

World Languages and Speech Communications Department

Note: The most recent comprehensive program review for the World Languages and Speech Communication Program was done in 2005 when the programs were still part of the Humanities Division. This document will review World Languages. Comprehensive Program Review for Speech Communication is presented as a separate document.

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10.

List the objectives developed for this program during the last comprehensive program review:

1. Implement distance education in 2005 campus wide.
2. Add, create and implement an intensive Spanish course: Spanish 100-110 offered in one semester.
3. Add more full-time tenure track instructors in Spanish
4. Offer “Spanish for the professions” courses and work closely with the respective departments; Law Enforcement (Administration of Justice), Business, etc.
5. Offer more composition and conversation courses.
6. Offer distance education courses for Native Speakers
7. Work toward a six-day work week to meet community needs.
8. Continue to encourage faculty involvement in the community schools and service organizations.
9. Increase community awareness of IVC’s Spanish and French Programs
10. Encourage IVC students to participate in Study Abroad Programs.
11. Utilize alumni success stories and bring them into classes to share their experiences.
12. Implement an Online Spanish Placement Test.
13. Create placement tests for students coming into Spanish courses.

NOTE: We are unable to locate the main objectives for the American Sign Language program. The ASL program was initially under the DSP&S department, and then in the Humanities department before moving to World Languages after the campus wide reorganization of July 1, 2010. We have checked the records and the files of the former full time instructor and cannot determine the program goals.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performances toward meeting the previous objectives.

The data for 2007-08, 2008-09, and 2009-10 is presented in **Appendix A**.

3. Present Student Learning Outcomes data that demonstrates the program's continuous educational and/ or service quality improvement.

AMERICAN SIGN LANGUAGE PROGRAM SLO's

COURSE	SLO	CYCLE ASSESSMENT COMPLETED	ISLO LINKED TO SLO
AMSL 100 (ASL 1)	Initiate and participate in a basic conversation in ASL.	SLO identified	ISLO 1
	Differentiate between basic similar signs.	Assessed Spring 2010	ISLO 1, ISLO 2
	Recognize basic differences between simple ASL and English sentence structures.	Assessing Spring 2011	ISLO 1, ISLO 2
	Identify basic differences between Deaf and Hearing cultures.	SLO identified	ISLO 2, ISLO 5
AMSL 102 (ASL 2)	SLOs pending.		
AMSL 104 (Finger spelling and numbers)	COR revision pending. SLOs to follow.		
AMSL 200 (ASL 3)	Represent visual information using correct ASL structures.	SLO identified	ISLO 1, ISLO 3
	Identify the correct facial grammar for a given description.	Assessing Spring 2011	ISLO 1, ISLO 2
(AMSL 200)	Distinguish between different types of spatial structures essential to ASL	Assessed Spring 2010	ISLO 1, ISLO 2
AMSL 202 (ASL 4)	Incorporate a variety of ASL spatial structures correctly into narrations.	SLO identified	ISLO 1
	Narrate personal stories involving multiple people and events in an ASL manner.	SLO identified	ISLO 1, ISLO 2

	Examine ASL literary devices and American Deaf humor.	Assessing Spring 2011.	ISLO 1, ISLO 2, ISLO 5
AMSL 204 (ASL 5)	Narrate personal stories following ASL narrative structure.	SLO identified	ISLO 1, ISLO 2
	Display understanding of basic ASL fictional storytelling techniques.	SLO identified	ISLO 1, ISLO 2
	Identify new ASL vocabulary and idioms for a variety of everyday topics.	Assessed Fall 2010.	ISLO 1, ISLO 2, ISLO 5
AMSL 210 (Interpreting I)	COR revision pending. SLOs to follow.		
AMSL 212 (Interpreting II)	COR revision pending. SLOs to follow.		
AMSL 110 (Deaf Culture)	Identify American Deaf cultural values and perspectives.	Assessed Fall 2010.	ISLO 2, ISLO 5
	Distinguish between pathological and cultural perspectives of deafness	SLO identified	ISLO 2, ISLO 5
(AMSL 110)	Describe ASL's linguistic status and its importance to the American Deaf community.	SLO identified	ISLO 1, ISLO 2, ISLO 5
AMSL 112 (Interpreting As A Profession)	Compile a personal profile relating to interpreting.	Assessing Spring 2011.	ISLO 2, ISLO 3
	Apply professional interpreting ethics to given scenarios, explaining course of action chosen.	Assessed Spring 2010.	ISLO 1, ISLO 2, ISLO 3
	Analyze the importance of cross-cultural dynamics in the interpreting profession.	SLO identified	ISLO 2, ISLO 3, ISLO 5

American Sign Language:

The ASL program, while behind in some programmatic aspects, has produced some excellent SLO assessment results. The SLOs for ASL 1 were developed with the input of all adjunct faculty members. The first assessment, conducted Spring 2010, was coordinated

among all of the ASL instructors. Identical quizzes were used to evaluate the students' success, and data was analyzed for all 7 sections. Students were highly successful in completing that outcome, and we consider it a valid SLO for ASL 1. The process of developing the SLOs – as well as data collection - helped us coordinate and clarify expectations among instructors in the program. The instructors seem to be communicating better and more among themselves regarding outcome expectations. The SLO process has opened up a welcome dialogue.

Other SLO assessments have produced changes to the methods of teaching. Some SLOs were tested at the end of the semester, and some students did not retain what they had learned previously. More need for review was highlighted and incorporated into the lessons.

To date, none of the SLOs has been changed due to assessment. The data indicates that the SLOs are being achieved, and the instructors believe that the SLOs selected are appropriate and valid for each course.

FRENCH PROGRAM SLO's

COURSE	SLO	METHOD OF ASSESSMENT	CYCLE ASSESSMENT COMPLETEDE	ISLO LINKED TO
French 100	Students will be able to describe family and friends using appropriate expressions and vocabulary	Composition	Completed in fall 2010	ISLO1, ISLO2, ISLO5
French 110	Students will be able to communicate about food shopping, preparation and consumption.	In-class oral exercise	Completed in fall 2010	ISLO1, ISLO2, ISLO4, ISLO5
French 201	Students will be able to give directions and talk about the future.	Student presentations	Completed in fall 2010	ISLO1, ISLO2, ISLO5

French SLO's last cycle assessment:**French 100:**

Students were given an assignment to write a two or three paragraph composition about their family. They were directed to use possessive adjectives and descriptive adjectives to characterize the various members of their family. I feel students received adequate instruction and oral practice in describing family members before they attempted the written assignment. In general, students were successful in using the correct terms to identify their family relationships. In many cases, however, their descriptions were summary and the application of possessive and descriptive adjectives to members of their family lacked grammatical accuracy. Specifically, there were numerous mistakes of form and adjective agreement (gender and number). The assessment process was effective insofar as it revealed students' strengths and weaknesses when writing about members of their family.

Next year, the written assignment will be modified to address the problems that appeared this semester. Students will be given more specific instructions. They will be asked to describe at least four family members and to address both the physical appearance and the personality of family members in their descriptions. They will be reminded to verify the form, gender and number of the adjectives they use.

French 110:

Student ability to talk about food was assessed in the context of a hypothetical visit to a restaurant. Working with partners, students looked at a menu from a French restaurant and constructed sentences to compare menu items using adjectives such as good, bad, expensive, succulent, delicious, fatty, heavy, sweet, spicy, disgusting, healthy, etc. This exercise proved challenging for students. It included some new vocabulary words and expressions. These were defined before the activity was attempted. In addition, in order for them to be able to perform it successfully, it was necessary to review with them basic principles for constructing comparisons using adjectives. After this was accomplished, they were given an example to study and were then able to complete the activity successfully. In all cases, students were able to assign appropriate adjectives to menu items, saying, for example, "The salad is healthier than the pâté". The exercise was an effective tool for measuring student mastery of vocabulary associated with food.

Next year, instead of giving students a list of adjectives related to food, I will solicit the adjectives from them and then write them on the board in order to give them a chance to practice recall and to have additional input into the activity.

French 201:

Students were told to give directions orally to an undisclosed location of their choosing in the Imperial Valley, using IVC as the starting point. After listening to the directions, the other class members were asked to name the destination. Eight students gave directions and the correct destination was named by their classmates seven times out of eight (examples of destinations: the airport, a certain supermarket, a certain restaurant, a certain park). In one case, the class members were unable to guess the correct destination

because the directions lead to the house of a friend of the speaker whom the other students did not know. The exercise elicited high interest because it incorporated students' shared knowledge of their community. It effectively demonstrated students' functional ability in both giving and understanding.

For some reason, all students called upon to participate in this year's exercise gave directions to destinations in Imperial and El Centro, which made the direction giving and comprehension relatively easy. Next year, to elicit more extensive and detailed directions and thereby increase the challenge, I will specify that students use destinations in other towns.

SPANISH PROGRAM SLO's

COURSE	SLO	METHOD OF ASSESSMENT	CYCLE ASSESSMENT COMPLETED	ISLO LINKED TO
Span 100	Research, organize and communicate information orally in Spanish about a cultural aspect of a Spanish-speaking country	Oral presentation rubric	Completed in fall 2010	ISLO1, ISLO4, ISLO5
Span 110	Research, organize and communicate information orally in Spanish about a cultural aspect of a Spanish-speaking country	Oral presentation rubric	Completed in fall 2010	ISLO1, ISLO4, ISLO5
Span 113	Research, organize and communicate orally a cultural aspect from a Spanish-speaking country at beginning Spanish level.	Oral presentation rubric	Completed in spring 2009	ISLO1, ISLO4, ISLO5
Span 116	Dramatize and produce a medical scenario orally in Spanish.	Oral presentation rubric	Class has not been offered	ISLO1
Span 200	Organize and effectively communicate personal information in Spanish through writing.	Final in-class composition rubric	Completed in fall 2010	ISLO1, ISLO4, ISLO5
Span 220	Research, communicate, and analyze cultural, historical, and/or social aspects of a Spanish-speaking film or literary work in Spanish.	Essay rubric	Completed in fall 2010	ISLO1, ISLO2, ISLO4, ISLO5

Span 221	Research, organize, communicate and analyze cultural and social aspects of a Spanish-speaking cultural product (film, literary work, documentary) in Spanish through writing.	Essay rubric	Completed in fall 2010	ISLO1, ISLO2, ISLO4, ISLO5
Span 222	Research, organize, synthesize, and orally communicate a controversial topic in Spanish in a clear and engaging manner.	Oral presentation rubric	Completed in Spring 2009	ISLO1, ISLO 4
Span 223	Organize and develop a well-thought argumentative essay in Spanish.	Essay rubric	Assessing in Spring 2012	ISLO 1, ISLO 2, ISLO 4
Span 225	Research and analyze cultural and social aspects of a literary work from Latin America	Essay rubric	Assessing in Spring 2011	ISLO2, ISLO4, ISLO5
Span 262	Research, analyze and identify cultural values and contributions of Mexican Americans to the United States through writing.	Research Paper	Assessing in Spring 2012	ISLO1, ISLO 2, ISLO4, ISLO5

The last assessment cycle completed for Spanish classes was for the spring 2010 semester.

Spanish 100:

At the end of the course, the great majority of students were able to orally communicate a cultural aspect of a Spanish Speaking country at the beginning level. 17% of students passed the oral final with an A. 31% of students passed the oral final with a B. About 28% of students passed the oral final with a C, and 17% of students passed the oral final with a D. Only 6% failed to pass their oral final presentation. At that point, we concluded that no changes were necessary to the curriculum with regard to the communication skills outcome. We are trying to incorporate more adjunct instructors into this cycle.

Span 110:

We assessed only one Span 110 class. Students were given a rubric with ample time to prepare their oral presentation and do research. At the end of the course, the great majority of students were able to orally communicate a cultural aspect of a Spanish Speaking country at the beginning level. 45% of students passed the oral final with an A. 27% of students passed the oral final with a B. About 9% of students passed the oral final with a C, and 18% failed to pass their oral final presentation. The process was effective; however, we have seen that by the end of the semester, many students do not show up for the oral presentation. We need to address this issue in our meetings.

Span 200:

Students were given a guide to prepare for the final written assignment. At the end of the course, the vast majority of students were able to write effectively personal information at the intermediate level. 13% of students passed the final in-class composition with an A and 87% of students passed the final in-class composition with a B. We will probably keep assessing the communications skills of our students since is a key component of learning a second language. We might consider assessing their oral skills to compare their writing vs. their oral skills.

Span 220:

At the end of the course, the great majority of students were able to research, communicate and analyze cultural and social aspects in a Latin American film. This semester we decided to assess the communications skills outcome for this class. Two adjunct instructors and one fulltime faculty participated this semester. We assessed 120 students in 4 different classes; one of these classes was taught online. Instructors spent time with students teaching them important aspects of grammar and writing such as accent marks, spelling, false cognates, etc. As a result 63% of students passed the communications skills area with a C or better, 17% passed with a D and 21% failed to pass the communication skills component of the essay. The coming semester we will try to cover more essential grammatical aspects of writing before the assignment of the first essay in order for students to be better prepare in their communications skills.

Span 221:

This semester we assessed the communications skills component of the essay. As we always do, we give students a rubric so that they can be fully aware of what is going to be graded in the essay. At the end of the course, the great majority of students were able to research, communicate and analyze cultural and social aspects in a Latin American film. One adjunct instructor and one fulltime faculty participated this semester. We assessed only one class with a total of 34 essays graded. Instructors spent time with students teaching them important aspects of grammar and writing such as accent marks, spelling, false cognates, etc. As a result 77% of students passed the communications skills area with a C or better, (24% = A, 26% = B, 26% = C) 21% passed with a D and only 2% did poorly in the communication skills component of the essay. The coming semester we will keep covering essential grammatical aspects of writing before the assignment of the first essay and will assign minor writing assignments to better prepare students in their communications skills.

Span 225:

This semester the instructors assessed the critical thinking component of the essay. This essay is turned in at the end of the semester and by this time; students have been exposed to identifying and creating thesis statements as well as providing evidence to support such thesis. Students were asked to read a novel and analyze social, aesthetic, and/or symbolic aspects of the novel. They were given

a rubric and ample time (3 weeks) to complete this task. At the end of the course, the great majority of students were able to successfully research and analyze their novels. As a result 25% of students passed the critical thinking component of the essay with an A, 34% passed it with a B, and 41% passed it with a C. All of the students showed the ability to think critically. Since a key element in higher education is to develop in student the ability to think critically, there is no need to make any changes for next year. The instructor will add more outcomes to this class but not change the current outcomes.

4.0 Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program’s success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

4.1 Implement distance education in 2005 campus wide.

Most of the faculty in the World Languages and Speech Communication Department has been trained in the ETUDES course management system. Currently, we offer four different Spanish classes and one Speech class online: Span 100, Span 110, Span 200, Span 220 and SPCH 100.

4.2 Fast-track Spanish course:

One of the objectives of the 2005-2008 Program Review for the Foreign Languages Program was to “create and implement an intensive Spanish course: Spanish 100-110 offered in one semester.” However, due to the limited Full Time and Adjunct Faculty in our program, the objective was put on hold for more suitable times. When this project originated there were four Full Time faculty members in our department; Ms. Ortega, Mrs. Coronel, Mr. Sánchez-Domínguez and Dr. Ruiz. Nevertheless, the following year we lost Mrs. Coronel, the proponent of this project, and we had to put the project in a hiatus. By the time we found a replacement for Mrs. Coronel, Ms. Ortega suddenly retired and her position has not been replaced to this day. During that period of time, our pool of adjunct faculty was also limited. Today, we have a much more varied pool of candidates and we could probably restart that project.

4.3 Add more full-time tenure track instructors in Spanish.

Due to recurrent economic crisis, we have not been able to meet this objective.

4.4 Offer “Spanish for the professions” courses and work closely with the respective departments; Law Enforcement (Administration of Justice), Business, etc.

Objective met. As a response to this objective, we created a Spanish 116: Spanish for Health Care professionals in 2006. We offered the course a couple of semesters with mixed results with regard to enrollment. We offered the class a third semester but it was canceled for low enrollment.

4.5 Offer more composition and conversation courses.

In 2005, we had as much as three courses of Span 222 (oral or conversational Spanish) per semester and one Span 223 (Writing) every semester. However, the fill rate per class was very low, therefore, we reduced the offerings of Span 222 to only two sections per semester and we offered Span 223 only once per academic year. This helped tremendously our fill rate. We have tried to accomplish this objective but student interest has not been strong enough to have a healthy fill rate in more than one offering.

4.6 Offer distance education courses for Native Speakers

We develop Span 220 online and we have been offering it ever since. In addition, we also created Span 100, Span 110 and Span 200 online.

4.7 Work toward a six-day work week to meet community needs.

We opened a section of Span 100 on Fridays and Saturdays.

4.8 Continue to encourage faculty involvement in the community schools and service organizations.

The department worked closely with the Department of Spanish of SDSU-IV Campus. In 2006, Dr. Ruiz was invited to give a book presentation on *El Norte y su frontera en la narrativa policiaca mexicana*. by Juan Carlos Ramírez-Pimienta and Salvador Fernández eds. During the *Explore SDSU Week*. During 2007 there were plans to create a Spanish Language and Culture Festival at IVC with the participation of local high schools; however, the plans did not go through due to lack of funds.

4.9 Increase community awareness of IVC's Spanish and French Programs.

We were able to increase community awareness of our programs by participating in community events through the Spanish and French Club. We have been also present in the Winter Fair and in the Parent Orientation Day organized by the Counseling office.

4.10 Encourage IVC students to participate in Study Abroad Programs.

This objective has not been met. Dr. Swiadon developed two classes to this end, French 180 and 182. The first group of students was programmed to travel to France the summer of 2011, but unforeseen obstacles arose that required postponement of taking students to France. Dr. Swiadon is reviewing the program to be restarted next year.

4.11 Utilize alumni success stories and bring them into classes to share their experiences.

A number of alumni came to visit to encourage current students to continue with their studies in higher education. However, this was a project coordinated by the IVC Foundation, and we have decided not to pursue continuing it at this time.

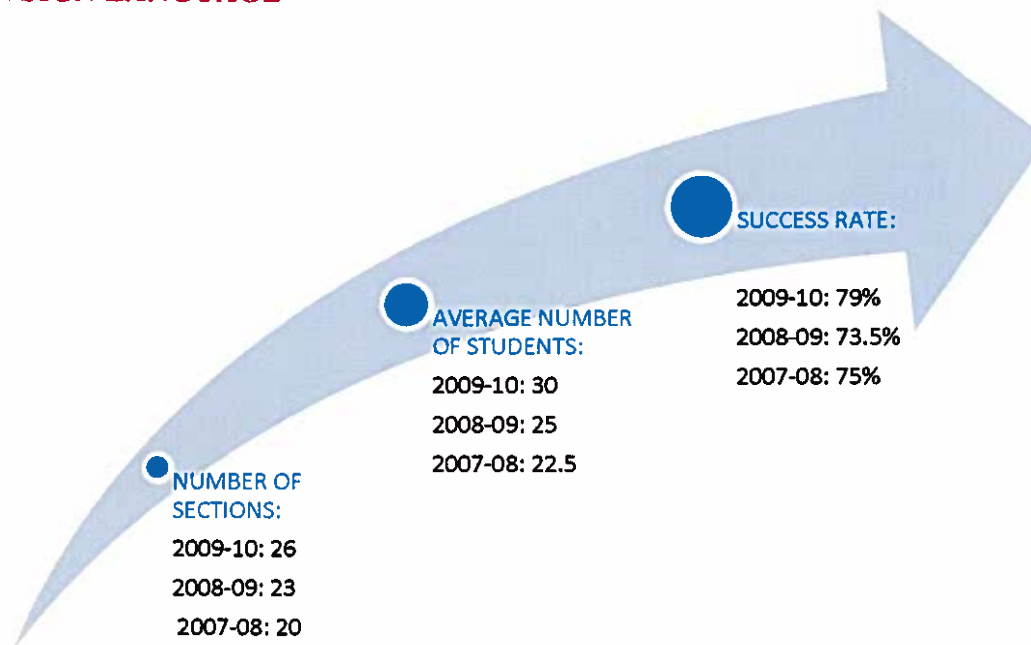
4.12 Implement an Online Spanish Placement Test.

Due to lack of funds or the appropriate software, we have not been able to contract of develop this placement test.

4.13 Create placement tests for students coming into Spanish courses.

We have created a placement test that would allow us to determine a more accurate placement of our students.

Notes on enrollment:
AMERICAN SIGN LANGUAGE

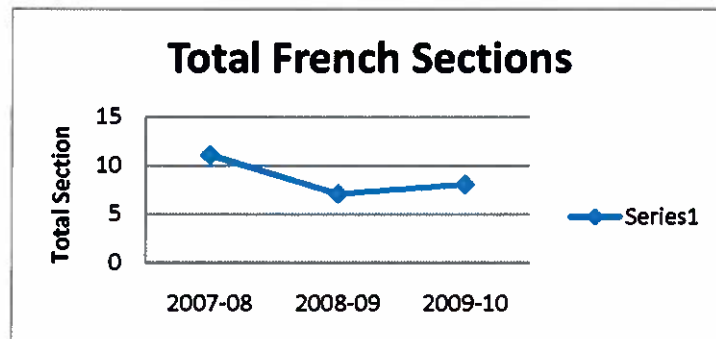
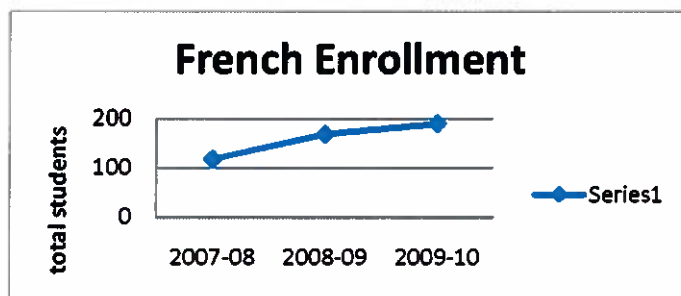


The ASL program at IVC has seen a steady increase in almost all categories analyzed during the past 3 years. In 2009-2010 the ASL program offered 26 sections, serving an average of 30 students per section. While this may be partly due to the economic environment, the steady rise indicates the potential for program growth and development. **One important trend to note is the increase in students in the upper level courses of the ASL sequence. ASL 3, 4 and 5 have seen dramatic increases in enrollment, beginning 2009-2010.** This also seems to signal that further development of the ASL program is a sustainable option.

The success rates and retention rates are also trending upwards, but data varies sharply from instructor to instructor. The data needs to be examined more closely for trends and patterns linking to instructors. All instructors may need to coordinate more closely to determine content and expectation for each level.

FRENCH

An analysis of data from fall, 2007 through spring, 2010 shows marked increases overall in enrollment for all levels of French courses. In French 100, this correlates with the number of sections offered. Higher enrollment can be seen where there are three sections offered per semester, as compared to only two sections per semester. Similarly, enrollment in French 110 shows an increase from 15 in spring 2008 to an average of 20.6 between fall, 2008 and spring, 2010. In French 201, enrollment figures show a gradual upward movement from 11 in fall, 2007 to 12 in fall 2009 to 14 in fall 2010. French 211 was not offered during the period shown on the data report. Additional factors affecting increased enrollment in French can be related to the practice of limiting the number of course offerings per semester to three (as opposed to six in 2007) in order to concentrate students together. It can also be attributed to an interest in the study of French that has been steadily growing since Dr. Swiadon's arrival in fall, 2008.

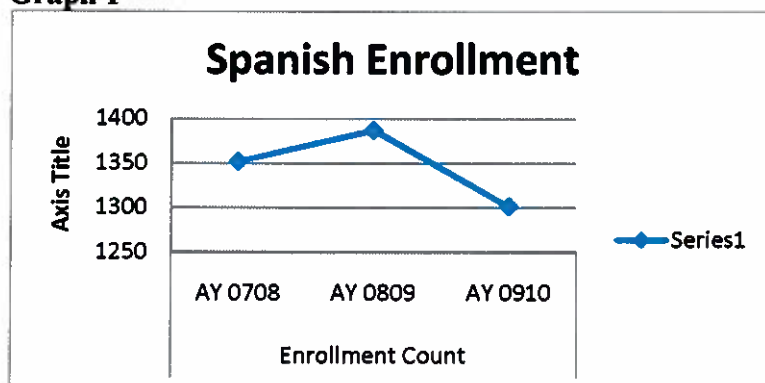


The data shows that success rates in French courses have increased across the board. French 100, whose success rate was 42% in fall, 2007 and 50% in spring, 2008, has registered between 63% and 74% success through spring 2010. From 47% in spring, 2008, French 110 has climbed to a high of 87% success in spring, 2010. French 201 also shows an increased success rate, from 36% in fall, 2007 to 92% in fall, 2009. No data is available for French 211 during the period currently under review. Student retention rate overall has been stable, but significant gains seen in success rates actually show an increase in real student retention. Grade distribution figures show that between fall, 2007 and spring, 2008, an average of 11 French 100 students per semester received “F”. By comparison, between fall, 2008 and spring, 2010, an average of only 2.25 students received “F”. This indicates not only that progress has been made in the area of student success but also that there is more class attendance and therefore more student performance in class.

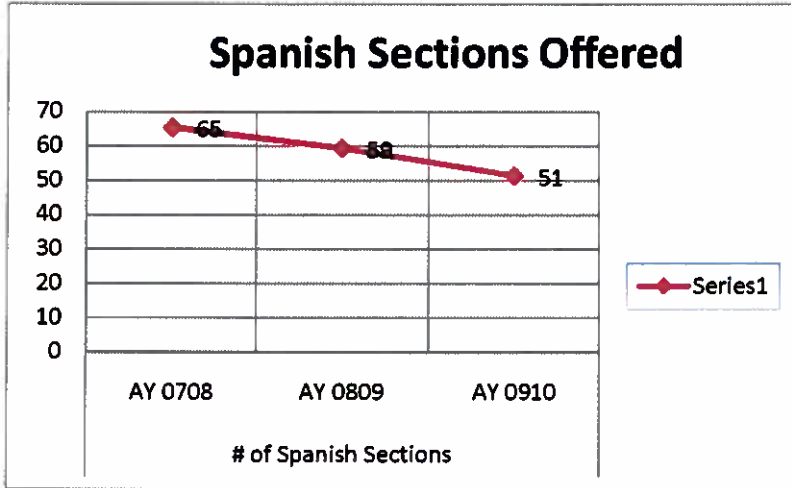
SPANISH

As graph 1 show, there was an increase in student enrollment in the academic year 2008-2009 from the previous academic year (2007-2008), from 1351 to 1386. However, during the 2009-2010 academic year the enrollment in the Spanish classes show a decline back to 1300 students. It is interesting to note that, even though we offered more sections in 2007-2008 than in the 2008-2009, we had more students enrolled in our classes (1386) with fewer sections offered. Notice also the increase in FTEs during that year in graph 3. This merits some explanation, during the 2007-2008 academic year the we noticed there were plenty sections with low enrollment so we reconsidered and restructured our offerings in order to have a more effective schedule. The result is evident in graph 1; we had more than 30 students enrolled even though we offered fewer classes. However, during the 2009-2010 academic year, we went down to 1300 students because we had to offer 8 fewer sections than the previous year. This time the reduction of sections was due more to budget related issues than to a restructuring in the schedule.

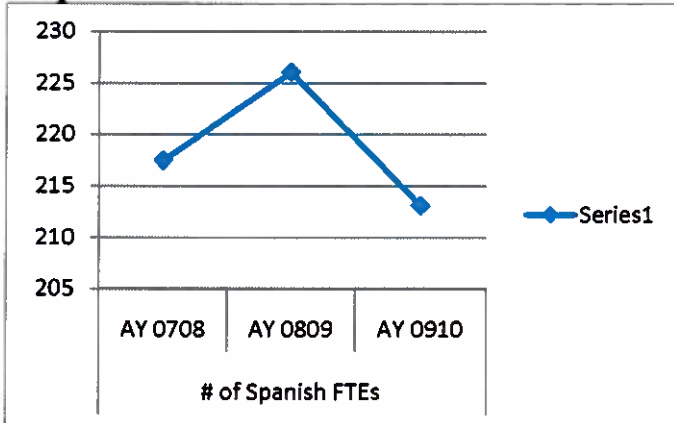
Graph 1



Graph 2



Graph 3



B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollment, student learning outcomes implementation, number of majors, and/or other data as appropriate.

As part of the recent restructuring of the college, the Humanities Division was divided into two different departments; the World Languages and Speech Communication Department that is now part of the Division of Arts and Letters, and the Humanities Department now under the Behavioral and Social Sciences Division. The Division of Arts and Letters is composed of three departments; English, ESL and World Languages and Speech Communication Department.

The World Languages and Speech communication department is composed of different subject areas: American Sign Language, Arabic, French, Spanish, and Speech. In 2008, American Sign Language was incorporated to the Humanities Division and during that same year we added Arabic to our offerings. Our department currently offers Associates of Arts in French, Spanish for Heritage Speakers, Spanish for Non-Heritage Speakers, and Communication Arts. We recently hired a Full Time Tenure Track instructor for American Sign Language and we have plans to create a Certificate in this area as well. At this juncture, we only offer one class of Arabic but plans are underway to create the second course in Arabic. The Communication of Arts major has 16 declared students at this moment. There are plans to create a Certificate in Speech Communication that without a doubt will attract a considerable number of students. The Spanish program has 24 declared students pursuing their Associate of Arts. The French Program has 4 students declared as French majors.

Currently the World Languages and Speech Communication Department is offering 60 sections distributed in the following manner: 12 American Sign Language classes, 1 Arabic class, 5 French classes, 27 Spanish classes and 27 classes of Speech Communication. In total the department is serving 1957 students with 7 full-time faculties, 20 adjunct faculties and a full-time faculty member from the English Department that teaches one course.

This is the first semester that all World Languages classes have a cap of 25. This meant an increase from 20 to 25 in some Spanish and Speech classes.

American Sign Language:

The ASL program is currently emerging from a period of transition. The program has significant gaps in the assessment cycle that the current full time faculty member is now addressing. CORs will be reviewed and revised as necessary and SLOs implemented for the few remaining courses that do not have them. The ASL adjunct instructors have been involved in the SLO development and assessment process, and idea exchange and content standardization has begun to occur.

While the ASL program has 12 courses in the catalog, it does not have a major or a certificate program at this time. Many students have expressed an interest in pursuing a major in ASL, as well as training to become interpreters. We will be examining the current courses and investigating the possibility of adding an ASL major to IVC. The popularity of the courses and the rising number of students seem to signal that an ASL major is a viable possibility.

The ASL program here at IVC currently serves 342 students in 12 sections. That translates to a 114% combined fill rate. The program has one full time instructor and four adjunct instructors as of Spring 2011.

Class	Students	Sections	Fill-rate
AMSL 100	207	7	118%
AMSL 102	51	2	102%
AMSL 112	25	1	100%
AMSL 200	33	1	132%
AMSL 202	26	1	104%

Arabic:

During the 2008-2009 academic year, interest for courses in Arabic rose. As a consequence, the coordinator of the Language Department and the Chair of the Humanities Division, created Arab 100, and it was offered for the first time in the fall of 2009. The course has been very popular since its inception. During the first semester being offered, we had to open another section to satisfy the interest from the students. Due to budgetary constraints we have not been able to open two sections again. The class still generates high interest in the students and it has had a positive retention rate of 84% and a success rate of 77%. There is a genuine interest for the second course in Arabic and Dr. Aziz is working on developing the course at this moment.

Class	Students	Sections	Fill-rate
ARAB 100	34	1	136%

French:

There are 111 students taking French this semester in 5 sections with a fill rate average of 88%. The current fill rate in French 100 is 99% (3 sections), with an average fill rate of 105% over the past two semesters, an increase in enrollment due in part to the number of sections offered per semester. The fill rate for French 110 is 92% (1 section) or 23 students, which follows the trend toward increased enrollment in French 110 since fall, 2008. In French 211, the second course in the sequence of Intermediate French, the fill rate is 56%. It is now being offered for the first time since as far back as fall, 2007. Therefore, its current enrollment of 14 is clearly a vast improvement. Although many students may only take French 100 in order to satisfy a language requirement for transfer, the upswing in enrollment not only in French 100, but also in French 110, French 201 and French 211 indicates students are responding positively to Dr. Swiadon's efforts to build interest in more advanced courses within our student population.

Class	Students	Sections	Fill-rate
French 100	74	3	99%
French 110	23	1	92%
French 211	14	1	56%

Spanish:

There are 724 students taking our different course offerings with a combined fill rate of 107%.

Class	Students	Sections	Fill-rate
Span 100	129	5	103%
Span 110	52	2	104%

Span 113	24	1	96%
Span 200	45	2	90%
Span 220	353	12	117%
Span 221	53	2	106%
Span 222	28	1	112%
Span 225	23	1	92%
Span 262	17	1	68%

It is worth commenting on Span 262 since it is the only class that has less than 90% fill rate. The enrollment suggests that we might need to change the time and/or the frequency in which this class is offered. However, this class should be cross-listed with Hum 262 but this semester it was not entered into WebStar properly. Most likely, this affected enrollment as well.

- 2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.) This area will be important as you look back in 2-3 years and are probably out of your control.**

The budget crisis at all levels but specifically in California has impacted our college tremendously. In our program, we have lost two Speech instructors and one Spanish instructor. Those positions have not been replaced. In the previous Comprehensive Program Review we indicated the need for an additional full time Speech instructor and one more for Spanish. This is having repercussions at the enrollment level since we have been cutting classes, and our enrollment has declined. That means that in Speech, we are down three full time instructors and two in Spanish. In addition, if voters do not approve the tax extension proposed by Governor Brown, the college will be negatively impacted with possible layoffs of essential adjunct faculty. In ongoing negotiations, the elimination of entire programs was discussed, but later rescinded. Additionally, our current budget for travel is very limited, restricting opportunities for professional development.

In the American Sign Language area, we see can see many factors affecting that program. It should first be mentioned that the current lack of a major is in itself a challenge to the program. While it is not a block to transferability, it is an obstacle for people pursuing ASL for vocational reasons. Most employers will not hire people with ASL skills without some sort of paper verification – an AA in ASL, completion of an interpreter training program, a BA in Deaf Studies, etc. Consideration of both a major and an interpreter training program would ensure that the program produced employable graduates.

The obvious factors impacting the program are the national and local economic crises. The economic environment will make it somewhat challenging for us to develop the program to its full potential. However, given the realities of the budget constraints, there are still several positive factors working in the ASL program's favor. These largely relate to pursuing ASL vocationally, but one relates directly to the creation of a major in ASL. This positive factor in program development is the lack of an ASL major in surrounding colleges. San Diego is the nearest point to obtain an AA or attend an ITP (Interpreter Training Program). Palo Verde College (Blythe), College of the Desert (Coachella Valley) and Arizona Western College (Yuma) do not have a major in ASL or an ITP.

One positive factor relating to pursuing ASL vocationally is the impact that video relay has had on the interpreting profession. Many interpreters have gone to work for video relay companies over the past 4-5 years, creating a severe shortage of "on-ground" interpreters. Should the ASL program develop into an interpreter training program, its qualified graduates should be able to find work in certain settings.

Another potentially positive factor is the chronic shortage of interpreters, and the legal mandate for their services. Traditionally there have been more jobs available than interpreters. Interpreters are also a service required by law - both Section 504 and ADA. The legal necessity of qualified interpreters also works in support of developing an interpreter training program.

Another potential challenge facing the program is a B.A. requirement, effective 2012. This requirement is for nationally certified freelance interpreters. It will be possible for qualified individuals to certify for educational interpreting with an associate's degree or through completing an interpreter training program. If an interpreter training program develops, it would seem wise to focus on education interpreting.

3. List any significant issues or problems that the program is immediately facing. –Can be internal or external.

Our program lacks its own space to better serve the students' needs. The Language Lab is highly impacted with students from the ESL and English Programs, and our students need to wait to start working on their lab assignments until all orientations are over, which is normally until the 3rd week of the semester. Additionally, our Spanish classes have a one-hour weekly visit to the lab, but last semester we had to make changes in our class calendars because students in English and ESL classes also use the same lab. Our American Sign Language classes are also in need of a room that functions as a lab where students can practice their signs with help from tutors. The Argumentation and Debate classes also need a classroom where debates can be held without the constant rearrangement of desks. Our Language and Speech students would greatly benefit from having our own space.

The American Sign Language Program is emerging from a period of transition. The ASL department is behind in many basic programming aspects, including SLO assessment and COR revision. The current full time instructor (hired permanently in Spring 2011) is attempting to fix these issues as quickly and effectively as possible.

The extreme popularity of the program is challenging our ability to serve the students. We currently have one full-time instructor and 4 adjunct instructors. Not all adjuncts are at their cap. If the program develops beyond a major, we need to consider hiring another full-time instructor. The popularity and fill rates of the program suggest that we consider hiring another full-time instructor in the near future.

One of the challenges facing the program is variation in students' skills. Many students who studied under the former full time ASL instructor have significant skills gaps. These students are currently having difficulty navigating past a certain level. This problem should resolve over time.

Another program challenge is the lack of a nationally certified instructor. While the instructor is academically qualified, a skills test should still be passed to prove proficiency. The current full time ASL instructor will be pursuing national certification through ASLTA (the ASL Teacher's Association).

In French, the hiring of an adjunct French instructor to contribute to the development and expansion of the program that started in fall, 2008 is, to some extent, dependent on budgetary considerations. The study of world languages is rightly often conceived as leading to personal enrichment, as something that helps individuals appreciate and find meaning in their lives. In addition, there is an increased need for people whose education includes study of world languages. French is the second most studied foreign language in the world. Cross-cultural literacy begins with extensive knowledge of another culture, knowledge that is covered by world language courses. A broad-based knowledge of the world leads to the kind of comparison and analysis that is the essence of critical thinking skills. And current

technological advances that increase the availability and complexity of information make individuals capable of analysis and critical thinking more in demand in the job market and more necessary to the functioning of a democratic society.

One of the recurrent internal challenges in Spanish is the appropriate placement of our students in our different levels of Spanish. This is due to the complex composition of our student body. We have students that have not taken Spanish before, but we also have those students from Mexican descent that speak little or no Spanish, or possess only knowledge of informal oral Spanish. We also have students that studied a few years in Mexicali and migrated to the U.S. (or cross the border daily) and those who come directly from Mexicali with different levels of formal Spanish. Our department has beginning and intermediate Spanish classes that are meant to serve foreign language learners. However, every semester Heritage speakers enroll in these courses and at times that creates a difficult learning environment for those non-Heritage speakers who feel they are at a disadvantage. A Heritage speaker, broadly defined, is a person who has grown up in a family, or environment, where a language other than the dominant language is spoken, regardless of the level of fluency that person possesses. To mitigate this problem, we normally give a diagnostic test to send heritage speakers to Span 220, which was specially designed for heritage speakers. However, Span 220 is an intermediate Spanish class, so when students of Mexican descent with poor levels of formal Spanish enroll in this class, they are the ones with a disadvantage. To address this problem, we are in the process of creating two beginning level Spanish classes for Heritage speakers that would serve those students who have lived in the U.S. most of their life and have no formal Spanish skills.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2010-11, 2011-12, 2012-13

- 1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college’s Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.**

Objective	Completion Indicators	Completion Date
Arabic: 1. Create the second course in Arabic	Course Outline of Record forms.	Spring 2012

American Sign Language 1. Hire 1 additional full time faculty member for the ASL program.	Employment data.	Fall 2013
2. Review all Course outlines of Record and revise as necessary.	Course Outline of Record forms.	Fall 2012
3. Develop SLOs and initiate SLO assessment for all courses possible.	SLO forms.	Spring 2012
4. Establish a major in ASL, developing additional courses if necessary	Inclusion in catalog.	Fall 2012
5. Investigate the feasibility of an Interpreter Training Program at IVC. Begin course development if possible.	Data regarding other ITPs, IVC student interest, local and national need, etc.	Fall 2013
6. Reestablish the ASL club at IVC.	Active charter.	Spring 2011.
7. Establish a live lab where students can practice ASL with the assistance of tutors	Active lab.	Fall 2012.
French 1. Hire one part-time faculty member for the French program	Employment data.	Fall 2012
2. Create a liaison with Imperial Valley high school French programs to perform outreach and program articulation.	Contact with Imperial Valley high school French instructors and students.	Fall 2012
3. Design and implement a course sequence in the form of a cycle of courses offered at regular intervals to allow for the completion of a major in French in two years.	Course catalog listings of course offerings.	Fall 2012
4. Increase the number of declared majors in French by 10%	Counselors' data.	Fall 2012
5. Increase success rate (final course grade) for students	Program performance data	Fall 2012

in French 100 by 10%		
6. Reinforce web enhancement of courses with additional on-line activities and exercises for students of French, including planning, designing and implementing of distance education in French.	Student performance data from online sources, inclusion in catalog.	Fall 2013
7. Create course outcomes and SLOs for French 230.	Course syllabus	Fall 2011
Spanish 1. Revise all courses in the Spanish Program.	Course Outline of Record forms.	Fall 2013
2. Implement a study abroad program for Spanish.	Enrollment data	Summer 2012
3. Add a new Full time Tenure Track Spanish Position	Employment data	Fall 2013
4. Increase overall success rate in Spanish courses by 10%	Program performance data	Fall 2012
5. Develop Beginning Spanish classes for Heritage Speakers.	Course outline of Record forms	Fall 2013

2. Identify how student learning outcomes will be fully implemented into the program. Include a progress timeline for implementation and program improvement.

The World Languages and Speech Communication Program has been actively participating in the implementation of SLOs. We maintain a close communication with the SLO Coordinator by having one of our faculty be part of the SLO Committee. Currently, most of the courses in all subject areas of the World Languages and Speech Communication Department have SLO's developed. We will work on creating and implementing Student Learning Outcomes in those few courses that still don't have a SLO such as Arabic 100. We will continue to revise and update all SLO's of our courses if we find it necessary after each Cycle Assessment is completed.

American Sign Language:

SEMESTER	SLO OBJECTIVE
Spring 2011	Assess identified SLOs for ASL 1, ASL 3, ASL 4 and AMSL 112
Spring 2011	Process data from SLOs collected Fall 2010
Spring 2011	Develop SLOs for AMSL 102 (ASL 2), assess SLO #1
Spring 2011	Develop SLOs, review COR for AMSL 104
Fall 2011	Review CORs for AMSL 210, 212 Develop SLOs for AMSL 210, 212
Fall 2011	Assess identified SLO for AMSL 204 and AMSL 104
Spring 2012	Assess identified SLOs for ASL 1, ASL 2, ASL 4 and AMSL 110. Assess SLO for AMSL 210 if offered.
Spring 2012	Assess final SLO for ASL 3. Review and integrate all SLOs into
Fall 2012	Assess final SLOs for ASL 1. Review all SLO data with adjuncts and determine program adjustments necessary.

Arab 100:

SEMESTER	SLO OBJECTIVE
Fall 2010	
Spring 2011	Create SLO's for Arab 100
Fall 2011	Collect data on SLO 1
Spring 2012	Assess SLO 1 from previous semester

	Collect data on SLO 2
Fall 2012	Assess SLO 2 from previous semester Collect data on SLO 3
Spring 2013	Assess SLO 3 from previous semester Collect data on SLO 4

French:

SEMESTER	SLO OBJECTIVE
Fall 2010	Assessed SLOs for Fren 100, Fren 110, Fren 200. Collected data for Fren 100, Fren 11, Fren 201.
Spring 2011	Assess data for Fren 100, Fren 110, Fren 201 Collect data for Fren 100, Fren 110, Fren 211
Fall 2011	Assess data for Fren 100, Fren 110, Fren 211 Collect data for Fren 100, Fren 110, Fren 201, Fren 230
Spring 2012	Assess data for Fren 100, Fren 110, Fren 201, Fren 230 Collect data for Fren 100, Fren 110, Fren 211
Fall 2012	Assess data for Fren 100, Fren 110, Fren 211 Collect data for Fren 100, Fren 110, Fren 201, Fren 230
Spring 2013	Assess data for Fren 100, Fren 110, Fren 201, Fren 230 Collect data for Fren 100, Fren 201, Fren 211

Spanish:

SEMESTER	SLO OBJECTIVE
Fall 2010	Assessed SLOs for Span 100, 110, 200, 220, 221 Collected data for Span 100, 110, 200, 220, 221
Spring 2011	Assess SLOs for Span 100, 110, 200, 220, 221 Collect data for Span 100, 110, 113, 200, 220, 221, 222, 225, 262
Fall 2011	Assess SLO for Span 100, 110, 200, 220, 221, 222, 225 Collect data for Span 100, 110, 113, 200, 220, 221, 222, 223
Spring 2012	Assess SLOs for Span 100, 110, 200, 220, 221, 222, 223 Collect data for Span 100, 110, 113, 200, 220, 221, 222, 225, 262
Fall 2012	Assess SLO for Span 100, 110, 200, 220, 221, 222, 225 Collect data for Span 100, 110, 113 200, 220, 221, 222, 223
Spring 2013	Assess SLOs for Span 100, 110, 200, 220, 221, 222, 223 Collect data for Span 100, 110, 113, 200, 220, 221, 222, 225, 262

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount those obstacles.

The World Languages and Speech Communication Program is requesting 4 new instructors at a total of \$320,000/yr. These instructors would teach American Sign Language (1), Spanish (1) and Speech (2). This would allow our programs to satisfy student demand for more courses in American Sign Language, Spanish and Speech. The most obvious obstacle to accomplishing these objectives is the current budget crisis.

For American Sign Language, one aforementioned obstacle is the fact that the ASL program is behind in the programmatic management. We will be remedying this as quickly as effectively possible. With each SLO assessed, we will analyze its

appropriateness and adjust the SLO as necessary. We will also analyze if the data indicates a difficulty at the instruction level or at the outcome expectation level.

Resources needed to accomplish these objectives are largely time. The full time instructor will have to spend a great deal of time reviewing all aspects of the program to ensure that we are offering the finest quality, most appropriate ASL instruction possible within our constraints. Once that initial time is invested, program management will be much easier and efficient. Very few of the objectives actually incur cost to IVC.

The obvious obstacle to the long-term goal of hiring an additional full-time instructor is the current economic environment. While some program growth can be accomplished with additional adjunct instructors, there may come a point when further program development cannot be accomplished without an additional full-time instructor.

Analysis suggests that French program objectives for the future may be met through additional staffing. This is because an adequate number of sections of French 100 (three, at least) needs to be offered each semester to provide enrollment for more advanced courses but, at the same time, advanced courses need to be offered on a regular basis to allow French majors to satisfy degree requirements.

For Spanish and French, having a classroom/lab for our classes would greatly help our students. An approximate amount needed for this would be \$60,000.

4. Identify any outside factors that might influence your program during the next three years.

The immediate outside factor that might influence our program is the budget crisis. Our objectives would be greatly impacted by the lack of resources. However, there are other objectives that we can concentrate on such as those dealing with SLOs and with improving the success rate in our programs.

APPENDIX A

Program Review - American Sign Language Program																	
Enrollment Count at Census																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
AMSL 100	142	198	265	605	168	181	222	571	37	39		76	27	38		65	1317
AMSL 102	31	43	69	143	45	55	59	159	8			8					310
AMSL 104			29	29		30		30									59
AMSL 110		22		22													22
AMSL 112					11		39	50									50
AMSL 200	16	18	26	60	23	19	31	73									133
AMSL 202	9			9	8	7	29	44									53
AMSL 204		10		10													10
AMSL 212	7			7													7
Total	205	291	389	885	255	292	380	927	45	39		84	27	38		65	1961

American Sign Language Program
Number of Sections

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
AMSL 100	5	7	8	20	6	6	7	19	2	2		4	2	2		4	47
AMSL 102	1	2	4	7	2	2	2	6	1			1					14
AMSL 104			1	1		1		1									2
AMSL 110		1		1													1
AMSL 112					1		1	2									2
AMSL 200	1	1	1	3	1	1	1	3									6
AMSL 202	1			1	1	1	1	3									4
AMSL 204		1		1													1
AMSL 212	1			1													1
Total	9	12	14	35	11	11	12	34	3	2		5	2	2		4	78

American Sign Language Program
Average Number of Students per Section

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
AMSL 100	28	28	33	30	28	30	32	30	19	20		19	14	19		16	28
AMSL 102	31	22	17	20	22	28	29	26	8			8					22
AMSL 104			28	28		30		30									29
AMSL 110		22		22													22
AMSL 112					11		39	25									25
AMSL 200	16	18	26	20	23	18	31	24									22
AMSL 202	9			9	8	7	29	15									13
AMSL 204		10		10													10
AMSL 212	7			7													7
Avg.	22	24	28	25	23	26	32	27	15	20		17	14	19		16	25

**American Sign Language Program
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
AMSL 100	74%	75%	79%	76%	66%	74%	73%	71%	78%	97%		88%	93%	87%		90%	80%
AMSL 102	77%	84%	82%	81%	82%	77%	73%	77%	63%			63%					77%
AMSL 104			93%	93%		80%		80%									86%
AMSL110		50%		50%													50%
AMSL 112					73%		74%	74%									74%
AMSL 200	75%	67%	85%	75%	78%	58%	77%	71%									73%
AMSL 202	67%			67%	88%	100%	72%	87%									82%
AMSL 204		70%		70%													70%
AMSL 212	71%			71%													71%
Avg.	73%	69%	84%	75%	77%	78%	74%	76%	70%	97%		79%	93%	87%		90%	77%

**American Sign Language Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
AMSL 100	87%	90%	89%	89%	81%	84%	82%	82%	97%	100%		99%	96%	97%		97%	90%
AMSL 102	87%	98%	91%	92%	89%	90%	88%	89%	88%			88%					90%
AMSL 104			93%	93%		93%		93%									93%
AMSL 110		77%		77%													77%
AMSL 112					91%		82%	86%									86%
AMSL 200	81%	89%	92%	87%	91%	79%	77%	83%									85%
AMSL 202	67%			67%	88%	100%	79%	89%									83%
AMSL 204		80%		80%													80%
AMSL 212	71%			71%													71%
Avg.	79%	87%	91%	85%	88%	89%	82%	86%	92%	100%		95%	96%	97%		97%	87%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
AMSL	200730	Sum.	2007	AMSL100	22	4	3	3	1			3	1	37	78.4%	97.3%
AMSL	200810	Fall	2007	AMSL100	53	41	10	14	4			0	18	140	74.3%	87.1%
AMSL	200815	Win.	2008	AMSL100	22	2	1	1				0	1	27	92.6%	96.3%
AMSL	200820	Spr.	2008	AMSL100	55	46	8	23	2			0	31	165	66.1%	81.2%
AMSL	200830	Sum.	2008	AMSL100	31	5	2	1				0		39	97.4%	100.0%
AMSL	200910	Fall	2008	AMSL100	47	71	33	18	10			1	20	200	75.5%	90.0%
AMSL	200915	Win.	2009	AMSL100	18	11	5	4				0	1	39	87.2%	97.4%
AMSL	200920	Spr.	2009	AMSL100	107	73	32	3	20			3	47	285	74.4%	83.5%
AMSL	201010	Fall	2009	AMSL100	269	73	18	17	25			5	51	458	78.6%	88.9%
AMSL	201020	Spr.	2010	AMSL100	64	67	30	4	14			1	40	220	73.2%	81.8%
AMSL	200730	Sum.	2007	AMSL102	1	2	2					2	1	8	62.5%	87.5%
AMSL	200810	Fall	2007	AMSL102	20	3	1	3				0	4	31	77.4%	87.1%
AMSL	200820	Spr.	2008	AMSL102	20	13	3	2	1			0	5	44	81.8%	88.6%
AMSL	200910	Fall	2008	AMSL102	14	14	10	6				0	1	45	84.4%	97.8%

AMSL	200920	Spr.	2009	AMSL102	57	11	2	2	10			0	9	91	76.9%	90.1%
AMSL	201010	Fall	2009	AMSL102	52	29	17	7	4			0	11	120	81.7%	90.8%
AMSL	201020	Spr.	2010	AMSL102	10	16	17	3	6			0	7	59	72.9%	88.1%
AMSL	200920	Spr.	2009	AMSL104	40	2	6		8			0	4	60	80.0%	93.3%
AMSL	201010	Fall	2009	AMSL104	10	12	4					0	2	28	92.9%	92.9%
AMSL	200910	Fall	2008	AMSL110	6	4	1	5		1		1	5	23	52.2%	78.3%
AMSL	200820	Spr.	2008	AMSL112	2	6		1				1	1	11	72.7%	90.9%
AMSL	201020	Spr.	2010	AMSL112	11	12	6	3				0	7	39	74.4%	82.1%
AMSL	200810	Fall	2007	AMSL200	6	4	2	1				0	3	16	75.0%	81.3%
AMSL	200820	Spr.	2008	AMSL200	10	6	2	3				0	2	23	78.3%	91.3%
AMSL	200910	Fall	2008	AMSL200	5	5	2	4				0	2	18	66.7%	88.9%
AMSL	200920	Spr.	2009	AMSL200	16	6			8			0	8	38	57.9%	78.9%
AMSL	201010	Fall	2009	AMSL200	9	12	1	2				0	2	26	84.6%	92.3%
AMSL	201020	Spr.	2010	AMSL200	16	8						0	7	31	77.4%	77.4%
AMSL	200810	Fall	2007	AMSL202	4	1	1					0	3	9	66.7%	66.7%
AMSL	200820	Spr.	2008	AMSL202	3	1	3					0	1	8	87.5%	87.5%

AMSL 212	0.7			0.7													0.7
Total	32.3	46.8	64.9	144.0	39.8	48.4	60.7	148.8	9.2	8.4		17.6	4.9	6.7		11.6	322.0

American Sign Language Program Full Time Equivalent Faculty (FTEf)																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
AMSL 100	1.67	2.33	2.67	6.67	2.00	2.00	2.33	6.33	0.67	0.66		1.33	0.67	0.67		1.33	15.66
AMSL 102	0.33	0.67	1.33	2.33	0.67	0.67	0.67	2.00	0.33			0.33					4.67
AMSL 104			0.20	0.20		0.20		0.20									0.40
AMSL 110		0.20		0.20													0.20
AMSL 112					0.20		0.20	0.40									0.40
AMSL 200	0.20	0.20	0.20	0.60	0.20	0.20	0.20	0.60									1.20
AMSL 202	0.20			0.20	0.20	0.20	0.20	0.60									0.80
AMSL 204		0.20		0.20													0.20
AMSL 212	0.20			0.20													0.20
Total	2.60	3.60	4.40	10.60	3.27	3.27	3.60	10.13	1.00	0.66		1.66	0.67	0.67		1.33	23.73

American Sign Language Program

FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
AMSL 100	14.5	14.7	17.6	15.8	13.9	16.3	17.0	15.8	11.4	12.6		12.0	7.3	10.1		8.7	14.9
AMSL 102	14.2	11.0	9.2	10.4	11.5	15.1	16.2	14.3	4.9			4.9					11.7
AMSL 104			15.0	15.0		15.5		15.5									15.3
AMSL 110		11.4		11.4													11.4
AMSL 112					5.7		20.2	13.0									13.0
AMSL 200	8.3	9.3	13.5	10.4	11.9	9.8	16.1	12.6									11.5
AMSL 202	4.7			4.7	4.1	3.6	15.0	7.6									6.9
AMSL 204		5.2		5.2													5.2
AMSL 212	3.6			3.6													3.6
Total	12.4	13.0	14.7	13.6	12.2	14.8	16.8	14.7	9.2	12.6		10.6	7.3	10.1		8.7	13.6

**Program Review - Arab Program
Enrollment Count at Census**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ARAB 100			47	47			29	29									76
Total			47	47			29	29									76

**Arab Program
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ARAB 100			2	2			1	1									3
Total			2	2			1	1									3

**Arab Program
Average Number of Students per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ARAB 100			23	23			27	27									24
Avg.			23	23			27	27									24

**Arab Program
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ARAB 100			65%	65%			89%	89%									77%
Avg.			65%	65%			89%	89%									77%

**Arab Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ARAB 100			75%	75%			93%	93%									84%
Avg.			75%	75%			93%	93%									84%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
ARAB	201010	Fall	2009	ARAB100	6	11	14	3	1			1	12	48	64.6%	75.0%
ARAB	201020	Spr.	2010	ARAB100	12	10	3	1				0	2	28	89.3%	92.9%

**Arab Program
Full Time Equivalent Student (FTEs)**

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
FREN	200810	Fall	2007	FREN100	3	13	9	5	18			0	11	59	42.4%	81.4%
FREN	200820	Spr.	2008	FREN100	1	5	9	6	4			0	5	30	50.0%	83.3%
FREN	200910	Fall	2008	FREN100	8	21	24	1	4			0	25	83	63.9%	69.9%
FREN	200920	Spr.	2009	FREN100	10	19	14	1	2			0	12	58	74.1%	79.3%
FREN	201010	Fall	2009	FREN100	5	14	16	2	3			2	14	56	62.5%	75.0%
FREN	201020	Spr.	2010	FREN100	9	21	24	7				0	23	84	64.3%	72.6%
FREN	200820	Spr.	2008	FREN110	3	4			2			1	5	15	46.7%	66.7%
FREN	200920	Spr.	2009	FREN110	2	9	9	3	2			0	1	26	76.9%	96.2%
FREN	201010	Fall	2009	FREN110		8	7					0	6	21	71.4%	71.4%
FREN	201020	Spr.	2010	FREN110	3	6	4	1				0	1	15	86.7%	93.3%
FREN	200810	Fall	2007	FREN200	2	1	1	2	2			0	3	11	36.4%	72.7%
FREN	201010	Fall	2009	FREN200	1	7	3					0	1	12	91.7%	91.7%

SPANISH PROGRAM
Program Review - Spanish Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPAN 100	96	100	95	291	84	103	125	312	17	18	20	55	13	14		27	685
SPAN 110	52	37	56	145	85	70	35	190	15		19	34	5			5	374
SPAN 113		15		15	22	15		37									52
SPAN 200	46	56	31	133	47	47	45	139		15		15	10			10	297
SPAN 220	325	307	345	977	216	223	312	751	12	31	27	70	21	22		43	1841
SPAN 221	42	46	55	143	43	56	61	160									303
SPAN 222	30	42	30	102	24	22	24	70	4			4					176
SPAN 223	21	18	27	66	6			6									72
SPAN 225					25	21	33	79									79
SPAN 262	46	43	18	107	28	37	8	73						26		26	206
Total	658	664	657	1979	580	594	643	1817	48	64	66	178	49	62		111	4085

**Spanish Program
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPAN 100	4	4	4	12	4	5	5	14	1	1	1	3	1	1		2	31
SPAN 110	2	2	3	7	4	3	2	9	1		1	2	1			1	19
SPAN 113		1		1	2	1		3									4
SPAN 116					1			1									1
SPAN 200	2	2	1	5	3	2	2	7		1		1	1			1	14
SPAN 220	12	13	12	37	10	9	12	31	1	2	1	4	1	1		2	74
SPAN 221	2	2	2	6	2	2	2	6									12
SPAN 222	2	2	1	5	2	1	1	4	1			1					10
SPAN 223	1	1	1	3	1			1									4
SPAN 225					1	1	1	3									3
SPAN 262	1	1	1	3	1	1	1	3						1		1	7
Total	26	28	25	79	31	25	26	82	4	4	3	11	4	3		7	179

Spanish Program

Average Number of Students per Section

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPAN 100	24	25	23	24	21	20	25	22	17	18	20	18	13	14		14	22
SPAN 110	26	19	19	21	21	23	18	21	15		18	17	5			5	20
SPAN 113		15		15	11	15		12									13
SPAN 116					11			11									11
SPAN 200	23	28	31	27	16	24	23	20		15		15	10			10	21
SPAN 220	27	24	29	26	22	25	26	24	12	16	27	18	21	22		22	25
SPAN 221	21	23	28	24	22	28	31	27									25
SPAN 222	15	21	30	20	12	22	24	18	4			4					18
SPAN 223	20	18	27	22	6			6									18
SPAN 225					25	21	33	26									26
SPAN 262	45	43	21	36	27	36	18	27						26		26	31
Avg.	25	24	26	25	19	24	25	22	12	16	22	16	12	21		16	23

**Spanish Program
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPAN 100	70%	57%	53%	60%	74%	52%	58%	61%	82%	78%	55%	72%	92%	57%		75%	66%
SPAN 110	82%	54%	41%	59%	72%	50%	54%	59%	87%		53%	70%	60%			60%	61%
SPAN 113		80%		80%	68%	73%		71%									74%
SPAN 116					55%			55%									55%
SPAN 200	65%	63%	77%	68%	60%	49%	53%	54%		53%		53%	80%			80%	63%
SPAN 220	61%	64%	64%	63%	51%	64%	62%	59%	75%	61%	81%	73%	62%	78%		70%	66%
SPAN 221	69%	65%	78%	71%	81%	80%	72%	78%									74%
SPAN 222	76%	83%	77%	78%	63%	59%	88%	70%	75%			75%					74%
SPAN 223	50%	50%	44%	48%	83%			83%									57%
SPAN 225					76%	81%	52%	69%									69%
SPAN 262	84%	91%	56%	77%	93%	89%	63%	81%						92%		92%	81%
Avg.	70%	67%	61%	66%	70%	66%	63%	67%	80%	64%	63%	70%	74%	76%		75%	68%

**Spanish Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPAN 100	85%	70%	76%	77%	78%	79%	83%	80%	94%	83%	70%	82%	100%	64%		82%	80%
SPAN 110	84%	78%	63%	75%	81%	71%	71%	75%	87%		68%	78%	60%			60%	74%
SPAN 113		100%		100%	82%	80%		81%									87%
SPAN 116					55%			55%									55%
SPAN 200	83%	77%	81%	80%	66%	64%	71%	67%		73%		73%	80%			80%	74%
SPAN 220	80%	81%	85%	82%	68%	76%	80%	75%	83%	68%	85%	79%	71%	91%		81%	79%
SPAN 221	81%	89%	84%	85%	81%	84%	80%	82%									83%
SPAN 222	90%	95%	90%	92%	96%	73%	92%	87%	75%			75%					87%
SPAN 223	60%	78%	85%	74%	83%			83%									77%
SPAN 225					84%	90%	79%	84%									84%
SPAN 262	84%	91%	94%	90%	93%	89%	88%	90%						96%		96%	91%
Avg.	81%	84%	82%	83%	79%	79%	81%	79%	85%	75%	75%	79%	78%	84%		80%	80%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
SPAN	200730	Sum.	2007	SPAN100	3	5	6	1				1	1	17	82.4%	94.1%
SPAN	200810	Fall	2007	SPAN100	34	18	14	3	11			0	14	94	70.2%	85.1%
SPAN	200815	Win.	2008	SPAN100	7	1	4		1			0		13	92.3%	100.0%
SPAN	200820	Spr.	2008	SPAN100	39	15	7		3			0	18	82	74.4%	78.0%
SPAN	200830	Sum.	2008	SPAN100	11	2	1		1			0	3	18	77.8%	83.3%
SPAN	200910	Fall	2008	SPAN100	21	25	12	2	11			0	30	101	57.4%	70.3%
SPAN	200915	Win.	2009	SPAN100		5	2		1			0	5	14	57.1%	64.3%
SPAN	200920	Spr.	2009	SPAN100	21	16	16	6	22			0	21	102	52.0%	79.4%
SPAN	200930	Sum.	2009	SPAN100	3	6	2	1	2			0	6	20	55.0%	70.0%
SPAN	201010	Fall	2009	SPAN100	22	13	15	7	15			0	23	95	52.6%	75.8%
SPAN	201020	Spr.	2010	SPAN100	21	28	23	9	23			0	21	125	57.6%	83.2%
SPAN	200730	Sum.	2007	SPAN110	6	4	3					0	2	15	86.7%	86.7%
SPAN	200810	Fall	2007	SPAN110	26	8	8	1				0	8	51	82.4%	84.3%
SPAN	200815	Win.	2008	SPAN110	3							0	2	5	60.0%	60.0%
SPAN	200820	Spr.	2008	SPAN110	23	20	18	4	4			0	16	85	71.8%	81.2%

SPAN	200910	Fall	2008	SPAN110	5	9	6	4	5			0	8	37	54.1%	78.4%
SPAN	200920	Spr.	2009	SPAN110	10	15	10	4	10			1	20	70	50.0%	71.4%
SPAN	200930	Sum.	2009	SPAN110		4	6		3			0	6	19	52.6%	68.4%
SPAN	201010	Fall	2009	SPAN110	3	10	9		12		1	0	21	56	41.1%	62.5%
SPAN	201020	Spr.	2010	SPAN110	2	5	12	4	2			0	10	35	54.3%	71.4%
SPAN	200820	Spr.	2008	SPAN113	12	1	2		3			0	4	22	68.2%	81.8%
SPAN	200910	Fall	2008	SPAN113	12				3			0		15	80.0%	100.0%
SPAN	200920	Spr.	2009	SPAN113	8	1		1				0	3	15	73.3%	80.0%
SPAN	200820	Spr.	2008	SPAN116	2	4						0	5	11	54.5%	54.5%
SPAN	200810	Fall	2007	SPAN200	1	10	19	1	6			1	8	46	65.2%	82.6%
SPAN	200815	Win.	2008	SPAN200		3	5					0	2	10	80.0%	80.0%
SPAN	200820	Spr.	2008	SPAN200	5	9	14	2	1			0	16	47	59.6%	66.0%
SPAN	200830	Sum.	2008	SPAN200	2	4	2	3				0	4	15	53.3%	73.3%
SPAN	200910	Fall	2008	SPAN200	7	15	13	5	3			1	13	57	61.4%	77.2%
SPAN	200920	Spr.	2009	SPAN200	1	8	14	5	2			0	17	47	48.9%	63.8%
SPAN	201010	Fall	2009	SPAN200	2	11	11		1			0	6	31	77.4%	80.6%

SPAN	201020	Spr.	2010	SPAN200	4	9	11	2	6			0	13	45	53.3%	71.1%
SPAN	200730	Sum.	2007	SPAN220	2	2	5		1			0	2	12	75.0%	83.3%
SPAN	200810	Fall	2007	SPAN220	45	86	64	25	39			0	63	322	60.6%	80.4%
SPAN	200815	Win.	2008	SPAN220	6	4	3	1	1			0	6	21	61.9%	71.4%
SPAN	200820	Spr.	2008	SPAN220	35	43	32	12	24			0	70	216	50.9%	67.6%
SPAN	200830	Sum.	2008	SPAN220	7	10	2	1	1			0	10	31	61.3%	67.7%
SPAN	200910	Fall	2008	SPAN220	61	61	89	32	25			0	64	332	63.6%	80.7%
SPAN	200915	Win.	2009	SPAN220	3	12	3		3			0	2	23	78.3%	91.3%
SPAN	200920	Spr.	2009	SPAN220	31	64	46	6	19			2	53	221	63.8%	76.0%
SPAN	200930	Sum.	2009	SPAN220	5	12	5		1			0	4	27	81.5%	85.2%
SPAN	201010	Fall	2009	SPAN220	59	88	73	43	30			1	50	344	64.0%	85.5%
SPAN	201020	Spr.	2010	SPAN220	52	75	66	21	36			0	62	312	61.9%	80.1%
SPAN	200810	Fall	2007	SPAN221	8	11	10	1	3			1	8	42	69.0%	81.0%
SPAN	200820	Spr.	2008	SPAN221	9	9	17					0	8	43	81.4%	81.4%
SPAN	200910	Fall	2008	SPAN221	15	9	6	1	10			0	5	46	65.2%	89.1%
SPAN	200920	Spr.	2009	SPAN221	13	19	13	1	1			0	9	56	80.4%	83.9%

SPAN	201010	Fall	2009	SPAN221	16	19	8		1			2	9	55	78.2%	83.6%
SPAN	201020	Spr.	2010	SPAN221	9	20	15	3	2			0	12	61	72.1%	80.3%
SPAN	200730	Sum.	2007	SPAN222	1		1					0	1	4	75.0%	75.0%
SPAN	200810	Fall	2007	SPAN222	4	12	6	2	1			1	3	29	75.9%	89.7%
SPAN	200820	Spr.	2008	SPAN222	5	7	3	3	5			0	1	24	62.5%	95.8%
SPAN	200910	Fall	2008	SPAN222	15	13	6	2	3			0	2	41	82.9%	95.1%
SPAN	200920	Spr.	2009	SPAN222	2	18	6	6				0	12	44	59.1%	72.7%
SPAN	201010	Fall	2009	SPAN222	15	5	3	1	3			0	3	30	76.7%	90.0%
SPAN	201020	Spr.	2010	SPAN222	13	5	3		1			0	2	24	87.5%	91.7%
SPAN	200810	Fall	2007	SPAN223	6		4		2			0	8	20	50.0%	60.0%
SPAN	200820	Spr.	2008	SPAN223	2	3						0	1	6	83.3%	83.3%
SPAN	200910	Fall	2008	SPAN223	7	2		2	3			0	4	18	50.0%	77.8%
SPAN	201010	Fall	2009	SPAN223	8	3	1	2	9			0	4	27	44.4%	85.2%
SPAN	200820	Spr.	2008	SPAN225	6	7	6					2	4	25	76.0%	84.0%
SPAN	200920	Spr.	2009	SPAN225	7	7	3	2				0	2	21	81.0%	90.5%
SPAN	201020	Spr.	2010	SPAN225	4	5	8	3	5			1	7	33	51.5%	78.8%

SPAN	200810	Fall	2007	SPAN262	22	12	4					0	7	45	84.4%	84.4%
SPAN	200820	Spr.	2008	SPAN262	17	4	5					0	2	28	92.9%	92.9%
SPAN	200910	Fall	2008	SPAN262	23	14	2					0	4	43	90.7%	90.7%
SPAN	200915	Win.	2009	SPAN262	20	4		1				0	1	26	92.3%	96.2%
SPAN	200920	Spr.	2009	SPAN262	24	6	2					0	4	36	88.9%	88.9%
SPAN	201010	Fall	2009	SPAN262	2	2	6	2	5			0	1	18	55.6%	94.4%
SPAN	201020	Spr.	2010	SPAN262	2	2	1		2			0	1	8	62.5%	87.5%

**Spanish Program
Full Time Equivalent Student (FTEs)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPAN 100	16.4	17.1	16.2	49.7	14.3	17.6	21.3	53.3	3.0	3.2	3.4	9.6	2.2	2.5		4.6	117.1
SPAN 110	8.9	6.3	9.6	24.8	14.5	13.1	6.0	33.6	2.6		3.3	5.9	0.8			0.8	65.1
SPAN 113		1.3		1.3	2.0	1.3		3.2									4.5
SPAN 200	7.9	9.6	5.3	22.7	8.0	12.3	7.7	28.0		2.6		2.6	1.7			1.7	55.1

SPAN 220	55.5	52.4	58.9	166.8	36.9	38.1	53.3	128.2	2.1	5.4	4.6	12.1	3.6	3.8		7.4	314.5
SPAN 221	7.2	7.9	9.4	24.4	7.3	9.6	10.4	27.3									51.7
SPAN 222	3.1	4.4	3.1	10.6	2.5	2.3	2.5	7.3	0.4			0.4					18.2
SPAN 223	2.6	2.2	3.3	8.0	0.7			0.7									8.8
SPAN 225					2.6	2.2	3.4	8.2									8.2
SPAN 262	4.8	4.5	1.9	11.1	2.9	3.8	0.8	7.6						2.7		2.7	21.4
Total	106.2	105.5	107.6	319.4	91.8	100.2	105.4	297.5	8.1	11.1	11.3	30.5	8.3	9.0		17.3	664.7

**Spanish Program
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPAN 100	1.67	1.33	1.33	4.33	1.33	1.67	1.67	4.67	0.33	0.33	0.33	1.00	0.33	0.33		0.67	10.67
SPAN 110	0.67	0.67	1.00	2.33	1.33	1.00	0.67	3.00	0.33		0.33	0.67	0.33			0.33	6.33
SPAN 113		0.17		0.17	0.33	0.17		0.50									0.67
SPAN 200	0.67	0.67	0.33	1.67	1.00	0.67	0.67	2.33		0.33		0.33	0.33			0.33	4.67
SPAN 220	4.00	4.33	4.00	12.33	3.33	3.00	4.00	10.33	0.33	0.67	0.33	1.33	0.33	0.33		0.67	24.67

SPAN 222	7.8	10.9	15.5	10.6	6.2	11.4	12.4	9.1	2.1			2.1					9.1
SPAN 223	9.6	8.2	12.3	10.1	2.7			2.7									8.2
SPAN 225					13.0	10.9	17.1	13.6									13.6
SPAN 262	23.8	22.3	10.9	19.0	14.5	19.2	9.3	14.3						13.7		13.7	16.2
Total	12.4	12.1	13.5	12.7	10.1	12.9	12.9	11.9	6.8	8.3	11.3	8.6	6.2	10.3		7.9	11.9