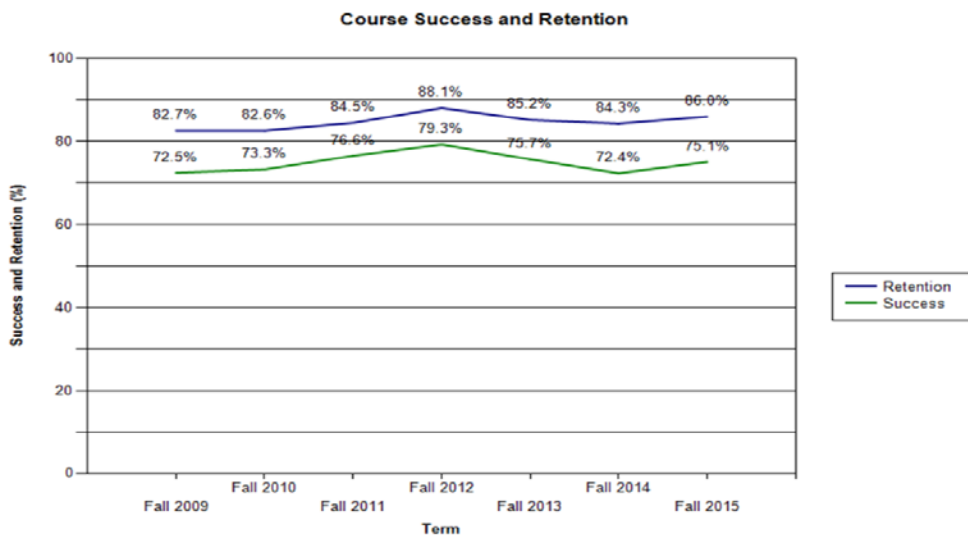


Age-related patterns show similar patterns to the College with older students doing better. While success rates for younger students are lower, they are still high compared to the College. The outcomes by age in Arabic show consistently greater success than the outcomes by age in the College as a whole.

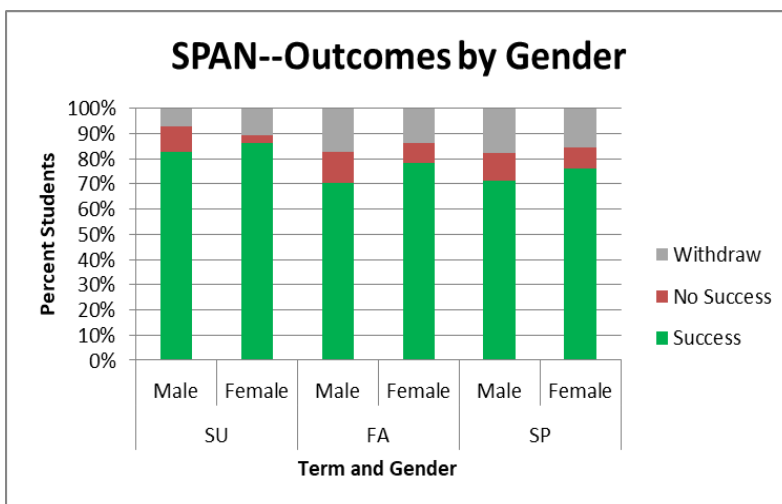
Data shows that the Arabic Program is doing an exceptional job serving the students, the College, and the Community.

SPANISH

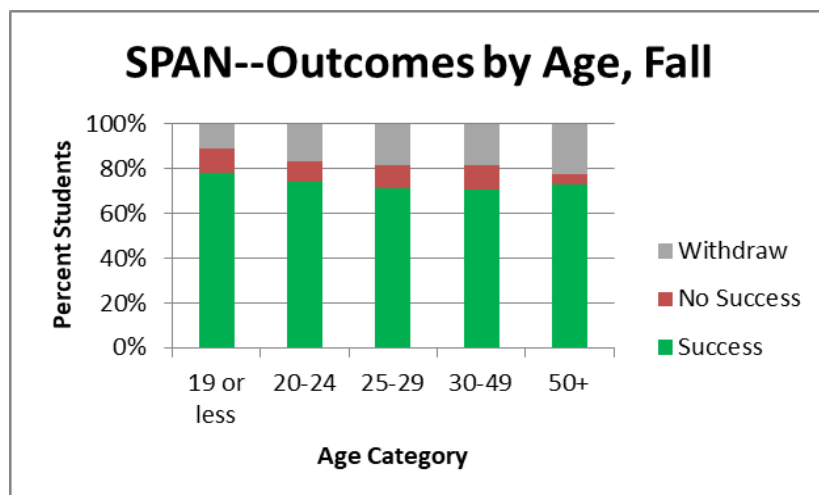
The Spanish Program’s 86% retention surpasses the College’s five-year average for retention by 2%, and surpasses the College’s target for success by 1%. Success in the Spanish Program exceeds the College’s five-year average by 6.1 %, and exceeds the College’s target by 0.1%. As with the College as a whole, there is a slight trend upward from 2009 to 2012. There has been a small uptick in the last semester included on this graph.



SPAN—Disaggregated by Gender, Age & Ethnicity—Summed over review period.

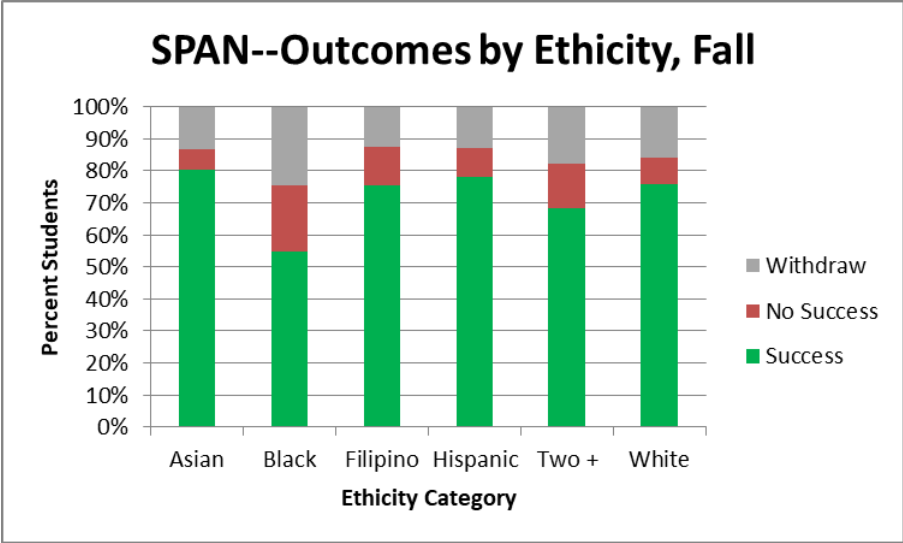


Patterns for gender are similar to the College, as are the higher student success rates in summer.



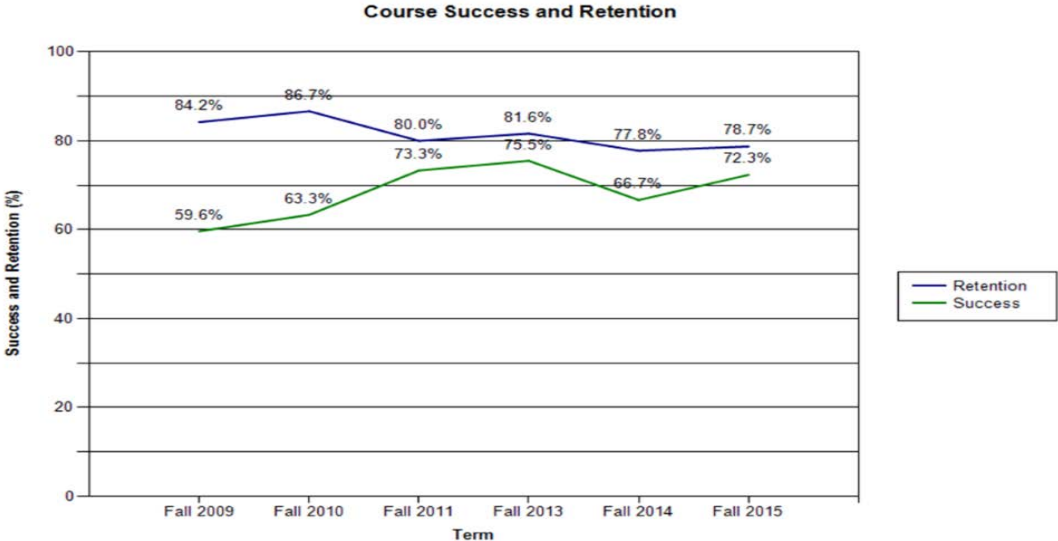
The success rate in the 19 or less age group is greater (10%) than the success rate of the College as a whole. The success rate in the 20-24 age group is greater (9%) than the success rate in the College as a whole. For the 25-29 age group, the success rate is slightly higher (4%) than the College as a whole. For the 30-39 age group, the success rate is 1% greater than the College as a whole. For the 50+ age group, the success rate is slightly lower than the College as a whole.

The Department of World Languages values and promotes student diversity. Therefore, we treat all students fairly and equally. Each student is provided with a class syllabus, which includes information about on-campus services for students such as the Tutoring Center, and ARC. Many of our instructors also rely on the services provided by the Testing and Assessment Center. Instructors also support their students' learning by providing tips on how to effectively and efficiently study a foreign language. In some cases, students have been transferred from one class section to another to better accommodate their learning style and their class scheduling needs. In sequential courses, a certain amount of material has to be covered in each course to prepare students for the next level. Therefore, students regardless of age are referred to the Tutoring Center and ARC, if there are learning disabilities.



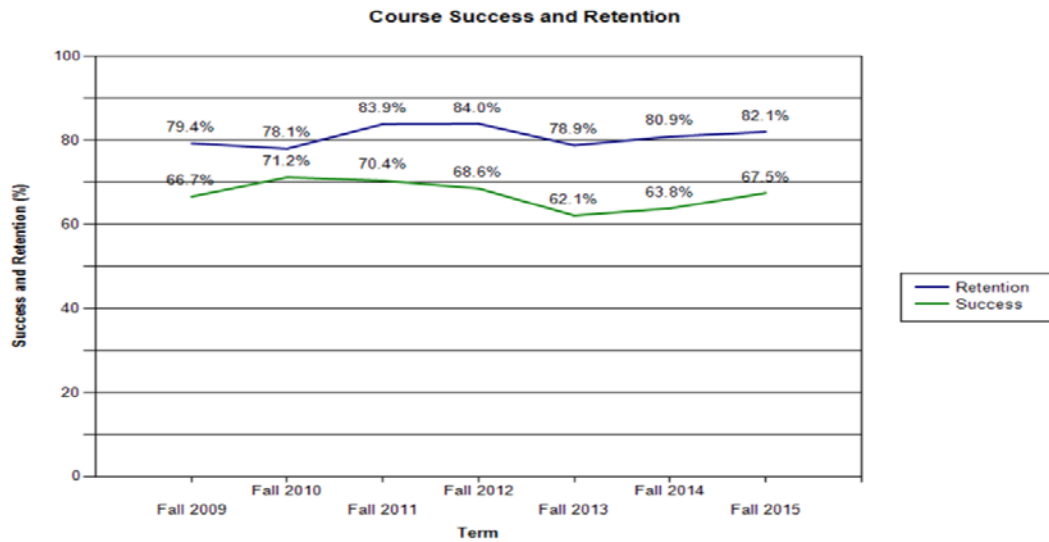
Fall and Spring patterns were essentially the same so only Fall data are shown. Also there were too small numbers of students in American Indian/Alaska Native and Pacific Islander to report those ethnicity categories. Perhaps not surprisingly, Hispanic students are not experiencing a success gap compared to White and Asian students in Spanish courses. The success rate by African Americans is lower than the success rate of other ethnicities, but it is nearly identical in Spanish and in the College as a whole. Therefore, we believe that improving success among African American students needs to be a college-wide initiative.

CHINESE



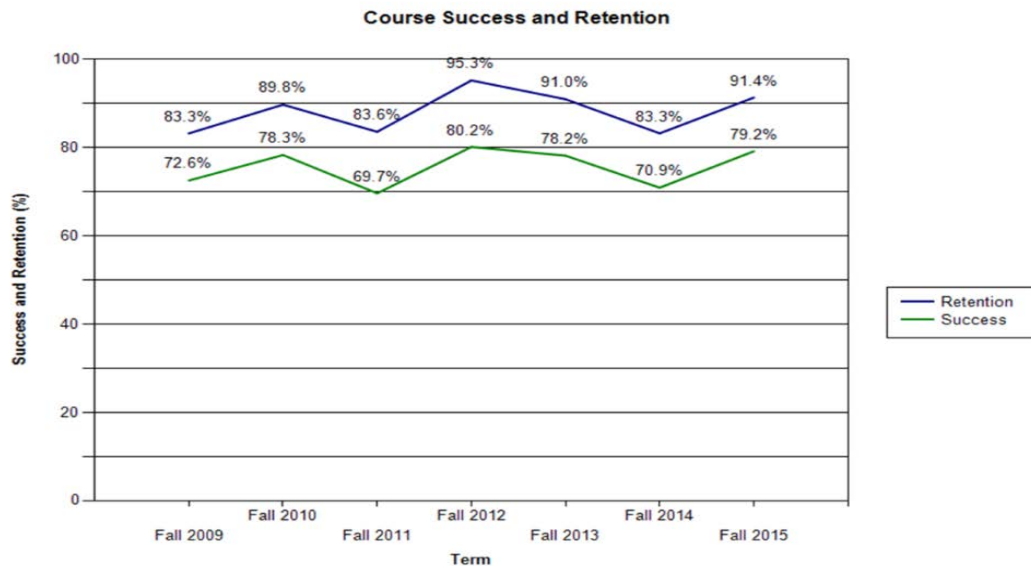
The overall retention in Chinese classes is slightly lower than retention in the College as a whole. The retention rate in the College overall is fairly consistent. The retention rate in Chinese classes is declining overall. The success rate in Chinese varies, but it has frequently been more substantial than in the College as a whole.

FRENCH



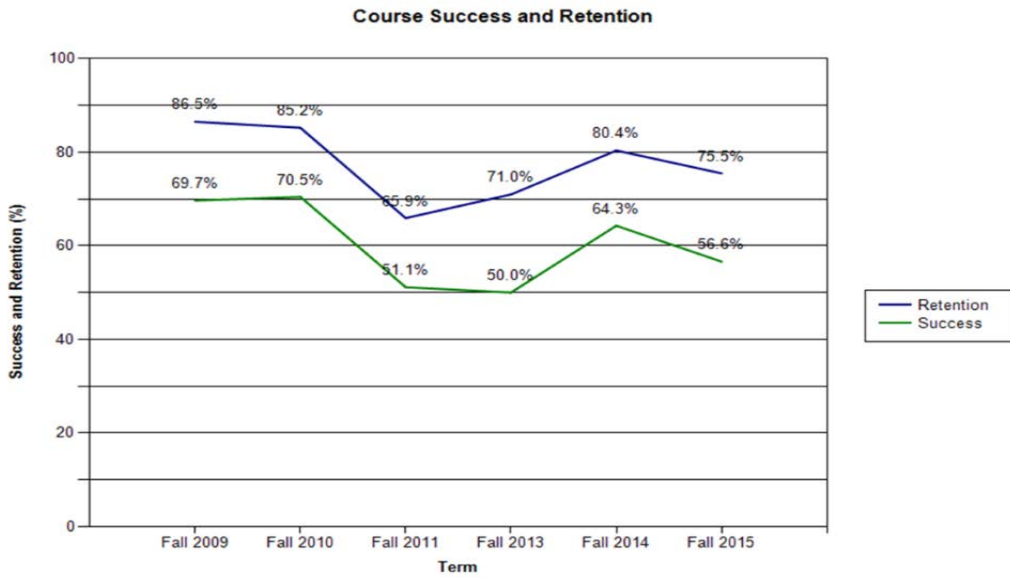
The retention and success rates in French vary, but are overall slightly lower than the retention and success rates in the College as a whole.

GERMAN



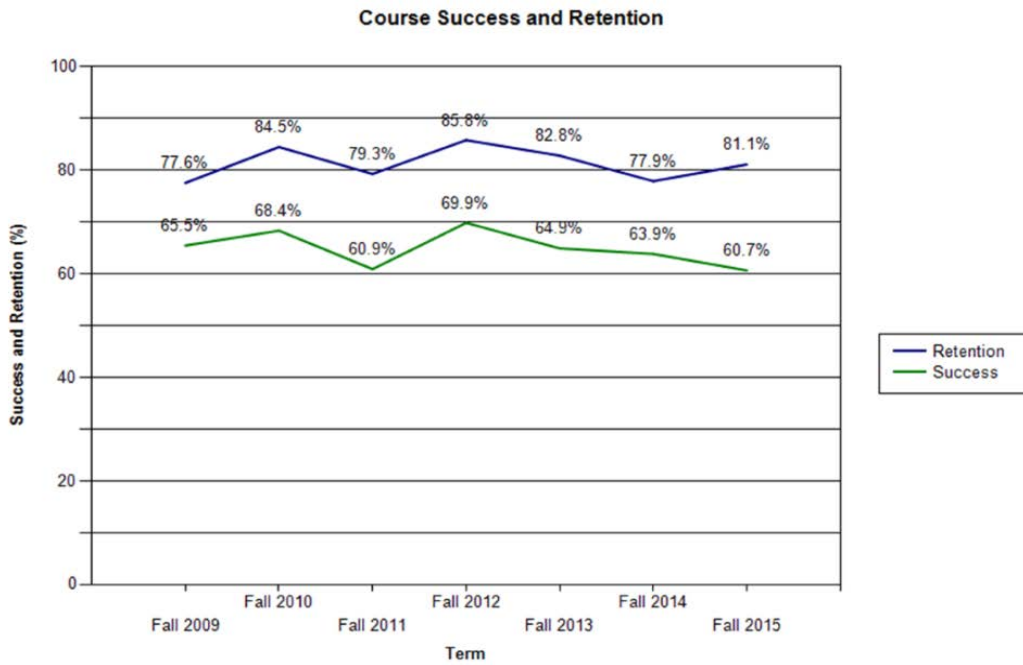
Overall, retention and success rates in German are greater than the retention and success rates in the College as a whole.

ITALIAN



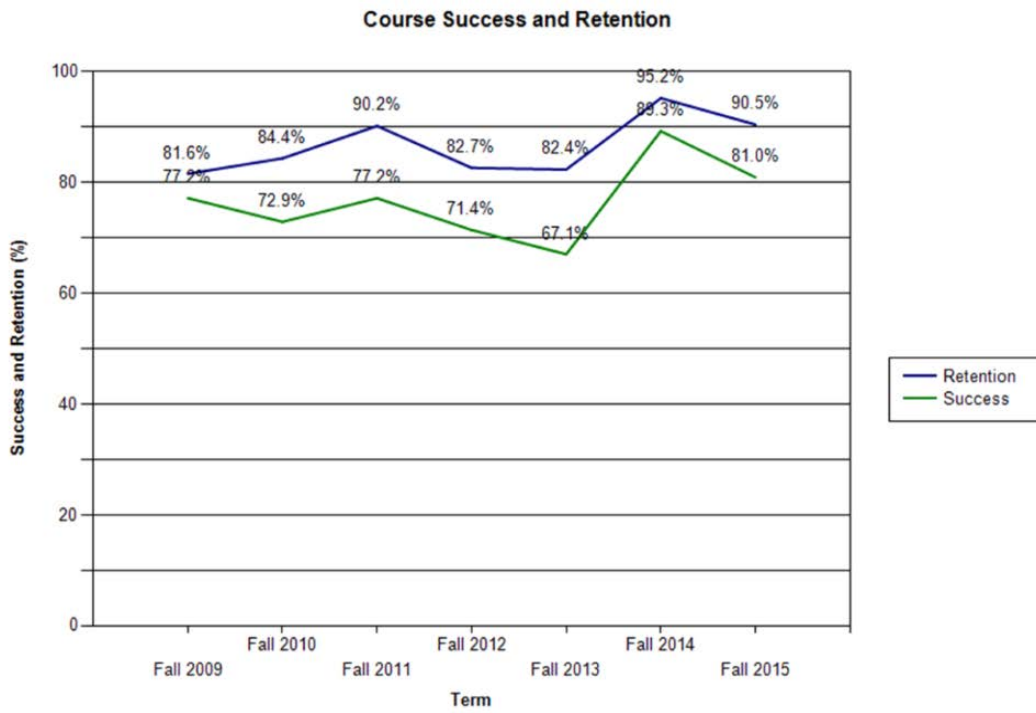
The retention and success rates in Italian vary greatly, but are overall lower than the retention and success rates in the College as a whole.

JAPANESE



The retention rate in Japanese is slightly lower than the retention rate in the College as a whole. The success rate in Japanese is lower than success rate in the College as a whole.

RUSSIAN



The retention and success rates in Russian are generally more substantial than the retention and success rates in the College as a whole. For the most recent fall semesters for which we have data, retention and success rates in Russian were greater than the retention and success rates in the College as a whole.

- 5.3 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 in their classes.

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

Since our last program review, the World Language Department has witnessed the end of 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 audio-cassettes and computer software available at the library and are instead using 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. During our last program review, publishers still included online supplements, resources, and CD-ROMS with their books, workbooks, 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.

The World Language Department has had a website since 1995, and it is used to promote our language programs, to inform the public about the philosophy of our department, the courses and degrees we offer, and the career opportunities that a person might have in the field of world languages.

The World Language Department subscribes 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.

Below are examples of teaching methods, techniques, and resources instructors use to enrich the learning experience of their students.

- **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 on implementing it every semester.
- **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 target language. 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 students to seek help and additional practice at the Tutoring Center. 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 languages in the San Diego area.
- **Foreign language clubs, 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.

Special projects and innovations

In general, the special projects and innovations undertaken by the World 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 stay professionally current with the changes in teaching methodology in our field, it is essential to provide professional workshops. Over the last six years, the World Language Department has offered many training workshops during Flex Week to full-time and part-time faculty from Grossmont College. In-house workshops have been provided in the following areas: creating visuals; new techniques and methodology; incorporating technology in the classroom; incorporating authentic cultural materials, and engaging students one-on-one.

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.

World Language Brochure: The World 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.

Clubs: Part-time and full-time faculty volunteer their time to advise students who participate in language clubs: Arabic, Chinese, French, German, Japanese, and 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: World Language full-time and part-time faculty have served in the World Arts and Cultures Committee and/or collaborated with them in bringing cultural events to our campus. For example, events range from Festival of the Moon, Chinese New Year, 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, and Holidays Around the World.

Student Scholarships: For the last two years, Dr. Astrid Ronke has been instrumental in providing German students with the opportunity to apply for the Checkpoint Charlie Foundation Student Scholarship. This scholarship provides recipients with four-weeks of all-paid living and studying expenses in Berlin, Germany. The goal of the project is to give students at two-year colleges international experience and opportunities to further their German skills, and experience that will help them when they continue their studies at four-year universities and throughout their lives.

In the summer of 2016, four students from our German Program visited Berlin to participate in a program organized by the Checkpoint Charlie Foundation, a non-profit organization, whose mission is to foster German-American relations.

These students were selected to participate in the program because of their enthusiasm and academic achievements in German, and stayed with host families in Berlin for four weeks. During these four weeks, the students attended advanced, intensive language courses, and also participated in internships that helped strengthen their knowledge of Berlin and German culture, while also supporting their degree and career goals.

Again, in the summer of 2017, four students from our German Program, went to Berlin to participate in a program organized by the Checkpoint Charlie Foundation. During their four week stay, the students lived with host families, took intensive German lessons, completed internships at local German businesses and government institutions, and participated in educational outings organized by the foundation.

Articulation with High Schools: A good working relationship between the World 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.

In-house Technological Training: Because the majority of textbooks have computer components, there is a technological in-house training workshop during Flex week for all language programs at the computer labs in the Tech-Mall.

- 5.4 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

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

- **Tech Mall:** Students are encouraged to visit the Tech Mall on a drop-in basis to use computers, and to access online resources.
- **Tutoring Center:** Tutors offer two hours of help per week to each student 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 languages.

Students enrolled in CSLE (Community Service Learning Experience) contribute greatly to publicizing the Grossmont College World 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 schools in Japan. These programs are very effective and efficient in ensuring that students become bicultural and bilingual.

The Spanish Program places 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.

- **Clubs:** Language and cultural clubs promote better working relationships between students, enable them to further explore the languages and cultures of study and to form study groups. More importantly, language and culture clubs help retain and motivate students to complete foreign language programs. Club members enjoy many opportunities to practice their language abilities, develop leadership skills, and learn about cultures 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.
- **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. It provides students with opportunities to enjoy Middle Eastern folkloric dances, music, and food.
- **Field Trips and Excursions:** Together, world 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 have organized 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 marketplace.
- **Job Placement Abroad:** Students of French and German are encouraged to take advantage of job opportunities in France and Germany sponsored by the Ministries of Education in these countries.
- **Newspapers, Periodicals and Books in the Target Languages:** Students are encouraged to expand their cultural and linguistic knowledge by reading newspapers,

periodicals and books in the target languages. Presently, GC library has an impressive selection of newspapers and magazines in Arabic, Chinese, French, German, Japanese, and Spanish. Our students are highly encouraged to take advantage of these resources in public libraries as well.

- **Internet Assignments:** Internet assignments are excellent learning vehicles that allow students to experience the target languages and acquire greater cultural knowledge through a myriad of online language and cultural resources and activities. In many of the textbooks presently used in the eight World Language programs, Internet assignments are integrated into each chapter.

- **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 excellent ways to promote collaborative learning among students.

- **Cross-listed courses:** The World Language Department has three cross-listed courses with the Cross-Cultural Studies Program:
 - 1) French152/CCS152 (The French-Speaking World) is taught in English by a French instructor.
 - 2) Spanish122/CCS122 (Spanish for the Native Speaker) is taught in Spanish by a Spanish instructor.
 - 3) Spanish123/CCS123 (Spanish for the Native Speaker II) is taught in Spanish by a Spanish instructor.

Furthermore, 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.

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

Not applicable to the World Language Department.

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the “Degrees and Certificates” data table in this section.

	09-10		10-11		11-12		12-13		13-14		14-15		15-16		Total	
	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT
Arabic	5	10	5	9	7	13	3	7	7	12	12	16	7	17	46	84
French	5	6	4	4	4	5	2		2	1	9	9	2	2	28	27
German	7	13	4	7	9	12	6		12	13	3	3	12	13	53	61
Japanese	1	1	1	2	5	4	3	8	3		5		6		24	15
Russian	1	2				1	1		1	1	1	1	2	2	6	7
Spanish	8	12	7	11	12	14	11		11	11	14	19	11	10	74	77
Spanish for Transfer														11		11
Total	27	44	21	33	37	49	26	15	36	38	44	48	51	44	242	271

Adding the Spanish for Transfer Degree in 2015 did not just split Spanish up into two categories, it added to the overall number of degrees.

The total number of degrees completed from the 09-10 academic year to the 15-16 academic year show a significant increase. There has been a 52% increase in the total number of completed degrees from the 09-10 to the 15-16 academic years.

The total number of certificates awarded in the 2009-2010 academic year was identical to the total number of certificates awarded in the 2015-2016 academic year.

5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

In today’s highly interrelated world, foreign languages afford our students career opportunities in many fields.

Our graduates understand that in an increasingly globalized economy and competitive job market, knowledge of a foreign language is an important asset, and an indispensable tool for relationship-building, career and financial success.

Our graduates work in schools as Spanish tutors, (bilingual) teachers, and teaching assistants. Virginia Young, a full-time Spanish instructor here at Grossmont, is one of our Spanish Program graduates. And, like her, many other of our graduates are currently pursuing teaching careers in K-12, and higher education.

Many of our students work as international volunteers working with low-income populations abroad.

Our graduates also work in law enforcement agencies, where a large demand for bilingual officers exists. Students pursuing careers in law enforcement understand that bilingual language skills represent a competitive advantage, and that these will prove handy when considering career advancement. Some government special law enforcement agencies that value multilingual officers include (but are not limited to): Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), Drug Enforcement Administration (DEA), Federal Bureau of Investigation (FBI), Immigration and Customs Enforcement (ICE), Internal Revenue Service (IRS), Transportation Security Administration (TSA), United States Postal Inspection Service (USPIS), United States Secret Service, and Customs & Border Protection (CBP).

A great number of our graduates choose to pursue careers in medical fields working as nurses and technicians in local clinics and hospitals. Equipped with knowledge of a foreign language, our graduates working in medical fields gain in job flexibility, are better able to move within their profession, and increase their possibility of foreign travel.

Additionally, some of our graduates have chosen to work in international business, tourism, and as translators and interpreters in the private and public sectors.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

Tutoring Center: Students in the World Language Department have, for a long time, relied on the Tutoring Center for practicing their written and oral skills, preparing for tests, and receiving help with online assignments. The World Language Department screens the tutors helping out our students in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. The department provides tutors who can work at different times of the day so students have access to tutoring when their schedule permits. We are very grateful that Grossmont College offers such service to our students.

Accessibility Resource Center (formally known as DSP&S): The ARC office has been instrumental in helping the World Language Department respond to the unique needs of students with disabilities. ARC provides our instructors with information about their services, and does training with assistive technology that supports our teaching. This greatly enhances students' educational experiences in the foreign language classroom. To give some examples of their services, students with low-vision can have special equipment brought into the classroom so they can get a better view of the whiteboard. ARC administers tests to students who need more time to complete exams or distraction free environments. ARC provides sign language interpreters.

Testing/Assessment Center: The World Language Department has relied on the Testing Assessment Center to provide testing facilities to students who, because of documented excuses, were unable to take written quizzes or exams during scheduled class times. The Center also assists our language programs with the administration of prerequisite exams, which allows students to enroll in higher course levels if they pass the exams with at least a 70% score.

ASGC: The World Language Department's relationship with this student organization is very positive and strong. This is due to the proactive participation of our language and culture club members and club advisors in the Interclub Council (ICC). Thanks to the numerous times the ASGC has provided grant money to the different language clubs, each club has been able to share many World traditions, customs, and celebrations with the entire college community.

Counseling: The World Language Department has a good rapport with the Counseling Department. Our liaison, Gopa Patnaik, has attended our departmental meetings on several occasions. The purpose of these meetings has been to communicate to counselors the importance of encouraging students to study foreign languages, and to share with them the role of foreign languages in today's global job market.

However, despite our efforts, the World Language Department continues to receive complaints from students who claim that some counselors are discouraging them from studying foreign languages if it is not a requirement for their major. The World Language Department has met with our liaison to discuss this issue; despite this, 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 World Language Department faculty believes that discouraging students from studying a foreign language constitutes a real disservice to our students. The mission of the World Language Department 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 a great asset in today's highly competitive global job market.

Transfer Center: Faculty members encourage students to visit the Transfer Center so they can obtain information for effective transfer planning to the California State University (CSU), University of California (UC), Independent/Private or Out-of-State Colleges and Universities. Some faculty in the World Language Department invite counselors from the Transfer Center to their classrooms to give presentations on the student services provided.

Health Center: When students are experiencing health issues, instructors refer them to the Health Center so they can be assessed by a nurse.

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

Without a doubt, the services provided by the Tutoring Center, ARC, and the Testing and Assessment Center to students in the World Language Department greatly benefit student retention and success in our language programs.

As mentioned above, many students in our department rely on the Tutoring Center for additional practice of their written and oral skills. Students also use the Tutoring Center to better prepare for tests, or for help on online assignments. The World Language Department screens the tutors helping out our students in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. The department provides tutors who can work at different times of the day so students have access to tutoring when their schedule permits.

In addition, ARC has been instrumental in helping the World Language Department respond to the unique needs of students with disabilities. ARC provides a wide variety of educational accommodations to our students such as note-taking assistance, sign language interpreters, test proctoring, distraction-free accommodations, and enlarged print materials. The Center also provides assistive technology such as voice recorder, video

phones for use by deaf or hard of hearing students, and other equipment based on individual needs.

The World Language Department relies on the Testing Assessment Center to provide testing facilities to students who, because of a documented excuse, were unable to take a written quiz or exam during scheduled class time. The Center also assists our language programs with the administration of pre-requisite exams, which allow students to enroll in higher course levels if they pass the exams with at least a 70% score.

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Instructional Computing Services: Throughout the years, the World Language Department has continually relied on David Steinmetz, Ron Fleming, and Sang Bai to help update the office computers, establish email accounts for faculty, and provide the World Language Department with much needed technical advice and training in the use of special computer software.

TECH MALL: The TECH MALL has computers for students who want to work on assignments, and offers technical assistance to students working on class projects.

Library: The library is now providing Arabic/English keyboards to students who want to complete their assignments on campus. The students can check out Arabic/English keyboards for three hours.

Printing: The Printing Department has done an excellent job printing handouts, fliers, quizzes, and exams for the faculty in a timely manner.

Instructional Operations: The World Language Department is very grateful to Marsha Raybourn, Reyna Torriente, Danielle Camacho, and Bobbie Prilaman for the support they provide to faculty members whenever they need help in finding classrooms, changing class times, and securing facilities for special events.

CAPS: The World Language Department greatly appreciates the valuable services they provide such as unlocking instructor's offices, escorting faculty in the evening from the classroom to their cars, recharging car batteries, and unlocking cars, just to mention a few.

Maintenance: The maintenance of classrooms is not optimal. Many of our Smartcarts are dusty. The towels that are used to erase the boards are filthy. Some rooms do not have recycle bins.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

The World Language Department takes pride in having an accomplished and dedicated faculty, whose active participation in a wide-range of committees, task forces, and on-campus and off-campus organizations is an indication of their direct and significant contributions to the college as a whole. The following list illustrates this fact:

FULL-TIME FACULTY ON-CAMPUS / OFF-CAMPUS INVOLVEMENT

Johannes Bruestle retired in 2016. He received the Excellence in Teaching Award at Grossmont College in 2006. The Foreign Language Council of San Diego (FLCSD) awarded him the Outstanding Service Award in 2007. As the former coordinator of the German Program, he participated in numerous outreach and community events to promote studies in German.

Antonio Crespo received the rank of Professor in Spring 2010. In 2016, the Theatre Arts Department invited Dr. Crespo to help with their theatrical production of Federico Garcia Lorca's *Blood Wedding*. He provided the Spanish language text, and helped run lines with actors to ensure proper pronunciation and other linguistic idiosyncrasies.

Dr. Crespo has served on the Curriculum Committee, in the Academic Senate, and has participated in several ad hoc committees across campus throughout his tenure. He has performed duties as faculty advisor to the Spanish Club. He has served as Chair of the World Language Department several times, and has participated in two tenure review committees. He has served in several staff and administrative hiring committees during summer sessions. He has received several Kudos awards. One in particular stands out for his work with the World Languages SLOs during its initial implementation period. In 2005, he defended his PhD Dissertation at the University of Puerto Rico. In 2009, he was elected president of Grossmont-Cuyamaca United Faculty Union. He has been a member of various foreign language professional organizations.

Yolanda Guerrero retired in Spring 2017. She received the Distinguished Faculty Award for Full-time Faculty in 2014. During her career at Grossmont College, she served as the president of the LAGCC (Latino Association of Grossmont-Cuyamaca College), and she was instrumental in the planning and organization of the Latino student graduation ceremony. She also served in WACC, the Academic Senate, on the Curriculum Committee, and in a wide-range of other committees, task forces and campus organizations. For many years, she worked with the Spanish Club to organize the Day of the Dead Altar, and applied for ASGC and WACC funds to organize the Cinco de Mayo and the Mexican Independence Day

Celebrations on campus. For her sabbatical project, she wrote the “Policies and Procedures Handbook for Foreign Language Department Faculty,” and served as Chair of the World Language Department multiple times.

Sonia Ghattas-Soliman is the coordinator of the Arabic, French and Italian Programs for the World Language Department. Dr. Ghattas-Soliman is the recipient of various awards for her outstanding service to her students and the College, including the Excellence in Teaching Award in 2010. She also received the Outstanding Service Award in Recognition of Devoted and Distinguished Service for the Profession, from the Foreign Language Council of San Diego (2010). In 2009, she gave (in collaboration with Edda Temoche-Weldele and Virginia Young) a presentation entitled “Integrating Resources Instruction in Arabic, French and Spanish” at the American Council on the Teaching of Foreign Languages (ACTFL). Dr. Ghattas-Soliman has annually attended the conferences of the California Teaching Languages Association (CTLA), the Foreign Language Council of San Diego (FLCSD) and the Languages Conference of San Diego Mesa College. She is an active member of the following associations: ACTFL, AATA, the American Association of Teachers of Arabic, CTLA, FLCSD and CCCFLC, the California Community College Foreign Language Council.

On campus, Dr. Ghattas-Soliman actively participates in fairs and events such as Got Plans?, Grossmont College Summer Institute, Adult Re-entry, Open House, among others. During WOW! (Week of Welcome), she makes sure the Arabic, French and Italian clubs are present to welcome and recruit new members.

Dr. Ghattas-Soliman also served on a Hiring Committee for an ESL full-time instructor (2011). She has served as advisor to the Arabic Club since 1996. She and club members have organized and hosted an Arabic Culture Day on campus and in the community. To increase awareness about the many aspects of Arabic Culture, she organized, in collaboration with the Arabic Club members, a mock wedding on campus (2016). She has lectured on various Middle East topics related to the Arabic Culture and World, and she has brought the Arabic world to campus through film.

Dr. Ghattas-Soliman has also been a presenter at professional development workshops on topics ranging from the Arabic World to foreign language instruction in Arabic. Among those were *Who Are Our Students?* (2010), *I Speak Your Language, An introduction of the Arabic language to the Grossmont faculty and staff* (2013) and *Getting To Know Our Arabic-speaker Students* (2016). In response to many inquiries of the Grossmont faculty, staff and students regarding Arab World events, Dr. Ghattas-Soliman and part-time instructors, Zahra Samir, Yousra Qudeimat, and Jiryes Haddad gave a talk titled *The Arab World*

Today (March 2011) during which they answered questions from the audience. That event was reported in the Summit campus newspaper.

Dr. Ghattas-Soliman developed two new courses: Arabic 122, Arabic for Native-Speaker I and Arabic 123, Arabic for Native-Speaker II. She also developed Arabic 148, Arabic Language, Culture and Literature, a course that transfers to the UC universities. The Arabic Culture course was taught in English so students of all disciplines could enroll in it and have better understanding of the Arabic culture. At the request of the Allied Sciences Department and in collaboration with Zahra Samir, she developed a course entitled “Basic Introductory Arabic for Healthcare Professionals” that was scheduled to be reviewed by the Curriculum Committee in Fall 2017.

Dr. Ghattas-Soliman has served the College as a presenter of the Arabic Language Program. Every semester, she organizes information sessions for the students of Arabic to update them on language requirements for certificates, and the A.A. degree in Arabic. To encourage the students to develop computer skills, she advises students to take advantage of the interdisciplinary Stackable Certificates the Arabic Language Program has created for its students, in collaboration with Business Technology. As a result, many students received certificates in BOT and Arabic.

She has served as a translator and reviewer of college documents, such as the “EOPS Instructions and Responsibilities” into Arabic. Dr. Ghattas-Soliman also translated into Arabic fliers and posters of the Fall College Preview Event (Fall 2017). As the instructor responsible for Arabic Community Service Learning Experience courses, every semester she places students with non-profit organizations, schools, and agencies, such as the International Rescue Committee, St. Michael Aid Society, Anza Elementary school, Carlton Hills Elementary School, among others, with the hope they can eventually be hired there. In addition, to Community Service, Dr. Ghattas-Soliman submits, every semester, a request for a number of student workers who can be trained as TAs and tutors in the Arabic and the French Language Programs. Presently, the Arab Language Program has hired eight student workers and three tutors. The French Program has one student worker and three tutors.

Ruth Navarro received the rank of Professor in 2010. She is a member of the American Council on the Teaching of Foreign Languages (ACTFL). She participates in annual local teacher conferences sponsored by Mesa College (*Annual Language Conference*) and Palomar College (*Active Learning Leaders Conference*). In Fall 2017, she received release time to co-write this Program Review Self-study (2011-2016). In 2013, she served on a Hiring Committee for the Administration of Justice Department. From roughly 2011 to 2013, she served as the AFT liaison to the World Languages Department.

Currently, she serves as an informal cultural liaison to the Chinese and Japanese Programs through her membership with non-profit organizations such as Washu-Kai, Friends of Taka Sumi-e, and the San Diego Chinese Brush Painting Society. The main goal of these groups is to promote the ancient art of brush painting and calligraphy. Her involvement with these non-profit organizations allows her to promote our Chinese and Japanese language programs in the community at large, and to share cultural event information and Asian artistic traditions with Grossmont College teachers and students of these languages.

This semester, she is working with Asuka Kuratani, Japanese instructor, in coordinating an invitation to Master Japanese brush painter Tatsuko Sandin (artist name, Ryushu) to hold a class demonstration explaining the technique of sumi-e, which is the traditional Japanese black ink painting. Ms. Navarro strongly believes that promoting an interdisciplinary approach to teaching and learning is crucial in today's globalized world, and in fostering better understanding, appreciation, and communication among people of all backgrounds and of all ages.

In 2008, she presented a workshop on the Student Learning Outcomes Assessment Cycle (SLOAC) at Missions Trail Park Conference Room. For two semesters, she chaired a Hiring Committee for a full-time Arabic instructor (2006-2007), and served on a Tenure Review Committee (2007-2010). In 2007, her Spanish 120 course was nominated as one of the 25 Best World Language Courses at US Colleges and Universities in a study conducted by the Educational Policy Improvement Center (*eGrossmont, Volume 7, November 2007*). She served as Chair of the World Language Department and as Spanish Program Coordinator (2004-2006). She served on the Program Review Committee (2001-2004), and in the Academic Senate (2004-2006). She authored the World Language Department Program Review 2004-2009. In 2002, she received a Certificate of Appreciation from Grossmont College for outstanding service and dedication as a full-time faculty member. She has peer-reviewed numerous Spanish language textbooks. She also translated a program brochure for the ESL Department. For two consecutive years, she co-coordinated the Languages of the World Festival (2000-2001), and secured funds for the festival through two ASGC grants and one TechPrep grant. In addition to serving as advisor to the Spanish Club, she served on a Hiring Committee for Math Tutoring Center Floor Supervisor (2000), and on a Hiring Committee for the LRC Computer Lab Floor Supervisor (2001).

Edda Temoche- Weldele retired in 2013. She received the Grossmont College Distinguished Faculty Award for outstanding contributions in teaching and exceptional academic leadership in 2009. Ms. Temoche-Weldele was 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, Ms. Temoche-Weldele presented Integrating Multimedia Resources Instruction at the American Council on the Teaching of Foreign Languages (ACTFL) Conference in San Diego. This was followed by additional workshop presentations for three consecutive years. She attended 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 skills (listening and speaking, reading and writing).

Virginia Young received tenure in 2012. She was recognized for her excellence in teaching with a Teaching Excellence Award (Certificate of Recognition), and received a Kudos Award in Spring 2012. She has represented the World Language Department in the Academic Senate (2008-2013). 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. In 2012, she served in the Standard IIC Writing Accreditation Team, and the Technology for Teaching and Learning Committee. She also has served as the Spanish Club advisor, and has helped organized the Day of the Dead altar and celebration on campus. She is currently a member of the Distance Education Subcommittee.

Paul Vincent received the rank of Professor in Spring 2009. He has served in the Academic Senate, WACC, on the Instructional Computing Committee, the Curriculum Committee, and the Faculty Staffing Committee. He authored Program Review (Fall 2010). He has helped write several Innovations mini-grants to fund training workshops on proficiency-based instruction covering the four language skills (listening and speaking, reading and writing). He has coordinated numerous in-house professional development workshops. He has served on several hiring committees. In addition, he has served as Chair of the World Language Department multiple times, and has been the current Chair since 2014. During this period of time as Department Chair, he has accomplished the following:

Fall 2014 – Spring 2018

- 1) Created and produced a general Student Pathway for all AA programs in the Department of World Languages, and for all languages
- 2) Involved with the advertisement for and the promotion of all World Language

Department Programs at local high schools

3) Involved and worked with all World Language Department language clubs, and co-advisor for the Japanese Club

4) Attended and participated in the following campus committees/meetings during my tenure:

Academic Senate Meetings

Council of Chairs and Coordinators

AFT Meetings

Curriculum Committee (Fall 2015-Fall 2017)

ALC Division Meetings

World Language Department Meetings

Revision of CCC Handbook Taskforce (Chair, Spring 2017)

Enrollment Strategies Task Force (Spring 2016)

Adjunct Hiring Task Force (Fall 2016)

East County Education Alliance (Fall 2015)

5) Reviewed, analyzed, modified, and submitted semester and summer session class schedules

6) Worked closely with several deans of the ALC Division on behalf of the WLD

7) Worked closely with Counseling Department

8) Worked closely with the Tutoring Department on new hires and available tutors in all programs

9) Worked closely with Instructional Computing to meet faculty electronic needs

10) Worked closely with Testing and Assessment Office, updated prerequisite exams for all language programs (Fall 2016), and consistently cleared prerequisite requirements for faculty

11) Worked closely with campus SLO Coordinator: responsible for SLO Assessment Results for all language programs in TracDat

12) Worked closely with Vistas Higher Learning representative to offer onsite hands-on-training workshops for Spanish faculty in new VHL website platforms and Vistas textbook editions

13) Scheduled and Interviewed for hiring roughly 8 new, adjunct faculty across several WLD language programs (Chinese, German, Japanese, Russian, and Spanish)

14) Attended most campus organized events/activities for Student Outreach, Engagement, and Retention (recently submitted Team-Action-Plan, Spring 2017)

15) Participated in "We're All In" –Outreach, Engagement, and Retention (Spring 2017)

16) Submitted WLD Activity Proposals and presented top priority proposals to IRC

17) Earned a \$3000.00 grant from IRC. Planned, and organized 5 (five) WLD Workshops for "Engaging Students in the Target Language," and awarded presenters \$600 stipends for their work (Spring 2017)

18) Applied for and was awarded a \$1000.00 Grossmont College Foundation Scholarship

- 19) Invited Speaker from the GC Foundation Scholarship, organized workshops for 2 outside speakers for training of WLD faculty during PD (Fall 2015/ Spring 2016)
- 20) Reviewed, updated, submitted, and presented annual WLD Faculty Staffing Requests
- 21) Submitted and presented WLD curriculum in the Curriculum Committee
- 22) Participated in the Checkpoint Charlie Interview Committee and met with the foundation members, organized by Astrid Ronke (Spring 2016 - Spring 2017)
- 23) Presented a WLD PD Workshop: Blackboard for Grading, Spring 2016
- 24) Wrote and submitted a Strategic Hiring Request for a FT German position upon the retirement of Johannes Bruestle (Fall 2016)
- 25) Collaborated on an Articulation Agreement with El Capitan HS to offer Spanish 141
- 26) Evaluated El Capitan High School instructor Noemi Herrera's Spanish 141 class
- 27) Attended meetings and created agreements with El Capitan HS and Helix HS on dual enrollment
- 28) Attended conferences on East County Education Alliance (Student Outreach team member)
- 29) Attended ACTFL 2015, 2016
- 30) Attended Mesa College Language Conference, Spring 2015, 2017
- 31) Attended Online Teaching Conference, 2015, 2016
- 32) Promoted offering a Spanish 120 Hybrid course as part of a GC Online GE Degree
- 33) Organized retirement celebrations for World Language Department's 5 (five) most recently retired full-time faculty, and honorable mentions for several part-time faculty at World Language Department meetings
- 34) Organized Professional Development Week activities for all WLD faculty
- 35) Assured book orders were placed properly and in a timely fashion
- 36) Supported roughly 50 part-time and 5 full-time faculty
- 37) Applied for WLD Reassigned-Time, wrote, and submitted annual reports
- 38) Provided lists of all World Language Department Faculty Accomplishments during PD Week
- 39) Completed Certified Online Training by @ONE
- 40) Routinely met with students, discussed pathways, and completed dozens of Modifications of Major for all languages
- 41) Routinely met with and interviewed students for tutoring positions
- 42) Routinely handled and resolved dozens of student-instructor conflicts
- 43) Routinely handled all WLD business communications by email and telephone
- 44) Routinely worked at improving WLD operations, efficiency, and effectiveness

Current and Future Projects: Spring 2017 – Spring 2018

- 1) Complete Consolidation of Adjunct Faculty Offices 54-503A and 54-503B
- 2) New paint and filing cabinets for Adjunct Faculty Offices
- 3) 2 new State-of-the-art Computers, and 2 printers for Adjunct Faculty Offices

- 4) New World Language Department Banner
- 5) New Signage for name change from “Foreign” to “World” Language Department at the Northwest corner of building 54
- 6) Continue to explore WLD Enrollment Management Strategies with Dean McGreevy
- 7) Improve performance of WLD programs and the overall performance of the WLD
- 8) Develop plans for the Re-introduction of the Languages of the World Festival to the Grossmont College Campus Community
- 9) Continue work on Dual Enrollment with Helix Charter HS with Dean McGreevy
- 10) Complete final year of most recent 2-year term as chair of the World Language Department
- 11) Complete Canvas LMS workshops and certified online training for teaching with Canvas
- 12) Plan, organize, and host follow-up workshops to Spring 2017 hands-on workshops: What has worked in your classroom and how did you do it?
- 13) Propose, create, and offer a Span 120 Hybrid course using VHL Portales as part of the GC Online Degree.

PART-TIME FACULTY ON-CAMPUS / OFF-CAMPUS INVOLVEMENT

Aruba Huda AlJabiri is a member of the Foreign Language Council of San Diego (FLCSD). She is a certified OPI (Oral Proficiency Interview) of Arabic Language, and is a distinguished fellow of the California World Language Project after having completed 120 hours of Professional Development in the SAILN Learning and Leadership Series. To promote the Arabic Program, she has participated in Wow!, Got Plans?, and many Arabic Club activities and events. She is currently teaching a dual enrollment Arabic 120 at El Cajon Valley High School.

Lina Davalos is co-adviser to the Spanish Club. For the last three years, she has helped set up the Day of the Death altar as well as the display of traditional Mexican dresses in the library.

Jiryas Haddad received the Part-time Faculty Excellence in Teaching Award in Spring 2011. He is a member of the Foreign Language Council of San Diego (FLCSD). He assists the Arabic Club in an advisory capacity, and helps organize the Arabic film showings at Grossmont College and City College. He participates in Adult Re-entry workshops, and most recently in Got Plans?, the College and Career Fair sponsored by the East County Education Alliance, a partnership between the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District. He also takes his students to local Arabic restaurants, so they can better appreciate the culinary traditions of the Arabic-speaking countries. Haddad actively participates in all Arabic Club events.

Linda Krause received the Part-time Faculty Excellence in Teaching Award in Spring 2012. She is a member of the Foreign Language Council of San Diego (FLCSD). In addition to participating in local workshops and conferences, Ms. Krause is actively involved in the French Club. She helps organize potlucks and visits to local French bakeries and restaurants. She has also provided her French language expertise to the Theater Department. She continuously promotes student success by establishing strong student services provided by ARC, and the Tutoring Center. She attends local language conferences to stay current in her field. She is also a reviewer of *Imaginez*, a college French textbook.

Asuka Kuratani is the recipient of Kudos Awards (2002, 2011, 2013, 2014, and 2015), and the Outstanding Adjunct-Faculty Award (2003). She is the recipient of the John & Suanne Roueche Excellence Award (2015). She has been nominated by SDSU graduate students of Japanese as one of the most influential faculty at that institution (2013, 2015). She helped develop the Japanese major at Grossmont College. To this end, she created two courses: Japanese 149 Japanese Culture and Civilization, and Japanese 196 Community Learning Experience. To stay current in her field, she has attended numerous local and international conferences on language teaching. She has received several certifications from the American Council of Teachers of Foreign Languages in Oral Proficiency Instruction, and one from SDSU on Teaching English as a Second Language.

Maria Laneri Schroeder, working with Mariana Spinelli, presented a workshop on Engaging Language Learners through the Integration of Technology in Spring 2017. Ms. Spinelli also participated in the Got Plans? (2017). In order to stay current in her field, she participates in conferences and workshops offered by ACTFL and Mesa College.

Claire Liu is the adviser to the Chinese Club. Since her hiring in 2013, she has received multiple WACC grants to fund The Chinese New Year Celebration (2014, 2015, 2017), and the Chinese Lantern Festival (2016). She also received ASGC grant money for a Chinese calligraphy demonstration, and a Tea Ceremony (2016).

Yousra Quidemat is a member of the Foreign Language Council of San Diego (FLCSD), the American Council of Teacher of Foreign Languages (ACTFL), the Southern California Arabic Language Teachers Council, and the San Diego Adjunct Faculty Association. She has attended numerous workshops on teaching and learning, on SLOs, and on child abuse and neglect. Qudeimat actively participates in Arabic Club events, Adult Re-entry, and Got Plans? She annually attends the San Diego Mesa Foreign Languages Conference.

Sandra Rodriguez serves as co-adviser to the Spanish Club. For the last three years, she has helped set up the Day of the Dead Altar as well as the display of Mexican dresses in the library.

Astrid Ronke received the Distinguished Award for Part-time Faculty in Spring 2017. She is currently the coordinator of the German and Russian Programs. Dr. Ronke has been instrumental in providing German students with the opportunity to apply for Checkpoint Charlie Foundation Student Scholarships. This scholarship provides recipients with four-weeks of all paid living and studying expenses in Berlin, Germany.

Zahra Samir became a member of the Program Review Committee in Fall 2017. She received the Part-time Faculty Excellence in Teaching Award in Spring 2017. She participates in the Arabic Club, WOW! Week of Welcome, Got Plans?, and open houses organized by the Arabic Language Program. In addition, she annually attends the San Diego Mesa College Foreign Languages Conferences.

Mariana Spinelli, in conjunction with Maria Laneri Schroeder, presented a workshop on *Engaging Language Learners through the Integration of Technology* in Spring 2017.

7.1 Reviewing your results data in the above table, what activities provided the most value?

From a holistic perspective, all of the above mentioned activities provide value to our students' educational experience, the World Language Department, and the campus community. Each activity in which our faculty is involved contributes to the development, promotion, and strength of our programs and gives cohesiveness to our department. We commend all of our dedicated faculty members who volunteer their time to better serve our students, the college, and the community.

7.2 Please provide an overall reflection on your department's activity displayed in your table.

To continuously promote our language courses and programs, the faculty members in the World Language Department are actively and constantly involved in student outreach and recruitment on-campus, as well as off-campus. All of our language programs participate in all college and community outreach events such as Got Plans?, Wow! Week of Welcome, Oktoberfest, and numerous cultural community events. Our department also advertises and promotes our language programs through fliers, posters, and program brochures. Language clubs actively promote the rich history and culture of our language programs through cultural events and performances. For example, the Arabic Club introduced a mock wedding with all its traditions and customs. During the reception, several Arabic traditional dishes were served to the Grossmont College community. The Chinese Club hosts annual events for the Chinese New Year, and the Chinese Moon Festival. The Russian Club has held annual Russian celebration events. The French Club has a Facebook page, *Le Cercle*

Français, showcasing various activities and events. The Spanish Club has two annual exhibitions, celebrating the Day of the Dead and showcasing traditional Mexican dresses. All these activities give students a sense of community, connectedness, and help make Grossmont College a culturally diverse and welcoming place to study languages. The diversity and the richness of the World Language Department are unparalleled on the campus and in the community.

7.3 Are your overall faculty professional development needs being met? Yes ___ No X
If no, please describe what needs are not being met.

The World Language Department has received a College Foundation Grant and Activity Proposal funding for equipment (Arabic keyboards) and to organize in-house workshops. Additional funds for ongoing professional development training workshops, and out-of-state conference attendance would expand opportunities for professional development in our department.

SECTION 8 – FISCAL & HUMAN RESOURCES

WORLD LANGUAGES							
	FA09*	FA10*	FA11	FA12	FA13	FA14	FA15
Earned Enroll	2548	2594	2275	1972	2045	2026	1936
Max Enroll	2847	2742	2342	2055	2332	2431	2327
% Fill	89.5%	94.6%	97.1%	96.0%	87.7%	83.3%	83.2%
Earned WSCH	12296.0	12472.0	10997.0	9540.0	10208.8	9945.2	9654.5
Total FTEF	31.0	29.5	25.5	22.5	25.6	26.9	25.4
Earned WSCH/FTEF	396.8	422.4	430.9	424.8	398.5	369.9	380.3
	SP10*	SP11	SP12	SP13	SP14	SP15	SP16
Earned Enroll	2676	2524	2185	1971	2219	2001	1811
Max Enroll	2913	2848	2418	2298	2657	2569	2429
% Fill	91.9%	88.6%	90.4%	85.8%	83.5%	77.9%	74.6%
Earned WSCH	12882.3	12132.0	10547.0	9481.6	10731.7	9743.2	8812.6
Total FTEF	31.4	31.0	26.4	25.3	28.7	27.9	26.2
Earned WSCH/FTEF	410.4	390.9	400.3	375.0	373.9	349.2	336.2
	SU09*	SU10*	SU11	SU12	SU13	SU14	SU15
Earned Enroll	511	223	120	--	181	147	189
Max Enroll	585	240	120	--	210	180	240
% Fill	87.4%	92.9%	100.0%		86.2%	81.7%	78.8%
Earned WSCH	2517.0	1115.0	552.0	--	832.6	676.2	869.4
Total FTEF	6.5	2.7	1.3	--	2.3	2.0	2.7
Earned WSCH/FTEF	385.6	418.5	415.0		357.2	338.1	326.8

*From WSCH Analysis--All other years from EMA

FALL 2015								
	Arabic	Chinese	French	German	Italian	Japanese	Russian	Spanish
Earned Enroll	298	46	116	193	53	242	83	905
Max Enroll	340	60	137	243	54	285	110	1098
% Fill	87.6%	76.7%	84.7%	79.4%	98.1%	84.9%	75.5%	82.4%
Earned WSCH	1459.6	239.2	557.0	926.8	275.6	1169.2	393.7	4633.4
Total FTEF	3.74	0.66	1.53	2.58	0.66	2.79	1.19	12.21
Earned WSCH/FTEF	390.3	362.4	364.1	359.2	417.6	419.1	330.8	379.5

- 8.1** Describe any patterns in enrollment, maximum enrollment and % Fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

Section Maximum Sizes in the World Language Department

The average class size caps in the World Language Department have not changed. They are the same for all languages since they were standardized by FLAP (the Foreign Language Articulation Project). The purpose of FLAP was to maximize student/instructor oral interaction to reach the department's goal of oral proficiency in the target languages. The World Language Department has 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

Language classes are smaller than non-language classes. In order for instructors to assess and to evaluate the proficiency level of each student on a daily basis, and provide individualized feedback, class sizes need to remain small. Smaller classes help lower the affective filter, and provide a comfortable learning environment conducive to second language acquisition. Language classes need to be interactive, collaborative, personalized, and student-centered. Individual communication in each and every class meeting with each and every student is necessary to effectively teach world languages. Small size classes promote successful language learning, something that cannot be done in large classes.

The observed decline in enrollment data from FA11 to SP16 is parallel to that which has been experienced in the College as a whole. This also reflects a national trend in enrollment decline in two-year postsecondary institutions.

In FA15, maximum enrollment was 81% of the FA09 maximum enrollment. Data for maximum enrollment was not provided for the College as a whole.

In SP16, the maximum enrollment in the World Language Department was 83% of the maximum enrollment in SP10. Data for maximum enrollment was not provided for the College as a whole.

When compared to the % fill rates of the college as a whole, the % fill rates in our department between FA09 and FA15 are higher. This can be attributed to several factors: a) higher demand for our courses due to fewer course sections, b) higher student motivation and reluctance to drop a course, and c) sustained outreach and recruitment efforts of the World Language Department.

The % fill fell 6.3 % from FA09 to FA15. However, the % fill for FA15 is meaningfully higher in the World Language Department than in the College as a whole. For the Fall semesters, from 2011 through 2015, the % fill was higher every semester in our department than in the College as a whole.

The % fill dropped 17% from SP10 to SP16. Compared to data in the College as a whole, the % fill for SP16 is slightly lower in World Languages. This parallels declines in maximum enrollment over the same period.

For the Spring semesters, from 2012 through 2016, the % fill was higher every semester in our department than in the College as a whole.

The SU15 maximum enrollment was 41% less than the SU09 maximum enrollment. In SU12, no summer classes were offered campus-wide. The % fill fell 8.6% from SU09 to SU15. Summer enrollments reflect general trends experienced in the College and our programs over the same period of time.

For FA15 (the only semester for which we have data by language), the % fill in Arabic, French, Italian, Japanese, and Spanish was considerably higher than the % fill in the College as a whole. The % fill in Chinese, German, and Russian was slightly higher than in the College as a whole.

To continuously promote our language courses, the department is actively and constantly involved in student outreach and recruitment, and with our partnerships with local high schools (East County Alliance). All of our language programs participate in all college and community outreach events such as Got Plans?, Wow! (Week of Welcome), Oktoberfest, and numerous other community events. Our department also advertises and promotes its eight language programs through fliers, posters, and program brochures. Language clubs actively promote the rich histories and cultures of our language programs through cultural events and performances.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course %Fill.

Upon analysis of the trends in all these categories, the World Language Department has experienced declines.

Comparing earned enrollment from the last year (15-16) of the current program review cycle to the last year of the previous Program review cycle (09/10), the trend clearly shows a roughly 25% decrease in earned enrollment.

Similarly, in the Fall semesters from 2009 to 2015, Total FTEF dropped 5.6%. In Spring semesters from 2010 to 2016, Total FTEF dropped 5.2%. In the Summers from 2009 to 2015, Total FTEF dropped 3.8%. No college-wide data was provided for comparison.

The declines in the data provided for Earned WSCH, and Earned WSCH/FTEF reflect our above analysis of the trends for the overall declines in earned enrollment.

Furthermore, in comparison to the last Program Review cycle, the number of full-time faculty has decreased by five.

Since Summer 2015, the World Language Department has been in communication with our dean about enrollment management, and has taken steps to mitigate the circumstances surrounding low-enrollment. For example, low-enrollment courses have been cancelled, removed from the schedule, or fewer courses have been offered at different times and days. In addition, courses have been tied, against best practices, to improve enrollment numbers in those sections, but it actually has caused some students to leave our programs. Students need to be able to take the courses in our programs that lead to awards, and to graduate in a timely manner. Moreover, the World Language Department has been negatively affected in the College's attempt to correct low FTES. The previous addition of multiple sections, which did not all fill, and later needed to be cancelled due to low enrollment, precipitated the loss of students. Many students went to other colleges, and did not come back. Furthermore, the department is still in a mode of self-correction to remove courses at the front-end, in order to meet the Administration's demands.

8.3. For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The World Language Department's budget allocation for the current year is \$28,127.00. Of this amount, 83.3% of our budget is being used to cover our clerical assistant's salary. Roughly 14% is being used to purchase general supplies. 1.37% is being used to purchase refreshments for part-time and full-time faculty at general department meetings and workshops. 1.59% is being used to reimburse faculty for work-related travel mileage.

For the past several years, the World Language Department has included funding requests for professional development workshops for training faculty in the latest developments in pedagogy and technology for foreign language instruction. The department has used activity proposals and grant applications for this purpose. In this age of technological advances, more funding for our goals would benefit faculty, staff, students, and the Grossmont College community. Faculty success is complementary and equally crucial to student success. This also improves the morale of the faculty.

- 8.4** If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

The World Language Department does not receive support or subsidy outside the college budget process.

However, the department has received a College Foundation grant in the amount of \$1000.00 for a professional development workshop. Recently, the department has applied for a \$5000.00 College Foundation grant for providing professional development training workshops. If awarded, the funds would be used in the 2018-2019 academic year.

- 8.5** Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

In the World Language Department, full-time faculty set departmental policies, implement overall program improvements, and aid in the execution of essential departmental functions. Full-time faculty design curriculum, review and modify course outlines, work on SLOs, write departmental exams, select textbooks, contribute in the coordination of dual enrollment with local partner high schools, and attend monthly meetings to discuss on-going departmental concerns of all types. In addition, each semester, full-time instructors conduct class observations, and write peer evaluations. In some cases, full-time faculty members serve as mentors to part-time instructors. They also nominate students and faculty for institutional recognition, and write letters of recommendation. In order to ensure student access, retention, and success, full-time faculty utilize office hours to meet with students one-on-one outside the classroom, and provide them with extra help and guidance. Full-time faculty members participate in committee work and the shared governance of the College, services to the College that most part-time instructors are unable to provide due to other job commitments.

Full-time faculty members enhance the efficiency, the success, and the coordination of our programs by addressing the unique needs for all the teaching and non-teaching tasks pertaining to the language(s) they teach. They are also the stewards of the historical memory of our department, and the people who can provide a broader understanding of our department as a whole.

Number of Full-time vs. Part-time Instructors

The number of full-time faculty has drastically decreased since the last Program Review cycle. In the Spanish Program, three full-time faculty members have retired since 2010: Carmen Hernandez (2010), Edda Temoche-Weldele (2013), and Yolanda Guerrero (2017). The French Program lost its full-time instructor with the retirement of Muriel Vitaglione (2014). The German Program no longer has a full-time instructor due to Johannes

Bruestle’s retirement (2016). To date, none of these full-time teaching positions have been replaced. Consequently, classes formerly taught by them are now being taught by part-time instructors. The remaining full-time faculty members in our department are now faced with greater demands on their time to respond to numerous non-teaching duties that used to be spread out among a greater number of full-time faculty members. The staffing needs of the department require additional full-time faculty replacements for the integrity of the World Language Department.

It is important to mention that 6 out of our 8 language programs are taught 100% by part-time faculty. To address this situation, the department has relied on reassigned time to coordinate each of our language programs. Paul Vincent coordinates Chinese, Japanese, and Spanish. Dr. Sonia Ghattas-Soliman coordinates French, Italian and Arabic. Dr. Astrid Ronke, a part-time German instructor, coordinates the German and Russian programs.

8.6 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

According to the data, current levels of staffing are not adequate.

In Fall 2015, total full-time FTEF was roughly 7%, approximately 28% of the department total FTEF of 25.38, and part-time FTEF was roughly 18%, approximately 69% of total FTEF. This is a staffing problem that adversely affects the integrity of all foreign language programs as well as the overall continuity, efficiency, and effectiveness of the World Language Department.

WORLD LANGUAGES							
	FA09*	FA10	FA11	FA12	FA13	FA14	FA15
FT Faculty Count	9	9	8	7	7	7	7
PT Faculty Count	55	51	46	41	49	50	46
Full-Time FTEF	9.26	7.93	8.59	7.59	7.93	7.73	7.07
X-Pay FTEF	0.36	1.80	1.28	0.71	0.35	0.74	0.74
Part-Time FTEF	21.38	19.80	15.65	14.15	17.34	18.42	17.58
Total FTEF	30.99	29.53	25.52	22.46	25.62	26.88	25.38
FT Percent	31.02%	32.93%	38.67%	36.97%	32.32%	31.50%	30.76%
Permanent RT	0.92	0.92	0.92	0.92	0.92	0.92	1.10
Temporary RT		0.20					
*From WSCH Analysis--All other years from EMA							

The US Department of Education, the State Department, and the Department of Defense have identified Arabic, Chinese, Japanese, and Russian as critical languages. But finding

well-qualified part-time instructors with master's degrees in these languages has been challenging.

Due to the intense competition for part-time faculty from local colleges and universities, our department has lost some outstanding instructors to full-time positions at other colleges in all languages since the last Program Review cycle. Other local colleges and universities pay part-time instructors more, and include paid office hours. We are unable to compete with them. Therefore, many part-time instructors go to the schools that afford them better opportunities.

- 8.7** If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program. The successful and efficient functioning of the each language program depends on full-time faculty members whose full-time status and expertise in that particular language can best lead in implementing program policies and improvements, and create a unique sense of direction specific to their language program.

Student success within each and every language program benefits from the experience, expertise, leadership, and mentorship of our team of full-time faculty.

- 8.8** In the table below, list the positions (by title rather than by individual name) of Classified staff, work study and student workers who are directly responsible to the program and indicate the FTE/hours, where funding comes from for these positions. You can add or delete rows to the table as needed.

The World Language Department has only one part-time classified position. The funding for this position comes from the budget as reflected in Section 8.3.

- 8.9** Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

Clerical Assistant

Pat Palma has been the World Language Department's clerical assistant for the past 26 years. She is charged with answering directly to the needs of the Department Chair, and is in support of the daily operation of the World Language Department Office. Currently, Pat Palma provides daily, ongoing support services for the department's chair, 5 full-time and 52 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 such as 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. There has never been an increase in the hours for the clerical assistant.

The number of work hours for this position has remained the same over the last twenty-five years, even though these years have been marked by measurable changes. Over this period of time, the World Language Department has experienced continuous needs of faculty, students served, and classes offered. These needs have been compounded by a corresponding increase in the complexity of the department through the addition of new courses and certificates now being offered. Changes to current local demographics have also presented challenges that have required significant adjustments. Classes in the World Language Department are from 7am to 10pm. The Clerical Assistant works from 9am to 1pm, just 17 hours a week. Therefore, because of the restrictions in the number of allocated work hours, she is unable to serve the needs of students and faculty from 1pm to 10pm. Given these recorded changes, the support services provided by the clerical assistant alone, justify an increase in hours in order for her to efficiently perform her duties and meet the needs of the department.

For the past 25 years, the World 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.

This is a real concern because the lack of support for students and faculty affects student retention, success and the morale of all faculty members. This situation undermines not only our efforts to adequately serve all students and faculty, but the overall efficiency and cohesiveness of the World Language Department.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of outreach, engagement and retention:

Outreach

To continuously promote our language courses and programs, the faculty in the World Language Department is actively and constantly involved in student outreach, engagement, and retention on and off-campus. All of our language programs participate in all college and community outreach events, and promote our programs through fliers, posters, program brochures, and direct contact with students in and outside of the classroom to advise, encourage, and support them in their educational goals. The department counsels our students about options to further their language studies at four-year universities. We invite counselors from the Transfer Center to our classes to share information about transferring to four-year institutions. We invite tutors from the Tutoring Center to promote tutoring services. Members of our department attend the Counseling Department's meetings to update them about our students' needs and the opportunities offered through our language programs.

Through our various World Language clubs, we actively promote the rich histories and cultures of our language programs with cultural events and performances. These events provide windows to the world for our students, faculty, and staff.

The World Language Department has had a good working relationship with local high schools. World Language faculty members also visit elementary, middle, and high schools to promote less impacted languages such as Chinese, Italian, French, German, and Russian in order to recruit students, in addition to Arabic, Japanese, and Spanish.

The World Language Department actively participates in the East County Education Alliance to support student pathways in foreign language study. As mentioned before, El Capitan High School's Global Language Leadership Program is currently offering our Spanish 141, a three-unit culture course for college credit. El Cajon Valley High School is currently offering our Arabic 120, a five-unit course, for college credit, as part of the dual enrollment program. Helix Charter School is currently teaching our French 120 and French 121, and two of our Spanish 120 courses. These are all five-unit classes for college credit. These collaborations with local high schools have required long hours of intensive work. Time has been spent in articulation agreements, development of curriculum, meetings, travel, organization, planning, student assessment, faculty resources, and instructor evaluations.

Furthermore, our courses in Community Service Learning Experience (CSLE) promote the national agenda of volunteer engagement. The objective of these courses is to provide students with opportunities 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 and social skills in the target language.

Engagement

In order to create a culture of participation among the College community, faculty members of the World Language Department participate in a wide-range of committees and task forces, as well as on-campus and off-campus organizations, and events.

Throughout the year, our department provides numerous, meaningful, enriching cultural experiences to the students and the College community; i.e., the instructors of the Arabic Language Program, in combination with the Arabic Club, organized, produced, and hosted a forum titled “Changes and Crisis in the Arab World.” This is one example of a campus event that engaged students and the community face-to-face, offered students experience in leadership development, promoted cultural awareness, and developed meaningful connections to the community at-large, and the World.

Furthermore, these types of events foster student persistence in language studies, and encourage student retention and success in the World Language Department, and the College.

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

Retention

In general, the World Language Department’s student retention rates exceed the College’s student retention rate. This is due to many factors. One of these is the teaching excellence of our faculty members, who are very passionate about and committed to their teaching. Many of our faculty members have received local and national commendations and awards for excellence in teaching, and for their contributions to the College. Many students choose to major in World Languages as a result of the guidance and encouragement their received from their instructors.

9.2 Summarize program weaknesses in terms of outreach, engagement, and retention.

The reduced number of full-time faculty since the last Program Review decreases our ability to do more in the areas of outreach, and engagement. The World Language Department currently offers a total of 96 course sections in eight language programs — Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. More full-time faculty members are needed in order to go out into the community, promote our programs, and recruit students. The reduced number of full-time faculty members decreases the number of student-faculty contact hours outside the classroom. More full-time faculty enhances student retention, student-faculty interaction, and overall student success.

9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

Here is a list of our most pressing concerns:

- It the last several years, we have lost five full-time instructors without any replacements in spite of having requested full-time faculty replacements year after year. We are concerned that the lack of retired faculty replacements will be detrimental to the success of our programs and our department. Senior full-time faculty members are necessary for hiring, mentoring, and training part-time and full-time faculty.
- The Program Review process requires institutional and departmental memory that is passed down from senior faculty members to junior faculty members. If we do not have the full-time faculty resources needed to write this self-study, this jeopardizes future program reviews, individual language programs, the World Language Department, the Arts, Languages and Communication Division, and Grossmont College as a whole.
- Full-time faculty members communicate directly with part-time faculty about administrative and departmental needs and any changes in these areas. Without the necessary number of full-time faculty, the part-time faculty will lack adequate knowledge of departmental and institutional directives.
- We fear the constant reduction in the number of full-time faculty in our department jeopardizes students' completion of language degrees.
- The limited hours allocated to the World Language Department Clerical Assistant will continue to affect our ability to efficiently meet the needs of our students and faculty.

- 9.4** Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

The following is a rank-ordered list of World Language Department recommendations:

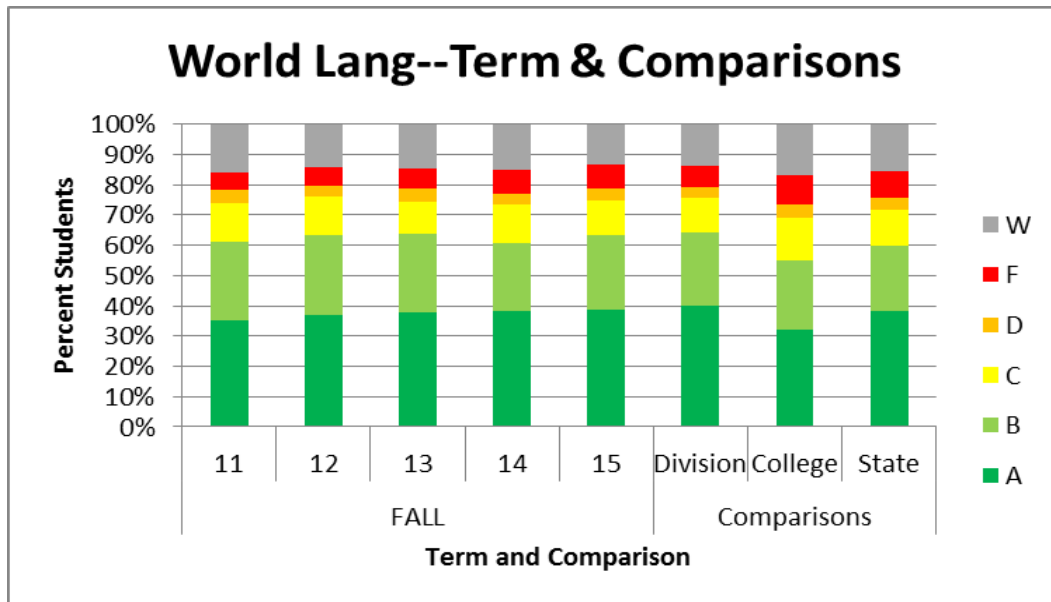
1. Apply for additional full-time, tenure-track faculty, including one in Japanese, three in Spanish, one in French, and one in German.
2. Request an increase to the World Language Department's Clerical Assistant hours.
3. Improve and keep up with SLO data entry on Trac Dat.
4. Continue to provide the Grossmont community with cultural events that promote cultural diversity, awareness, and literacy.
5. Continue to participate in on-campus and off-campus outreach events.
6. Request upgrades to classrooms and faculty offices.
7. Discuss an increase in the overall release time of the department. This will allow the Chair and language program coordinators in our department to spend more time in outreach and engagement on and off campus. Given the sheer size and the specific needs of all language programs, best practices would dictate the hiring of additional full-time faculty. This is necessary in order to ease the workload of the department chair, which is high based on the number of part-time faculty supervised and the diversity of our language programs.

APPENDICES

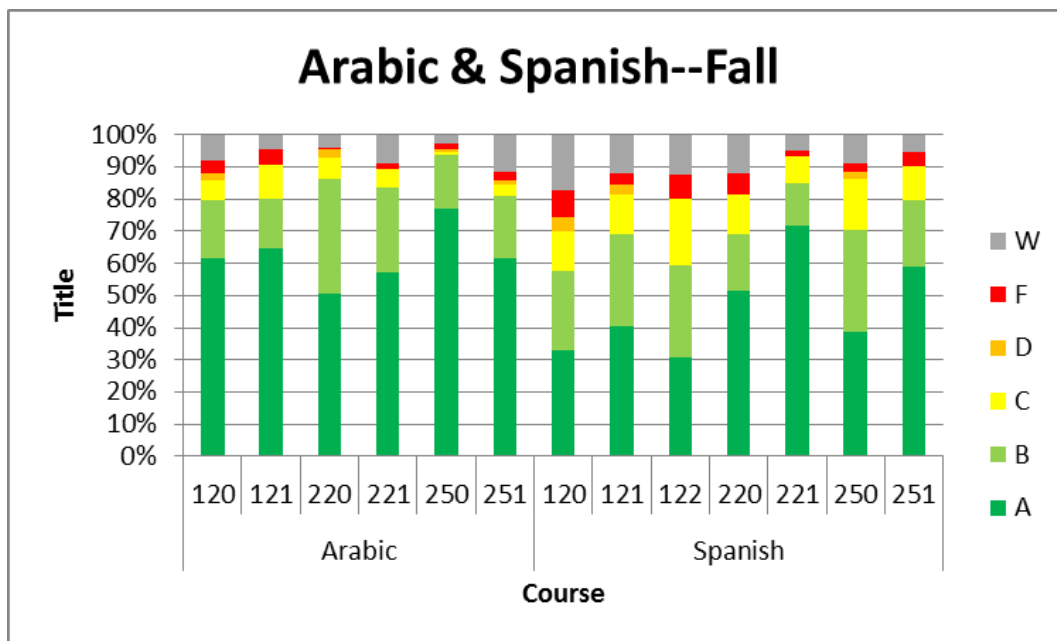
Appendix 1

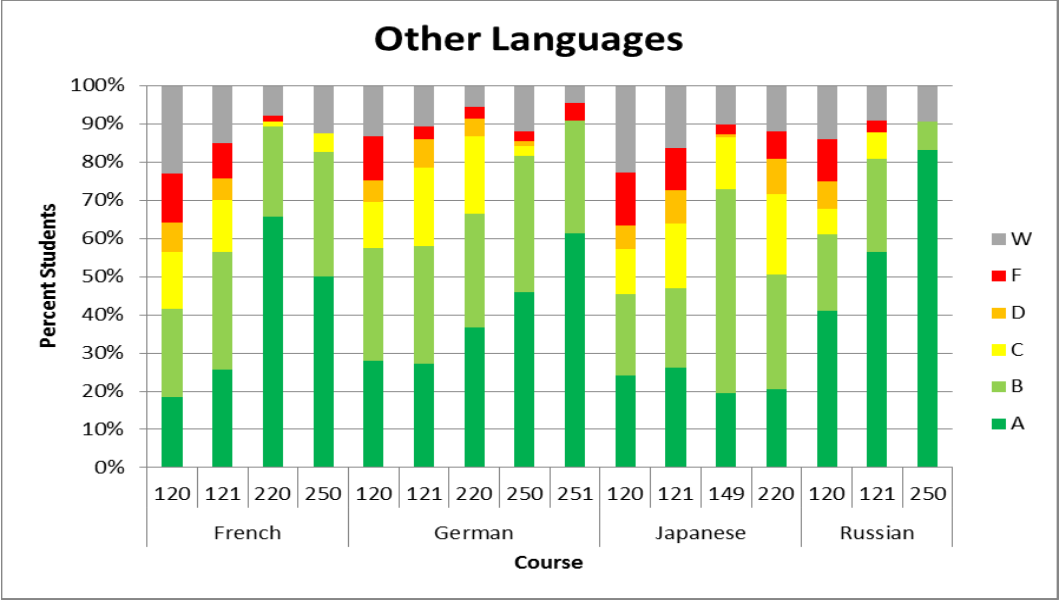
Grade Distribution Summaries

Because the department is comprised of so many disciplines, data are only shown for fall semesters. Any courses not listed in the graphs may have not been offered in Fall or had too few students (<10 in any category) to show on the graph. There were too few students in Chinese and Italian to show in graphs as well.



Your total grade distributions are stable and show the same pattern as the state.





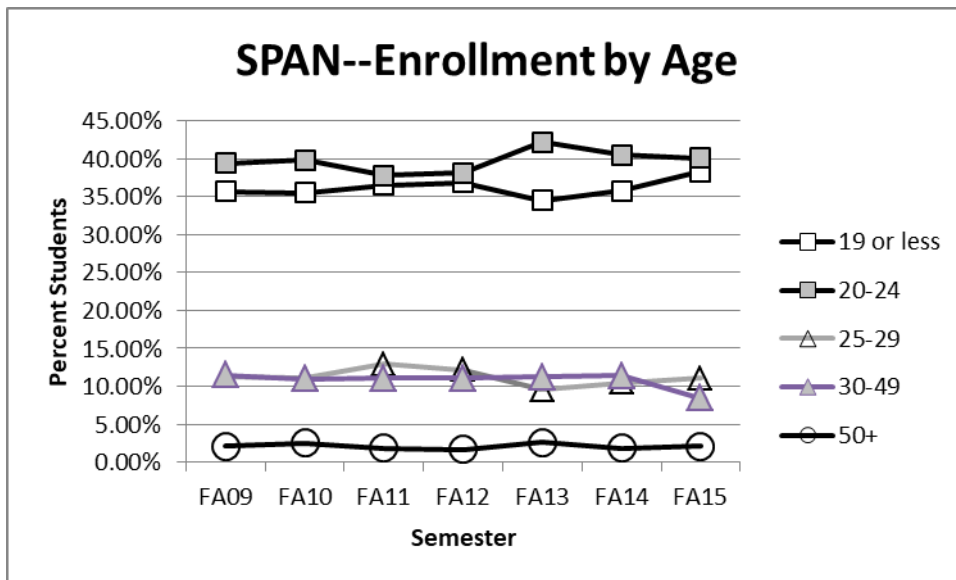
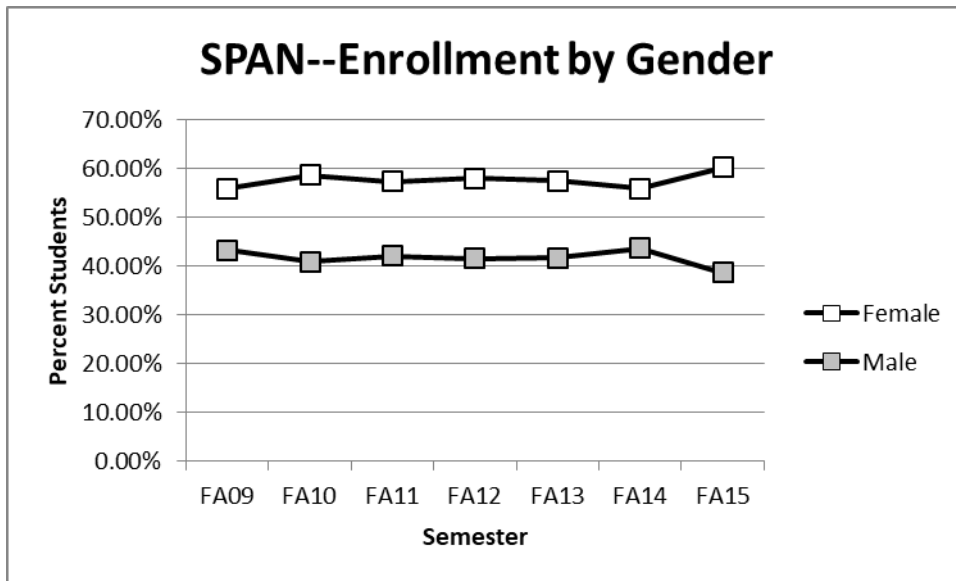
In general, courses have higher success rates as students progress through the curriculum, which we might expect. If there are any areas where this pattern does not occur, please explain why that might be expected or if it is not expected, what you will do as a result. Course retention and success in 120 level courses are below the college targets. What does your department do to address this pattern?

Appendix 2

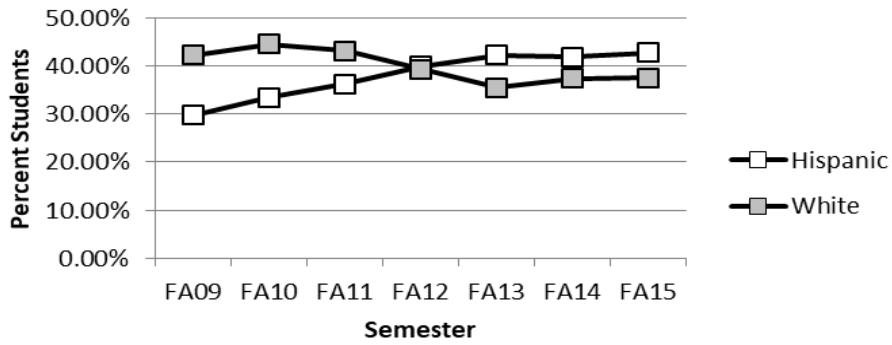
Enrollment Data

These data show enrollments disaggregated for Gender, Age, and Ethnicity (split into two graphs) for Spanish and Arabic. For smaller discipline areas, there are not enough students to show consistent patterns over time and these graphs are not shown (even Arabic is not really large enough to disaggregate meaningfully).

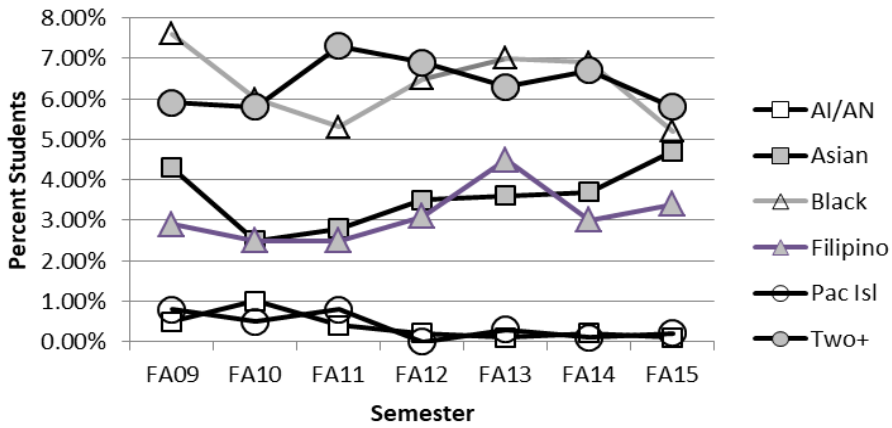
SPANISH



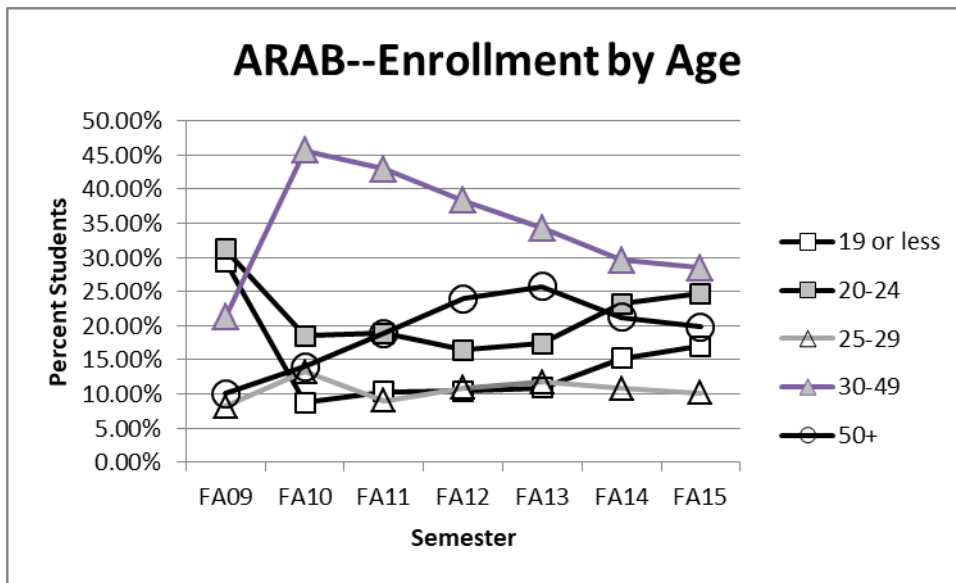
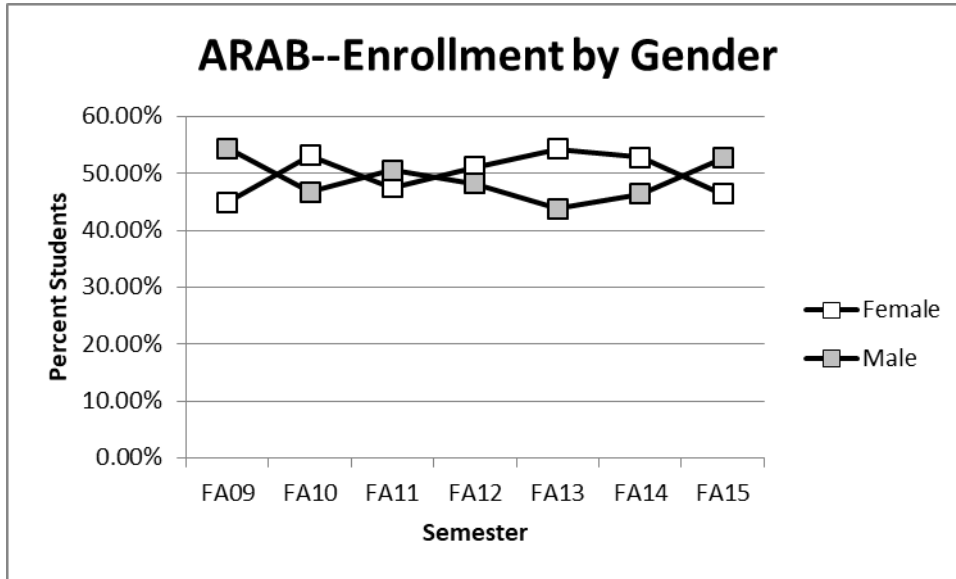
SPAN--Enrollment by Ethnicity, Hispanic & White



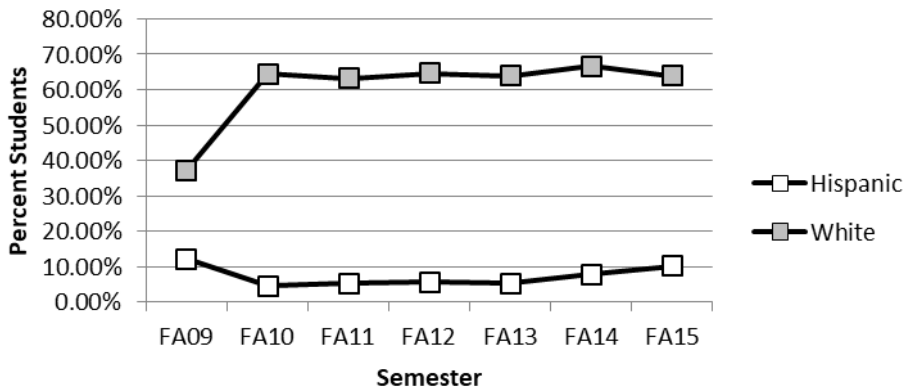
SPAN--Enrollment by Ethnicity, Other



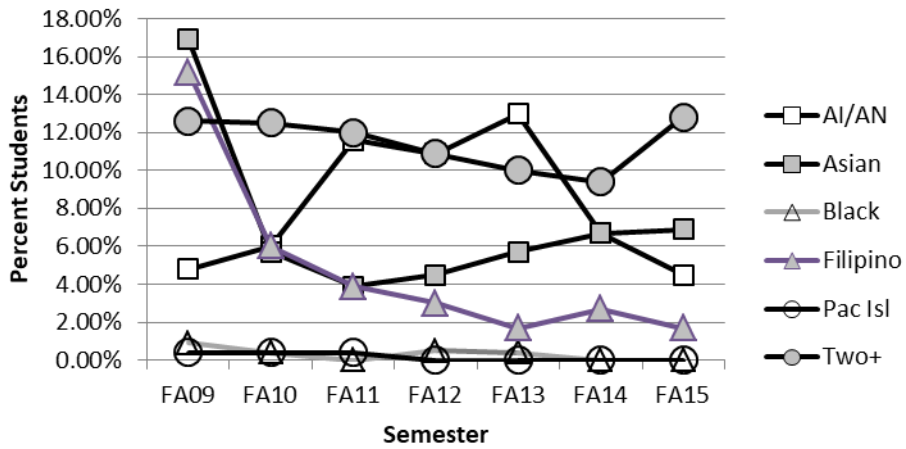
ARABIC



ARAB--Enrollment by Ethnicity, Hispanic & White



ARAB--Enrollment by Ethnicity, Other



Appendix 3

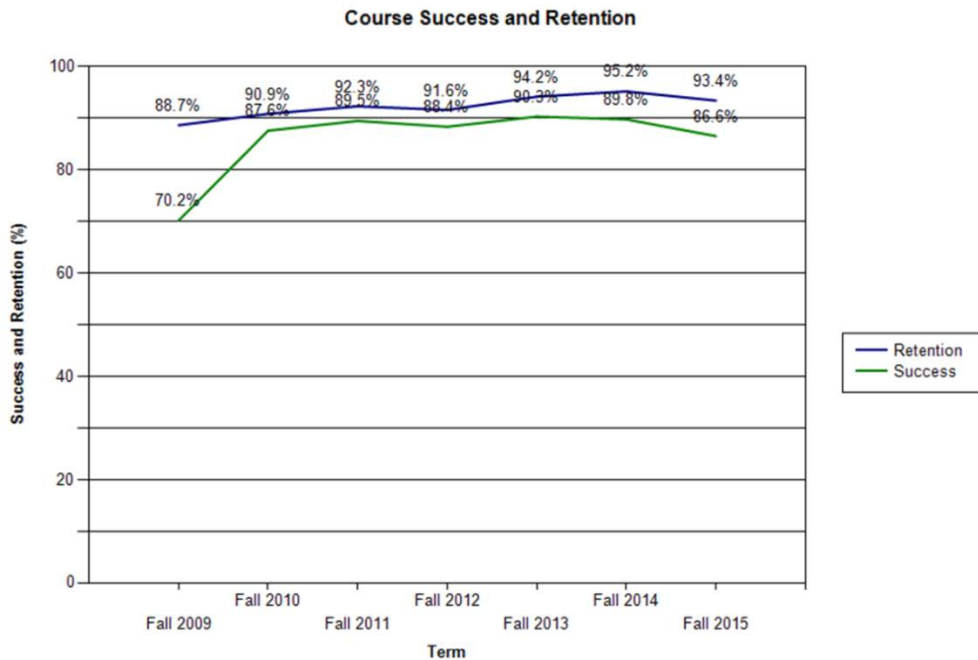
Student Retention and Success Data—Overall and Disaggregated

College 5-YR Averages: Success 69% and Retention 84%

College Targets: Success 75% and Retention 85%

Complete data are provided below for your two largest language areas: Arabic and Spanish. Only the overall data are shown for the rest of the languages because student numbers are too few to disaggregate.

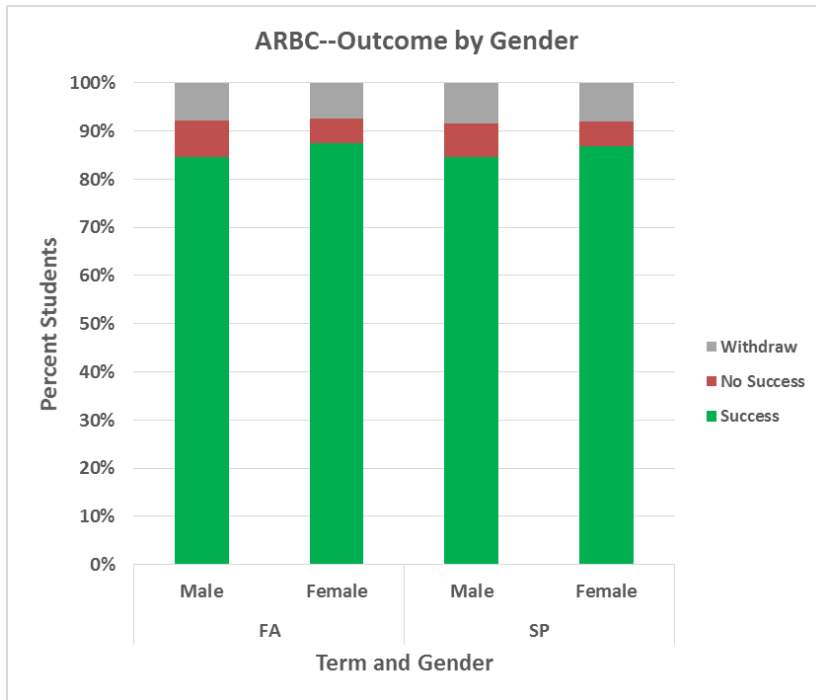
ARABIC



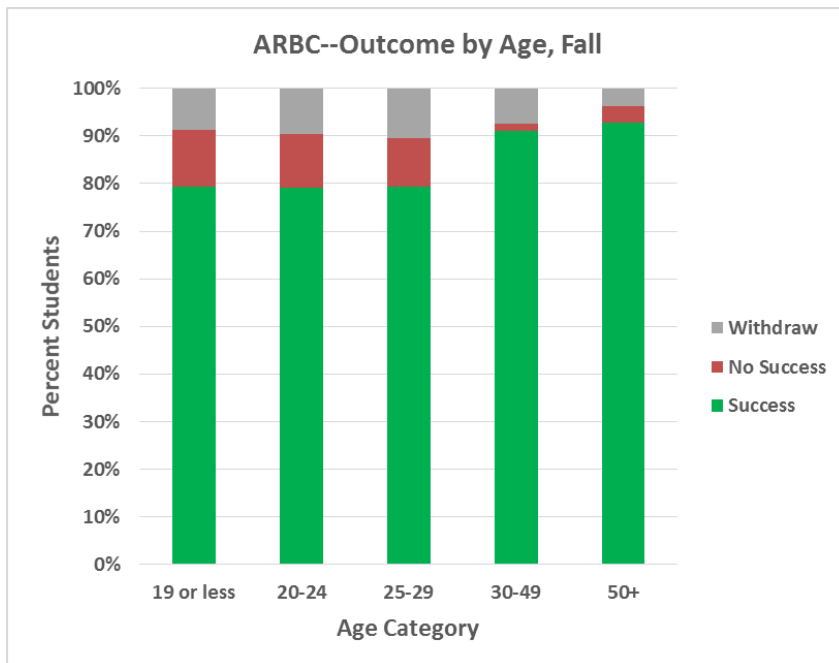
Overall your student success and retention are high, with an unusual value for success in Fall 2009.

ARBC—Disaggregated by Gender, Age & Ethnicity—Summed over review period.

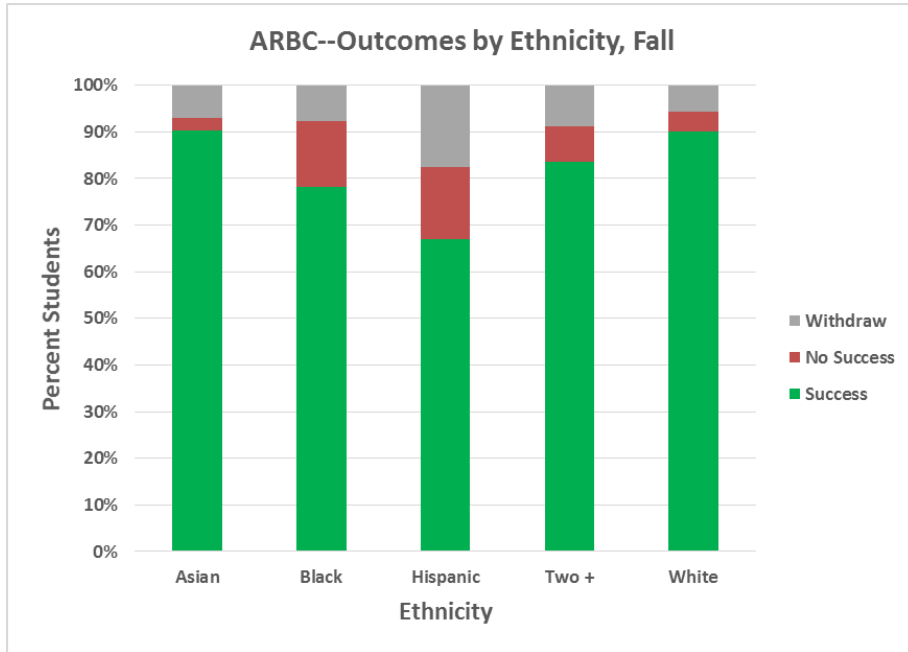
Summer data are not reported due to too few students. For age and ethnicity, Fall and Spring data show the same pattern, so only Fall is shown.



Gender—there is a smaller than usual difference between male and female students and both are high.

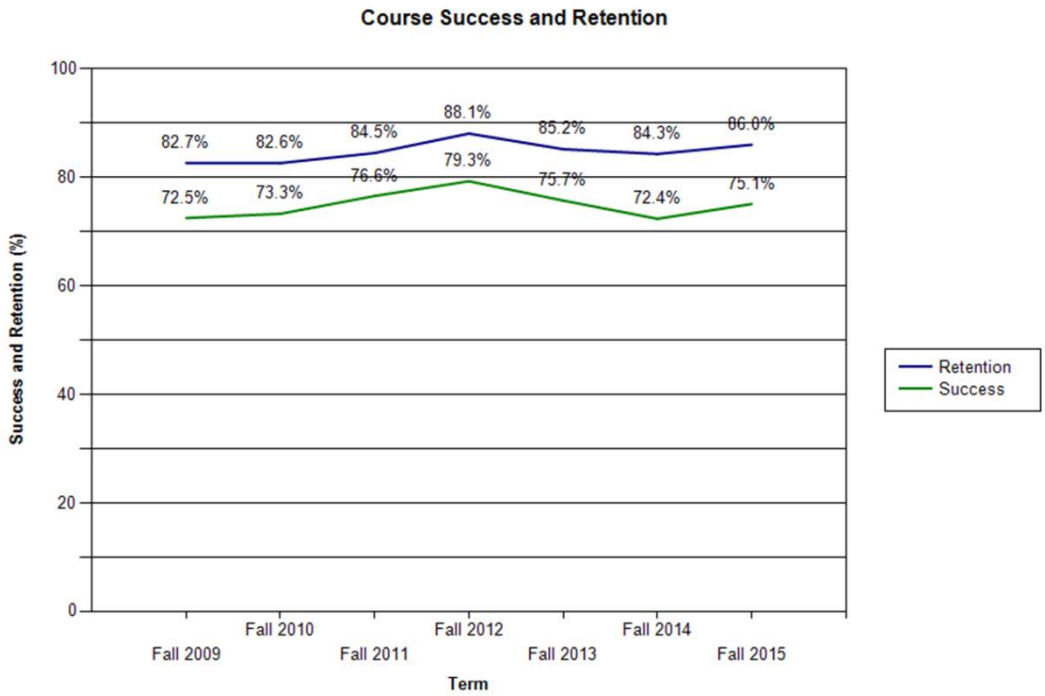


Age-related patterns show similar patterns to the college with older students doing better, and while your success rates for younger students are lower, they are still high compared to the college.



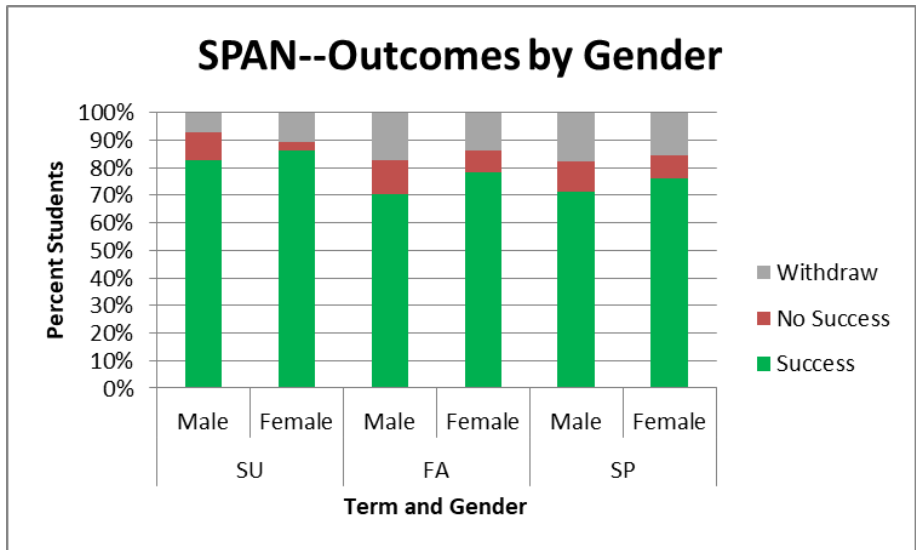
Although success and retention overall is high in the department, Hispanic students have unusually low success and retention compared to other groups. Pacific Islander, Filipino, and American Indian/Alaska Native student numbers were too few to report on graphs.

SPANISH

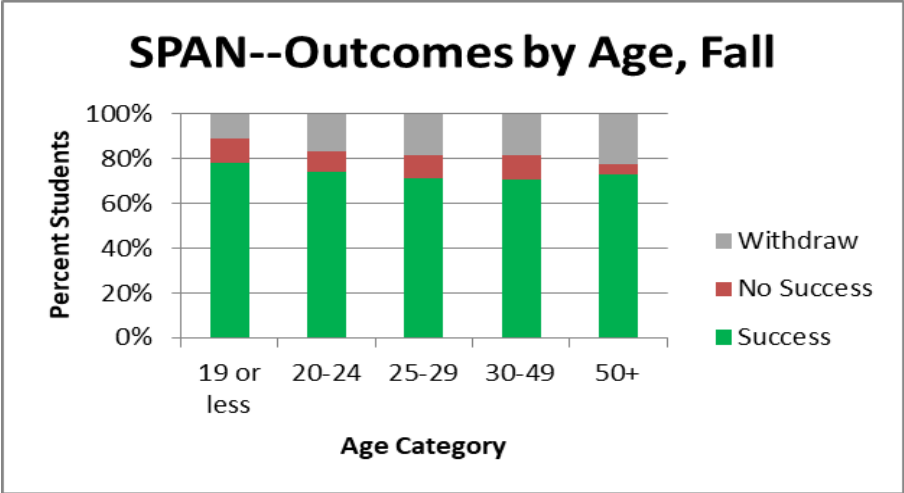


Overall your student success and retention are high and consistent although not quite at the college targets, and match the college-wide slight trend up from 2009 to 2012 and down since then with a small uptick in the last semester included on this graph.

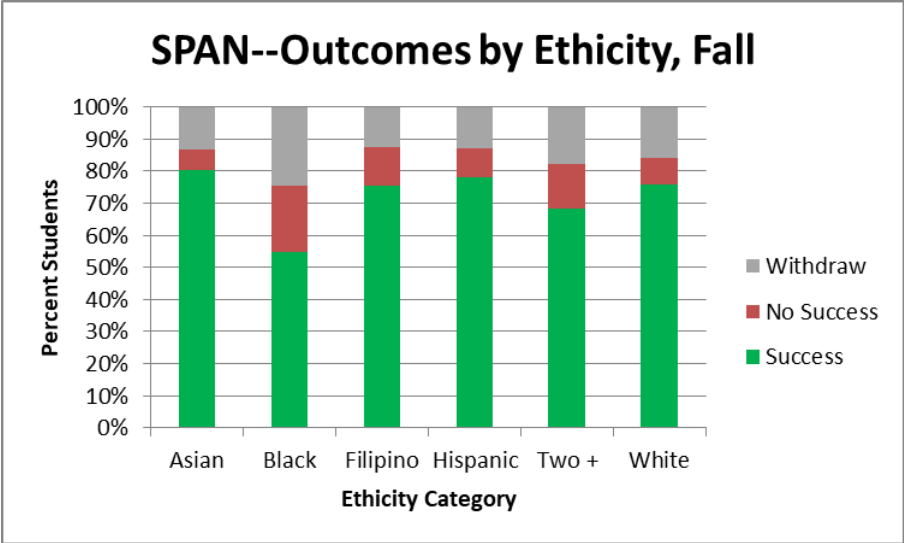
SPAN—Disaggregated by Gender, Age & Ethnicity—Summed over review period.



Patterns for gender are similar to the college, as are the higher student success rates in summer.

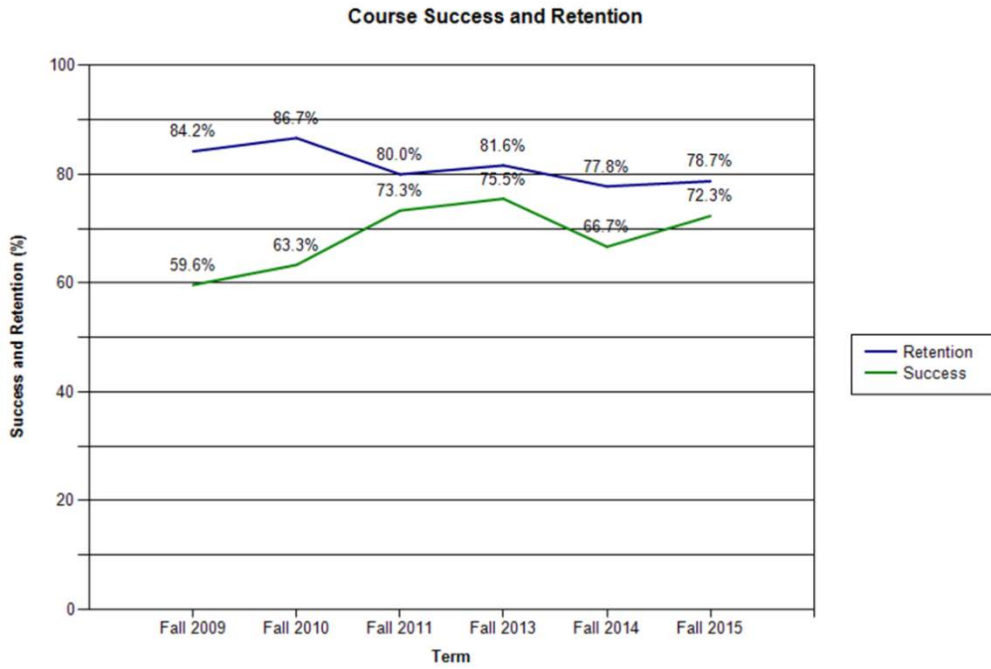


Outcomes by age are very similar in fall and spring so only fall data are shown. In general at the college, course success is higher in the two older age categories, which is the opposite pattern than your data.

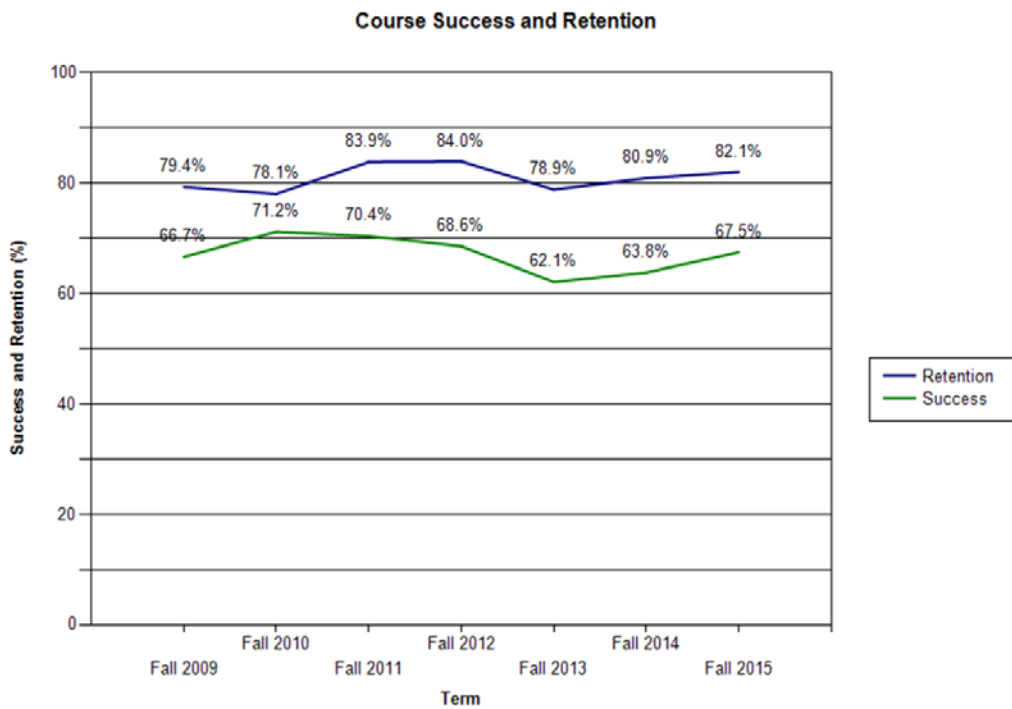


Fall and spring patterns were essentially the same so only fall data are shown. Also there were too small numbers of students in American Indian/Alaska Native and Pacific Islander to report those ethnicity categories. Perhaps not surprisingly, Hispanic students are not experiencing a success gap compared to White and Asian students in Spanish courses. However, African American students do have a noticeably lower success rates than the other groups.

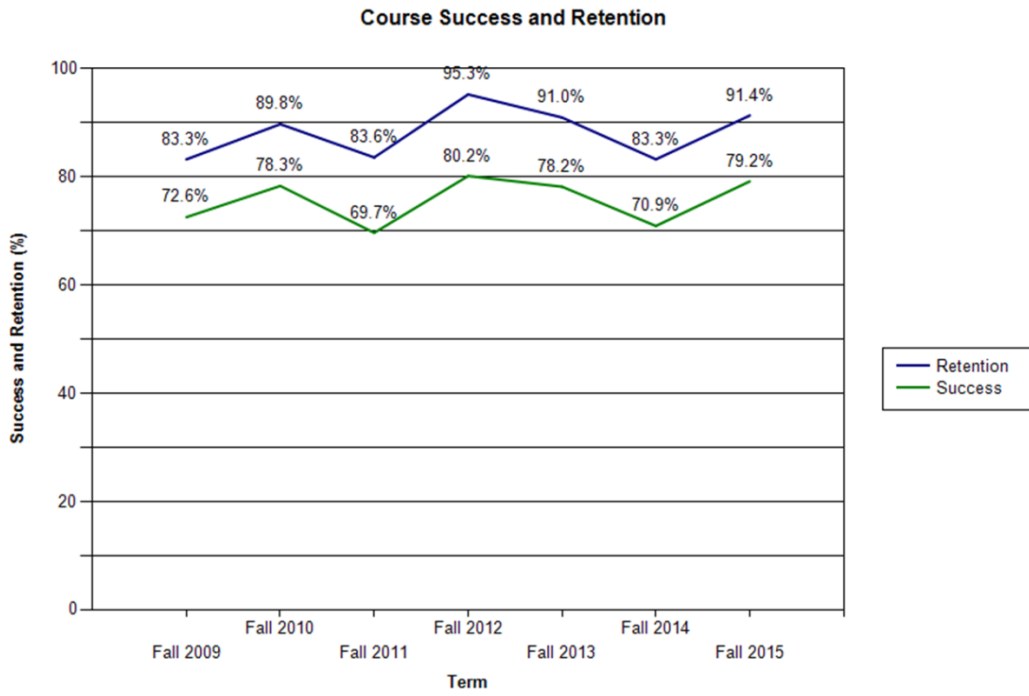
CHINESE



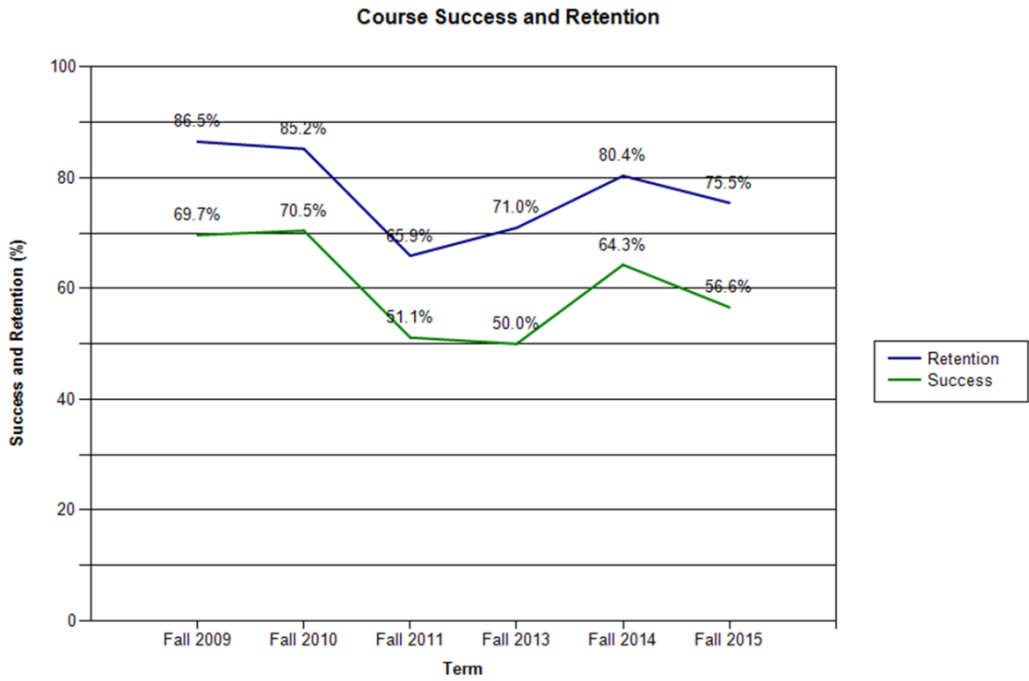
FRENCH



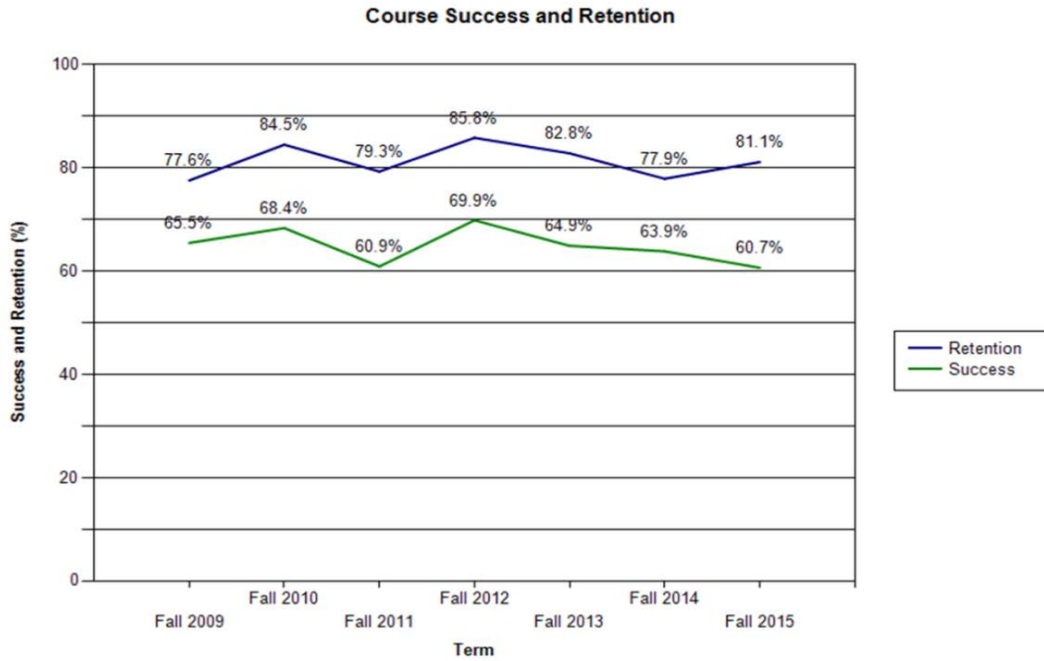
GERMAN



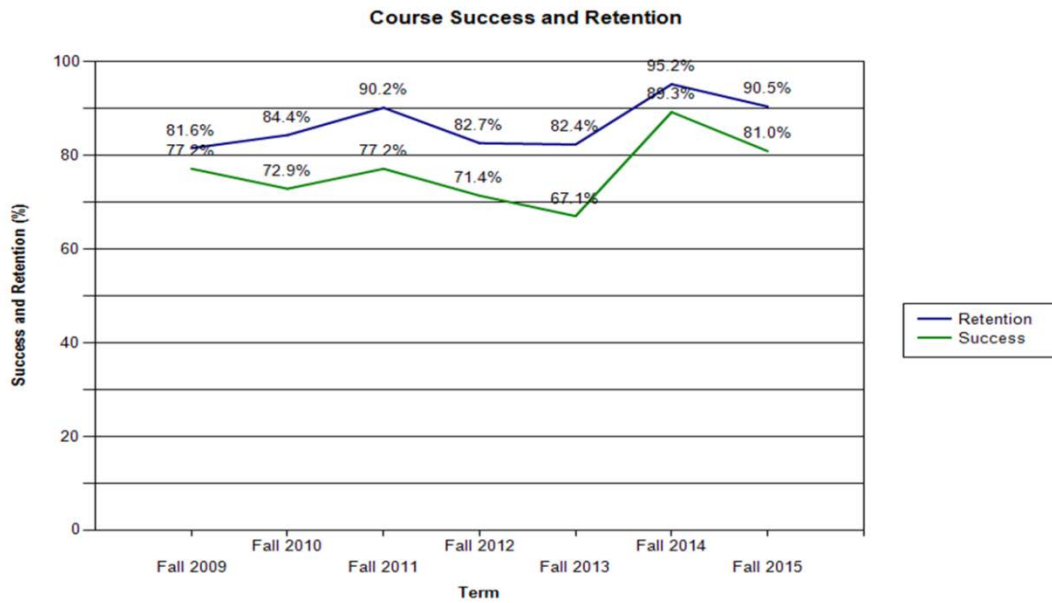
ITALIAN



JAPANESE



RUSSIAN



Appendix 4
Checklist Documentation

Grossmont College

Library Resources for World Languages

Books

The library PC – PT section deals with Language and Literature. Arabic has 46 print books and 15 electronic books, Chinese has 33 print books and 20 e-books, French has 298 print books and 219 e-books, German contains 194 print books and 35 e-books, Italian has 80 print books and 37 electronic books, Japanese has 64 print books and 4 e-books, Russian has 142 print books and 79 e-books, and Spanish has 270 print books and 72 e-books.. The total number of non-reference books comes to 1608. Additionally, the library owns 23 print reference books in the subject area of World Languages.

Print books are purchased using a complex allocation formula to ensure that departments get their “fair share” of the approximately \$28,000 annual library book budget. The allocation allows for a book budget of \$98.52 for Arabic, \$58.09 for Chinese, \$148.42 for French, \$102.83 for German, \$53.98 for Italian, \$140.77 for Japanese, \$50.61 for Russian, and \$205.64 for Spanish, for a total of \$858.86.

There are also two online reference book collections that contain thousands of entries about World Languages. These collections, or databases, are called “Gale Virtual Reference Library” and “Credo”.

All electronic materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals

Most of the World Languages periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

The database called “English Language Learner” is targeted to World Language students. It’s a multi-media resource for those who are new to the English Language. In addition, the library also subscribes to a number of multidisciplinary databases, including Academic Search Premier and Gale OneFile, with access to virtually thousands of articles in our subject area.

DVDs, Media

There are a number of ways to access the library’s large media collection. First, the library offers a list of DVDs by subject that are in their collection. They also have access to a much larger collection of county consortium DVDs. In addition, the library subscribes to *INTELECOM* and *Films on Demand*, two media databases which cover multidisciplinary topics. And finally, faculty and students have access to SDSU’s media collection through interlibrary loan.

**Foreign Language Review of SLO Assessment Reporting for
Fall 2017 Program Review
By Joan Ahrens, SLO Coordinator
9-12-17**

SLO Cycles to be Included in This Report:

- Fall 2009 – Spring 2015 (Trac Dat will only have assessment results from 2012 on)*
- Fall 2015 – Spring 2021 (All assessment results should be in Trac Dat)
- I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

TD = Trac Dat

Arabic

We don't have any data for this program from the previous SLO cycle, which was Fall 2009-Spring 2015. For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*). Moving forward, please note that for the purposes of continual improvement, we need to assess continually.

Course	SLO #	Comments
ARBC 122	6	Remember to include how you will use the results. Ex: Raise target or benchmark.

German

Nice job of showing how you will use assessment results to improve course.

Course	SLO #	Comments
Germ 196	1	No results posted. TD indicates that assessment should have been conducted in Spring 2013.
Germ 221 Note: It was difficult to determine which SLOs are current because of so many updated SLOs. This is a Trac Dat issue and not a program issue. It's a	15 & 16	No results posted. TD indicates that assessment should have been conducted in Fall 2013.

good thing to update SLOs when needed.		
Germ 221	17	No results posted. TD indicates that assessment should have been conducted in Spring 2014.
Germ 298	1	No results posted. TD indicates that assessment should have been conducted in Fall 2014.

French

We don't have any data for this program from the previous SLO cycle, which was Fall 2009-Spring 2015. For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*). Moving forward, please note that for the purposes of continual improvement, we need to assess continually.

Course	SLO #	Comments
Fren 120	1, 2, & 3	No results posted. TD indicates that assessment should have been conducted in Spring 2016.
Fren 221	4	No results posted. TD indicates that assessment should have been conducted in Spring 2017.

Chinese

We don't have any data for this program from the previous SLO cycle, which was Fall 2009-Spring 2015. For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*). Moving forward, please note that for the purposes of continual improvement, we need to assess continually.

Course	SLO #	Comments
Chin 199	1, 2, & 3	There are no dates indicating semester to be assessed. This may be because the course is not being offered.
Chin 220, 221, 250, 251, and 298	1, 2, & 3	There are no dates indicating semester to be assessed. This may be because the course is not being offered.
Chin 299A & B	1, 2, & 3	No results posted. TD indicates that assessment should have been conducted in Spring 2014, Fall 2014, & Spring 2015.

Italian

We don't have any data for this program from the previous SLO cycle, which was Fall 2009-Spring 2015. For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*). Moving forward, please note that for the purposes of continual improvement, we need to assess continually. It looks like all assessment activity has been postponed to later in the current cycle.

Japanese

We don't have any data for this program from the previous SLO cycle, which was Fall 2009-Spring 2015. For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*). Moving forward, please note that for the purposes of continual improvement, we

need to assess continually. It looks like most assessment activity has been postponed to later in the current cycle.

Course	SLO #	Comments
Japn 221	Speaking	No results posted. TD indicates that assessment should have been conducted in Fall 2014.

Russian

We don't have any data for this program from the previous SLO cycle, which was Fall 2009-Spring 2015. For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*). Moving forward, please note that for the purposes of continual improvement, we need to assess continually. It looks like most assessment activity has been postponed to later in the current cycle.

Course	SLO #	Comments
Russ 196	1, 2, 3, &7	No results posted. TD indicates that assessment should have been conducted in Fall 2013.
Russ 199	1 and 3	No results posted. TD indicates that assessment should have been conducted in Spring 2014.
Russ 221	1, 2, & 3	No results posted. TD indicates that assessment should have been conducted in Fall 2013 or Fall 2014 or Spring 2014.
Russ 299	2 & 3	No results posted. TD indicates that assessment should have been conducted in Spring or Fall 2014.

Spanish

We don't have any data for this program from the previous SLO cycle, which was Fall 2009-Spring 2015, nor do we have any results posted to date in the current cycle. For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*). Moving forward, please note that for the purposes of continual improvement, we need to assess continually. It looks like most assessment activity has been postponed to later in the current cycle.

From: Ruth Navarro

Sent: Sunday, August 27, 2017 7:07 PM

To: Marsha Raybourn <Marsha.Raybourn@gcccd.edu>

Cc: Paul Vincent <Paul.Vincent@gcccd.edu>; Sonia GhattasSoliman <sonia.ghattasoliman@gcccd.edu>

Subject: Program Review Request

Dear Ms. Raybourn,

I am one of the writers for Program Review in the World Languages Department.

As outlined in the Program Review write checklist, I have been instructed to contact Instructional Operations to obtain an email from your office confirming the following:

- a) That course outlines are current in all of 8 programs, and
- b) That course additions or modifications have been submitted to the Curriculum Committee.

Your assistance in this matter will be truly appreciated.

I look forward to hearing from you.

Most sincerely,

Ruth F. Navarro

World Languages Department

Ruth, below are the lists of World Language courses that were submitted to the Curriculum Committee and approved by the Governing Board.

ARBC 120	May 2015
ARBC 121	May 2015
ARBC 122	May 2015
ARBC 123	May 2015
ARBC 148	May 2015
ARBC 196	December 2013
ARBC 220	May 2015
ARBC 221	May 2015
ARBC 250	May 2015
ARBC 251	May 2015

CHIN 120	May 2015
CHIN 121	May 2015
CHIN 220	May 2011
CHIN 221	May 2011
CHIN 250	May 2011
CHIN 251	May 2011

FREN 120	May 2014
FREN 121	May 2014
FREN 152	May 2008
FREN 196	December 2013
FREN 220	May 2014

FREN 221	May 2014
FREN 250	May 2014
FREN 251	May 2014

GERM 120	May 2014
GERM 121	May 2014
GERM 196	December 2013
GERM 220	May 2014
GERM 221	May 2014
GERM 250	May 2014
GERM 251	May 2014

ITAL 120	May 2014
ITAL 121	May 2014
ITAL 220	May 2014
ITAL 221	May 2014
ITAL 250	May 2014
ITAL 251	May 2014

JAPN 120	May 2014
JAPN 121	May 2014
JAPN 149	December 2012
JAPN 196	December 2013
JAPN 220	May 2014
JAPN 221	May 2014
JAPN 250	May 2014

JAPN 251	May 2014
----------	----------

RUSS 120	May 2015
RUSS 121	May 2015
RUSS 196	December 2013
RUSS 220	May 2015
RUSS 221	May 2015
RUSS 250	May 2015
RUSS 251	May 2015

SPAN 120	December 2013
SPAN 121	December 2013
SPAN 122	May 2012
SPAN 123	December 2013
SPAN 141	May 1999
SPAN 145	April 2006
SPAN 196	December 2013
SPAN 220	December 2013
SPAN 221	December 2013
SPAN 250	May 2014
SPAN 251	May 2014

Marsha

619-644-7153

From: MariaDenise Aceves
Sent: Friday, September 15, 2017 3:40 PM
To: Sonia GhattasSoliman <sonia.ghattassoliman@gcccd.edu>
Cc: Nate Scharff <Nate.Scharff@gcccd.edu>
Subject: World Languages Department Program Review - Re: Articulation

Hello Sonia,

In response to your request for articulation information, the World Languages Department at Grossmont College has well-articulated courses with UCSD, SDSU, CSUSM and others. The three aforementioned universities represent our local, public 4 year educational partners. Below are the current articulations for UCSD, SDSU and CSUSM. In the first column is the major at the university and the second column contains the information related to major preparation, course to course articulations. The graph for UCSD, below, contains links to the assist.org major preparation information as an example of how the information was collected for each university.

I would like to share that in the process of collecting the information for SDSU, I was informed by the Articulation Officer that Grossmont College is encouraged to submit Course Outlines of Record (COR) for Chinese and Russian language courses. Prior to submission, it would be important to ensure that CORs have been updated with any feedback from prior submissions and that CORs be current.

All of the courses in: Arabic, Chinese, French, German, Italian, Japanese, and Russian are CSU transferrable and for the most part also UC transferrable with the exception of the “Community Service Learning Experience” courses. Notations regarding CSU and UC transferability, as well as CSU General Education and IGETC designations can be found at the end of each course description in the Grossmont College Catalog. These notations are updated yearly, as necessary.

UCSD

Major at UCSD	“No Comparable Courses” in Major Preparation
Arabic, Linguistic Language Program	No course articulated for: LIAB 1A, 1AX, 1B, 1BX, 1C, 1CX, 1D, 1DX
Chinese	No course articulated for: Chinese 20 AN, BN, CN
Chinese	
Literatures in French	No course articulated for: LTFR 2A, 2B, 2C, 50
German	No course articulated for: LTGM 2A, 2B, 2C

Literatures in German	No course articulated for: LTGM 2A, 2B, 2C
Italian	No course articulated for: LTIT 2A, 2B, 50
Italian, Linguistic Language Program	No course articulated for: LTIT 1D, 1DX
Literatures in Italian	No course articulated for: LTIT 2A, 2B, 50
Japanese	No course articulated for: JAPN 20B, 20C
Russian	Course to course articulation for major preparation Russian language courses.
Literature: Russian Literature	Course to course articulation for major preparation Russian language courses.
Literature: Spanish & LA Lit	No course articulated for: 2A, 2B, 2C, 2D, 2E
International Studies: Literature	No course articulated for: LTSP 2A (Spanish)

SDSU

Major at SDSU	"No Comparable Courses" in Major Preparation
Arabic, International Business	Course to course articulation for major preparation Arabic language courses.
Chinese, International Business	No articulated courses
French	No comparable courses: FREN 201, 221
French, International Business	No comparable courses: FREN 201, 221
German	No comparable course: GERMN 202
German, International Business	No comparable course: GERMN 202
Italian, International Business	No comparable courses: ITAL 211, ITAL 212
Japanese, International Business	No articulated courses – per SDSU department (placement test required)
Russian, International	No articulated courses

Business	
Spanish	Course to course articulation for major preparation Spanish language courses.
Spanish, International Business	Course to course articulation for major preparation Spanish language courses.

CSUSM

Major/Department	"No Comparable Courses" in Major Preparation
Arabic	Course to course articulation for major preparation Arabic language courses.
Chinese	No courses articulated: CHIN 101, 102, 201
French	Course to course articulation for major preparation French language courses.
German	Course to course articulation for major preparation German language courses.
Japanese	No equivalent: JAPN 102B
Spanish	Course to course articulation for major preparation Spanish language courses.

Best regard,

Dee

M. Denise Aceves, MA Ed, MSW

Counselor & Interim Articulation Officer

Grossmont College

8800 Grossmont College Drive

El Cajon, CA 92020

Mariadenise.aceves@gcccd.edu

ACKNOWLEDGEMENTS

This was a collaborative effort of all full-time faculty of the World Language Department who contributed their understanding, dedication, and expertise to make this project possible.

The World Language Department respectfully submits the following responses to the Program Review Committee's follow-up questions.

1.

Can you please elaborate on the different characteristics of the audio-lingual versus communicative language approaches?

In a nutshell, the focus of the audio-lingual method is on drilling, repetition, and linguistic habit formation. Language learning is considered a mechanical skill. Under this language teaching method, students are expected to accurately mimic correct pronunciation and grammatical structures presented through recorded short dialogues. There is no room for spontaneous student creative output.

On the other hand, a communicative approach to language teaching is more holistic. The focus is on developing communicative competence. Instruction is designed to help the learner acquire structural, functional and sociolinguistic aspects of a language in order to communicate in a variety of social settings and circumstances. Language learning is developed and reinforced through a combination of traditional and task-based activities and assignments. Students are encouraged (and expected) to work, create, and communicate in the target language. Students have active roles in the classroom. They interact with other people, through pair and group work, and writing.

Can you provide commentary on the changing patterns of language courses in the last 20 years? For example, what world languages will be emerging in the next 20 years as critical to global citizens?

According to national and international government and business publications, Arabic, Chinese, French, German, Japanese, Portuguese, Russian, and Spanish are languages that are important for business in a globalized world. The MLA has identified Korean as an emerging language in the 20th century.

While teaching foreign language in the past focused on vocabulary building and memorization, the emphasis of language courses during the past 20 years has been on the communicative approach, on practical purposes and on real-life situations.

Following the contemporary trends and the ACTFL models, the World Language instructors have introduced multimedia and online assignments to their teaching. By adding audio, video, pictures and sound, technology, instructors contextualize language and add useful tools that stimulate real language and meaningful learning.

Besides equipping the students with communication skills, the World language Department looks to instilling familiarity, awareness and appreciation of other cultures. The development and the introduction of courses such as “The Arabic Culture”, “The French-speaking World” and the “Japanese World” allow the

Grossmont community to discover those cultures. These courses are taught in English.

The Secretary of Defense of the United States has also identified Arabic, Chinese, Japanese, and Russian, in addition to other less-commonly taught languages, as critical to U.S. national security.

In addition, since September 11, 2001, the need for quality Arabic services to the FBI, the CIA, the Department of Defense and the State Department, to name a few, has increased significantly and will continue to increase. According to these agencies and departments, the success of their missions is dependent on high quality language services. (We will elaborate on the rising demand of language needs in the “critical language” section.

Are there region-specific language offerings or needs?

Arabic and Spanish are considered region-specific language offerings that address community needs.

Modern Standard Arabic is the Arab World lingua franca. It is the formal Arabic of the media, the newspapers, books, articles, etc. We also offer Conversational Egyptian Arabic since it widely understood in the Arabic World, in addition to being the language prevalent in popular culture such as movies, television and songs. We offer a Certificate and an A.A in Arabic.

Spanish is one of the most studied languages in the United States, with more students than in all the other languages combined. We offer a Certificate of Achievement in all our Awards Programs, including Spanish, in which students gain cultural competencies, oral proficiency and specialized, professional knowledge of the language for careers in law, medicine, and other fields.

Is there a language that Grossmont offers that no other community college offers?

No, there is not. All the languages that are offered at Grossmont College are also offered at other colleges.

1.2

It appears that Italian and Chinese programs do not lead to a certificate, degree or transfer. What benefit do students get by taking these courses?

The question suggests that language programs are only valuable if they lead to certificates, degrees or transfers. According to research, language acquisition at any level is beneficial for many reasons. The American Council Federation On Teaching of Foreign Languages has compiled a list of research-based findings on how language learning supports academic achievement. Here are a few links to articles that focus on this aspect of language learning:

[Language learning correlates with higher academic achievement on standardized test measures.](#)

[Language learning is beneficial in the development of students' reading abilities. There is evidence that language learners transfer skills from one language to another.](#)

[There is a correlation between second language learning and increased linguistic awareness.](#)

[There is a correlation between language learning and students' ability to hypothesize in science.](#)

[Language learning can benefit all students.](#)

[Heritage learners who use their language skills to interpret and translate for family members experience higher academic performance and greater self-efficacy.](#)

[There is a correlation between language study and higher scores on the SAT and ACT Tests.](#)

[There is a correlation between high school foreign language study and higher academic performance at the college level.](#)

The mission of the World Language Department is to prepare students for academic success, to provide them with linguistic tools to succeed in a globalized world, and to encourage them to be lifelong learners. This is in keeping with the College's mission statement, which states, "Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities." Our extensive language course offerings afford students opportunities to discover and explore the beauty and the challenge of language studies, and to pursue their dream of learning a particular language for personal, academic, and for professional reasons. We have also developed courses to respond to interest from the community and to the College's need of additional FTES.

Why ITALIAN?

Why study Italian?

- *It satisfies the foreign language requirement to transfer to a 4-year institution.
- *It is requirement for a student who wants to pursue a major in Italian Studies.
- *Students who take Italian classes at Grossmont will most likely be taking other classes here too. Italian can be the course that brings them to our college.
- *Italian is an important language in the Arts. Our Italian classes are a great complement to courses offered in the Humanities, Art, Music, and Drama Departments.
- *Knowledge of Italian is considered essential as more and more businesses are going global.
- *In the fields of diplomacy and trade, the federal government needs qualified speakers of Italian.
- *Studies of Italian help students fully appreciate many aspects of Italian cultural heritage.
- *Learning Italian would help in learning other Romance languages like French, Portuguese, and Spanish.
- *Language studies can open new avenues of personal growth.
- *Second generation Italian students express interest in learning the family mother tongue in order to communicate with their family and their elders.

Why CHINESE?

- *Chinese is moving itself into a position to be the dominant world language and cultural force for the 21st Century.
 - *It satisfies the foreign language requirement to transfer to a 4-year institution.
 - *It is one of the languages identified by the Secretary of Defense as a critical language for U.S. national defense.
 - *It is also one of the top languages for business in a globalized world. China is one of the largest trading partners of the United States. Many U.S. companies do business in China and have long-term investments there.
- It is a requirement for a student who wishes to pursue a major in Chinese Studies.
- *Students who take Chinese classes at Grossmont will most likely take other classes here too. Chinese can be the course that brings them to our college.
 - *Studies of the Chinese language help students fully appreciate many aspects of China's rich cultural heritage.
 - *Chinese heritage is part of California's culturally diverse history.

For many students, language learning is not just fulfilling a G.E. requirement. Many of our students know that languages are valuable assets to have in today's competitive and global society for personal and professional reasons. Bilingual employees' bonuses and higher salaries are many times given by business if workers bring language skills to the table.

The World Language Department believes that giving our students choices in the languages they want to explore and study is a part of our academic mission as a

department and as an institution. Denying students a choice in the courses they want to take is a real disservice to them because our institution would be making the attainment of their goals more difficult. These students could very well choose to go to other colleges where Italian and Chinese are offered because students recognize that other colleges place greater value on supporting their academic needs, dreams, aspirations, and the overall achievement of their full potential.

2.1

We don't see any mention of deleted courses in this section. Are there courses with low enrollment that warrant deletion?

If by “deleted” courses, you mean courses removed from the schedule of course offerings at the front end, over the past year, the World Language Department has seen the need to reduce sections in its language programs in order to make them more productive. This reduction applies a balanced approach that begins with our largest program, Spanish, which can absorb most of the changes without affecting the overall integrity of the program. This approach also serves to protect the integrity of our smaller programs, such as Chinese, Italian, and Russian, while maintaining the integrity of French and German that have depended on the strength of our stronger, mid-sized programs of Arabic and Japanese. For this purpose, Spanish has seen the removal of ten courses over the past two semesters, and will absorb one or two removals more this coming FALL 2018 semester. Since courses in foreign languages are offered in a pyramid structure, if too many courses at the base are removed, the integrity of the whole program risks tumbling down like a house of cards. Thus, a balanced approach to course removals is essential to maintaining the integrity of our programs.

We want to understand your curricular changes. Can you please provide specifics on what changes were made (modifications, updates, deletions, and provide some rationale why these changes were made? Please refer to any data you evaluated to support changes.

In Arabic, French, German, Italian, Japanese, and Russian the coordinators have carefully selected up-to-date textbooks for all those languages' courses. In addition to helping students develop their language skills, these texts introduce them to a variety of expressive forms such as poetry, fiction, cartoons, humor, youth dialect, and language variants. Video clips familiarize the students with different aspects of the peoples' lives, activities, traditions, concepts, values, etc. Furthermore, the students become familiar with the famous names in art, sports, politics, cinema, and music of those countries.

In the French Program, the coordinator has reinstated the French culture course “The French-speaking World” as a requirement for the French certificate and the A.A. degree to replace History 106 and Humanities 120 (2017). In addition, it is an interdisciplinary course offered by the Cross-Cultural Studies Program.

In Arabic, Dr. Sonia Ghattas-Soliman developed two language courses: Arabic for the Arabic-speaker I and Arabic for the Arabic-speaker II (2011). These courses are designed to provide the bilingual speaker with the linguistic and learning skills required to communicate effectively in both Arabic and English.

Dr. Ghattas-Soliman has also developed a course of Arabic culture entitled: "Language, Culture and Literature of the Arab World" (2014). The course introduces the student to the peoples of the Arab World's customs, traditions and social institutions while distinguishing between local customs, practices, values, ways of life and religious doctrines. It enhances the familiarity of the student with the art, literature, music and cinema of the Arab World as well.

Additional information:

GERMAN PROGRAM

1. Curriculum changes were made with every edition of our former text book Treffpunkt Deutsch. Within the last 6 years, foreign language teaching in general moved towards more student participation, interaction and the goal of communicative competence. Therefore, the instructors provided more interactive exercises, e.g. role-plays, simulations, games and holistic exercises --learning not just with your head but also with your heart and on your feet!

The other trend had been the change towards more computer technology in the classroom. The use of online exercises as well as YouTube for cultural information has increased tremendously. In addition, German instructors have been using new online game platforms, such as *Kahoot* and *Quizlet*, and creating class games and vocab reviews on them.

Professional development has included local and national foreign language conferences, workshops, networking with other colleges, a workshop series on teaching foreign languages at our own World Languages Department (2017) as well as training sessions during professional development week at the beginning of every semester.

2. In the spring of 2017, we acquired a new book with an up-to-date online program, which includes free learning tools for the students. We have had our last book Treffpunkt Deutsch for 27 years and now have switched to a brand-new book called Welten by Cengage (1st ed., 2016). Since Spring 2017, we have been gradually introducing this new textbook in German I & II (German 120 and 121). German III students (220) have started using it in Spring 2018.

Here are some reasons for the textbook change:

- a. The previous textbook, although effective, had been partly outdated in regards to cultural information, grammar explanations and learning approach.
- b. More engaging, modern, and level-appropriate reading texts and exercises as well as writing prompts were needed.
- c. The book lacked a modern online program with free additional online resources for the students.

All instructors have had training sessions with the book rep and the program coordinator during professional development week and in private meetings.

3. With the introduction of this new book, the German program has been producing new tests, practice tests and final exams for levels 1 through 3. These tests offer modern and culturally and methodologically relevant reading, writing, listening components, which correspond to the new book.

4. In Fall 2017, we also introduced new oral final exams for each course level and implemented oral cultural presentations for each student in each of our courses.

5. The German Program set up a Google drive folder for teaching resources divided up into class levels and book chapters. This is a sharing tool for all instructors with worksheets, games, cultural information, all tests for each of the book chapters and the syllabus. It has become a very successful and up-to-date curriculum resource for all German instructors. It is especially useful for new instructors, since everyone continually add to this Google drive folder.

6. For Fall 2017, we were successful in changing the starting times for German 120 (3180) TTH from 8:30 am to 11:00 am. As a result, enrollment went up in the same class on MW. The 11 am class then saw an increase of 7 students (from 16 students in the spring to 23 students in the fall after the change).

7. Starting Spring 2016, the German program has been able to offer every year an almost free study abroad opportunity to 4 selected students, which is paid 80% to 90% by the Checkpoint Charlie Foundation Berlin, Germany. This year will be the third time that we will be able to send students to Berlin/Germany for a 4-week program which includes an internship (4 half days a week) at a German company, 20 hours a week of language school, 5 cultural excursions, and a stay with a German host family.

We now see an increase of enrollment in our German Conversation Classes as well as German 4 (22 students of 25 CAP this semester!), which also relates to the study abroad opportunity since students have a higher chance of being chosen for the scholarship if they finish these classes. All four scholarship students are enrolled in these 2 classes. The enrollment increase in these higher classes also benefits the number of Associate Degrees and Certificate of Achievement in German.

In Fall 2016, we introduced 15 to 30-minute Power-point presentations of our 4 returning Checkpoint Charlie Study Abroad scholarship students in every class. These presentations have been successful in providing information about job opportunities in German speaking countries, first-hand survival techniques in a foreign country, cultural differences between the US and German speaking countries, and general reasons/goals for studying the language.

8. Outreach activities by the German program have been strong during the last six years but have increased even more since Spring 2017. In addition to regular extensive advertisement to counselors and foreign language chairs at district high schools and Grossmont College events, the German program now has advertisement stands and student volunteers at more events at GC and local community events, such as the German Film Festival, the Oktoberfest, city fairs, etc. A Facebook page for our program is in the works.

9. Since Spring 2017, the curriculum has been updated to present a motivating, effective and relevant continuation of German III (220), which now uses our new book. Two full-length German films, several video-clips and current content have been added as well as a new topic "Social Media in German speaking countries—pros and cons" to relate to students' interests.

JAPANESE PROGRAM:

In Japanese 250 & 251, we changed the textbook to a newly developed textbook Marugoto by the Japan Foundation. It is based on the Japan Foundation Standard, which is derived from the CERF, the European standard for grading an individual's language proficiency. Each chapter is based on Japan Foundation's "Can-do" levels that put emphasis on communicative tasks. Marugoto has been used to teach Japanese from the novice level to the advance intermediate level at the Japan Foundation in 21 countries. The Japan Foundation developed the website for both students and teachers.

RUSSIAN PROGRAM

In 2013, The Russian program switched to the Russian textbook Golosa. The instructors decided that this book was more modern, and the materials were presented easier and more interestingly than the previous text. The new book has a modern online learning program with a lot of additional online resources for students. This addressed the trend towards more computer technology in the classroom.

The instructors then developed new tests, practice tests and final exams for Russian levels I through III, which they have been adapting every year to address students' needs. They also have been creating a lot of extra interactive materials such as: dialogues, games, role-plays, etc. that they share among each other.

Outreach activities by the Russian program have been increased the last several semesters. The Russian program now has advertisement stands and student volunteers at more events at GC and a few local events. Russian cultural events with typical food, songs, dances and videos have been organized every semester. Besides learning about Russian culture, these events offer students the opportunity to practice their oral language skills.

Conversation Russian I & II was reintroduced to the schedule in 2013/14 creating opportunities for Russian students to graduate with A.A. Degrees in Russian.

Russian III and IV are now using more authentic materials, such as YouTube videos and full-length films. Also, *Duolingo* and *Memrise* online game platforms have been introduced to students during the last years. Students are excited to practice with these free resources at home to reinforce the material learned in class. In recent semesters, reading short stories and novels in addition to textbook materials was introduced to students in Russian III/IV and Russian Conversation I and II. Students are now able to read Russian stories according to their reading levels and increase comprehensible input (CI).

The current Russian III/IV instructor has been trained with the TPRS (Total Physical Response System) method, which focuses on comprehensible input (CI). Formal and informal assessments are given to students throughout the course to modify and focus instruction on what students need to know and do in the target language to achieve communicative competence.

SPANISH PROGRAM:

Early during the previous Program Review cycle, full-time Spanish instructors met to determine which lessons would be considered essential in Spanish III. The textbook offered way too much material for one semester. Spanish instructors teaching these courses decided that the best way to trim down the breadth of the course was to take into consideration the frequency of the grammatical structures presented in Chapters 12, 13, 14, 15, 16, 17 & 18. Higher frequency grammatical structures were considered essential to Spanish 220; lower frequency grammatical structures were not. We also decided that Spanish III teachers should have the freedom to “add back” additional vocabulary, cultural topics or grammar structures if there was student interest and class time to cover them.

The Spanish Program has made the transition from paper-and-pencil homework to online homework with auto-grading and immediate student feedback on a wide-range of grammar, listening and reading activities.

2.5

It appears the course retention and success in Spanish 120 level courses are below the college targets. What is your department doing to address this pattern and what is your plan to improve student success in 120?

As stated before, retention, success and persistence of beginning students enrolling in lower-level 5-unit courses (i.e., Spanish 120) are affected by multiple factors. Students are challenged by the rigor, the intensity, and study-skills needed for success in foreign languages. The pressures of maintaining a high GPA, committing early on to defined college pathways, academic goals and objectives, and challenging life situations affect the completion rates –all these contribute to lower retention at the first level course.

Instructors support their students' learning by providing tips on how to effectively and efficiently study a foreign language. Students are referred to the Tutoring Center, and ARC if there are issues with learning disabilities. Students are also encouraged to form study groups, and to contact instructors in person, via telephone or email whenever they have questions and/or need guidance. Full-time instructors include office hours in their syllabi should students be interested in meeting one-on-one. Office hours for all full-time instructors are posted outside the World Language Department as well as outside instructors' offices.

Faculty in all of our language programs will continue motivating students to engage with the language in meaningful ways, will give them positive reinforcement and feedback, will refer them to tutoring. Spanish instructors will encourage students to take advantage of office hours, to maximize the use of open source language online resources to support their learning, to form study groups, and to apply different studying techniques and strategies when practicing each of the four basic language skills we teach in our courses: listening, speaking, reading, and writing.

2.6

Can you please provide more specific supporting rationale for no online courses? Do you have any supporting data (success rates, etc.) for not teaching these courses online? Are other community colleges teaching these courses online?

Research studies show that online courses have lower success rates than traditional face-to-face classes. Also research has shown that community college students taking online courses are less likely to finish, pass and get a high grade. This is a real concern to us. As pointed out in the answer in 2.5, entry-level language classes in general have lower-success rates. If you add to this the lower success rates of online classes in general, we might end up with counterproductive results if courses are taught online. Lower success rates in online classes can potentially affect the overall retention and success rates of the department.

Several years ago, Cuyamaca College started offering online Spanish courses, but discontinued them because of low-success rates. Recently, our sister college began offering hybrid courses in Spanish: One section of Span 120 (W 12:30pm to 3:20PM) and one section of Span 121 (TH 6pm to 8:50pm). As of 2/10/18, the Span 120 hybrid course had 29 students enrolled; the Span 121 hybrid class had only 18 students enrolled.

Should Cuyamaca have success with their hybrid offerings, we will reexamine the issue of online courses.

Why is the department assuming the ‘popular hours’ of M-TH 8-1 are best for students? How do you determine student scheduling needs?

Traditionally, this has been the case, as evidenced in survey data from past Program Reviews and empirical evidence. Semester after semester, classes offered in the morning fill more quickly and have waitlists. Enrollment patterns from past semesters have shown us which classes filled first, which classes filled completely, and which classes have waitlists. We determine scheduling needs from these past patterns.

2.6

How do Grossmont students do at passing proficiency exams in order to transfer, even if evidence is only anecdotal?

We do not even have anecdotal information. During the past few years, the Counseling Department has requested that we give native-speaker students who are transferring to the UC system a Spanish proficiency exam to meet a UC foreign language requirement. We have refrained from offering this option to students, because, one, we do not have a formal process in place for meeting this goal, and also, we place a higher value on the educational experience for students of completing our Spanish for Native Speaker courses.

3.1

We understand your challenges with your SLO data. However, we believe the department can still analyze the results for the years you do have assessment data. This analysis can be done independent of Trac Dat. What is prohibiting you from analyzing the data you do have?

All SLO assessments have been conducted during this Program Review cycle and all results have been submitted and filed electronically. The coordinators, Dr. Sonia Ghattas-Soliman of Arabic, French and Italian, Johannes Bruestle of German and Russian, and Paul Vincent of Chinese, Japanese, and Spanish, have administered all the SLOs assessments and provided the analysis and the results either on Blackboard, TracDat, or electronic filing whenever was requested for each of their respective programs.

When it comes to the analysis of the data, the instructors of the World Language see it is a continuous process they deal with regularly in the classroom.

Therefore, they correct, clarify, change or replace any erroneous linguistic or grammatical element in the way of students' learning, at that particular time. Since language is a continuous process whose parts are vital to linguistic competence, any error needs to be corrected without delay.

As an example, if an instructor asked the students to describe their "Future Dream Home" and they did not use the appropriate terms, idioms or tense, he/she will have to re-introduce the vocabulary using a more accessible or appealing way. In addition, since in Arabic, the future is formed after the present tense, they will go back to the present tense and explain it, one more time, in a simpler way.

If, for instance, at the end of the semester, the instructor is asked to assess the students' performance, these items would not be part of either the assessment or the analysis since he would have already taken care of the students' errors at that particular time.

However, the instructor will give the same assignment, one more time, and listen to the students' presentations to make sure they used the appropriate vocabulary and the proper tense.

3.2 Clarification:

It is customary for language programs to understand and refer to "performance indicators, benchmarks & 'exist skills'" as student learning outcomes (slos). What the department meant when we stated that our SLOs were mapped to ISLO, we meant to say that our "benchmarks and exist skills" are mapped to our PSLO. The World Language Department has always been engaged in the "slo" assessment process way before the "PSLO" paradigm was implemented. This has been done formally and informally; it has been done on an individual basis as well as at a

program level. Our students cannot pass a class or succeed in subsequent language courses without meeting the benchmarks set for each course.

3.2/3.3

There appears to be lack of consistent engagement in the SLO process. There is little evidence of a systematic analysis of results and using those results to make changes to instruction etc. Can you please provide more specific examples of using SLO results to make changes to instruction?

ARABIC

In an Arabic 220 Speaking SLO, we adopted the following recommendations:

1. Provide the students with a checklist to help them determine which aspect of their presentation needs improvements.
2. Create in-class assignments to help students improve their speaking abilities
3. Show additional video clips to help the students with their oral presentations techniques.

GERMAN

The SLO assessments for German I-IV did not suggest any changes necessary. In all German SLO assessments students exceeded the benchmark goal of 70%. The students are acquiring skills appropriate to plan and our program is preparing students according to SLO expectations and beyond in all skill areas.

However, these changes were made:

In an SLO assessment in Reading Comprehension, 25 of 28 German III (220) students passed the benchmark of 70%, it is the goal of the German program to increase text comprehension skills in all students. Therefore, we adopted a book (see section 2.1) that offers more appropriate reading material as well as more reading comprehension exercises for our learners.

We also incorporated some reading comprehension questions that are in English to assure understanding of more difficult questions.

JAPANESE

The Japanese Program started focusing on more intercultural understanding in order to deepen students' understanding about Japanese life and culture. For acquiring 3 levels of honorific forms in the formal situation, the students need to understand the social hierarchy. Instructors are now using more authentic media to understand real life situations. In order to accomplish the goal, instructors offer task-based activities so that the learners have actual hands on experience on these social based language usages.

RUSSIAN

The SLO assessments for Russian I-IV did not suggest any changes necessary. In all Russian SLO assessments students exceeded the benchmark goal of 70%. The students are acquiring skills appropriate to plan and the Russian program is preparing students according to SLO expectations and beyond in all skill areas.

However, these changes were made:

Although the SLO assessment in “speaking” in fall 2017 showed that students passed the benchmark of 70%, the Russian instructors’ goal is to raise the grade of the next SLO assessment for all students. Therefore, they decided to include even more speaking exercises, such as dialogues and role-plays, starting this Spring 2018 semester.

SPANISH

In all SLO assessments in Spanish, students have met our benchmarks (70%). Therefore, the SLO did not suggest any necessary changes. SLOs will continue to be assessed regularly according to the 5-year plan in all languages, and any changes necessary will continue to be implemented accordingly.

3.4

Can you provide specific examples to support your claims that modifications have been done based on using data from assessment work?

In addition to the information provided above, we would like to add that test and (online) homework results (& analytics) are assessment data instructors use to make adjustments and modifications to their teaching and course materials on an ongoing basis. This is part and parcel of language teaching. Changes to the curriculum many times precede SLO assessment. To improve learning and outcomes, individual instructors make necessary adjustments and modifications to their instruction based on the results of assessments they conduct in their individual classes.

Foreign language curriculum has always relied on performance indicators to measure proficiency levels in the target languages. Our assessments are carefully designed to test listening, speaking, reading and writing, in addition to cultural literacy skills. When students do poorly in one area, the instructor conducts a reassessment. Again, this is standard practice in language teaching. Why? Because instructors need to make sure that students are ready to move on to the next lesson, and be prepared for the next course level.

The rationale behind having standardized quizzes, exams, and textbooks is so we can all be “on the same page.” Modifications to these evaluations and teaching tools are always done in consultation with other instructors.

Each language program is responsible for updating and creating exams that are added to our pool of exams. Approximately, several semesters ago, the Spanish

Program began updating the standardized exams for Spanish 120, 121, and 220. We shall begin the process of reviewing exams and quizzes for Span 120 again very soon since this is and should be an ongoing process. This will be an opportunity to bring in formal SLO assessments to inform any changes we make.

Oral Proficiency rubrics are used in each language program to make sure that instructors are evaluating students' oral presentations and exams in a standardized fashion.

3.5

Can you provide specific examples to support your claims in this section?

Based on the information that we have provided above, the overall retention and success rates of our language programs, and the many departmental accomplishments, are evidence that the World Language Department has been successful throughout the years in sustaining the improvement of our courses and course sequences through consistent formal (SLO reports/ department & program meetings) and informal (individual/ in-class) assessment and analysis.

However, we are very well aware that the continuous erosion of the World Language full-time faculty base will continue to remove essential elements from a historical coherent and effective department carrying out its myriad duties.

4.2

Why do you feel your classrooms are too small? Are they at/or close to full capacity (or close to)? Is this in response to how many students are in the class?

The question misstates the information provided in the document itself where we said, "some classrooms are too small." The specific example given was building 31, room 362, which is now closed for remodeling.

4.3

Has your department done any survey work to find out when students --many international-- want to take classes?

Yes. The last two Program Reviews did incorporate student surveys in which students were asked when they wanted to take classes. This component was eliminated in the current program review structure.

Can students get credit for both courses if they wanted (or is it one or the other? In tied course, students can get credit for both courses.

In tied courses, students receive credit for one course only. Students enrolled in French 220 will receive credit for 220 while students of 221 will receive credit for 221.

How is it determined which language will “qualify” to be offered as a tied course?

Low-enrollment is the factor that determines what courses are tied. Without tied course, we could not offer the courses that students need.

If the courses were not offered every semester, some students would have to wait for a whole year before graduating or receiving a certificate in French.

4.4

The committee is unclear what you are asking for here...computers in classroom or in faculty offices? What type of presentations are not being adequately supported with existing technology?

The computers in most classrooms we use have been upgraded just recently. This is no longer an issue. However, it would be beneficial if instructors had access to laser-pointers and smart whiteboards to further enhance teaching and learning.

5.1

Your efficiency table in section 8 provide enrollment data. Please analyze these tables and provide some commentary on your findings. For example, total enrollment in the department has decreased by 30% during the review period, but course seats have only decreased 20%.

The 30% decrease in enrollment is a reflection of several factors: a) a national decline in college enrollment, b) fewer high-school students in our local area, and c) higher enrollment in local for-profit college and universities taking potential students from us.

There is no heading called “course seats” so it is unclear which data the Committee is referring to. However, if you are asking why we have not decreased the number of sections in lockstep with the decreased in the number of students it is because of the pyramid nature of language classes.

Because of the pyramid nature of foreign languages classes, it takes a certain number of entry-level classes to fill the second-level classes in the following semester. It takes a certain number of second-level classes in one semester to fill the third-level classes in the following semester. For example:

Nighttime Spanish students currently have one section of Spanish III they can take to successfully transfer to universities, complete AA degrees or Certificates of Achievement. But to be able to offer that one nighttime Spanish III class, we had to offer two sections of nighttime Spanish II the previous semester. To be able to offer

those two nighttime Spanish II classes, we had to offer at least three nighttime Spanish I classes the previous semester.

Any reduction among courses offered in the nighttime Spanish Program could cause this pyramid structure to collapse.

It is huge disservice to nighttime students if we only offer Spanish I and II in the evening. Without nighttime Spanish III, they cannot complete their foreign language requirement, earn an A.A. Degree or a Certificate of Achievement.

Therefore, despite the possible low-enrollment in the one nighttime Spanish III class in the above example, nighttime students need it to successfully transfer, to earn an AA degree or a Certificate of Achievement. In foreign language classes, one cannot go by the % fill if one wishes to have a complete program. And without a complete program, the number of AA degrees, Certificates of Achievement, and successful transfers to universities would decrease. Consequently, the overall student enrollment would decrease too.

5.2

If young students are enrolling in high rates in Spanish, are we adding sections to the Spanish program at a commensurate rate vs other languages? Why or why not?

Adding and removing sections from our language programs are tasks initiated by the language program coordinators. We know our programs best; however, final approval of removals or additions is within the purview of the dean. Currently, enrollments are down in all language programs. Therefore, we have been removing sections from the schedule, not adding. In 2015, there was an administrative attempt to recapture FTES. However, many of the sections that were added, had to be cancelled later because they were not meeting the college's accepted levels of productivity.

Why do you think there are so many 50+ enrolling in Arabic? What's the ethnicity of the 50+ students?

Grossmont College gives the opportunity to all students to enroll in courses of their choice, regardless of their ages or their ethnic groups. For those students, starting new lives, in a new country whose language and culture are very different from theirs, can be a daunting experience. Therefore, attending courses of Arabic is, for students of Arabic heritage, a way of being in touch with the exterior world in a reassuring and an uplifting atmosphere, while familiarizing themselves with their new lives.

When it comes to the age and the ethnic group of those students, they are unknown to us since, according to their culture, asking them would be offensive.

What are your plans for addressing success gaps in Spanish with black students?

As stated on page 38, the Department of World Languages values and promotes student diversity. Therefore, we treat all students fairly and equally. Each student is provided with a class syllabus, which includes information about on-campus services for students such as the Tutoring Center, and ARC. Many of our instructors also rely on the services provided by the Testing and Assessment Center. Instructors also support their students' learning by providing tips on how to effectively and efficiently study a foreign language. In some cases, students have been transferred from one class section to another to better accommodate their learning style and their class scheduling needs.

In addition to providing high quality instruction to all of our students and treating them fairly and in an equitable manner, our faculty strive to foster student's motivation and to help each student develop the language skills each of them need to succeed in our courses. The methodology in our classes is student-centered. This allows instructors to get to know their students better, to connect with them in meaningful ways, to make the course material relevant, and to provide students opportunities to take learning outside class and to enjoy enriching cultural experiences through direct classroom instruction, on-campus and off-campus cultural activities.

We believe that improving success among African American students needs to be a college-wide initiative, and part of our National educational agenda.

The San Diego Community College District has on their webpage information about what the district is doing to address the success challenges of men of color. The World Language Department would like to suggest that Grossmont College follows their example, and that we turn this issue into a campus-wide priority.

Here is an excerpt of a February 2, 2018 article that the San Diego Community College District just published on their *Newscenter* website:

Mesa College is almost halfway into a five-year project with the Center for Urban Education and the Community College Equity Assessment Lab (formerly the Minority Male Community College Collaborative) that to date has focused on collecting baseline data and is now turning toward interventions such as training sessions and addressing the inequities in remedial education. Other efforts include a Teaching Men of Color Workshop series for faculty and staff, and a nationally broadcast course called Black Minds Matters – A Focus on Black Boys and Men in Education.

Elsewhere, Continuing Education opened its fall 2017 semester with a convocation in which supporting men of color took center stage, and City, Mesa, and Miramar colleges all have programs such as Umoja and PUENTE to provide academic and counseling services and a

stronger sense of community among African-American and Latino students. What's more, the District works with historically black colleges and universities (HBCU), institutions established before 1964 whose principal mission was, and is, the education of black Americans, as it strives to open greater opportunities for men of color.

Following San Diego Community College District's example in this area will be a great service to our students of color and to the campus as a whole.

Success rates for Italian are quite low. Why do you think this is?

We respectfully believe that there are too many variables to accurately answer this question. Without sufficient data, any answer we could provide to the Program Review Committee would be highly speculative.

Referring to the trends provided by the data liaison, what do they mean to you? How will your findings influence planning and modifications of current course offerings?

Lower trends in student enrollment combined with recent administrative expectations for productivity equate to a contraction of all our language programs. This is the only way our Language Programs can increase productivity while maintaining their integrity and the integrity of the World Language Department as a whole.

5.3

The committee would like to recognize your efforts with your Community Service Learning Projects. Can you provide some details on what Grossmont students actually do in these settings?

Students participating in CSLE receive one-unit of credit for 60 hours of community service during each semester.

CSLE advisors find sites in the community where students will benefit most from doing community work. CSLE advisors make sure that students are responsible and committed to the sites where they are placed. CSLE provides great opportunities for students to be productive members of their community and to practice their language skills.

Can you please provide more details on Community Service Projects/Activities for Arabic, German, Japanese & Russian?

CSLE - ARABIC

Arabic 196: Community Service Learning is not required to receive a Certificate of Achievement or an A.A. Degree.

Students interested in the Community Service Learning enroll in a 1 unit course and volunteer to complete 60 hours in a given institution, school or a non-profit organization. Students are usually placed in organizations or institutions according to their major or their future career.

Upon approval from the department and of the organization where the community service takes place, students submit their availability and start reporting to work accordingly. The site where the community service is carried out is responsible for the students' timesheet and for evaluating them at the end of the semester. CSLE coordinators conduct site visitations twice during the semester to evaluate the performance of each CSLE student. A student's final grade is based on the quality of the community service provided.

In the Fall 2017, 4 students enrolled in the Community Service Learning course. They were placed in the following organizations and schools.

1. International Rescue Committee (2 students): One student helped with interpretation; one student helped the refugees working on their resume and looking for jobs online.
2. Anza Elementary School, El Cajon: One student served as teacher assistant to a second grade school teacher.
3. Carlton Hills Elementary School, Santee: One student served as a teacher assistant to a 4th grade school teacher.

All volunteers completed their 60 hours. Their supervisors were very satisfied of their work. They complimented them for their work ethic. One student was offered a part-time job in a school. Each student received an "A" as a final grade in the course.

CSLE - GERMAN

German students have been doing their community service at:

The German American Societies of San Diego (helping with the planning of events, such as German Carnival, Christmas event, etc.; serving, selling food, being a cashier, etc. at the annual Oktoberfest).

The German Film Festival of San Diego "German Currents" (only in the Fall semester; guiding guests to their seats, serving food, helping with check -in, etc.).

The Albert Einstein Academies Charter School (half Immersion school-German and English; assisting the teacher, speaking German with students, correcting German homework, etc.).

The German Theater Group San Diego (produces only German language plays; students are completely immersed in the language; they take on small roles and

assist on -and backstage).

German Program at GC (as assistants in our German 1, 2 and Conversation classes, helping with group work, individual students needing help, etc.).

A German company (different tasks available where knowledge of the language is needed).

CSLE - JAPANESE

This semester, Japanese 196 students will volunteer at San Diego Japanese School where they will help teachers with classroom activities. At the this school, CSLE Students interact with other students, learn to design lesson plans and prepare class activities.

A second site for CSLE Japanese students is the Japanese Friendship Garden at Balboa Park where the student will partake in cultural activities and assist with the elaboration of summer camp activities and art projects.

CSLE - RUSSIAN

The Community Service Learning course (196) has not been offered for lack of student interest.

CSLE - SPANISH

Last semester, CSLE Spanish Students were placed at Heritage Elementary School and Balboa Middle School where the students assisted the classroom teacher developing class materials and helped students with daily classroom chores and assignments. These hands-on activities and types of classroom projects provide CSLE students the experience of a classroom setting.

Other students were placed assisting Grossmont College Instructors as teacher's assistants. In this scenario students assisted with classroom management, grading assignments and class projects.

When was the last time your department offered a workshop at Flex Week?

The World Language Department offered a workshop on Blackboard in the FALL 2016 semester, and more recently we offered language specific workshops on Canvas to train our instructors in this new Learning Management System. These workshops were open to the whole campus and were attended by faculty from other disciplines.

The Arabic Program has presented the following workshops during Flex Week:

1. "Amreeka" (Film/ Discussion)

August 15, 2012

Presenter: Dr. Sonia Ghattas-Soliman (Arabic Language)

The story of a Palestinian immigrant and her teenage son caught between their heritage and their new life in a small town in Illinois.

Followed by Q & A session

2. Egypt, Iraq and Syria Explained

August 12, 2014

Presenters: Dr. Sonia Ghattas-Soliman (Arabic Language) and Jiryas Haddad (Arabic Language)

The presenters denounced the terrorists' organizations and ambitions while shedding light on Egypt, Iraq and Syria's fight against the enemy that threatens their nations' freedom and stability.

3. Getting to Know our Arabic-speaking Students

August 13, 2015

Presenter: Dr. Sonia Ghattas-Soliman (Arabic Language)

The goal of this workshop is to provide the faculty with additional information on the language, ideologies and traditions of the students of the Arab World.

4. Getting to Know the Arabic Speaking Student (By Faculty Request)

August 17, 2016

Presenter: Dr. Sonia Ghattas-Soliman (Arabic Language)

The presenter examines the ways in which culture influences the daily interactions that occur in the classroom.

5.3

You mention your department website. How has your website been effective in engaging new students? What aspects do you feel were more effective?

Regretfully, we have no hard data at this point to offer to the Program Review Committee. The way we used to find out this information was through the Student Survey, which was part of earlier Program Reviews.

5.3

How much do textbooks cost --on average -- for your courses? You mention the online resources offered by publisher are free? The online resources are included with book, do these books have an additional fee for online content access? Do you allow for used textbooks?

ARABIC:

The cost of Arabic textbooks is reasonable.

Arabic Letters and Sounds: \$75.95 with online access for one semester.

First and Second Years: \$95.95 with online access for 18 months

The Conversation text: \$60.00 with online access

The Arabic culture text: \$20.00

FRENCH:

First and 2nd Year: \$198.00 with 12 months online access

Conversation:

GERMAN:

Our new textbook and workbook is sold as a bundle for \$131.00. It includes the book and online access code to the workbook as well as a lot of other resources, such as practice tests, games, pronunciation exercises, cultural videos, etc. for 24 months. The book covers the first three semesters of German.

The book, I believe, can be bought used but students must buy an access code for the online part to fully participate in our classes.

German Conversation and German IV only use a list of optional paid and free resources, including websites and streaming sites (German news, grammar explanations and games, video series, Blogs, YouTube videos, etc.) as well as supplementary novels/short stories and grammar review books.

All German students have free access to the highly recommended website *Deutsche Welle* : www.dw.de that offers all the resources mentioned above.

ITALIAN:

1st and 2nd semester: \$145.with online access

However, the instructors of Italian have decided to buy the text only and use free outside sites for the students' assignments so they would not have to pay a large sum.

JAPANESE:

Genki Vol. 1 (Japanese 120-121)

\$23.50 (rent)- \$50.00(purchase)

Genki Vol. 1 Workbook

\$24.00

Genki Vol.2 (Japanese 220-221)

\$25.15 (rent)- \$53.55(Purchase)

Genki Vol.2 Workbook

\$25.70

Are online resources offered by publisher free?

Yes, there is a publisher's website with some self-study materials.

Are the online resources included with book, or do these books have an additional fee for online content access? Do you allow for used textbooks?

No. We don't allow the students to use the digital books. There is no fee for online content access.

RUSSIAN:

The cost for the Russian I – III textbook Golosa is \$ 147.00. Many students rent the book with Amazon for \$24.00 per semester. The Russian program allows used copies of the textbook; they cost approximately \$97.00 for 3 semesters. Students must buy the workbook separately for \$105.00 at Amazon or at the Grossmont College bookstore. Resources, such as listening comprehension exercises from the book, are offered by the publisher for free online.

For Russian III/IV and Russian Conversation I & II, New Goudini, a series of novels and short stories by Pauvre Anne and Rasskaz-Provokatsiya, can be bought online and cost between \$6.00-20.00.

SPANISH:

The students have four (4) purchase textbook options:

- a. Loose-leaf format with WebSam (one semester) and 6-month access code to Supersite: \$98 plus tax.
- b. Loose-leaf format with WebSam (three semesters) with 2-year access code to Supersite: 178.00 plus tax.
- c. Vtext with WebSam (three semesters) with 2-year access code to Supersite: \$150
- d. Hardcover textbook (three semesters) with 2-year access code to Supersite: \$285.50 plus tax.

In Spanish, used books are not the best option for students since the access code is expensive if bought separately.

5.6

Degrees and certificate for French and Russian are low. What is your department plan to address the low number of degrees and certificates for French and Russian?

The French and Russian Programs will continue to promote the A.A. Degrees in these languages. Dr. Ghattas-Soliman suggested that the language coordinator for each of these programs visit class sections in these languages to encourage students to get A.A. Degrees or COA.

Many students were not aware of the COA or the A.A. degree. Starting last fall, Dr. Ghattas-Soliman began visiting the French classes and informing the students about both the Certificate of Achievement and the A.A. Degree in French.

7.

How has your faculty's accomplishments and participation in committees impacted students / student success / student outcomes?

Despite the lack of hard data on how our faculty's accomplishments and participation in committees have impacted students, students success, and student outcomes, there is abundant research that shows how accomplished and engaged teachers at all levels of the educational spectrum can have a positive impact on student achievement.

Accomplished teachers served as role models to peers as well as to students. Their accomplishments are a reflection of their commitment and passion as individuals, as professionals, and citizens.

When faculty members participate in discipline specific conferences, they acquire new and important knowledge / best practices they can share with other colleagues and/or that they can apply in their teaching.

When they participate in committee work, they network with other colleagues to work on common projects to create a better and stronger institution where students can thrive and succeed.

8.

Can you address the efficiency issues evident in the data? For example, what have you done to manage course offerings? What is your department doing to increase fill percentages across all programs (effective enrollment management)? For example, the Russian program has fill rate of 75.5%.

Spanish has removed ten sections over the past two semesters in order to improve efficiency, and balance the needs of lower productivity in our smaller language programs.

The World Language Department is aware of the need to self-correct the way courses are scheduled in all our language programs in order to effectively manage our overall enrollment, address low-enrolled courses, and improve their overall productivity without compromising the integrity of our language programs.

8.2

What low enrollment courses have been deleted?

Five low-enrolled Spanish 120 and 121 courses from each of the previous two semesters have been removed from the schedule. One Spanish 121 course has been removed from the Fall 2018 schedule. Discussions have been had with the Coordinators of our Arabic, French, and Italian Programs, and our German and Russian Programs, respectively, about how to improve the productivity of these smaller programs without jeopardizing their integrity. We must be mindful of the fact that all our language programs are in the structural shape of a pyramid, and that if we remove one course too many, it will tumble down like a house of cards. This is what we mean when we say we must have an overall holistic approach to enrollment management in the Department in order to maintain the integrity of all our language programs.

8.6

We would like to better understand what constitutes “critical languages.” When / Where was that information obtained?

A “critical language” is a term used by the U.S. Secretary of Defense to refer to less-commonly taught languages that are critical to U.S. national security.

“Critical languages” are crucial in these areas:

1. National security and counter-terrorism
2. Intelligence Community
3. Global economic and increased competition
4. International business, trade and diplomacy

Currently, the list of “critical languages” includes: Arabic, Chinese, Farsi, Hindi, Indonesian, Japanese, Korean, Pashto, Portuguese, Russian, Somali and Turkish.

However, it was not until 9/11/2001, that the U.S realized that its shortage of competent and qualified translators and interpreters comes with a price. Agencies were unable to translate all the material it had gathered and to find qualified translators in a timely manner.

Following the 9/11 attacks, various Federal agencies and departments resorted to different strategies to respond to the urgent need for quality language services. In order to meet their demands, these agencies have provided the linguists with academic-immersion training, study abroad, tailored language courses and language specific-translation and interpretation.

In addition, the Department of State and the Bureau of Educational and Cultural Affairs have developed the Critical Language Scholarship Program. The scholarship consists of an intensive language and culture study overseas for American students enrolled in U.S. colleges and universities. This scholarship is one of the most

competitive and prestigious language programs for American students. We are proud to say that three students of ours were granted this scholarship.

1. A Vietnamese-American was awarded a scholarship, two years in a row, to study in Morocco.
2. Two American students were awarded a scholarship to Jordan.

8.9

Have you considered utilizing work-study students to assist in clerical tasks?

This is an option that the World Language Department has not explored before, but is open to consider it as an option.

We see how the clerical assistant supports faculty. What tasks performed by the clerical assistant support student success?

Our clerical assistant keeps her door open during hours she is available so she can answer students' questions about our language programs. The more information and assistance we can provide to prospective and enrolled students, the greater the opportunities to boost student retention and success. She also directs students to other offices where they can find information they need, and informs them of other students resources available to them on campus.

Our clerical assistant also maintains the department's bulletin boards where she posts our course offerings, open course sections, full-time faculty office hours, and relevant cultural events information.

9.2

How specifically will new FT faculty contribute to the growth of the World Language Department? For example, other than adding more classes, how else will they attract more students to the program? In other words, how specifically will additional FT faculty enable your department to promote program, improve outcomes, and success rates?

Regardless of subject matter, classes taught by full-time faculty are preferable rather than part-time faculty for the reasons we have stated in section 8.5, page 70.

Full-time faculty members are the ones who develop, evaluate, and supervise dual-enrollment programs, and the ones who go into the community to promote them, and to evaluate off-campus instructors associated with these programs. Full-time faculty members establish departmental curriculum guidelines and policies that have an impact on student retention and success. Full-time teachers have the most contact with students on campus, which helps to retain students and, consequently,

improve outcomes and success rates. Full-time faculty are also responsible for carrying out peer evaluations, and the ones who make suggestions to instructors who need improvement, which is crucial to maintaining high teaching standards in all of our language programs.

The *Rostrum* is the magazine of the Academic Senate for California Community Colleges. In the February 2006 edition of the *Rostrum*, in an article entitled, “Why Full-time Faculty Matter,” it is stated that, “the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom.”

The article concludes with the following statement: “Any movement that would further facilitate using part-time faculty over hiring additional full-time faculty is a movement in the wrong direction.”

While it is true that administrative attitudes may have changed since then, there is no apparent evidence that the statewide Academic Senate attitudes have changed.

Therefore, the World Language Department strongly believes that to better serve our students and to uphold the integrity of all of language programs, additional full-time faculty are needed.

Past Program Review Committees made similar final program recommendations for our department.

We see the growth opportunity in Spanish courses. What is your justification for hiring new FT faculty for Japanese, French, and German? See table pg. 50. Re. certificates.

ARABIC & FRENCH

We strongly believe that a full-time Arabic instructor and a full-time French instructor (a replacement position) are very much needed to maintain the integrity of both programs, to better promote these programs in the community, and to spread out the workload of the Arabic coordinator who also coordinates French and Italian.

Starting fall 2017, the Arabic and French Programs began taking part in Grossmont Dual-enrollment Program. While French courses at Helix were already being offered, Dr. Ghattas-Soliman, the coordinator for Arabic, French and Italian, developed new Arabic courses for El Cajon Valley High School. She spent time meeting with faculty and administration in both Grossmont and El Cajon Valley High School. Time was also spent preparing assessment tests, developing a program, choosing textbooks, selecting an instructor, etc. Dr. Ghattas-Soliman will evaluate each dual-enrollment instructor at the end the Spring semester.

GERMAN

Below we have listed some reasons that justify a new FT faculty in German:

- To replace the retirement of the full-time instructor, coordinator and program chair on 12/31/16.
- There are only five full time faculty members to serve students in 8 languages in the World Languages Department at Grossmont College. The last Program Review Committee recommendation was to replace any retiring full-time faculty.
- Assume responsibility for the German Program.
- From 2004 thru 2010, the German Program at Grossmont College accounted for 75% of the awards earned statewide in German.
- Continue to maintain one of the largest German programs at the community college level in the nation (third largest, according to MLA in 2010) and work towards maintaining and raising the number of students graduating with an A.A. Degree and Certificate in German.
- In German, 8 sections must be taught every semester (to maintain the numbers of AA in German), and without the full-time position, 6-7 part-time instructors have to be recruited every semester. Familiarity with the German language and culture is a requirement. It is very difficult to find highly qualified and dependable German faculty to teach part-time, especially during day classes, because our part-time instructors work at other jobs and are often not available to teach day sections. The loss of any section (due to loss of instructor) is likely to jeopardize the possibility for students to earn an A.A. Degree and/or a Certificate of Achievement in German.
- A full-time instructor is needed to continue working towards the excellent retention and success rates the German program has shown throughout the years.
- To continue the extensive community outreach that the retired full-time instructor provided and find new and even more opportunities to advertise the program and department.
- To collaborate with other full-time World Language faculty to design curriculum, develop SLO assessment strategies, engage in College leadership, and participate in varied Department-initiated projects (such as professional development workshops, community outreach, etc.).
- To talk leadership role with new and innovative course offerings, such as dual credit-high school classes, online or hybrid German classes, Saturday classes and all outreach efforts.
- Continue the work for offering the Checkpoint Charlie scholarships, the only free study abroad program to students in the department.

Supervision and planning:

- Work with administrator in planning class schedules.
- Supervise and collaborate with part-time faculty.
- Provide leadership and guidance in evaluation of program/course offerings, fostering innovation in curriculum and teaching methods.
- Participate in recruitment, selection, evaluation, and in- service training of program staff.
- Work cooperatively with other educational institutions, other potential employers of graduates, and the community.
- Outreach to staff, students, counselors, local high schools, and community to promote program.
- Advise students concerning aspects of program and specialty field.
- Identify potential students and coordinate program recruitment effort.
- Establish program goals, objectives and program evaluation.

JAPANESE

Per the data trends, enrollment in Japanese remains relatively stable. A full-time instructor in Japanese would relieve responsibility from the Chair to coordinate this mid-sized Program with seven part-time faculty teaching roughly eleven sections.

The Japanese full-time faculty could oversee our Japanese Program's myriad responsibilities, such as its community relationships with the Japanese Friendship Garden and the House of Japan in Balboa Park, address curriculum needs in Japanese, and work with the Japan Foundation for securing textbooks for teaching the language with the most updated pedagogy, being Advisor to the Japanese Club and sharing the rich history and culture of the Japanese language with our students and the community.

9.4

Why are so many FT Spanish instructors needed?

There are several reason:

The recommendation of the last Program Review Committee was to "Replace all retiring full-time faculty and re-evaluate the full-time / part-time faculty ratio in each language in order to determine the proper number of full-time faculty that should be hired when the budget improves." Three full-time Spanish instructors have retired since then. None of them have been replaced.

Your question in 9.2 begins with the following statement: "We see the growth opportunity in Spanish Courses." This is precisely one of several reasons why additional full-time Spanish instructors are needed. Students are seeing the value that learning Spanish has for their careers; therefore, continuing their studies in

Spanish at the upper division level in order to reach oral proficiency in the language, and become more marketable.

Full-time instructors carry out faculty evaluations. In a department where the majority of the faculty members are part-time instructors, full-time faculty members are crucial at carrying out the peer evaluation process and in recommending improvement.

Full-time instructors are the ones who develop, evaluate, and coordinate dual-enrollment programs. They also evaluate instructors teaching off-campus associated with these programs.

Full-time instructors offer students better opportunities to interact with faculty. Full-time faculty member have office hours, part-time faculty members do not.

GROSSMONT COLLEGE

SPRING 2018 - WORLD LANGUAGES

ACADEMIC PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The committee recommends contracting this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends this department for:

1. Encouraging student participation in Community Service Learning Engagement to support student success and engagement.
2. Collaborating extensively with high schools, including many dual-enrollment options and outreach activities.
3. Providing an extensive offering of out-of-class engagement opportunities for students, such as the Japanese speech contest, Japanese language Festival, Arabic Culture Day, Field Trips, World Languages Clubs, Checkpoint Charlie and CSLE activities.

GROSSMONT COLLEGE

SPRING 2018 - WORLD LANGUAGES

The Committee recommends the following for this department:

1. Develop and implement a plan to improve course success, equity and retention in 120 level courses.
2. Analyze available SLO data more deeply to make informed decisions on how to improve teaching and learning, and communicate the SLO process to all part-time faculty members.
3. Investigate opportunities to use OER and other resources to reduce textbook costs to students.
4. Be proactive with course management to decrease department workload and improve department efficiency.
 - a. Delete at least one language program.
 - i. Evaluate individual program fill rates, student success and retention rates, student demand, and availability of high quality instructors for each program to help inform this decision (section 8).
5. Continue to inform the counseling department liaison/chair of career opportunities related to foreign languages studies.

GROSSMONT COLLEGE

SPRING 2018 - WORLD LANGUAGES

Academic Year	Fall		Spring		Committee Recommendation
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF	
2015-16	83.2%	380.3	74.6%	336.2	
2014-15	83.3%	369.9	77.9%	349.2	Contraction of Offerings
2013-14	87.7%	398.5	83.5%	373.9	
2012-13	96.0%	424.8	85.8%	375.0	
2011-12	97.1%	430.9	90.4%	400.3	

College President

Department Chair

Academic Program Review Chair