

Program Review Packet: FOREIGN LANGUAGE

The following forms and materials are provided by Taskforce 1&3 to assist with Program Review. Program Review is intended to serve as a valuable mechanism for communication within our departments and throughout the college. Program Reviews are a standard practice within the California Community College System and a requirement of the Accreditation Commission for Community and Junior Colleges (ACCJC). Program Reviews provide evidence of an ongoing planning/assessment cycle at the course, program and institution.

Taskforce 1&3 is also working with administration and the Research Committee to provide data and resources that will assist in the creation of a successful Program Review cycle. The Taskforce wants to encourage you to ask questions, make suggestions, and request resources – and while we are all on a steep learning curve, by working together we can make genuine progress.

At the time of your Program Review if you have participated in college-wide assessment of a core competency, include a discussion of your findings regarding the assessment on Form C2. Your information can help further the effort to include viable core competencies in our planning and assessment cycles.

The enclosed forms are intended to provide guidance and structure for Program Review. However, while completion of the forms is not a specific requirement of Program Review, we should try to vary our approaches as little as possible so that we can have a generally unified style as a college. Any questions or suggestions may be forwarded to CMC's Chief Instructional Officer, Vice-President Roger Wagner.

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Program Review Process: Foreign Language Department

Our mission is to provide access to educational opportunities for diverse desert communities through a comprehensive curriculum and a passion for the success of every individual student.

Refer to the CMC Program Review Process for guidance in completion of these elements.

Review Process Start Date (m/d/yy) April 7, 2008 Completion Date (m/d/yy) Ongoing

Preliminary Information

Program Name: Foreign Language Department

Category:

Program XX (Degree XX Certificate General Education Vocational)

Direct Instructional Support Indirect Instructional Support

Process Leader: Yadira Llorc

Responsible Administrator: Rodger McGinness

I. Identify Internal Stakeholders

The process leader (person responsible for Program) will identify all internal (CMC) stakeholders of this program. This will be the group that participates in all steps of the Program Review process, including creation of each document, gathering evidence/data, reviewing and approving all documents and plans.

II. Program History

Write a brief statement that describes why the program was initiated and when it began. Describe any details of historical significance, how the program meets CMC's mission, any unique challenges that the program has experienced, and any elements that will provide insights into its values and regulatory requirements

Document a brief history of the program on form A.

III. Data and Input

Use form B to document relevant program data and input and include all documentation such as meeting minutes, reports, surveys, etc.

IV. Current Status –

- Goals, Elements, Measures and Outcomes

Identify your current program goals, how success has been measured and the current status of those goals using form C1. Use form B2 to discuss implementation and measures concerning Student Learning Outcomes.

- Integration of Core Competencies

Identify program activities that build on each of the adopted Core Competencies using form C2.

V. SWOT (Strengths, Weaknesses, Opportunities, Threats)

Use form D to perform a SWOT analysis of the program.

VI. Advisory Committee

Identify external stakeholders for instructional programs and instructional support programs – these may be agencies or sources that prepare/deliver/direct students to the program, end recipients of the program (such as employers), students, experts, etc. For indirect instructional support programs external stakeholders may be internal to the college while external to the program itself. For example, HR might benefit by having representatives from the Academic Senate in their advisory committee. Once the advisory membership is determined, set a meeting and invite all of these stakeholders. The meeting will be a forum for presenting external stakeholders with the information and data gathered in steps II thru IV and then receiving input and recommendations for improvement of the program. Create an agenda for the meeting that identifies the information to be reviewed and the program issues to be discussed at the meeting. Distribute the agenda with the meeting invitations. After the meeting, document the meeting activity on form E. It may be useful to have the advisory members create their own perception of a SWOT analysis of the program.

VII. Work Plan

Use form F to create your Work Plan that results from internal and external stakeholder review of the program characteristics and data. Distribute the draft work plan to all stakeholders for review and feedback with a deadline for submitting recommendations for revision. Incorporate feedback to create the final work plan. Submit the final Work Plan to the administrative team member responsible for the program for final review and approval.

VIII. Executive Summary

An Executive Summary is a brief (no more than two pages and preferably one) document that presents an activity and its major elements in a bulleted format so that the reader can understand the purpose and expected outcomes of the activity by spending less than a minute reading the summary.

Use form G to create the executive summary and submit it to the administrative person for review prior to sending it to the Superintendent/President for final approval.

PROGRAM HISTORY: FOREIGN LANGUAGE

Write a brief statement that describes:

1. When the program/service began to be offered
2. Why the program/service began to be offered
3. How the program/service helps to meet the mission of the college
4. Any unique challenges the program/service has experienced and solutions that have been applied
5. Include any other unique elements that will give insight into the value, issues and delivery of the program/service, such as articulation and transfer status/agreements, unique regulatory requirements, etc.

The Foreign Language Department (FL) at Copper Mountain College originally began from College of the Desert; and since CMC became its own college district in 1999, the FL Department has offered Spanish, French and American Sign Language. Degrees were offered in these areas and an attempt to offer as many of the required (for the degrees) courses was made. The result was often haphazard, resulting in the cancellation of many courses. These cancellations affected the adjunct employment situation and often, the FL Department made efforts to continue their employment, resulting in their being “re-assigned” to teach another course, if qualified, within the Foreign Language Department, particularly for Spanish and French. At the start of Fall 2001, two American Sign Language (ASL) instructors held teaching assignments; however, they also held other non-faculty duties, which eventually resulted in availability conflicts as well as employment status issues. In Fall 2001, a new full-time FL faculty member was hired to oversee the Spanish, ASL and French courses.

Starting in Fall 2001, the FL Department faculty membership was reviewed, with particular attention paid to minimum qualifications. The effort was a necessary one in view that all the previous Spanish adjunct instructors had voluntarily resigned; and the hiring practices of the then-ASL adjunct faculty came under questioning. Since Fall 2001, new and qualified Spanish, French and ASL instructors have been offered teaching contracts.

Starting in Spring 2002, the Spanish, French and ASL Course Outline of Records was reviewed and updated to reflect changing requirements for the first and second semester courses. The Spanish and French CORs for third and fourth semester courses were also reviewed and updated. This resulted in greater articulation agreements with CMC. In addition, the Foreign Language Department also planned a two-year cycle of courses, to inform students of course availability as well as to assist in the planning of course offerings. Finally, a number of Spanish and ASL courses were reviewed and recommended for online and hybrid courses, after the instructors had completed a training program (via online, a CMC workshop or with the full-time FL Department instructor).

The hybrid ASL 1-2 courses have been a success, particularly when offered as intensive six-week courses. The success is due in large part to a knowledgeable and experienced faculty who has been trained in teaching a hybrid ASL 1-2 courses.

The French courses, whether as traditional, online or hybrid offerings, have not been successful. In Fall 2006, the FL Department felt it necessary temporarily suspend all French course offerings due to consistent cancellations, including as summer course offerings. It is not the intention of the current FL Department to cancel all French course offerings, merely to allow time to review, reassess and, perhaps re-introduce as a CMC community course offering. In Fall 2006, the full-time FL instructor, the then-Dean of Educational Services as well as in consultation with CMC counselors, planned to perhaps re-introduce French community courses by Fall 2011.

Several Spanish courses have been offered online. Not all have been successful, however. For example, the online Spanish 2A and 2B courses are no longer being offered due to low enrollment and very high drop out rates. Currently, the FL Department is investigating the applicability, rigor and academic integrity of re-offering the Spanish 2 course series with an online textbook and program completely suited for the online foreign language learning environment. The Spanish 40A (focus: Spain) and 40B (focus: Mexico) course series have been offered online since 2003. Both courses have had low enrollment numbers, with uneven retention and attrition rates. The Spanish 40A and 40B instructors attribute this increased attrition to a reviewed and updated COR (and class syllabus) as well as a change in instructors; and a review in the teaching methodology of these online courses.

The language laboratory component for all the FL courses has evolved to online availability. Most publishers provide license to have on-campus copies of Spanish, French and ASL language laboratory disks, either with specific limitations or pending adoption of their materials. Currently, the Spanish 1-2-3-4 classes maintain language laboratory copies for student checkout at the CMC library the military base library. Copies are also available for use (but not check-out) in CMC's Room 118, Student Success Center and Workforce Development, since these locales are not set-up with a check-in/out materials system. The vast majority of students prefer to obtain individual disks and complete their language laboratory work on their own home computers.

Another technological component that has successfully evolved is the increased availability of web-enhanced student materials, exercises, activities and other resources. The publishers have made available, free of charge and almost problem-free, these additional resources to the student.

Current and updated textbook and accompanying materials are easily available for Spanish and French courses. Unfortunately, updated textbooks and materials for ASL courses do not appear to be so readily updated.

Summary challenges to the FL Department:

1. The recruitment and training of effective tutors. More recently, this has been successfully addressed, with the faculty taking an active role in recruiting and recommending potentially successful tutors.
2. The number of offered courses per semester, to prevent "diluting" other similar level FL courses as well as to avoid enrollment conflict and/or competition from another FL first semester course.
3. SIU limitations for adjunct faculty. The SIU limitation for adjunct faculty is currently 10 (as of January 2009).

4. Student access to Instructor's Annotated Edition – While some FL instructors claim this is not a problem for the classroom sessions, the ease with which some FL students can purchase them online, is disconcerting. Some annotated editions contain the test bank as well as the answer keys to various class assignments, e.g. language laboratory, workbook exercises, quizzes, etc.
5. Student access to Instructor's Online Resources – FL instructors have experienced “hacking” incidents, which can compromise the integrity of the online student record-keeping documentation. The only way FL instructors can avoid this problem, is by maintaining traditional student record-keeping, i.e. hard copy or altogether avoiding the online student gradebook.

PROGRAM DATA & INPUT: FOREIGN LANGUAGE

Use the table below to record and organize program data & input received from constituents (surveys, discussions, data from COCO, meeting minutes, etc.). Cite the sources for all data/input. Attach any documentation to this form.

Instructional programs might include such data as initial enrollment, first census, number completed, number passed with grade of C or better, number of sections offered by semester, days of week and times offered. Direct instructional support programs might include such data as total number of students served broken out by type of service, hours of operation, number of faculty/staff providing a service. Indirect instructional support programs might include hours of operation, number of faculty/staff providing a service.

In the first section, list data sources. Include the relevant timeframe covered by the data, and why you are using it.

The second section is where you would list other sources of information collected/solicited for use in your Program Review. Input can be from large or small scale surveys, individual observation and feedback, etc.

Be certain to assign a reference number to each data element and, when possible, to attach records to support your data (surveys, discussions, data from COCO, minutes, etc).

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| Data Element/Source (eg enrollment/COCO) |
| 1. COCO Date for six semesters from Fall 2004 to Spring 2007. |
| 2. COCO enrollment data for 2001-2007. |
| 3. Student survey data 2006. |
| <i>CAN YOU ACT ON WHAT YOU HAVE?</i> |
| 1. Continue observation of classroom and teaching quality. |
| 2. Review quality and rigor of offered classes. |
| 3. Develop more foreign language on-line or hybrid courses, if applicable for transfer. |
| 4. Explore viability of other foreign language department courses not currently offered at CMC. |
| Input Element/Source (eg Program needs/2002 Advisory Committee Meeting identified needs) |
| 1. CMC Program meetings. |
| 2. Course catalog for Copper Mountain College, 2007-2009. |
| 3. Course Syllabi for Spanish 1, 2, 3, 4, 8ABCD, 40A, 40B; and Student Learning Outcomes (SLO). |
| 4. Course Syllabi for American Sign Language 1, 2; and Student Learning Outcomes (SLO). |

Student Learning Outcomes Assessment Form: FOREIGN LANGUAGE

As we develop and assess Student Learning Outcomes (SLOs) at the course and program levels, we should remember that they are measurable outcomes that should be accompanied by an assessment plan. The results of assessments provide meaningful information that should be incorporated into the program review.

First, if your program and/or courses have results from assessed outcomes, that information should be included as part of your Program Review.

Secondly, as a college we are working on training one another and helping each other to implement and assess SLOs in our courses and programs. Program areas will have varied levels of SLO implementation. The uses of this form may vary according to individual program and course implementation of SLOs.

| Course and/or Program Outcomes | Assessment Methodology | Results | Commentary/Work Plan |
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| Spanish 1 - Demonstrate a basic working knowledge and functional use of the Spanish language (vocabulary, grammar, listening, speaking, reading, and writing) as well as culture and history. | Completion rate of "C" or better; enrollment in Spanish 2. | Avg GPA is 2.72-2.73. Enrollment average is 23.22 students. | Review instructional materials, teaching methodologies and classroom management with department members. |
| Spanish 2 – Demonstrate an expansion of the basic working knowledge of the Spanish language (vocabulary, grammar, listening, speaking, reading, and writing) as well as culture and history. | Completion rate of "C" or better; enrollment in Spanish 3; or enrollment in Spanish 8ABCD. | Avg GPA is 3.12. Enrollment average is 13.5 students. | Review instructional materials, teaching methodologies and classroom management with department members. |
| Spanish 3 Demonstrate an | Completion rate of "C" or better; and | Avg GPA is 3.00. | Update or change COR and SLOs to attract |

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| intermediate level of knowledge and of the Spanish language (vocabulary, grammar, listening, speaking, reading, and writing) as well as culture, history and literature. | enrollment in Spanish 4; or enrollment in Spanish 8ABCD. | Enrollment average is 5 students. | more student interest. |
| Spanish 4 Demonstrate a continued intermediate level of knowledge and of the Spanish language (vocabulary, grammar, listening, speaking, reading, and writing) as well as culture, history and literature. | Completion rate of "C" or better; enrollment in other Spanish course at CMC. | Avg GPA is 3.75. Enrollment average is 4 students. | Update or change COR and SLOs to attract more student interest. |
| Spanish 8ABCD – Develop and expand on Spanish language conversational skills via a variety of media and exposure. | Completion rate of "C" or "Pass" or better; Enrollment in 8A, 8B, 8C or 8D (these need not be taken in sequence). | Avg GPA is 4.0. Enrollment average is 6 students. | Update or change COR and SLOs to attract more student interest. |
| Spanish 40A – Understand, evaluate an discuss 19 th - 20 th century historical and cultural which shaped current Mexican culture and civilization. | Completion rate of "C" or better; enrollment in Spanish 40B (need not be taken in sequence). | Avg GPA is 3.20. Enrollment average is 12 students since first offering of online modality in 2005. | Update COR; have more online (and experienced) instructors available. |
| Spanish 40B – Understand, | Completion of "C" or better; Enrollment | Avg GPA is 2.50-3.17. | Update COR; have more online (and |

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| <p>evaluate an discuss 19th - 20th century historical and cultural which shaped current culture and civilization of Spain.</p> | <p>in Spanish 40A (need not be taken in sequence).</p> | <p>Enrollment average is 11.5 students since first offering of online modality in 2005.</p> | <p>experienced) instructors available.</p> |
| <p>American Sign Language 1 – Develop and demonstrate knowledge of basic sign skills as well as effectively apply them in a communicative setting. Understand and develop an awareness of cultural sensitivity to Deaf values and norms.</p> | <p>Completion rate of “C” or better; enrollment in ASL 2.</p> | <p>Avg GPA is 2.84. Enrollment average is 27.5 students.</p> | <p>Review instructional materials, teaching methodologies and classroom management with department members.</p> |
| <p>American Sign Language 2 - Develop and demonstrate new and continued knowledge of basic to intermediate level sign skills as well as effectively apply them in a communicative setting. Understand and develop an awareness of cultural sensitivity to Deaf values and norms.</p> | <p>Completion rate of “C” or better.</p> | <p>Avg GPA is 3.12. Enrollment average is 13.5 students.</p> | <p>Review instructional materials, teaching methodologies and classroom management with department members.</p> |

Current Status OF FOREIGN LANGUAGE: Goals, Measures of Success & Outcomes

Instructions:

Goals: State the goal and give a brief description of its origin; cite Core Competency

Measure: Briefly describe the measure(s) used to determine degree of success in meeting the goal

Outcomes: Briefly describe the current state of progress toward meeting the goal

| Goal | Measure of Success | Measurement | Outcome | Possible Reason(s) for Outcome | Conclusion | Further Action |
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| GOAL #1: Updated syllabi for all offered FL courses. | Updated course syllabi – reviewed by Syllabi Review Committee, if necessary. | Number of updated syllabi. | Student receive current and relevant information on the course syllabi. | Instructor changes. Appropriate rigor. Quality content. Increased enrollment in higher levels of FL courses. | Requires continuous effort to complete and improve. | Departmental and collegial review of syllabi to include updated and required information, including SLOs. |
| GOAL #2: Updated Course Outline of Record for offered FL courses. | Revised COR approved by CMCCD Board of Trustees. | Number of revised COR approved by CMCCD Board of Trustees. | Updated COR for articulation agreements. | Instructor changes. Appropriate rigor. Quality content. Increased enrollment in higher levels of FL courses. | Requires continuous effort to complete and improve. | Departmental effort to review and update all CORs. |
| GOAL #3: Review and/or revise Course Outline of Record for FL courses not offered on a recurring basis; and/or not offered since 2004. | Updated course syllabi with emphasis of title correlation to the content– reviewed by Syllabi Review Committee, if necessary. | Number of updated syllabi. Eventual enrollment numbers. | Updated COR for articulation agreements. Enrolled students. | Generate student interest by offering course titles that better reflect the content. | Requires continuous effort to complete and improve. | Departmental effort to review and update these CORs. |
| GOAL #4: Investigate feasibility of distance education modality in FL (those courses with articulation agreements). | Investigate current articulation agreements with UC and CSU. | Compare data reported to Chancellor's Office. | Increased number of articulation agreements with UC and CSU. | Increased quality in web-enhanced instruction. Experienced online instruction. Appropriate rigor and quality content. | Continuous questions remain in Chancellor's Office as to online courses comparable to traditional courses, particularly in rigor and quality. | Limited available data, often inconclusive or misleading adds to this challenge. Inter-collegiate cooperation is often absent. |
| GOAL #5: Review goals of FL department. | 60% or better enrollment successful completion, with a "C" or better. | Update teaching materials, teaching methodologies; and hire instructors with MQs or equivalent. | Demonstrated need to develop new FL courses; or more FL majors. | Instructor changes. Appropriate rigor. Quality content. Increased enrollment in higher levels of FL courses. Develop more FL courses than currently offered. Limitations in classroom space, number of semester course offerings and available FL faculty. | Requires continuing and ongoing effort to schedule and effect department meetings with meaningful discussion by faculty, staff & administration. | Advisory Committee. |

- If you have set goals in the past for your program, use this template to revisit and assess achievement of those goals and discuss/present reasons for outcomes and further action as is deemed necessary.
- If you are going through Program Review for the first time, save this template for use in your work plan as you will set goals and will need a plan for comparison and measurements.

Integration of Core Competencies – Evaluation: FOREIGN LANGUAGE

Instructions:

Describe how this program currently addresses some or all of the adopted Core Competencies.

| Core Competency | Program elements that contribute to/teach the Core Competencies |
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| Communication Skills | <p>1. Students learn the communication elements of the target language to develop functional and effective use in listening, speaking, reading and writing.</p> <p>2. Students are exposed to a variety of mediums in developing their understanding of the target language and culture, e.g. web-enhanced activities, films, photographs, class dialogue, class/group investigative work, etc.</p> <p><i>Measurement is by assessment and skills demonstrations via a variety of exercises, activities or projects.</i></p> |
| Critical Thinking Skills | <p>1. Students learn and apply grammatical information in its various conjugated forms, include grammar tenses.</p> <p>2. Students learn and apply vocabulary in particular reference to gender agreement; number agreement; syntax; with reference to cultural elements.</p> <p>3. Students to historical and cultural components of the target language via readings/literature, film or audio mediums, interaction with members of the target language -- with the goal of developing cultural awareness and knowledge other than U.S.</p> <p>4. Students are provided themed opportunities to practice and apply their gained knowledge of the target language. Instructor provides assistance, guidance and feedback as necessary or requested.</p> <p>5. Students compare and discuss the differences between their own knowledge and experience of U.S. culture to that of the various Spanish-speaking areas.</p> <p><i>Measurement is via a variety of exercises, activities or projects, completed either in person or an online class component, e.g. web-enhanced activity.</i></p> |
| Ethics | <p>1. Classes develop a community of students that fosters respect for various opinions. This involves providing opportunities for students to develop a working relationship with their peers via small and large group activities.</p> <p>2. Students develop a tolerance for differing opinions.</p> |

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| | <p>3. Students develop, if not an understanding, but exposure to the different cultures, attitudes, customs, behavior, social norms and way of life of the target language communities. Students are asked to compare their own knowledge of U.S. culture with that of the foreign culture.</p> <p>4. Students are held accountable for knowledge of the Spanish course expectations, course information, and syllabus receipt -- including grading criteria – by signing an Acknowledgement of Receipt of Syllabus form .</p> <p>5. Students are held accountable for the Student Code of Academic Conduct published in the CMC Catalog and Schedule of Classes.</p> <p><i>Measurement of #1-2 is by small or large group class activities; and how effective the group works in developing a summary or opinion or conclusion.</i></p> <p><i>Measurement of #3 is by exams, quizzes, small or large group class activities, homework exercises, language laboratory exercises, web-enhanced activities or reports.</i></p> <p><i>Measurement of #4 is by the signed and returned Acknowledgement form to the instructor.</i></p> <p><i>Measurement of #5 is by the signed and returned Acknowledgement form to the instructor.</i></p> |
| <p>Personal Development</p> | <p>1. Students develop cooperation, tolerance, flexibility and curiosity for the target language and differing cultures.</p> <p>2. Students develop cooperation, tolerance, flexibility and curiosity for differing cultures.</p> <p>3. Students are responsible for their academic outcome as defined by the grading criteria and class expectations.</p> <p>4. Students develop an awareness for cultural diversity.</p> <p>5. Students develop organizational skills.</p> <p>6. Students develop time management skills.</p> <p>7. Students are provided opportunities for leadership and</p> |

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| | <p>engagement.</p> <p><i>Measurement of these competencies is by assessment, small or large class projects or reports, as well as successful completion of relevant assignments.</i></p> |
| <p>Information Competency</p> | <p>1. Students must find, evaluate, use and communicate information of the target language; or about the foreign culture via web-enhanced activities/exercises, library research, CDs, DVDs or Internet activities/exercises..</p> <p><i>Measurement of this competency is by the results of online results and feedback, including scores; and/or demonstration of completed online language laboratory exercises, web-enhanced activities or reports.</i></p> |

SWOT Analysis: FOREIGN LANGUAGE

Instructions: Use this form to document the program analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT). This is a rapid process usually conducted using group brainstorming as a technique. It should be able to be accomplished in a one-hour meeting or can even be conducted as an individual exercise utilizing e-mail communication if it is impossible to find time for the stakeholder group to meet. Be creative here, if you like. One suggestion is to ask external stakeholders to create their own independent SWOT as a reference during Program Review.

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| <p>Strengths (Internal to the Program)</p> | <ol style="list-style-type: none"> 1. Good foundation classes. 2. Recently noted success of basic skills courses to develop and support student success. 3. Sufficient numbers of FL classes throughout the day and week(s) to support enrollment numbers in Spanish 1-2, ASL 1-2. 4. Success of ASL 1 and ASL 2 as an intensive, six-week hybrid course during summer and fall sessions. 5. Diversified and qualified adjunct faculty. 6. Excellent instructional support by Office of Instruction. 7. Experienced online instructors. 8. Positive student feedback to 1-2 level courses. 9. Ongoing review and updating of effective teaching materials. 10. Up-to-date (current) Spanish textbooks and materials. 11. Technologically updated (or online) Language Laboratory component, including publisher and license permission for student-use check-out or loan. 12. Web-enhanced materials to accompany teaching materials and resources. 13. Web-camera links to actual Spanish-speaking sites. |
| <p>Weaknesses (Internal to the Program)</p> | <ol style="list-style-type: none"> 1. One to two semester foreign language requirement for transfer or graduation, but the overwhelming majority of students take only one full semester of a foreign language (Spanish 1, ASL 1 or French 1). Subsequent enrollment numbers for higher levels of foreign language courses are often lower; or are cancelled due to low enrollment numbers. 2. Administrative assistance to complete additional work in CORs. 3. Limitations in classroom availability . 4. Many Course Outlines of Record need to be updated. 5. Scheduling limitations of adjunct – the vast majority of adjuncts are available evenings only. 6. Offering of three-unit FL courses: Spanish 1A, 1B, 2A, 2B; ASL 1A, 1B, 2A, 2B. instructors and counselors noted that students often completed the “A” series of a course; but later opted to enroll in the 1 or 2 sequence (each a five unit course). Noted problems: <ul style="list-style-type: none"> (a) students were repeating half the semester, effectively circumventing CMC’s repeated course policy, regardless of the grade earned; (b) students were earning a total of eight units for a foreign language course; and (c) Articulation problems for the students who enrolled in Spanish 1A and then Spanish 1 for a total of eight units. <p><i>Resulting action:</i> Temporary suspension of all 1AB and 2AB courses in the FL Department. Possible re-instatement or re-activation pending improved technology in CMC’s enrollment process (to prevent any unauthorized “partial repeats”).</p> <ol style="list-style-type: none"> 8. Currently offering more than four foreign language traditional first-semester courses per semester tends to dilute the enrollment numbers of throughout the foreign language department, often resulting in more sections with fewer students. 9. Qualified and experienced distance education foreign language instructors. 10. Limitations regarding offering Independent Studies, particularly for the increasing number of declared Spanish majors. |
| <p>Opportunities (External)</p> | <ol style="list-style-type: none"> 1. New administrators fostering a positive campus and working environment. 2. Administrative willingness to pay adjuncts for additional work or responsibilities outside of the classroom. 3. The development of the CMC campus – expansion could potentially provide more classroom space and accommodate a larger student body. 4. Possible future population growth of the surrounding communities. 5. Updated technology for classroom and campus-wide support. 6. More online or hybrid course offerings, with excellent articulation agreements. 7. Propaganda opportunities via the Internet. |
| <p>Threats (External)</p> | <ol style="list-style-type: none"> 1. Loss of Partnership Funding for Excellence (PFE) funding or equivalent funding, which supported low-enrollment courses. The loss of this funding means that the higher level FL courses, e.g. Spanish 3-4, often are cancelled due to low enrollment numbers. Enrollment numbers for Spanish 3-4 as well as Spanish 8ABCD are usually less than ten, meaning they do not meet “sufficient enrollment numbers.” However, Spanish 3-4 courses are required for a Spanish A.A. degree and the cancellation of such courses puts the program in peril. Spanish-declared majors will often turn to another community college to complete their A.A. 2. Transferability of distance education foreign language courses. 3. Massive recent changes in the economy of the United States. 4. Remoteness of the CMC locale. 5. Overcoming communities’ perception that community college education is of a lesser quality than that of UC or CSU. 6. Out-of-area interest for adjunct opportunities are limited; increased cost of living, increased travel expenses are currently being cited as barriers to working in a “remote locale.” 7. Outdated technology used for student enrollment and record maintenance. 8. Online course offerings from other colleges/universities, regardless of articulation agreements. 9. Competition of College of the Desert and other possible satellite campuses. 10. Media advertisements (radio, television, newspaper, Internet, flyers) of alternative educational or vocational programs regardless of their accreditation. |

ADVISORY COMMITTEE MEETING

Name of Program: FOREIGN LANGUAGE

Date (Date (m/d/yy)) Dec. 5, 2008

Attendees (list name/title/organization):

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| Glenda Case | Sociology, Division Chair: Career and Social Sciences | CMC |
| Debbie Elmore | Administrative Assistant, Academic Affairs | CMC |
| Greg Gilbert | English, Division Chair: Communication/Fine Arts | CMC |
| Yadira Llort | Foreign Languages, Spanish | CMC |

| | TOPIC | DISCUSSION | ACTION |
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| 1 | Technology and Language Labs | Pros and cons of technological student materials; the use of MicroApps (room 118) for additional ½ or 1 unit; online and hybrid courses. | Review and update Course Outline of Records to reflect broader usage of student technology, particularly for Spanish 1-2 and ASL 1-2 Expected date of completion: Fall 2010. |
| 2 | Students | CMC and military base enrollment numbers, start of the semester versus end of the semester. | Ongoing discussion topic. |
| 3. | Course Outlines of Record | Current CORs as well as those that have come directly from College of the Desert. The CORs that have been updated are the most frequently offered ones. The older CORs are on an “offering cycle.” | Current administrative assistant to assist in rolling over old CORs into the new format; and provide other assistance when possible. Expected completion dates for all CORs within 2-4 years. |
| 4. | Outreach | Heritage Speakers of Spanish – problems in recruiting them to CMC, lack of local or community support; citizenship courses as a way of creating initial contact with Heritage Spanish . | Would like to investigate possibility of a partnership with legal resources office to initiate public assistance in filling out the legal documentation. |

Work Plan: FOREIGN LANGUAGE

Instructions: Complete each element.

- Distribute the completed Work Plan to all internal & external stakeholders
- Goal: State the desired change or activity that is to take place. This may be only 1 or 2 items. ***Be careful to keep the Goal(s) realistic and manageable in number.*** It is better to plan to improve 1 or 2 things and make true progress.
- Resources Required: Identify what will be needed to accomplish the goal.
- Actions/Steps: Identify each “thing” that needs to be done to achieve the goal.
- Measurement: Describe how progress will be measured. This is usually a formula of data elements.
- Evaluation: State whether or not the goal was achieved and why or why not.
- Person Responsible: Identify who will be responsible for performing each of the Actions/Steps
- Target Completion Date: Set target dates for each of the Actions/Steps

| Goal | Resources Required | Actions/Steps | Measurement | Person Responsible | Target Completion Date | Evaluation |
|---|---|---|--|--------------------------------------|------------------------|---|
| Full-Time Foreign Language faculty attend at least one professional conference per year at college expense. | Funding, substitutes, OOI and FL department coordination. | Faculty seek out professional development opportunities and submit requests for class coverage, travel and reimbursement. | Proof of attendance. | OOI, FL department, Business Office. | Annually. | Each of each academic year. |
| Every six years, review and monitor the feasibility of two-year course offering plan. | Institutional data produced by OOI and Ed Services. | Analyze, interpret and revise the two-year plan. | Enrollment numbers; student feedback; OOI and FL department. | OOI, FL department members. | Every six years. | Depends on the availability of data and cooperation between relevant parties. |

| Goal | Resources Required | Actions/Steps | Measurement | Person Responsible | Target Completion Date | Evaluation |
|---|--|---|---|---|---------------------------------------|---|
| All course outlines of record brought current for all active classes. | Pay for part-time faculty participation; coordination by FL department and administration. Assistance from CMC counselors, Curriculum assistant, Curriculum Committee and CTRAC. | Revision of CORs for active classes. | Curriculum committee review and academic senate ratification. | FL Department members; administrative assistance. | Ongoing. | Every five years as per recommendation of Curriculum Committee. |
| All course outlines of record brought current for all inactive classes or those classes taught in AY cycles. | Pay for part-time faculty participation; coordination by FL department and administration. Assistance from CMC counselors, Curriculum assistant, Curriculum Committee and CTRAC. | Revision of CORs for active classes. | Curriculum committee review and academic senate ratification. | FL Department members; administrative assistance. | Ongoing. | Every five years from the last update of each COR, as per recommendation of Curriculum Committee. |
| Assess effectiveness and review articulation agreements for adding distance modality to active and inactive FL courses. | Assistance from CMC counselors, Curriculum assistant, Curriculum Committee and CTRAC. | Accessibility of information and data from Chancellor's Office. | Analyze, interpret and revise CMC documentation for addition of distance modality to applicable CORs. | Yadira Llor, CMC counselors, Curriculum Committee, OOI. | Bi-annual student survey or feedback. | Student enrollment; student feedback regarding satisfaction; articulation information; OOI. |

**Executive Summary:
Program Review and Work Plan**

Program Name **FOREIGN LANGUAGE**

Category:

Program X (Degree Certificate General Education Vocational
Instructional Direct Instructional Support Indirect Instructional Support

Process Leader: Greg Gilbert

Lead Administrator Rodger McGinness

Review Process Start Date (m/d/yy) Spring 2007 Completion Date (m/d/yy) Unknown

Advisory Committee Meeting held on Date (m/d/yy) Dec. 5, 2008.

Attendees:

| | | |
|---------------|---|-----|
| Glenda Case | Sociology, Division Chair: Career and Social Sciences | CMC |
| Debbie Elmore | Administrative Assistant, Academic Affairs | CMC |
| Greg Gilbert | English, Division Chair: Communication/Fine Arts | CMC |
| Yadira Llort | Foreign Languages, Spanish | CMC |

Summary of Data/Input review and findings (include reference to attachments): See attachments, tables.

Summary of Work Plan (include reference to attachments): See attachments as well as Advisory Minutes dated Dec. 5, 2008.

Course Success and GPA by Instructor Status: Foreign Language

| Course Name | | Success % of Census | Success % of Day 1 | Average of Course GPA's |
|-------------|----|---------------------------|--------------------------|----------------------------------|
| ASL 001 | PT | 65.97% | 54.17% | 2.84 |
| ASL 002 | PT | 94.17% | 78.81% | 3.12 |
| SPAN001 | FT | 60.95% | 46.45% | 2.73 |
| | PT | 52.32% | 36.47% | 2.72 |
| SPAN002 | FT | 88.93% | 84.34% | 2.90 |
| | PT | 73.75% | 61.97% | 2.85 |
| SPAN003 | FT | 100.00% | 100.00% | 3.00 |
| SPAN004 | FT | 100.00% | 100.00% | 3.75 |
| SPAN008A | FT | 40.00% | 33.33% | 4.00 |
| SPAN040A | FT | 38.46% | 27.78% | 3.20 |
| SPAN040B | FT | 45.45% | 41.67% | 2.50 |
| | PT | 75.00% | 54.55% | 3.17 |
| Grand Total | | 68.10% | 55.97% | 2.89 |

Success % of Day 1: Number of Students receiving an A, B, C or I as a percentage of all students enrolled at Census.

Average of Course GPA's: Each individual course has a calculated GPA, this measure is the Average of each courses calculated GPA. It is not a weighted average.

Success % of Census: Number of Students receiving an A, B, C or I as a percentage of all students enrolled at Census.

6 Semester Trend for Success as a % of Day 1 enrollment: Foreign Language

| Program | COURSE ID | INST STATUS | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Grand Total |
|---------------------|-----------|-------------|--------------|----------------|--------------|----------------|--------------|----------------|-------------|
| Sign Language | ASL 001 | PT | 54% | | 60% | | 43% | | 54% |
| | ASL 002 | PT | | 93% | | 64% | 76% | 82% | 79% |
| Sign Language Total | | | 54% | 93% | 60% | 64% | 60% | 82% | 66% |
| Spanish | SPAN001 | FT | 37% | 46% | 40% | 36% | 58% | 54% | 46% |
| | | PT | 26% | 41% | 26% | 47% | 42% | 36% | 36% |
| | SPAN002 | FT | 75% | 82% | | 80% | 100% | | 84% |
| | | PT | | | 78% | | | 46% | 62% |
| | SPAN004 | FT | | 100% | | | | | 100% |
| | SPAN003 | FT | 100% | | | | | | 100% |
| | SPAN040A | FT | | | 28% | | | | 28% |
| | SPAN040B | FT | | | | 42% | | | 42% |
| SPAN008A | PT | | | | | | 55% | 55% | |
| SPAN008A | FT | | | 33% | | | | 33% | |
| Spanish Total | | | 60% | 63% | 41% | 48% | 64% | 50% | 53% |
| Grand Total | | | 58% | 68% | 46% | 51% | 63% | 54% | 56% |

6 Semester Trend for Success as a % of Census: Foreign Language

| Program | COURSE ID | INST STATUS | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Grand Total |
|---------------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-------------|
| Sign Language | ASL 001 | PT | 59% | | 74% | | 56% | | 66% |
| | ASL 002 | PT | | 100% | | 100% | 87% | 90% | 94% |
| Sign Language Total | | | 59% | 100% | 74% | 100% | 71% | 90% | 80% |
| Spanish | SPAN001 | FT | 52% | 60% | 60% | 53% | 71% | 64% | 61% |
| | | PT | 50% | 61% | 32% | 64% | 63% | 44% | 52% |
| | SPAN002 | FT | 88% | 88% | | 80% | 100% | | 89% |
| | | PT | | | 88% | | | 60% | 74% |
| | SPAN003 | FT | 100% | | | | | | 100% |
| | SPAN004 | FT | | 100% | | | | | 100% |
| | SPAN008A | FT | | | 40% | | | | 40% |
| | SPAN040A | FT | | | 38% | | | | 38% |
| | SPAN040B | FT | | | | 45% | | | 45% |
| PT | | | | | | | 75% | 75% | |
| Spanish Total | | | 72% | 74% | 53% | 59% | 76% | 62% | 65% |
| Grand Total | | | 70% | 78% | 58% | 66% | 75% | 66% | 68% |

By Course, total number of students and number of sections run each semester

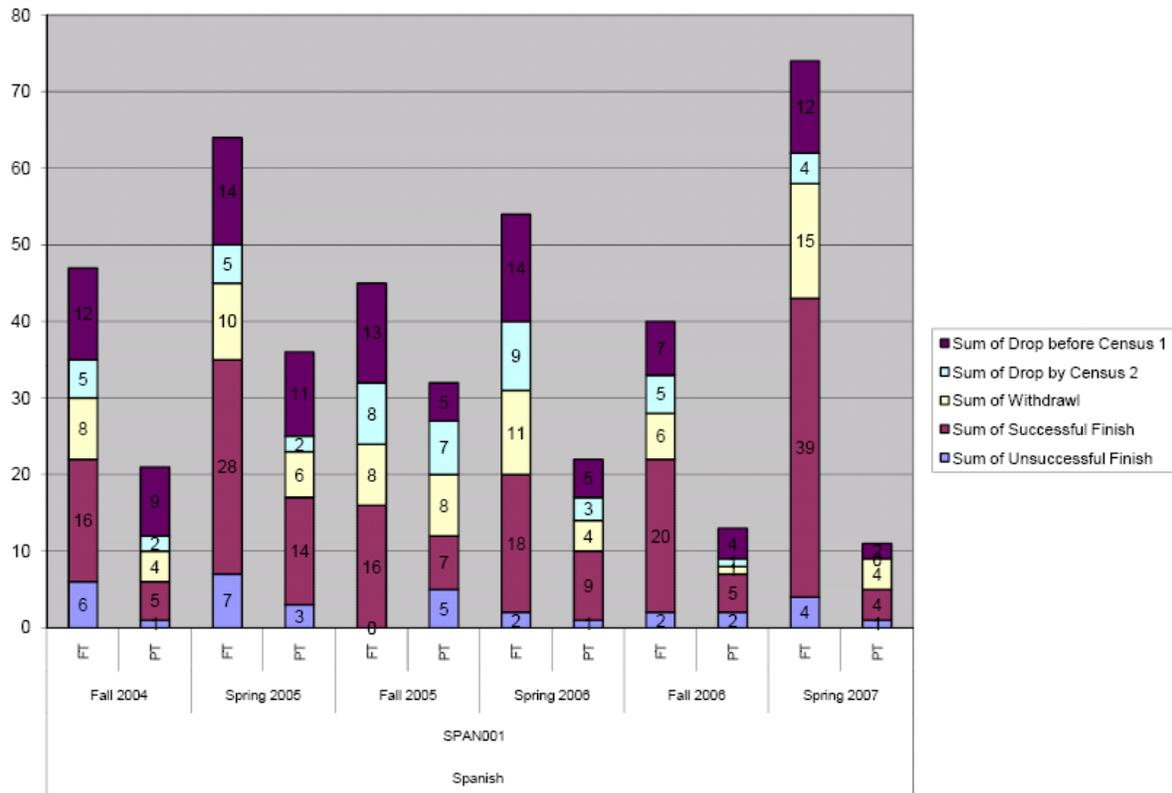
| Program | COURSE ID | Data | Spring | | Spring | | Spring | | Grand Total | | |
|-------------------------------|-------------------------|-------------------------|-----------|------|-----------|------|-----------|------|-------------------------------|-------------------------------|---------|
| | | | Fall 2004 | 2005 | Fall 2005 | 2006 | Fall 2006 | 2007 | | | |
| Sign Language | ASL 001 | Sum of DAY_1 | 41 | | 48 | | 21 | | 110 | Average Class Size on Day 1: | 27.5 |
| | | Sum of CENSUS_1 | 37 | | 39 | | 16 | | 92 | Average Class Size on Census: | 23 |
| | | Count of SECTION NUMBER | 1 | | 2 | | 1 | | 4 | | |
| | ASL 002 | Sum of DAY_1 | | 15 | | 11 | 17 | 11 | 54 | Average Class Size on Day 1: | 13.5 |
| | | Sum of CENSUS_1 | | 14 | | 7 | 15 | 10 | 46 | Average Class Size on Census: | 11.5 |
| | | Count of SECTION NUMBER | | 1 | | 1 | 1 | 1 | 4 | | |
| Spanish | SPAN001 | Sum of DAY_1 | 62 | 95 | 66 | 65 | 48 | 82 | 419 | Average Class Size on Day 1: | 23.2222 |
| | | Sum of CENSUS_1 | 41 | 70 | 48 | 46 | 37 | 68 | 310 | Average Class Size on Census: | 17.2222 |
| | | Count of SECTION NUMBER | 2 | 3 | 3 | 3 | 3 | 4 | 19 | | |
| | SPAN002 | Sum of DAY_1 | 20 | 17 | 9 | 15 | 7 | 13 | 81 | Average Class Size on Day 1: | 13.5 |
| | | Sum of CENSUS_1 | 17 | 16 | 8 | 15 | 7 | 10 | 73 | Average Class Size on Census: | 12.1667 |
| | | Count of SECTION NUMBER | 1 | 1 | 1 | 1 | 1 | 1 | 6 | | |
| | SPAN003 | Sum of DAY_1 | 5 | | | | | | 5 | Average Class Size on Day 1: | 5 |
| | | Sum of CENSUS_1 | 5 | | | | | | 5 | Average Class Size on Census: | 5 |
| | | Count of SECTION NUMBER | 1 | | | | | | 1 | | |
| | SPAN004 | Sum of DAY_1 | | 4 | | | | | 4 | Average Class Size on Day 1: | 4 |
| | | Sum of CENSUS_1 | | 4 | | | | | 4 | Average Class Size on Census: | 4 |
| | | Count of SECTION NUMBER | | 1 | | | | | 1 | | |
| SPAN008A | Sum of DAY_1 | | | 6 | | | | 6 | Average Class Size on Day 1: | 6 | |
| | Sum of CENSUS_1 | | | 5 | | | | 5 | Average Class Size on Census: | 5 | |
| | Count of SECTION NUMBER | | | 1 | | | | 1 | | | |
| SPAN040A | Sum of DAY_1 | | | 18 | | | | 18 | Average Class Size on Day 1: | 18 | |
| | Sum of CENSUS_1 | | | 13 | | | | 13 | Average Class Size on Census: | 13 | |
| | Count of SECTION NUMBER | | | 1 | | | | 1 | | | |
| SPAN040B | Sum of DAY_1 | | | | 12 | | 11 | 23 | Average Class Size on Day 1: | 11.5 | |
| | Sum of CENSUS_1 | | | | 11 | | 8 | 19 | Average Class Size on Census: | 9.5 | |
| | Count of SECTION NUMBER | | | | 1 | | 1 | 2 | | | |
| Total Sum of DAY_1 | | | 128 | 131 | 147 | 103 | 93 | 117 | 719 | Average Class Size on Day 1: | 18.9211 |
| Total Sum of CENSUS_1 | | | 100 | 104 | 113 | 79 | 75 | 96 | 567 | Average Class Size on Census: | 14.9211 |
| Total Count of SECTION NUMBER | | | 5 | 6 | 8 | 6 | 6 | 7 | 38 | | |

Success % of Census and GPA, By Format: Foreign Language

| Format | Course | Success % of Census | Average Course GPA |
|-------------------|----------|------------------------|--------------------|
| Compressed | ASL 002 | 87% | 2.75 |
| Compressed Total | | 87% | 2.75 |
| Online | SPAN040A | 38% | 3.20 |
| | SPAN040B | 60% | 2.83 |
| Online Total | | 53% | 2.96 |
| Traditional | ASL 001 | 66% | 2.84 |
| | ASL 002 | 97% | 3.24 |
| | SPAN001 | 58% | 2.73 |
| | SPAN002 | 84% | 2.88 |
| | SPAN003 | 100% | 3.00 |
| | SPAN004 | 100% | 3.75 |
| | SPAN008A | 40% | 4.00 |
| Traditional Total | | 69% | 2.89 |
| Grand Total | | 68% | 2.89 |

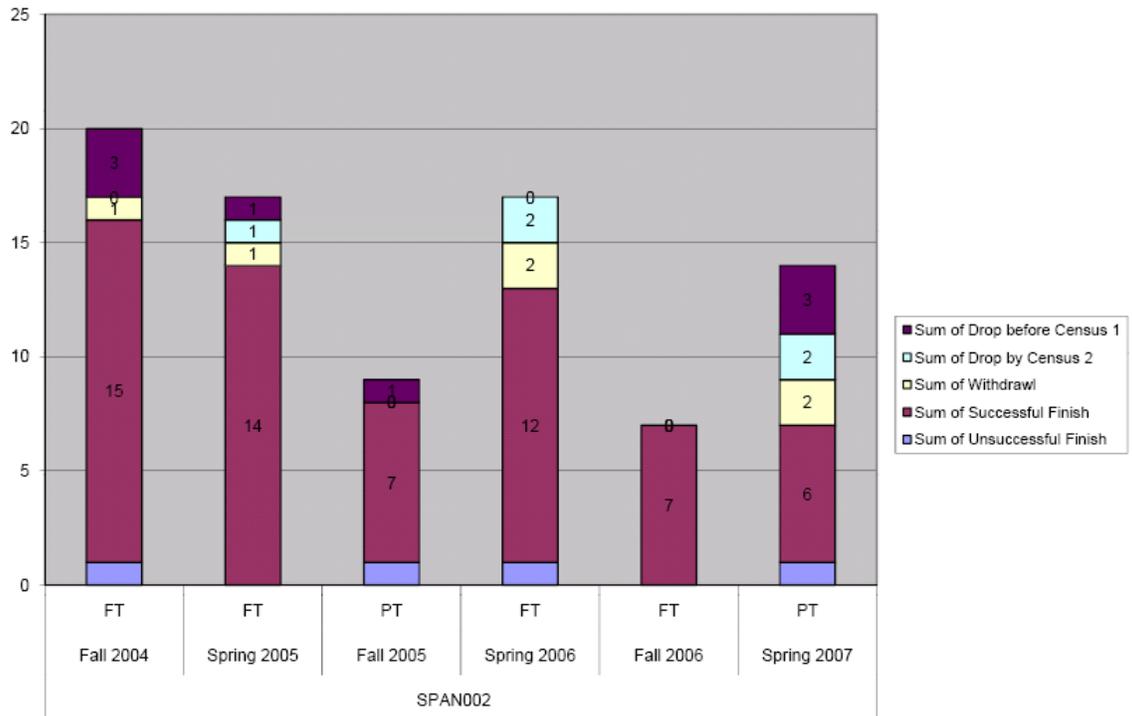
Successful Completion by
 Course and Time of Day:
 Foreign Language

| Average of Success % of Census 1 | Time of Day | | | | | Grand Total |
|----------------------------------|-------------|------|------|------|-----|-------------|
| | 0900 | 1200 | 1500 | 1800 | TBA | |
| COURSE ID | | | | | | |
| ASL 001 | 85% | | | 60% | | 66% |
| ASL 002 | | | | 97% | 87% | 94% |
| SPAN001 | 63% | 61% | | 52% | | 58% |
| SPAN002 | 86% | 100% | 60% | | | 84% |
| SPAN003 | | | | 100% | | 100% |
| SPAN004 | | | | 100% | | 100% |
| SPAN008A | | | | 40% | | 40% |
| SPAN040A | | | | | 38% | 38% |
| SPAN040B | | | | | 60% | 60% |
| Grand Total | 79% | 64% | 60% | 68% | 61% | 68% |



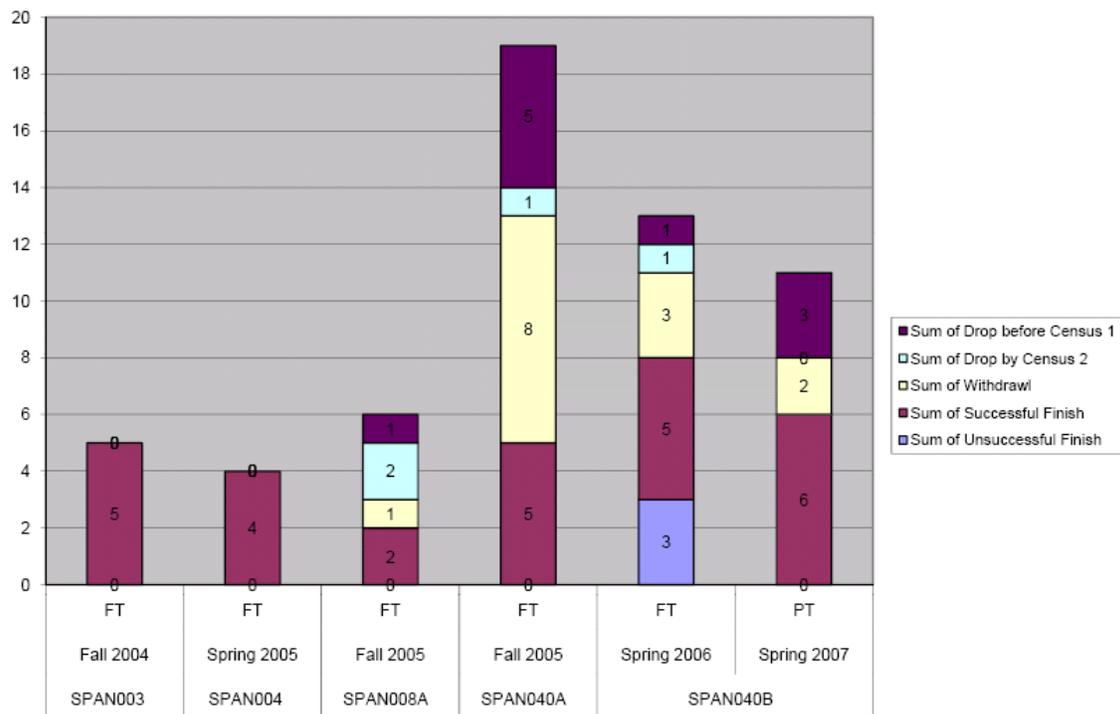
Attrition Trend Table: Spanish 1

| | | Data | | | | | | | | |
|-------------|-----------|---------------|-------------|----------------------------|--------------------------|-------------------|-------------------------|-----------------------------|----|-----|
| Program | COURSE ID | Semester Name | INST STATUS | Sum of Unsuccessful Finish | Sum of Successful Finish | Sum of Withdrawal | Sum of Drop by Census 2 | Sum of Drop before Census 1 | | |
| Spanish | SPAN001 | Fall 2004 | FT | 6 | 16 | 8 | 5 | 12 | | |
| | | | PT | 1 | 5 | 4 | 2 | 9 | | |
| | | Spring 2005 | FT | 7 | 28 | 10 | 5 | 14 | | |
| | | | PT | 3 | 14 | 6 | 2 | 11 | | |
| | | Fall 2005 | FT | 0 | 16 | 8 | 8 | 13 | | |
| | | | PT | 5 | 7 | 8 | 7 | 5 | | |
| | | Spring 2006 | FT | 2 | 18 | 11 | 9 | 14 | | |
| | | | PT | 1 | 9 | 4 | 3 | 5 | | |
| | | Fall 2006 | FT | 2 | 20 | 6 | 5 | 7 | | |
| | | | PT | 2 | 5 | 1 | 1 | 4 | | |
| | | Spring 2007 | FT | 4 | 39 | 15 | 4 | 12 | | |
| | | | PT | 1 | 4 | 4 | 0 | 2 | | |
| | | SPAN001 Total | | | | 34 | 181 | 85 | 51 | 108 |
| | | Spanish Total | | | | 34 | 181 | 85 | 51 | 108 |
| Grand Total | | | | 34 | 181 | 85 | 51 | 108 | | |



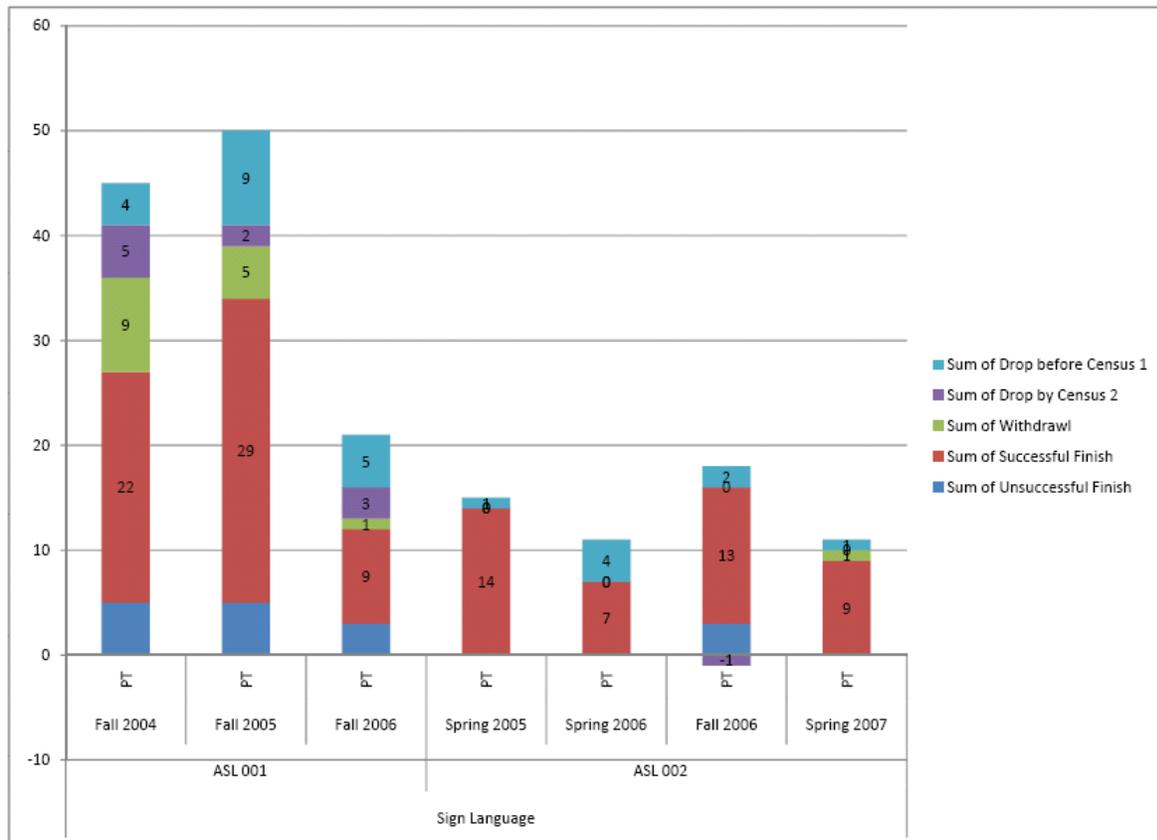
Attrition Trend Table: Spanish 2

| Program | COURSE ID | Semester Name | INST STATUS | Data | | | | |
|-------------|---------------|---------------|-------------|----------------------------|--------------------------|-------------------|-------------------------|-----------------------------|
| | | | | Sum of Unsuccessful Finish | Sum of Successful Finish | Sum of Withdrawal | Sum of Drop by Census 2 | Sum of Drop before Census 1 |
| Spanish | SPAN002 | Fall 2004 | FT | 1 | 15 | 1 | 0 | 3 |
| | | Spring 2005 | FT | 0 | 14 | 1 | 1 | 1 |
| | | Fall 2005 | PT | 1 | 7 | 0 | 0 | 1 |
| | | Spring 2006 | FT | 1 | 12 | 2 | 2 | 0 |
| | | Fall 2006 | FT | 0 | 7 | 0 | 0 | 0 |
| | | Spring 2007 | PT | 1 | 6 | 2 | 2 | 3 |
| | | SPAN002 Total | | | 4 | 61 | 6 | 5 |
| | Spanish Total | | | | 4 | 61 | 6 | 5 |
| Grand Total | | | | 4 | 61 | 6 | 5 | 8 |



Attrition Trend Table: Other Spanish

| Program | COURSE ID | Semester Name | INST STATUS | Data | | | | |
|-------------|----------------|---------------|-------------|----------------------------|--------------------------|-------------------|-------------------------|-----------------------------|
| | | | | Sum of Unsuccessful Finish | Sum of Successful Finish | Sum of Withdrawal | Sum of Drop by Census 2 | Sum of Drop before Census 1 |
| Spanish | SPAN003 | Fall 2004 | FT | 0 | 5 | 0 | 0 | 0 |
| | SPAN003 Total | | | 0 | 5 | 0 | 0 | 0 |
| | SPAN004 | Spring 2005 | FT | 0 | 4 | 0 | 0 | 0 |
| | SPAN004 Total | | | 0 | 4 | 0 | 0 | 0 |
| | SPAN008A | Fall 2005 | FT | 0 | 2 | 1 | 2 | 1 |
| | SPAN008A Total | | | 0 | 2 | 1 | 2 | 1 |
| | SPAN040A | Fall 2005 | FT | 0 | 5 | 8 | 1 | 5 |
| | SPAN040A Total | | | 0 | 5 | 8 | 1 | 5 |
| | SPAN040B | Spring 2006 | FT | 3 | 5 | 3 | 1 | 1 |
| | SPAN040B | Spring 2007 | PT | 0 | 6 | 2 | 0 | 3 |
| | SPAN040B Total | | | 3 | 11 | 5 | 1 | 4 |
| | Spanish Total | | | 3 | 27 | 14 | 4 | 10 |
| Grand Total | | | 3 | 27 | 14 | 4 | 10 | |



Attrition Trend Table: Sign Language

| Program | COURSE ID | Semester Name | INST STATUS | Data | | | | | | |
|---------------|-----------|---------------------|-------------|----------------------------|--------------------------|-------------------|-------------------------|-----------------------------|---|----|
| | | | | Sum of Unsuccessful Finish | Sum of Successful Finish | Sum of Withdrawal | Sum of Drop by Census 2 | Sum of Drop before Census 1 | | |
| Sign Language | ASL 001 | Fall 2004 | PT | 5 | 22 | 9 | 5 | 4 | | |
| | | Fall 2005 | PT | 5 | 29 | 5 | 2 | 9 | | |
| | | Fall 2006 | PT | 3 | 9 | 1 | 3 | 5 | | |
| | ASL 002 | Spring 2005 | PT | 0 | 14 | 0 | 0 | 1 | | |
| | | Spring 2006 | PT | 0 | 7 | 0 | 0 | 4 | | |
| | | Fall 2006 | PT | 3 | 13 | 0 | -1 | 2 | | |
| | | Spring 2007 | PT | 0 | 9 | 1 | 0 | 1 | | |
| | | Sign Language Total | | | | 16 | 103 | 16 | 9 | 28 |
| | | Grand Total | | | | 16 | 103 | 16 | 9 | 28 |

Advisory Minutes

Foreign Languages

December 5, 2008

9-10:20 a.m.

CMC 126

In attendance:

| | | |
|---------------|---|-----|
| Glenda Case | Sociology, Division Chair: Career and Social Sciences | CMC |
| Debbie Elmore | Administrative Assistant, Academic Affairs | CMC |
| Greg Gilbert | English, Division Chair: Communication/Fine Arts | CMC |
| Yadira Llort | Foreign Languages, Spanish | CMC |

The meeting convened in CMC 126 at 9:00 a.m. Gilbert agreed to take notes. Llort provided everyone with copies of the program review, including the SWOT and a list of possible goals.

Technology and Language Labs

Llort explained that her department has a language lab online, that it is available and free to students both at home and on campus computers. Most students who avail themselves of the service do so from home, but those students who do not have their own computers and/or Internet capability rely on CMC computers. Some of the difficulties involved with gaining access at CMC involve noisy work areas (the library being one example), competition for computer use, and availability of scheduled time for computer use in CMC 118. Those students who would like to earn a half-unit of credit by being enrolled in a lab at the college cannot always align their schedules to the lab's hours.

With regards to American Sign Language (ASL), in terms of student success and retention, students in online and hybrid classes do better than those in face-to-face classes. Llort said students who were not adept at technology or those who cannot come to the college to check out or view video materials were the ones most likely to not complete the course. Her suggestion is that there be developed a system to copy and check out videos. Discussion included the possibility of obtaining the correct licensure to copy and mail checked out DVDs, much like library books with due dates and consequences for not returning them. Another option would be for CMC to provide the necessary technology and licensure to allow video to be streamed online. Another suggestion was that the college should accrue the necessary technology to permit live streaming of the instructor's voice online. Spanish already allows web enhanced copies, and ASL should as well.

By enhancing our present uses of technology we may be able to broaden our appeal and attract new students. Llort mentioned that she would like to teach Spanish 40A (Spain), normally offered in the fall, and Spanish 40B (Mexico), normally offered in the spring, online and in Spanish in a live audio stream. Presently the courses are taught in English and might not make in Spanish because students are not sufficiently proficient in the language. By offering these courses online and streaming Spanish, they may appeal to others who would not normally register for the course and/or those who reside out of the immediate area.

Also, Spanish 3 and 4 are not attracting enough students, but because they remain necessary for the degree, it was suggested that the courses be combined and offered as a hybrid where students from

each part of the class meet in person on alternating days and complete online assignments on the off days.

Students

Llort's regular load is somewhere between 50 and 60 students at the start of each semester. This semester, she estimates that there are between 80 and 90 students enrolled in regular format and online Spanish courses at CMC, of which approximately 15 are enrolled at the Marine Base.

Course Outlines of Record (CORs)

By 2003, Llort rewrote both Spanish 1-2 and ASL1-2 CORs that originally dated from the late 1980's from College of the Desert (COD). The ASL CORs were overseen by discipline faculty. The 2003 CORs will all be current by January 2009. Rose Resurreccion will assist in this effort by transferring old CORs to the new forms.

French

French 1-2 was suspended due to low enrollments and ongoing problems with course cancellations. Because of that, the course has been on suspension. Llort would like to offer a six week French community class, but there is little interest expressed by local adjunct. A recruitment effort may be the next step.

Outreach

The population of heritage speakers of Spanish (native speakers) is traditionally quite low at the college and throughout the Morongo Basin. Recently, MUSD eliminated a program to mainstream Spanish speakers as not being cost effective. Spanish is fourth or fifth on their list of language spoken in the district, behind such as Japanese and Korean. Llort insisted, however, that there is a community of Spanish speakers in the area. Discussion included thinking about ways to reach out to heritage speakers of Spanish.

One thought was to make an agreement with local high schools to have CMC offer one or more AP Spanish courses at the main campus. Llort had previously taught such a course by special agreement in collaboration with at Cabrillo College and a private high school.

Also discussed was the possibility of developing community service and non-credit courses that appeal to heritage speakers of Spanish. Case envisioned a scenario where once the Bell Center is open parents could bring their children to soccer practice and attend a Heritage Spanish course.

Gilbert suggested the possibility of establishing a non-credit course that assists people in preparing for citizenship tests or even in filling out immigration and other related forms. Santa Barbara has such a non-credit, adult education program and has been widely recognized within the state for its efforts in support of California's immigrant populations. It is possible that such a program would help attract heritage speakers of Spanish to CMC and eventually into transferrable courses. **Llort mentioned she has previously pursued the idea of offering public assistance in filling out U.S. citizenship forms; and investigated whether a partnership with the local Home Security Department (located in San Bernardino) would be possible. The HSD, however, insisted that a partnership would require this campus to report any known illegal aliens.**

The Puente Project was mentioned wherein heritage speakers of Spanish who are competent in English would attend Eng 3A with Puente guidance. The difficulty is that there may not be a large enough core of such students locally available to allow for a Puente class.

Another thought was to teach other subjects in Spanish, perhaps a literature class, and to team-teach it. Llorca said that she and Ellen Baird have been discussing something like this, but because Baird lacks the necessary Spanish skills, and the questions of placing such a course within discipline(s) as well as the current focus on minimum teaching qualifications for teaching such a course, the idea has stalled. Gilbert mentioned that one English lit adjunct at CMC, is fluent in Spanish and has his degree in literature from Oxford. She said that she would like to follow-up on that, but questions regarding course placement and minimum quals for such a course would have to first be addressed.

In the Foreign Language Program Review SWOT, CMC's remote location, particularly from large Spanish speaking population that resides in the Coachella Valley, is viewed as a threat. Also, loss of PFE funds has undercut the department's ability to offer such as Spanish 3 and 4. Essentially, it is believed that a serious outreach program that combines courses, upgrades in online technology, and providing non-credit incentives might reach more potential students and surrounding community members.

The meeting adjourned at 10:20 a.m.
Respectfully submitted, Greg Gilbert