All Fields Report

Program	MODERN LANG/CUL Modern Lang/Cul
Does this program have a CTE component?	No
Academic Year	2015/2016
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

THE COLLEGE MISSION :

The Modern Languages and Cultures Department offers a program where our students learn to contribute to the global community. By virtue of our offerings in American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, linguistics, Persian, Portuguese, Russian, Spanish, and Turkish, our department endeavors to develop in our students an understanding of their relationship to the diverse linguistic, cultural, economic, political and social areas that are inherent to their studies.

OUR PROGRAM :

We offer courses in fifteen different disciplines. Our students learn to compare and contrast their experiences in their own cultures and languages with the ones that they study in our program. When they study linguistics, they learn commonalities and differences between different languages and cultures and they learn how to apply linguistic theory to diverse languages and understand language as a manifestation of human culture.

OUR MISSION :

Our department mission statement is as follows: The Santa Monica College Department of Modern Languages and Cultures promotes a community of respect and understanding of different ethnic groups and their cultures through the study of language, literature, and culture of other global areas which represent different cultures as well.

We train students to understand, speak, write and read in the language of their choice and to be acquainted with the different culture(s) represented by the language studied.

This experience enables them to interact at a higher level not only with the speakers of the language studied; but it turns them into better informed citizens that can interact with the global communities at large.

Our courses and programs give the students the necessary global perspective they need to fully appreciate other cultural

heritages. This, in turn, promotes community, national, and international understanding and cooperation.

The college mission's statement is at the core of what we do as a department.

Furthermore, our department has never deviated from the college educational goals in the last 36 years.

Therefore, our program and goals have, from the start, been inseparable from the missions, vision and goals set forth by Santa Monica College.

It must be said that the make-up of our own department speaks already to the globalization effort. Our multilingual, multicultural, and multinational instructors embody a small global community of its own.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The Department of Modern Languages and Cultures is responsible for delivering courses in fifteen distinct disciplines that prepare students for transfer to the UC, CSU and other 4-year colleges and universities, prepare students to complete the MLCD certificates and the AA degree, enable students to fulfill the SMC Global Citizenship requirement and provide continuing education to our students.

The overarching goals of our department are based on the goals established by **ACTFL** (The American Council for Teachers of Foreign Languages).

The five MLC overarching goals are based on ACTFL's five C's:
communication, cultures, connections, comparisons and communities.

These goals are the foundation for what we teach our students. MLCD course objectives and SLOs are centered around them.

GOAL #1: COMMUNICATION—to teach MLC students to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

GOAL #2 CULTURES—to teach MLC students to interact with cultural competence and understanding.

GOAL #3: CONNECTIONS—to teach MLC students to connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

GOAL #4: COMPARISONS—to teach MLC students to develop insight into the nature of language and culture in order to interact with cultural competence.

GOAL #5: COMMUNITIES—to teach MLC students to communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Many of our faculty are members of ACTFL, attend and present ACTFL conferences, are trained to assess proficiency according to ACTFL standards and/or lead MLC workshops and discussions on ACTFL standards.

The ACTFL standards reflect a collaboration of varied language organizations to which many of our faculty belong: MLA (Modern Language Association), AATA (American Association of Teachers of Arabic), AATF (French), AATG (German),

AATI (Italian), AATJ (Japanese), AATK (Korean), AATSP (Spanish and Portuguese), NCOLTL (National Council on Less Commonly Taught Languages), etc.

Modern Languages and Cultures also recognizes its obligation to serve students and support them beyond our classrooms. We collaborate with organizations that provide study abroad opportunities and study abroad scholarships for our students, and we partner with community organizations and businesses to provide various other kinds of opportunities for our students. In addition to this, we host international visitors and collaborate with various national and international organizations to support foreign language and culture education at SMC and in the community. There is one scholarship designated for French students in our department, which selects students for the Roman Colbert French Scholarship. We also initiate students into a national honor society: **Alpha Mu Gamma**.

For the past four decades, our department has supported and endorsed our Beta Delta chapter of Alpha Mu Gamma, the National Collegiate Foreign Language Honor Society. Only outstanding students are invited to become candidates for admission into the society.

The society was founded in 1929; and had for one of its goals "to better the understanding of other peoples and cultures." This was already a "global" effort then.

In addition to initiating domestic students, we also initiate international students who have done their secondary studies in another county and another language.

In the past four years we have doubled the recruiting (from the Spring semester to both the Fall and Spring semesters) to account for the growing interest in obtaining this honor.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

ILOs are mapped to SLOs in our department.

1. **Personal Attributes:**
   Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
2. **Analytic and Communication Skills:**
   Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
3. **Applied Social Knowledge and Values:**
   Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
4. **Applied Knowledge and Valuation of the Physical World:**
   Take responsibility for their own impact on the earth by living a sustainable and ethical life style.
5. **Authentic Engagement:**
   Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

We have emphasized ILOs 1, 2, 3, and 5, but ILO 4 is also an aspect of many of our classes. They are integrated into our classes. Our courses encourage our students to contrast and compare their own language, culture and environment to that of the speakers of the language they are studying, and to do it critically and with increasingly more depth as their new language skills grow and enable them to interact directly with speakers of these languages. Many of our courses include

projects that send our students into the diverse and linguistically rich communities of the city to contact and interview first and second generation speakers of the language. These contacts foster understanding and respect and motivate our students to integrate their developing knowledge and skills beyond the classroom and in their professional lives.

With respect to Supporting Goals, we integrate the following into our program: We create an innovative and responsive academic environment. We continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community. We create a supportive learning environment, in which we provide access to comprehensive student learning resources such as tutoring and technology.

We have supported the Global Citizenship initiative since its inception. The MLCD chair has participated on every iteration of task force and committee created for SMC's global citizenship initiative. Several MLC faculty members worked on projects that are tied to the Global Citizenship initiative. Our chair and faculty members give regular global citizenship presentations at SMC institutional flex days, represent our department during International Education Week activities in conjunction with the Global Council.

We have also actively supported GRIT by introducing it to our faculty at our flex day and encouraging our faculty to support GRIT in their classes.

We have actively supported I^3 through our integration of SANSSpace as an alternative to our on ground language lab.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Our program hasn't received any operating funding from any source other than District funds in the 2015-16 academic year; however in the interim since our last six-year program review, we have benefited from grant funding from non-District funds:

Title VIA UISFL Grant Funds (2010-2011). The grant ended in 2012 due to a one-year extension. The grant provided 20% FTE for the chair, who was a faculty leader on the grant.

In 2012-13 MLC received a FT position in Italian via the Fulbright Visiting Scholar-in-Residence grant. The period of the grant was for the 2012-13 academic year. The funds provided were in addition to our allocated budget, so they allowed us to offer four additional sections of Italian for one year. The additional third of the full-time assignment was designated for training of SMC faculty and additional lectures at SMC and other colleges and cultural institutions in Southern California.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year

program review and the possible reasons for the changes.

Enrollment by Ethnicity/Race

Ethnicity/Race	Fall 2010	Fall 2014	Change
Asian/PI	28.2%	22.0%	-6.2%
African Am	6.3%	5.9%	-0.4%
Hispanic	26.7%	30.9%	+4.2%
Native Am	0.2%	0.2%	0.0%
White	29.4%	23.4%	-6.0%
Multi-Races	3.1%	4.5%	+1.4%
Unreported	6.1%	13.1%	+7.0%
Total Students	2490	2142	-14.0%

MLC enrollment of white and Asian/PI students decreased between 2010 and 2014 while that of Hispanic and multi-race students increased, with a marked rise in the unreported category as well. Since statistically white and Asian/PI students tend to be more successful in their courses in general, this change impacts our program.

Enrollment by Gender

Gender	Fall 2010	Fall 2014	Change
Female	54.6%	50.7%	-3.9%
Male	45.4%	49.3%	+3.9%

There was a minor shift in MLC enrollment according to gender since the last 6-year program review.

Enrollment by Age

Age Group	Fall 2010	Fall 2014	Change
19 or younger	34.5%	29.9%	-4.6%
20 to 24	42.2%	48.6%	+6.4%
25 to 29	11.1%	10.7%	-0.4%
30 to 39	7.4%	5.4%	-2.0%
40 to 49	2.3%	2.3%	0.0%
50 or older	2.4%	3.1%	+0.7%

MLC age demographics for students 25 and older remain fairly consistent since the last 6-year program review, but there has been notable rise in the 20-24 age group. Many of these students are often in transition struggling to establish their residential, financial and emotional independence, while continuing their education and sometimes have difficulty meeting the rigors of our 5-unit courses.

Enrollment by Residency Status

	Fall 2010	**Fall 2014**	**Change**
California	74.5%	70.3%	-4.2%
Out-of-State	6.3%	6.3%	0.0%
Foreign Country	19.5%	23.5%	4.3%

MLC continues to attract large numbers of international students. This number has increased somewhat since the last 6-year program review. Roughly 30% of our students pay non-resident tuition. Since most of our classes are 5-unit classes, this is a significant percentage.

Enrollment by Citizenship

MLC international student enrollment increased by 4.3 points from 19.5% in Fall 2010 to 23.5% in 2014.

Enrollment by Educational Goal

	Fall 2010	**Fall 2014**	**Change**
Transfer	73.9%	76.9%	+3.0%
Associate Degree	4.0%	6.1%	+2.1%
Certificate	0.3%	0.2%	-0.1%
Career Objective	3.4%	3.1%	-0.3%
Educational Development	6.5%	5.4%	-1.1%
Improve Basic Skills	0.3%	0.3%	0.0%
Complete HS Credits/GED	1.0%	0.4%	-0.6%
Move from NC to Credit	0.0%	0.0%	0.0%
4-Yr Stu	4.0%	3.6%	-0.4%
Unreported	6.7%	4.0%	-2.7%

The change in MLC students' educational goals has not been substantive since the last 6-year program review, with the increases occurring in the student groups seeking transfer or an Associate Degree.

Enrollment by Enrollment Status

	Fall 2010	Fall 2014	Change
First-Time	18.3%	16.3%	-2.0%
First-Time Transfer	12.1%	10.0%	-2.1%
Returning	8.0%	8.0%	0.0%
Continuing	60.0%	64.8%	+4.8%
Special Admit (K12)	1.5%	0.9%	-0.6%

There has been no remarkable change in enrollment by enrollment status since our last 6-year program review. However, there has been a shift from first-time and first-time transfer students to continuing students. This indicates that our students tend to not enroll in language courses during their first semesters at SMC.

Enrollment by Full/Part-Time Status

	Fall 2010	Fall 2014	Change
Part-time	41.0%	43.8%	+2.8%
Full-time	59.0%	56.2%	-2.8%

There has been a slight change in enrollment by full/part-time status since our last 6-year program review.

2. Compare your student population with the college demographic. Are your students different from the college population?

Enrollment by Ethnicity/Race

Ethnicity/Race	MLC Fall 2014	SMC Fall 2014	Difference
Asian/PI	22.0%	14.4%	+7.6%
African Am	5.9%	9.1%	-3.2%
Hispanic	30.9%	38.5%	-7.6%
Native Am	0.2%	0.2%	0.0%
White	23.4%	26.7%	-3.3%
Multi-Races	4.5%	3.9%	+0.6%
Unreported	13.1%	7.2%	+5.9%
Total Students	2142	30,159	

The most significant differences between MLC and College-wide enrollment are in the enrollment of Asian/PI and unreported students, and in the enrollment of Hispanic students. When compared, the MLC has a greater percentage of Asian/PI students and a smaller percentage of Hispanic students. This is interesting since, from 2010 to 2014, the percentage of Asian students in our courses has decreased by 6.2% and the percentage of Hispanic students in our courses has increased by 4.2%. The large number of international students in MLC courses may account for the greater percentage of Asian/PI enrollment for MLC when contrasted to the College-wide percentage.

Enrollment by Gender

Gender	MLC Fall 2014	SMC Fall 2014	Difference
Female	50.7%	52.5%	-1.8%
Male	49.3%	47.5%	+1.8%

The difference isn't significant.

Enrollment by Age

Age Group	MLC Fall 2014	SMC Fall 2014	Difference
19 or younger	29.9%	30.1%	-0.2%
20 to 24	48.6%	42.7%	+5.9%
25 to 29	10.7%	12.4%	-1.7%
30 to 39	5.4%	8.3%	-2.9%
40 to 49	2.3%	3.5%	-1.2%
50 or older	3.1%	3.1%	0.0%

The most significant difference between enrollment by age in the MLC and the College is in the 20-24 age group, which is larger in the MLC. This is consistent with the increase of this group in MLC courses form 2010 to 2014.

Enrollment by Residency Status

	MLC Fall 2014	SMC Fall 2014	Difference
California	70.3%	82.3%	-12.0%
Out-of-State	6.3%	6.4%	-0.1%
Foreign Country	23.5%	11.3%	+12.2%

In Fall 2014 the percentage of MLC international students was more than double that of international students College-wide. MLC has consistently enrolled more international students than the College-wide average.

Enrollment by Citizenship

As previously mentioned, MLC continues to attract and enroll more international students than the College-wide average. International students value language/culture study and understand its importance to them as global citizens.

Enrollment by Educational Goal

	MLC Fall 2014	SMC Fall 2014	Difference
Transfer	76.9%	74.4%	+2.5%
Associate Degree	6.1%	6.7%	-0.6%
Certificate	0.2%	1.4%	-1.2%
Career Objective	3.1%	4.9%	-1.8%
Educational Development	5.4%	4.3%	+1.1%
Improve Basic Skills	0.3%	0.3%	0.0%
Complete HS Credits/GED	0.4%	0.3%	+0.1%
Move from NC to Credit	0.0%	0.0%	0.0%
4-Yr Stu	3.6%	-3.3%	+0.3%
Unreported	4.0%	-4.4%	-0.4%

MLC students' educational goals are fairly consistent with College-wide numbers, but we have slightly more transfer students than the College.

Enrollment by Enrollment Status

	MLC Fall 2014	SMC Fall 2014	Difference
First-Time	16.3%	19.1%	-2.8%
First-Time Transfer	10.0%	11.1%	-1.1%
Returning	8.0%	10.0%	-2.0%
Continuing	64.8%	58.7%	+6.1%
Special Admit (K12)	0.9%	1.0%	-0.1%

There are no remarkable differences between MLC numbers and College-wide numbers regarding enrollment status. The most significant difference is that MLC has more continuing students. This is also consistent with the increase of this group in MLC courses form 2010 to 2014.

Enrollment by Full/Part-Time Status

	MLC Fall 2014	SMC Fall 2014	Difference
Part-time	43.8%	36.0%	+7.8%
Full-time	56.2%	64.0%	-7.8%

MLC attracts many part-time students who want to learn foreign language and culture for various reasons beyond the pursuit of a degree or a certificate and do so as a part-time student.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

Enrollment by Basic Skills

	Fall 2010	Fall 2014	Change
Not Basic Skills	84.8%	80.7%	-4.1%
Basic Skills	15.2%	19.3%	+4.1%

Even though the MLC percentage is below the College-wide average, we have found that basic skills students face additional challenges when they study foreign languages. These students often lack literacy and good study habits and skills, which makes foreign language acquisition daunting. They are required to spell correctly, and learn grammatical concepts and structures that they often don't comprehend or master in their native language.

Profs. Rebecca Anderson (retiring Spring 2016) and Eleni Hioureas (English) have worked together to discuss curriculum development for basic skills heritage Spanish students. Our new hires for the Heritage Spanish-speakers series will continue this work and develop pre-Spanish 11 (1st semester heritage-speaker Spanish) curriculum for our heritage students. This project is part of our student equity efforts.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

We don't have standard SLOs for the Department. Instead, each language program has established SLOs for each language level. We had chosen only two or three specific SLOs for assessment until the academic year 2013-2014; however, we decided to assess all of the SLOs for all languages we offer in our department from the academic year 2014-2015. The complete lists of the SLOs for all languages are as follows:

ASL 1

1. Employ fundamental skills and knowledge of American Sign Language, such as basic sign vocabulary, principles, and linguistic information, in order to communicate at a basic level in ASL. As assessed by: Individual participation in class, designated assignments utilizing the target language, tests.

2. Demonstrate how general knowledge of Deaf culture, Deaf education, family relationships, and other relevant topics are significant aspects to communicating in ASL. As assessed by: Individual participation in class, designated assignments utilizing the target language, tests.

3. Students will be able to properly use and differentiate sign vocabulary that has multiple standard meanings and grammatical usages. As assessed by: Individual participation in class, designated assignments utilizing the target language, tests.

ASL 2

1. Expressively and receptively have enough vocabulary to carry on a basic conversation with a Deaf person. As assessed by: Individual participation in class, designated assignments utilizing the target language, tests.

2. Understand and execute fingerspelling at a fast speed. As assessed by: Individual participation in class, designated assignments and tests.

3. Apply ASL grammatical rules to their signing skills. As assessed by: Tests and quizzes.

4. Comprehend basic Deaf etiquette. As assessed by: Class participation and tests.

5. Comprehend Deaf Culture in the present. As assessed by: Class participation and tests.

6. Expressively and receptively recognize different Sign Systems. As assessed by: Class participation and tests.

7. Be able to understand ASL grammatical signing and vocalize/write it into a good English equivalency. As assessed by: Oral assignments.

8. Be able to use correct conceptual signs that may have multiple meanings. As assessed by: Oral assignments and tests.

Arabic 1

1. Communicate accurately in written and spoken modern standard Arabic in sound Present tense verbs, noun-adjective phrases, possessive construct phrases, basic prepositions and conjunctions, as well as exhibit comprehension of practical vocabulary for simple nominal and verbal sentence structures. As assessed by: Class interaction with instructor, small group work in class, homework and dictation. Written vocabulary and spelling tests, grammar exercises, and exams.

2. Transcribe and translate short monologues about people getting to know each other for the first time. As assessed by: In class dictation and translation.

3. Identify Arabic-speaking countries on a map. As assessed by: Quizzes, tests and class presentations.

4. Demonstrate cultural knowledge by using culturally appropriate gestures and phrases of courtesy. As assessed by: In class presentations.

5. Discuss current events/politics of the Arab World, and basic history of the region. As assessed by: Class interaction with instructor and small group work in class.

Chinese 1

1. Use the Pinyin system, the official Romanization system adopted in China. As assessed by: A. Taking dictation on quizzes, exercises, and/or exam. B. Answering questions the instructor poses or after listening to a CD, on quizzes, exercises, and/or exams.

2. Understand, speak, read and write Chinese at the Novice Mid-Level as defined by ACTFL, i.e., the student will be able to carry on very simple conversation, read very simple materials and write short passages within the range of 450 basic vocabularies when encountering the situations covered in the course. Assessed by: A. Oral performance in class activities individually, paired, or small groups. B. Writing correctly structured sentences on quizzes exercises, and/or exams. C. Developing and performing a dialogue for a class presentation. Character quizzes.

3. Construct sentences by correctly using all the grammatical items covered in the course. As assessed by: A. Filling in the blanks with right grammatical forms and vocabulary. B. Answering oral and/or written questions on quizzes exercises, and/or exams. C. Using pictures to test proper use of vocabulary and/or verbs.

4. Demonstrate an elementary knowledge of some aspects of Chinese culture that are introduced in the course. As assessed by: Student oral presentations in class.

Chinese 2

1. Understand, speak, read and write Chinese at the level between the Novice High and the Intermediate Low as defined by ACTFL, i.e., the student will be able to carry on simple conversation, read materials largely simplified from the original texts and write long passages within the range of 1000 basic vocabulary, when encountering the situations covered in the course. As assessed by: A. Compositions and short answer responses, exercises, quizzes, and/or exams. B. Writing responses to oral questions on exercises, quizzes, and/or exams. C. Chinese character quizzes.

2. Construct sentences by correctly using all the grammatical items covered in the course. As assessed by: A. Writing or giving oral descriptions of pictures. B. Answering written questions on exercises, quizzes, and/or exams.

3. Demonstrate a basic knowledge of some more important aspects of Chinese culture that are introduced in the course. As assessed by: A. Oral presentations in class. B. Short answers or identifications on exercises, quizzes, and/or exams.

Chinese 3

1. Understand, speak, read and write Chinese at the level between the Intermediate Low and the Intermediate Mid as defined by ACTFL, i.e., the student will be able to carry on intermediate-level conversation with greater accuracy, read materials simplified from the original texts, and write short articles within the range of 1550 basic vocabulary, when encountering the situations covered in the course. As assessed by: A. Compositions and short answer responses, exercises, quizzes and/or exams. B. Writing responses to oral questions on exercises, quizzes, and/or exams. C. Chinese character quizzes.

2. Construct sentences by correctly using all the grammatical items covered in the course. As assessed by: A. Writing or giving oral descriptions of pictures. B. Answering written questions on exercises, quizzes, and/or exams.

3. Demonstrate a fundamental knowledge of some more important aspects of Chinese culture that are introduced in the course. As assessed by: A. Oral presentations in class. B. Short answers or identifications on exercises, quizzes, and/or exams.

Chinese 4

1. Understand, speak, read and write Chinese at the level between the Intermediate Mid and the Intermediate High as defined by American Council of Teachers of Foreign Languages (ACTFL), i.e., the student will be able to carry on intermediate-level conversation with greater accuracy, read materials slightly simplified from the original texts, and write short articles within the range of 2,250 basic vocabulary, when encountering the situations covered in the course. As assessed by: In-class exercises, take-home assignments, essays writings, language lab assignments, oral presentations, quizzes and tests.

2. Skillfully apply the basic grammar rules of modern Chinese, including all the important grammatical items covered in the course. As assessed by: In-class exercises, take-home assignments, language lab assignments, oral presentations, quizzes and tests.

3. Demonstrate an extensive knowledge of all the important aspects of Chinese culture that are introduced in the course. As assessed by: In-class readings, writing substantial essays on given topics, quizzes and tests.

Chinese 8

1. Communicate with other students or Chinese speakers in Chinese, demonstrating active use of practical thematic vocabulary: daily routines of shopping, traveling, work, school, weather forecast, meals, sports, and leisure activities. As assessed by: Oral presentations in class.

2. Converse in Chinese with more confidence and greater accuracy, correctly applying basic grammar rules covered in the course: the progressive and continuous aspects of verbs, auxiliary verbs, different ways to construct comparison sentences, the potential complement, the complement of quantity, the complement of duration, the directional complement, and the rhetoric question. As assessed by: Paired or small group oral activities in class.

3. Demonstrate further knowledge of important aspects of Chinese culture, which include telephone etiquette, things to say and faux pas to avoid at various social occasions such as parties, birthdays, weddings and funerals, and famous scenic spots and historical sites in China. As assessed by: In-class oral exercises.

Chinese 9

1. Demonstrate factual and chronologically accurate knowledge of key events, issues, trends and people in the development of Chinese civilization from ancient times. As assessed by: Oral presentations and tests.

2. Define and assess the sources of cultural unity and ethnic identification in China, with the understanding of China's contributions toward ethical and social philosophy in its quest for a perfect society. As assessed by: Oral presentations and tests.

3. Appraise the value of historical knowledge for understanding and providing critical evaluation of more recent and comparable issues, events and trends of national and international significance, and form and present balanced views by illustrating points of unity and diversity in the long and varied history of China. As assessed by: Oral presentations and tests.

French 1

1. Learn to use regular and some irregular verbs in the present, near future, and the perfect tenses with AVOIR and ETRE. As assessed by: Responding to oral and/or written questions on exercises, quizzes, and/or exams.

2. The student will demonstrate the use of acceptable pronunciation in class. As assessed by: Individual, paired, and/or group oral activities involving the cultural context of the French-speaking world.

French 2

1. Converse, read and paraphrase cultural passages, and write statements in the French language using correct vocabulary and most regular and irregular verbs in the present, future, imperfect, perfect, past perfect and conditional tenses as well as in the present subjunctive. As assessed by: Responding to oral and/or written questions on exercises, quizzes, and/or exams.

2. Demonstrate the use of acceptable pronunciation in oral activities. As assessed by: Individual, paired, and/or group oral activities involving the cultural context of the French-speaking world.

French 3

1. Demonstrate grammatical skills, master moods and tenses of the French language, assimilate idiomatic expressions and build vocabulary. As assessed by: Responding to oral and/or written questions on exercises, quizzes, answers and/or exams.

2. Demonstrate critical thinking, analyze literary themes, and compare and contrast differences in the French-speaking world. As assessed by: Students will write essays on novels read in class.

French 4

1. Demonstrate French grammar concepts and mastery of all moods and tenses, assimilate idiomatic expressions and build vocabulary. As assessed by: Responding to oral and/or written questions on exercises, quizzes, and/or exams.

2. Students will exhibit critical thinking while analyzing literary themes in French novels, plays, and poems while synthesizing cultural differences in the French- speaking world. As assessed by: Students will write original essays on literary works studied in class.

French 8

1. Increase French vocabulary and speaking ability. As assessed by: Written and oral exercises quizzes and exams.

German 1

1. Students will be able to write complete sentences using the present tense by describing themselves, family members, friends, and their activities. Furthermore, they will be able to recognize and comprehend basic statements in everyday speech and dialogue. As assessed by: A. Students answer questions posed by the instructor or students. B. Writing assignments, quizzes and tests.

2. Students will be able to communicate as well as write sentences using the accusative case by describing their own possessions and the possessions of others. They will be able to apply the learned vocabulary and grammar in speaking and writing. As assessed by: A. Completing compositions in the workbook. B. Developing short compositions (8-10 sentences from assigned topics) with correct grammar and sentence structure.

3. Students will demonstrate the ability to use modal verbs to describe abilities, duties, and wishes. By practicing these structures, they will illustrate the application of these grammatical structures in speech and writing. As assessed by: A. Students answer questions about assigned reading texts. B. Students demonstrate understanding of assigned reading texts by answering with T or F. C. Students demonstrate understanding of assigned reading texts by means of answering a fill-in-the-blanks exercise.

4. Students will demonstrate a basic facility with the perfect tense by describing events and activities in the past. This may include conveying information about their weekend or vacation activities. As assessed by: Writing assignments and tests.

5. Students will be able to recognize and implement the Dative case by forming sentences with a subject, direct object, and an indirect object. Furthermore, they will be able to differentiate between direct and indirect object, as well as apply dative

prepositions to the description of workplace of various professions. As assessed by: Writing assignments.

6. Students will have a basic understanding of the cultures of the German-speaking countries (Germany, Austria, and Switzerland). As assessed by: Presentations and in-class activities.

German 2

1. Students will learn to recognize, comprehend, and apply structures in the simple past to describe their last vacation or weekend. As assessed by: Individual students should be able to respond to instructor's questions in class, and/or students will practice basic communication skills in pairs or small groups in class.

2. Students must demonstrate their ability to distinguish between dative and accusative two-way prepositions and their application to verbs such as stellen/stehen, legen/liegen, setzen/sitzen, haengen/haengen. As assessed by: Oral presentations and tests.

3. Students will gain facility with the integration of conjunctions (als, wenn, wann, weil, nachdem) into dependent clauses. As assessed by: A. Completing compositions in the workbook. B. Developing other short compositions (8-10 sentences from assigned topics) with correct grammar and sentence structure.

4. Students will be able to read short stories in the simple (narrative) past tense and demonstrate comprehension of the tense by responding to oral or written questions. As assessed by answering true/false questions, or by selecting the correct item in a multiple choice or matching-type format.

5. Students will continue learning about German culture, and gain a deeper appreciation of differences between their own culture and that of the target language. As assessed by: Chapter tests and final exam.

German 3

1. Students will be able to demonstrate an understanding of the selected readings of the German speaking countries by discussing and expressing their opinions. As assessed by: Written assignments, oral presentations and participations in class discussions.

2. Students will be able to use in writing and speaking the different grammar structures such as different tenses, prepositions and relative clauses. As assessed by: Written grammar exercises, exams, oral presentations, writing assignments and class discussions.

3. Students will read, summarize and interpret different selections of German literature and culture. As assessed by: Written assignments and class discussions.

4. Students will write an essay that includes title, introduction, body and a concluding paragraph. As assessed by: The composition for the final exam.

German 4

1. Students will be able to demonstrate an understanding of the selected readings of the German speaking countries by discussing and expressing their opinions. As assessed by: Written assignments, oral presentations and participations in

class discussions.

2. Students will be able to use in writing and speaking the more sophisticated grammar structures such as subjunctive I and II and the passive voice. As assessed by: Written grammar exercises, exams, oral presentations, writing assignments and class discussions.

3. Students will read, summarize and interpret important and well-known selections of German literature and culture. As assessed by: Written assignments and class discussions.

4. Students will write coherent essays using the more complicated grammar structures and newly acquired vocabulary and idiomatic expressions. As assessed by: The composition for the final exam.

German 8

1. Students will converse with relative correctness in a semi-formal setting using practical thematic vocabulary (daily routines, meals, shopping, work, school, leisure activities, travel etc.) As assessed by: Individual students respond to instructor's questions in class, and/or students practice basic communication skills in pairs or small groups in class.

2. Read and interpret information from magazine articles or short stories and discuss them. As assessed by: A. Students answer questions about assigned reading texts. B. Students demonstrate understanding of assigned reading texts by answering true/false or multiple-choice questions. C. Students demonstrate understanding of assigned reading texts by means of answering a fill-in-the-blanks exercise.

3. Be familiar with idiomatic expressions in German and compare these to English and other languages. As assessed by: Testing of assigned expressions by means of matching, multiple choice, or by the giving definitions.

Hebrew 1

1. Students will be presented with five question words taught during the semester and will correctly write a question using the given question words. As assessed by: Final examination.

2. Students will write a short paragraph utilizing correct grammatical forms and spelling. As assessed by: The composition assigned for mid-term and final exam.

3. Transform an affirmative statement into a question. Assessed by: Oral and written tests.

Hebrew 2

1. Students will be able to converse about time using time idioms (i.e. yesterday, today, early, late) and the clock. As assessed by: Individual conversations with the professor or students' oral descriptions of their day using time idioms and telling time.

2. Students will generate the correct future tense verb form when given a Shlamim infinitive verb form and a subject. As assessed by: Completion of homework, quizzes and exams, as well as oral question-answer drills or the final exam.

3. Students will use the ten past tense forms correctly when speaking. As assessed by: Participation in class discussions,

and through oral questions referring to the text (which students will answer orally).

4. Students will write a short paragraph utilizing correct grammatical forms and spelling. As assessed by: The composition assigned for mid-term and final exam.

Hebrew 3

1. Demonstrate an understanding of the Hebrew language and the diverse cultures of Hebrew-speaking people in the global setting by expressing, discussing, and defending their opinions and impressions in both written and spoken Hebrew. As assessed by: Oral presentations, quizzes, exams and/or compositions.

2. Communicate formally and informally in both oral and written forms, utilizing different tenses, forms and structures. As assessed by: Oral presentations, quizzes, exams and/or compositions.

Hebrew 3 was taught for the first time in Spring 2016 and isn't included in this sequence of SLO Assessments. Its sequence will be included in the 2016-17 Annual Program Review Report.

Italian 1

1. Demonstrate a working knowledge of Italian in real-life situations and interact with other students of Italian as is appropriate for a first semester student: (Exchange information with others, greeting people, introduce a friend, describe the weather, make plans to do various activities, and make and respond to requests.). As assessed by: Individual, paired, or small group work in class.

2. Speak and understand simple Italian, spoken at a moderate speed, in simple conversations on topics of everyday life, at a level appropriate for first semester students: (What he/she does every day, what he/she is doing right now, what he/she did yesterday/last week/last month/last year). As assessed by: Individual, paired, or small group work in class.

3. Write sentences with simple syntax, with a variety of regular, irregular, and reflexive verbs, in the Present and Present Perfect tenses of the Indicative mood. As assessed by: Responding to oral and/or written questions on exercises, quizzes, and/or tests.

Italian 2

1. Communicate in verbal and written form in Italian using the Future, the Imperfect, the Present Conditional, the Past Conditional, the Present, Past, Imperfect and Past Perfect Subjunctive with reasonable accuracy. As assessed by: A. Individual, paired, or small group work in class. B. Written vocabulary and grammar exercises, exams.

2. Exhibit comprehension of practical vocabulary associated with food, vacation, job searching, sport activities, health, ecology, and theatre. As assessed by: Compositions/essays on written exercises, quizzes, and/or exams.

3. Demonstrate their cultural knowledge including some history and geography of Italy. As assessed by: Participation in class, guided class activities, formal and informal writing assignments.

Italian 3

1. Analyze, summarize, and discuss the information from an Italian magazine or newspaper article or short story using conversational Italian. As assessed by: Individual, paired, or small group oral activities in class.

2. Students will be able to express their life experiences in the various tenses of the indicative mode. As assessed by: Oral and written presentations.

3. Students will read, paraphrase and interpret a variety of Italian literary, artistic and creative works. As assessed by: Participation in class discussions and through formal and informal writing assignments.

4. Students will compose an effective essay including an introductory paragraph, the body, and a concluding paragraph using correct grammar and spelling. As assessed by: Compositions assigned on certain given topics.

5. Students will show some knowledge and understanding of Italian culture and traditions. As assessed by: The students will choose a topic to present orally to the class, such as a city or a region they are interested in, or a celebration such as: Il Carnevale di Venezia, La Befana, and Il Palio di Siena.

Italian 4

1. Demonstrate an understanding of the Italian language and cultural diversity in the global setting by expressing, discussing and defending their opinions and impressions in both written and oral expression. As assessed by: Oral presentations, quizzes, exams and/or compositions.

2. Communicate formally and informally in both written and oral forms utilizing different tenses, moods and structures. As assessed by: Oral presentations, quizzes, exams and/or compositions.

3. Read, analyze, discuss, paraphrase and interpret a variety of Italian literary, artistic and creative works. As assessed by: Oral presentations, quizzes, exams and/or compositions.

4. Write effective and coherent essays following the conventions of formal writing and editing. As assessed by: Exams, homework assignments and/or in-class essays.

Italian 8

1. Demonstrate a working knowledge of Italian in real-life situations, which is appropriate for a third semester student. As assessed by: Oral presentations in class (individual or group work).

2. Communicate with other students in Italian demonstrating active use of practical thematic vocabulary: (family and friends, city and country of origin, past experiences, free time and work, major world issues, wishes and desires for the future). As assessed by: Paired or small group oral activities in class.

3. Read and interpret information from short passages and/or online articles, and comment upon them. As assessed by: Short paragraphs summarizing students' comments on a given topic.

Japanese 1

1. Students are able to comprehend and use fundamental sentence patterns to carry out simple conversations in the

present/future and paste tenses. As assessed by: In-class, students hold conversations in pairs or small groups using the formal style of speech.

2. Students are able to read and write the three Japanese scripts of hiragana, katakana, and a selected number of kanji, and understand the content of texts written in them. As assessed by: Students read texts and answer questions regarding their contents; write short essays on selected themes.

3. Students are expected to be aware of cultural aspects. As assessed by: Class presentations.

Japanese 2

1. Students are able to comprehend and speak in formal style of speech. Students will be able to produce sentences in both the present and the past tense. As assessed by: Students hold conversations in pairs and write script.

2. Students will be able to write short paragraphs. As assessed by: Students write a short essay of 800 to 1000 Japanese characters.

3. Students read short passages consisting of 3 to 4 paragraphs and answer simple questions relating to the passages. As assessed by: Students answer questions about assigned reading texts.

4. Students will read and write 140 Chinese characters (Kanji) and use them in sentences appropriately. As assessed by: Compositions and exams.

Japanese 3

1. Listening: Comprehend relatively long stretch of talk; sufficiently understand simple everyday conversation; understand differences between casual and formal talk. As assessed by: Dictation assignments.

2. Speaking: Handle multiple sentences to continue the line; to ask/answer questions, elaborate and expand the answer or opinion by adding descriptions and explanations; handle most uncomplicated tasks, satisfying minimum courtesy requirements. As assessed by: In-class readings under instructor's well-planned guidance.

3. Reading: Read relatively elaborated expository materials on familiar topics, using dictionary; grasp a main idea (skimming) and read out details (scanning). As assessed by: In-class exercises, assignments, and quizzes.

4. Writing: Write essays, developing a theme in multiple paragraphs (Introduction-Body-Conclusion) coherently and cohesively; use 240 kanji and follow Japanese writing conventions and written registers. As assessed by: Compositions and exams.

Japanese 4

1. Students will demonstrate an increased knowledge and understanding of more advanced socio-cultural concepts underlying the appropriate use of Japanese. As assessed by: In-class reading, writing substantial essays on given topics, language lab assignments, and quizzes.

2. Students will show intermediate level proficiency in the four skills of listening, speaking, reading, and writing. As

assessed by: In-class exercises, take-home assignments, language lab assignments, oral presentations, and quizzes.

3. Students will demonstrate knowledge of Japanese syntax, vocabulary, idiomatic expressions, and kanji appropriate to the intermediate level. As assessed by: In-class exercises, take-home assignments, language lab assignments, oral presentations, and quizzes.

4. Students will distinguish and apply various speech styles, orally and in writing, at the appropriate level of proficiency. As assessed by: In-class readings, essay writings, take-home assignments, language lab assignments, oral presentations and quizzes.

5. Students will recognize and demonstrate their internalization of essential Japanese culture and customs. As assessed by: In-class readings, in-class discussions on selected topics on culture and customs, take-home essay assignments on related topics, oral presentations and quizzes.

Japanese 8

1. Students are able to understand and converse in natural, colloquial Japanese. Students will be able to demonstrate a working knowledge of Japanese in real-life situations. As assessed by: In class, students hold conversations using the informal style of speech in pairs on a given situation.

2. Students are able to communicate with other students in their target language demonstrating active use of practical thematic vocabulary. As assessed by: Paired or small group oral activities in class.

3. Students are able to read and interpret information from written materials, and express their evaluation. As assessed by: Participation in class discussions and debates on the pros/cons of issues presented in newspaper or magazine articles and ads.

Japanese 9

1. Analyze the roles dominant philosophies played in characterizing distinctive Japanese traditions and customs. As assessed by: Quizzes, exams, essays, research papers, and/or oral presentations.

2. Discuss the Japanese socio-cultural environment and phenomena demonstrated in various art forms. As assessed by: Quizzes, exams, essays, research papers, and/or oral presentations.

3. Identify and interpret major Japanese literature, performing arts, music, and visual arts. As assessed by: Quizzes, exams, essays, research papers, and/or oral presentations.

4. Compare/contrast and interpret the modern cultural phenomena in Japan in relation to that of the students' own. As assessed by: Quizzes, exams, essays, research papers, and/or oral presentations.

Japanese 9 was taught for the first time in Spring 2016, so SLO assessment reports for Japanese 9 will be included in the 2016-17 Annual Program Review report. As assessed by:

Korean 1

1. Students will be able to produce sentences in both oral and written forms needed for conversations demonstrating the elementary Korean 1 grammatical structure. As assessed by: Textbook exercises, short paragraph writing, language lab assignments, oral presentations, quizzes and tests.

2. Students will be able to read and interpret short texts in the elementary Korean 1 textbook. As assessed by: Textbook readings and solving comprehension questions, reading peer students' paragraphs, quizzes and tests.

3. Students will be able to recognize Korean culture presented in the course and participate, both inside and outside of class, in activities relevant to the cultural knowledge they acquired. As assessed by: In-class video-watching and follow up discussions, short paragraph writings, and oral presentations.

Korean 2

1. Students will be able to construct both oral and written discourse in elementary Korean 2. As assessed by: In-class exercises, short paragraph writings, language lab assignments, oral presentations, quizzes and tests.

2. Students will be able to employ a variety of grammar and vocabulary demonstrating proper knowledge of cultural norms. As assessed by: In-class exercises, take-home assignments, language lab assignments, oral presentations, quizzes and tests.

3. Relate insights into Korean culture and express such distinctions in elementary Korean 2. As assessed by: In-class readings, in-class exercises, short paragraph writings, and oral presentations.

Korean 3

1. Students will use proper and correct oral and written Korean. As assessed by: Participation in class discussions; oral presentations; written essays.

2. Students will analyze literary works and discuss the concepts. As assessed by: Participation in class discussions and through formal and informal writing assignments.

3. Students will express abstract concepts in Korean. As assessed by: Participation in class discussions and through formal and informal writing assignments.

4. Students will demonstrate critical thinking skills in Korean. As assessed by: In-class readings, writing research based essays and the composition assigned for the final exam.

Korean 4

1. Students will express understanding in standard Korean at the level between the Intermediate Mid and the Intermediate High as defined by American Council of Teachers of Foreign Languages (ACTFL). As assessed by: In-class exercises, take-home assignments, essay writings, language lab assignments, oral presentations, quizzes and tests.

2. Competently apply all the correct grammar of modern Korean, and properly use the variety of sentence patterns, vocabulary and expressions covered in the course. As assessed by: In-class exercises, take-home assignments, language

lab assignments, oral presentations, quizzes and tests.

3. Demonstrate comprehensive knowledge of all the important aspects of Korean culture introduced in the course. As assessed by: In-class readings, writing substantial essays on given topics, quizzes and tests.

4. Critically analyze literary works and discuss the concepts. As assessed by: In-class readings, writing research based essays, debate on given topics, quizzes, and tests.

Linguistics 1

1. Students will exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code. As assessed by: Class participation evaluation.

2. Students will demonstrate an understanding of the discipline of linguistics and its role in various fields, e.g., education, criminology, anthropology, history, political science, and communications technology. As assessed by: Class discussions, written exercises, essays, quizzes and tests or exams.

3. Students will identify and define the three dimensions of language structure: phonetics/phonology, morphology, and syntax and analyze their role in semantics. As assessed by: Class discussions, written exercises, essays, quizzes and tests or exams.

4. Students will demonstrate knowledge of the role of language and its interconnectedness with peoples, societies, and cultures and explain the importance of language in global citizenship. As assessed by: Class discussions, written exercises, essays, quizzes and tests or exams.

Persian 1

1. The students will practice how to communicate accurately in written and spoken Persian with present, past and present perfect tense verbs, possessive pronouns, the use of adjectives and adverbs as well as comprehension of practical vocabulary for simple sentences. Furthermore, students will exercise dictation and written skills in Persian regularly. Students' level will be assessed by exercises, oral and written tests, and final exams. As assessed by: Oral and written questions on exercises, quizzes, and/or exams; students will write dictations in Persian.

2. Transcribe and translate short monologues about people getting to know each other for the first time, how to ask the time, the day of the week, direction and any daily short conversation and role play them. As assessed by: In-class oral activities, written exercises, quizzes, and/or exams.

3. Discuss modern events and politics of Iran, as well as some basic history of the region. Having studied Iran's geography, students will be able to identify major provinces and cities and their location on a map. Identify Persian-speaking countries on a map. As assessed by: Oral presentation, quizzes and exams.

4. Students will recognize the difference between spoken and written Persian and become familiar with various aspects of Persian culture and history. As assessed by: Oral presentations and exams.

5. Students will describe something or someone of interest in Persian. They will compose short dialogues and role-play them; paying attention to proper use of semantics and clarity of speech (accent, intonation, articulation) so that following

the presentation, students can answer questions based on the presentation put to them by the instructor. As assessed by: Oral presentations.

Persian 2

1. Students will expand their vocabulary and cultural understanding to be able to communicate in a wide variety of situations and settings. They will be expected to read handwritten texts written in more complex calligraphic scripts and improve their own handwriting. As assessed by: Students will write at least two one-page compositions in Persian using past, present and future verb tenses. They will also have paired in class assignments and small group discussions.

2. Students will put together PowerPoint presentations and essays in Persian on topics relevant to the Persian literature and Modern Iranian political, social and cultural developments. As assessed by: Class discussions, formal and informal writing assignments, and oral presentation.

Portuguese 1

1. Discuss and demonstrate reasonable comprehension of the following topics in Portuguese and the related cultural distinctions between the US and Lusophone countries: Greetings, describing oneself, other people, friends, family, classroom and household items, weather conditions, one's likes and dislikes, sports and their cultural relevance, occupations, educational systems, ethnic, racial and religious diversity, social class, regional and national differences, gender roles, popular culture, the arts, and the environment. As assessed by: Oral presentations, quizzes, exams and/or compositions.

2. Illustrate his/her ability to write in Portuguese with a variety of regular, irregular, stem-changing and reflexive verbs. He/she will use appropriate basic vocabulary, which includes clothing, colors, food, physical and emotional states and conditions, expressions of time (days, months, seasons) and daily grooming routines from the time he/she gets up to bedtime regarding: 1) what he/she does every day, b) what he/she is going to do, c) what he/she is doing right now, d) what he/she did yesterday/last week/last month/last year. He/she will write about the diverse topics covered in the class. As assessed by: Oral presentations, quizzes, exams and/or compositions.

3. Exhibit cultural awareness by doing the following: a) demonstrating proper use of formal and informal address (tu, você, o senhor, a senhora, vocês, os senhores, as senhoras) when given a specific social situation; b) demonstrating his/her knowledge of the geography of the Lusophone world (countries, capitals and locations of each Portuguese-speaking country); c) demonstrating his/her knowledge of culture and traditions in Portuguese-speaking countries and their similarities and differences from those of the US and other countries. As assessed by: Oral presentations, quizzes, exams and/or compositions.

Portuguese 1 was taught for the first time in Spring 2016 and isn't included in this sequence of SLO Assessments. Its sequence will be included in the 2016-17 Annual Program Review Report.

Russian 1

1. Prepare outside class and write in class (without reference to notes) a grammatically correct composition of at least 150 words describing student's own basic life situation, such as who is in his family, where s/he lives and works, hisstudies, some preferred sports and entertainment activities, and the like. As assessed by: Given a hypothetical set of facts about himself and a friend, a student will plan, write at home, review with the instructor or tutor, and then reproduce in the

classroom without reference to notes, a written, grammatically correct composition of at least 150 words in which hewill describe his and his friend's family, his present living place and workplace, his studies, some items he owns, some preferred sports and entertainment activities and the like.

2. Create and present to the class a dialog in which two students meet, introduce themselves, ask and answer questions about themselves, with understandable pronunciation, intonation, and overall clarity of speech. As assessed by: Together with a partner, the student will create and present to the class a dialog in which they meet, introduce themselves, ask and answer questions about themselves, with sufficiently interesting content, clarity of speech (accent, intonation, articulation), that after the presentation, the student audience can accurately comprehend, retain information, and correctly answer questions from the instructor concerning the information contained in the presentation.

Russian 2

1.Examine a written schedule for a fictional person's week of activities (Sunday through Saturday); then, assuming that the composition is written on a Wednesday in the middle of that week, plan, write, and revise a composition that uses past and future tenses to accurately and completely describe those activities, which will include participation in school and after school activities, weekend entertainments, job activities, home leisure activities, going to public places such as restaurants, beaches, cinema, etc. Assessed by: Written composition.

2.Working in groups of three, create a dialog based on a menu listing dishes that are typically served in a Russian restaurant; examine the menu, discuss their preferences for certain items on the menu, and tell each other and the "waiter" what they will have to eat and drink. The waiter will repeat the order, to verify it. As assessed by: Class presentations.

Russian 8

1. Converse with relative correctness in a semi-formal setting using practical thematic vocabulary (everyday activities, meals, shopping, work, school, leisure activities, travel etc.) As assessed by: Individual students responding to instructor's questions in class, and/or students practicing basic communication skills in pairs or small groups in class.

2. Read and interpret information from magazine articles or short stories and discuss them. As assessed by: A. Students answering questions about assigned reading texts. B. Students demonstrating understanding of assigned reading texts by answering true/false or multiple choice questions. C. Students demonstrating understanding of assigned reading texts by means of answering fill-in-the-blank exercises.

3. Compare idiomatic expressions in Russian with similar idioms in English and other languages. As assessed by: Testing of assigned expressions by means of matching, multiple choice, or by giving definitions.

Spanish 1

1. The student will discuss and demonstrate reasonable comprehension of the following topics in Spanish: Greetings, describing himself/herself, friends, family, classroom and house items, weather conditions, his/her likes and dislikes, his/her favorite sports, occupations and classes. As assessed by: Written responses to oral and/or written questions on exercises, quizzes, and/or exams.

2. The student will illustrate his/her ability to write in Spanish with a variety of regular, irregular, stem-changing and reflexive verbs. He/she will use appropriate basic vocabulary, which includes clothing, colors, food, physical and

emotional states or conditions, expressions of time (days, months, seasons) and daily grooming routines from the time he/she gets up to bedtime regarding: a) what he/she does every day, b) what he/she is going to do, c) what he/she is doing right now, d) what he/she did yesterday/last week/last month/last year. As assessed by: Responses to oral and/or written questions on exercises, quizzes, and/or exams.

3. The student will exhibit cultural awareness by the following: a) The student will demonstrate proper use of formal and informal address (tú, Ud., vosotros, Uds.) when given a specific social situation. b) The student will demonstrate his/her knowledge of the geography of the Hispanic world (countries, capitals and location of each Spanish speaking country). As assessed by: Participation in class dialogues (a), and map identification exercises (b).

Spanish 2

1. The student will demonstrate the ability to use vocabulary associated with the following topics in Spanish: daily activities, food, childhood/family, geography/weather, travel plans, the automobile, the human body and health, shopping, household items, wedding and marriage and personal goals. As assessed by: Responses to oral and/or written questions on exercises, quizzes, and/or exams.

2. The student will demonstrate the ability to write in Spanish using the tenses studied in Spanish 1 as well as by using the preterit/imperfect, present perfect, and present subjunctive. As assessed by: Responses to oral and /or written questions on exercises, quizzes, and/or exams.

3. The student will demonstrate cultural awareness regarding the following topics: Hispanic food, music, literature, art and outstanding Hispanic persons. As assessed by: Responses to oral and /or written questions on exercises, quizzes, and/or exams.

Spanish 3

1. Students will demonstrate an understanding of universal cultural themes of the Spanish-speaking world by reading, summarizing, and interpreting a variety of Hispanic literary, artistic and creative works presented in the course. As assessed by: Participation in class discussions; oral presentations; written essays.

2. Students will communicate formally and informally in both oral and written forms utilizing different tenses, moods and structures. As assessed by: Written vocabulary and grammar exercises, exams, oral presentations, formal and informal writing assignments, class as well as paired and small group discussions.

3. Students will read, paraphrase and interpret a variety of Hispanic literary, artistic and creative works. As assessed by: Participation in class discussions and through formal and informal writing assignments.

4. Students will write a coherent essay that includes title, introduction, body and a concluding paragraph. As assessed by: The composition assigned for the final exam.

Spanish 4

1. Students will demonstrate an understanding of the Spanish language and the Hispanic cultural diversity in the global setting by expressing, discussing and defending their opinions and impressions in both written and oral expression. As

assessed by: Participation in class, guided class activities, debates, surveys, formal and informal writing assignments.

2. Students will communicate formally and informally in both oral and written forms utilizing different tenses, moods and structures. As assessed by: Written vocabulary and grammar exercises, exams, oral presentations, formal and informal writing assignments, class as well as paired and small group discussions.

3. Students will read, analyze, discuss, paraphrase and interpret a variety of Hispanic literary, artistic and creative works. As assessed by: Class discussions, formal and informal writing assignments.

4. Students will write effective and coherent essays following the conventions of formal writing and editing. As assessed by: The composition assigned for the final exam.

Spanish 8

1. The student will communicate with classmates demonstrating active use of practical thematic vocabulary: relationships, student life, travel, celebrations, health, dining, environment, arts and entertainment, and work. As assessed by: Vocabulary quizzes, pair and group work, short presentations, and a final project.

2. The student will demonstrate an ability to use a variety of tenses in conversations and presentations. As assessed by: Guided conversations and presentations.

Spanish 9

1. Demonstrate knowledge of the history and cultural expressions of the Iberian Peninsula from its origins to the end of the Middle Ages. As assessed by: Student-led oral presentations on topics assigned to them.

2. Demonstrate knowledge of the history and cultural expressions of the Iberian Peninsula from the Middle Ages to the 21st century. As assessed by: A. Student-led oral presentations on topics assigned to them. B. Students will show mastery of material through written exams.

Spanish 11

1. Students demonstrate an understanding of formal and informal register and will therefore converse with relative correctness in a semi-formal setting. As assessed by: In-class presentations.

2. Students will use the rules of syllabification, written accents, spelling, punctuation, and capitalization with relative correctness. As assessed by: Completion of homework, quizzes and exams.

3. Students will read, paraphrase and interpret a variety of Hispanic literary, artistic and creative works. As assessed by: Participation in class discussions and through formal and informal writing assignments.

4. Students will compose an effective essay including an introductory paragraph, the body, and a concluding paragraph using correct grammar and spelling, including correct use of the accent mark. As assessed by: The composition assigned for the final exam.

Spanish 12

1. Students will identify the sociolinguistic variations of the Spanish language and demonstrate an understanding of their uses in both written and oral communication. As assessed by: Oral presentations and written exams and compositions.

2. Students will demonstrate accuracy in expression through the correct use of the variety of verb tenses and modes and other grammatical concepts presented throughout the semester. As assessed by: Written assignments and exams.

3. Students will examine and explore historical events of the 20th century in Latin America that still impact the social and political structures today. As assessed by: Class presentations.

4. Students will read, paraphrase and interpret a variety of Hispanic literary, artistic and creative works. As assessed by: Class presentations and exams.

5. Students will compose an effective 5-paragraph essay including an introductory paragraph, the body, and a concluding paragraph using correct grammar and spelling, including correct use of the accent mark. As assessed by: Written composition.

Spanish 20

1. Students will write a coherent essay/research paper which includes a topic of choice that reflects Spanish American culture. This paper will include: title, introduction, body, conclusion and bibliography. As assessed by: The research paper assigned in class.

2. Students will read, paraphrase and interpret a variety of literary, historic, artistic and creative text in Spanish. As assessed by: Participation in class discussions and through test and quizzes.

3. Students will communicate formally and informally in both oral and written forms using new vocabulary, verbs, structures and idioms presented in readings and discussions. As assessed by: Participation in class discussions and through test and quizzes.

4. Students will demonstrate an understanding of historical, literary, artistic and political themes within the cultural context of the Spanish- American world by, reading, expressing, discussing and defending their point of view. As assessed by: Class participation, oral presentations and research paper.

Spanish 31A

1. Students will describe themselves, others and their surroundings based on vocabulary and correct noun-adjective agreement (gender and number). As assessed by: exam section, written assignment or oral presentation.

2. Students will read, understand, speak and write Spanish on a basic level using verbs in the present tense. Students will form simple sentences about themselves and others and ask questions. As assessed by: exam section, written assignment or oral presentation.

3. Students will exhibit cultural awareness by distinguishing between informal and formal use of address (tú vs. Ud.). As

assessed by: exam section choosing the correct subject pronoun.

4. Students will read short cultural texts about Spanish speaking countries and answer simple questions related to the text. As assessed by: exam section, written assignment or oral presentation.

French 31A, French 31S, German 31A, Hebrew 8, and Turkish 1 are not being assessed this year because they haven't been in the schedule. **Hebrew 4** was approved in Fall 2015 and has not been offered yet.

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

SLO assessment and success rates are discussed among faculty during meetings and professional development days to consider changes, pedagogy and curriculum revisions. The main data source in our department comes from SLOs assessment. SLOs assessment is done at the language level of each language, not by the holistic evaluation of the Department. The number of SLOs each language has established is different and distinct at each language level. The assessment tools include homework and in-class assignments and activities, quizzes and test exercises, in-class paragraphs and compositions, and class discussions and presentations. All outcomes are assessed and discussed in the Fall and Spring semesters, and each language level group determines the time-line for the assessments. Some assessments are completed in the intersessions as well.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

Last year three interdisciplinary certificates were approved for MLC:

1. **Latin American Studies**: Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of Latin America and the Caribbean and the differences and commonalities in their world views and systems.

The Latin American Studies Department Certificate prepares students for work with Spanish and/or Portuguese-speaking populations in the US and abroad. There are four possible areas of emphasis: liberal arts, international business, health sciences, and dance. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Latin America and the Caribbean.

2. **African and Middle Eastern Studies**: Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of Africa and the Middle East and the differences and commonalities in their world views and systems.

The African and Middle Eastern Studies Department Certificate prepares students for work with Arabic, Hebrew, Persian, Turkish, French, Spanish and/or Portuguese-speaking populations from Africa and the Middle East in the US and abroad. There are four possible areas of emphasis: liberal arts, international business, health sciences, and dance. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Africa and the Middle East.

3. **Asian Studies**: Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of East Asia and the differences and commonalities in the world view and systems of China, Japan or Korea.

The Asian Studies Department certificate prepares students for work with Chinese, Japanese, or Korean-speaking populations in the US and abroad. There are four possible areas of emphasis: liberal arts, international business, health sciences, and dance. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Asia.

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

1. From 2013-2014, the Department identified three objectives to inform planning for 2015-16.

Objective 1: To increase the number of SLOs assessed for each language level by 50%. For example is a language level currently assesses two SLOs, in order to meet this objective they must assess four.

Objective 2: To establish a committee that will determine, and then request the necessary data from Institutional Research that will help the Department pinpoint areas improvement in better serving students.

Objective 3: The Committee will analyze the data received, submit a report of their findings, and based on those findings, make suggestions for improvement to the Department.

2. The TIMS Report shows a diversity of grade averages and of retention among faculty within the department as well as within each language. The TIMS Report is used to support full-time hire requests and to provide feedback to the Department about its needs (e.g., the total number of students taking courses, the percent of students that successfully completed the courses, and the retention rate for both contract and hourly faculty).

3. Student surveys are used as needed in order to ascertain student preferences and needs so that we can provide better programs. For example, a student survey was conducted to assess the viability of establishing an online lab. Students were asked about their campus lab experience in terms of lab operating hours, lab equipment, technical support, lab resources (quantity, variety, organization, instructions), and their comfort level in the campus lab when needing to practice the

language out loud. The survey results strengthened the proposal we submitted to the SMC Foundation for the President's Circle Award for Innovation and Progress in 2012.

4. Enrollment Trends: Latino/Hispanic native/heritage speaker students who enroll in regular Spanish classes don't persist or succeed at the rate that they should. A large number of the students in our regular Spanish program are heritage speakers who should be in the heritage speaker track due to the fact that the regular program is not designed to meet their specific needs. In order to accommodate this specific learner group, the MLCD chair in consultation with Spanish 11 and 12 coordinators changed all the Spanish 11 classes to 12-week classes so that we could move incorrectly placed students to appropriate classes. Since the heritage-speaker Spanish program is being enhanced and will have two new full-time faculty to oversee it, the Fall 2016 schedule will include some 16-week Spanish 11 classes. Enrollment trends are also used by the chair for other scheduling purposes.

5. Attendance figures: Consistent afternoon absences by students with inflexible work schedules prompted the Spanish 11 and 12 coordinator to request that the Spanish 11 and 12 classes end before 5pm so that the students would stay in class and arrive at work on time.

6. Lab usage reports are used by individual instructors to monitor and ensure that their students have contact outside the classroom with the target language and with the supplementary resources the lab provides for reinforcement of the material learned, and clarification and explanation of material not understood.

7. Tutor usage reports are used by individual instructors to give referrals to the tutoring supervisor of students who are having problems in class.

8. There is frequent consultation among colleagues and a continual exchange of ideas. During department flex days, instructors engage in language and level specific conversations about what has worked in previous semesters and what still needs to be improved (including, but not limited to, observations backed by SLO data), and suggest possible changes.

THIS MESSAGE IS ABOUT THE NEXT SECTION: D1. OBJECTIVES (LOOKING BACK).

Due to CurricUNET errors in saving this document, per the recommendations of Jamie Anderson and Erica LeBlanc, we have added Addendum #1 in order to provide information regarding our D1. Objectives. Please disregard the information that follows labeled as "Objectives (Looking Back)" and refer to Addendum #1 instead.

D1. Objectives (Looking Back)

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

1.

This objective was approved as objective #2 by the department in Spring 2014, but inadvertently excluded from our 2014 PR submission: To establish a committee that will determine, and then request the necessary data from Institutional Research that will help the Department pinpoint areas for improvement in better serving students.

Completed
Comments: N/A

2.

This objective was approved as #3 in Spring 2014, but inadvertently excluded from our 2014 PR submission: The committee will analyze the data received, submit report of their findings, and based on those findings, make suggestions for improvement to the Department.

In Progress
Comments: Preliminary data analysis has already begun on this project and is included as an attachment to this program review report in Addendum #3. Additional analysis of the data is needed.

3.

In order to increase enrollment numbers of the students in levels 2 and beyond, each instructor who teaches level two and above will regularly and systematically inform his/her students on the available courses that MLCD offers, and encourage them to pursue their studies in that language.

In Progress
Comments: N/A

4.

To submit new curriculum to Curriculum Committee for approval: Korean 9.

In Progress
Comments: N/A

5.

The MLCD will collect and analyze tutoring data to determine its impact on student retention and success.

In Progress
Comments: N/A

6.

To work with the tutoring coordinator and media resources assistant to train them and improve services provided to MLC students.

In Progress
Comments: The MLC chair and the MLC lab liaison will coordinate this effort.

7.

To create a flow chart for introducing and orienting newly hired full-time and part-time instructors to all of the

functions, requirements, resources they need to teach in the MLCD.

In Progress
Comments: The current full-time faculty will work to create the flow chart.

8.

To begin a discussion about Peer Evaluations with the purpose of creating a rubric to assist faculty in the process.

In Progress
Comments: If the department agrees upon a common rubric, a new objective would be created to design the rubric.

9.

To create a new Japanese 31A course

In Progress
Comments: By introducing practical Japanese to students, this course will help them to prepare for the rigors of Japanese 1.

10.

To create a two-semester series of courses based on the curriculum from Spanish 1. These courses would be Spanish 1A and Spanish 1B. Each course would be a three-unit course. The additional 1/2 unit would cover study skills needed for success in an elementary Spanish class.

In Progress
Comments: The development of this curriculum is tied to Student Equity.

11.

To update the MLC Lab Protocols Document.

In Progress
Comments: Since the dean, Learning Resources and the media resources assistant have now been hired, we will be able to meet with them and move forward on this project.

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

The Department highlights during the past six years:

- **Departmental Certificates**
  In Spring 2015, MLC's first departmental certificates were approved: 1) African and Middle Eastern Studies, 2) Asian Studies, and 3) Latin American Studies.

- **Fulbright Scholar- in-Residence**
  MLC was the first department at SMC to be awarded the Fulbright Scholar-in-Residence. We were awarded a full-time Italian position for the 2012-2013 academic year. Two-thirds of the position was for Italian language and culture instruction within our department, and the remaining third for the position was used to train SMC faculty in language pedagogy, promote Italian language study, and present workshops to cultural institutions and institutions

of higher education in Southern California. Dr. Paolo Torresan was the S-I-R.

- **President's Innovation and Progress Award**
  In 2012, MLC was the first department at SMC to win the President's Innovation and Progress Award for its proposal for an online lab access program (SANSSpace).

- **UISFL (Title VIA Grant)**
  From 2010-2012, Dr. Toni Trives continued to work as the project manager for the UISFL (*Title VIA* Undergraduate International Studies and Foreign Language (*UISFL*) Program) grant.

- **MLCD eCompanion Homeroooom**
  The MLC created an eCompanion Homeroom for interdepartmental communication and posting of SLOs, all kinds of reports and other important documents.

- **SLO Assessments**
  Currently all language levels are assessing all the SLOs for their course. This was Objective 1 for 2013-2014.

- **Course outlines** are being **updated**.

- **New Curriculum**
  Due to student demand and departmental needs we have created new curriculum.
    o The following courses have been approved and offered:
      Portuguese 1, Linguistics 1, Italian 4, and Japanese 9: Japanese Civilization, Culture, and Tradition.
    o Dr. Jihyeon Cha is developing a proposal for Korean 9: Korean Civilization, Culture and Tradition, which will complement the Asian civilization, culture and tradition courses in Chinese and Japanese;
    o Hebrew 3 and Hebrew 4 (were developed to serve the enrollment needs of our dual enrollment students and are open to our regular students as well. Hebrew 3 is being offered in Spring 2016.)
    o Turkish 1 was approved in 2010 and offered for the first time in 2011. Enrollment was strong. The course was developed as part of our UISFL grant. It was designed to support the SMC program in Turkey, which has been put on hold due to State Dept. travel advisories at this time.

- **Supplemental Instruction**
  In order to support student success, in Spring 2014, MLCD became part of the Supplemental Instructional program and offered its first SI Spanish I section. We have offered an SI section in Spanish 1 in 2015 and 2016.

- **AA-T Spanish Degree**
  In Fall 2014, the MLCD chair collaborated with the chair of the Curriculum committee to complete a proposal for the AA-T Spanish degree at SMC. It was approved by the MLCD and the Curriculum Committee.

- **Linguistics 1 Expanded**
  In response to strong enrollment trends in Linguistics 1, the chair scheduled an online version of Linguistics 1 in Summer 2015, two sections of Linguistics 1 in Fall 2015, an online section in Winter 2016 and three sections in Spring 2016.

- **Welcoming Day**

The Department participated in Welcoming Day activities from Fall 2010-15.

- **MLC Clubs**
  MLC Clubs continue to be popular:
    - Dr. Muñiz advised the Italian Club for four years, and she also served as adviser for the UN Club.
    - Dr. Jihyeon Cha advised and helped students to begin a Korean Pop Culture Club.
    - Dr. Miguel Aparicio continued to advise Alpha Mu Gamma.
    - Dr. Fujiwara-Skrobak (retired Fall 2015) advised the Japanese/English Conversation Club in Fall 2014.
    - Prof. Rebecca Anderson (retiring Spring 2016) and Dr. Anneliese Gerl continued to advise the German Club.
    - Dr. Trives was co-advisor for the ASL Club for several years.

- **Scholarly Work**
  In addition to teaching and making other contributions to SMC, MLC faculty continued to produce scholarly work. Here is a partial list:

    - Dr. Aparicio published the following books: Regional Train [in English] (translation of Tren de cercanías by Miguel Ortega Isla; Nena y Gloria (In Spanish); Gloria es el amar sin medida (In Spanish); and Esto pasó en...(Miguel's Travels);

    - Dr. Wu published his textbook Bridge to China: An Integrative Approach to Beginning Chinese (Volumes 1 & 2, 1st Edition) and Bridge to China: An Integrative Approach to Intermediate Chinese (Volumes 1 & 2, 1st Edition) and he co-authored the textbook Practice Makes Perfect: Basic Chinese as well as the article "Reflections on Text Design in Teaching Chinese as a Second Language" in Teaching Chinese: Challenges in a Globalized World;

    - Dr. Jiro Tanaka: "How culture shapes social cognition deficits in mental disorders. A review" Authors: Koelkebeck, Katja; Uwatoko, Teruhisa; Tanaka, Jiro; Kret, Mariska. Forthcoming in *Social Neuroscience* (2016). "Autism, Psychosis, and the Two Cultures: C. P. Snow Reconsidered in Light of Recent Theories About Mentalistic Cognition," in *The Evolutionary Review*, volume 3, issue 1, eds. John Johnson and Alice Andrews (SUNY Press, 2012). "What is Copernican? A Few Common Barriers to Darwinian Thinking about the Mind," *The Evolutionary Review*, eds. Joseph Carroll and Alice Andrews (SUNY Press, 2010). "Consilience, Cultural Evolution, and the Humanities," in *Philosophy and Literature*, ed. Denis Dutton (2010) 34: 32-47. "Notes Toward A Darwinian Left," *Politics and Culture* (2010) issue 1. Special Evolutionary Issue on Bioculture: Evolutionary Cultural Studies, ed. Joseph Carroll. "Gnosophilia: Bloch, Benjamin, and the Authority of Counter-Tradition," in *The Re-Enchantment of the World*, eds. Joshua Landy and Michael Saler (Stanford University Press, 2009);

    - Dr. Alexander Gardner will present a paper at the 2016 German Studies Association panel on the German poet Heinrich Heine, titled "Heine and Love: Affect, Aesthetics and Politics in 19th-Century Culture."

- **Sabbaticals and Fellowships**
  MLC faculty continued to be awarded sabbaticals and fellowships. Sixty-seven percent of eligible MLC faculty were awarded sabbaticals between 2010 and 2016:

    - Prof. Anderson (retiring Spring 2016) was on sabbatical during Fall 2011 (Formal Study, Research and

Travel: Undertook formal study at the University of Salamanca in Spain with the aim of improving her understanding of evolving idioms and culture. Additionally, she travelled through Spain researching and documenting evidence of the cultural influences of the Iberian Peninsula pre-1492. She conducted classroom observations and interviewed Spanish educators on the best methods for teaching Spanish as a first language. After her sabbatical, she gave departmental and campus-wide presentations.)

- o Dr. Aparicio was on his fourth sabbatical during Spring 2012 (Formal Study, Research and Travel: Attended the Colegio de España in Salamanca, Spain, took courses in Spanish literature, art history, traditions and Spanish civilization. He visited colleges and universities to study the methodology of teaching Spanish as a Second Language and Spanish culture at the college level in Spain. He also studied social, political and religious issues impacting Spain.)

- o Dr. Trives was also on sabbatical during Spring 2012 (Research: Culture and Language across the Curriculum and computer programs for language acquisition. She created CLAC modules and shared them and the findings of her research with the department on the MLC Homepage. She coordinated and moderated a campus-wide CLAC presentation at SMC given by Dr. Judy Krutky, a visiting scholar at Rand at the time, who was also faculty at Baldwin Wallace College.)

- o Dr. Xiaozhou Wu was on sabbatical in Spring 2013 (Research and Travel: to gather authentic materials in China through making YouTube-like digital videos for teaching materials, and collect other realia to create a website for MLC Chinese language and culture students and faculty as a shared resource.)

- o Prof. Erickson was on sabbatical in Fall 2013 (Project: worked to organize and coordinate the resources available to our language students on our new online lab with that of our campus lab, and she updated these resources in consultation with MLC instructors from each language. She also updated several of the Lab Orientation modules, and recreated the Lab Orientation within an eCompanion shell that was established for this purpose, and posted a list of lab resources by language both in the student Orientation shell and in the faculty MLCD Homeroom shell. She created instruction documents for students and prepared and offered workshops to assist MLC instructors navigate the SANSSpace site and create online lab activities for their students.)

- o Dr. Nishikawa (retired Fall 2015) was on sabbatical during the Fall 2014 (Research and Travel: Gathering authentic and up-to-date materials in Japan and increasing his knowledge of Japanese Language Pedagogy. He created a website to share his materials.)

- o Dr. Yuria Hashimoto has received two Santa Monica College fellowship grants (2012 and 2013) for the development of Kanji and vocabulary teaching materials and curriculum, with an emphasis on activities involving the comparison between Japanese Kanji/vocabulary of Chinese-origin and their correspondents in the modern Chinese language. For the second year her work focuses on the assessment of the effectiveness of the above activities with larger data samples and development of computerized/web-based version of the materials

- **Fulbright Workshop**
  The MLCD chair organized and the MLCD hosted a Fulbright workshop for SMC faculty and administrators on campus in Fall 2014. Athena Fulay came and met with SMC faculty and administrators and gave a thorough presentation on the different Fulbright programs available to them. Many different departments were represented at this event. As a result of the presentation, at least two SMC faculty members applied for and were granted status as

Fulbright specialists.

- **Fubright Scholars Reception**
  In 2013, MLCD partnered with UCLA to host a Fulbright Scholars Reception at SMC to allow visiting foreign Scholars in the Southern California Region to learn about SMC and the community college system of higher-ed in the US.

- **Fulbright Resolution**
  In Fall 2014 and Spring 2015, the MLCD chair helped to develop and worked to support the Fulbright resolution from the Global Council to the Academic Senate. The resolution was approved in Spring 2015. The MLCD chair has worked to promote Fulbright fellowships, activities and opportunities.

- **Language and Health Sciences**
  In Fall 2014, the MLCD chair organized and the MLCD hosted a presentation on language and health sciences for SMC students. Teach for Health International director, Sarah Nunn, who is a Fulbright recipient and two Nicaraguans THI members, José Albany Chavarría Picado and Ivanía del Carmen Escobar Sánchez, who work for the clinic that she started in Nicaragua, gave bilingual talk (Spanish/English) about the relevance and importance of foreign language and culture skills to health science work in the US and abroad. The presentation was attended by SMC science and foreign language students.

- **SMC International Film Festival**
  From 2010 to present, the MLCD has collaborated with the Communications Department to participate in International Education Week and host an SMC international film festival.

- **International Education Week**
  From 2010-2015, the MLCD hosted its annual booth at International Education Week.

- **Scholarship/Internship/International Partnerships to Benefit SMC Students:**
  In Fall 2014, the MLCD chair invited Mr. Andy Bamber, a recruiter for the U.S. Department of State Critical Language Scholarship (CLS) Program, to promote the CLS Program, which provides a full scholarship for overseas summer language study for American undergraduate and graduate students. This program is open to students working towards associate's degrees. Both part-time and full-time students are eligible. Many SMC students attended his presentation. We have continued the CLS presentations. As a result of these presentations, SMC students have received scholarships to study abroad. In Fall 2015, the MLCD chair was invited to serve on an advisory board for the Santa Monica Sister City Association. The SMSCA attended a Fall 2012 MLC event in honor of the Italian S-I-R. In Spring 2016, the MLCD chair established a partnership with the Patrons of Italian Culture to promote Italian language and culture study and provide scholarships for SMC students. In Summer 2015, an SMC student had an internship with Linguistic Horizons in Spain.

- **Interdepartmental Collaborations:**
  - MLC collaborated with ESL to create the Linguistics 1 course.
  - MLC continues to collaborate with ESL on the Language and Culture Exchange for SMC students. Each semester, groups of students from the two departments engage in linguistic and cultural exchanges to establish new relationships.
  - The Communications Dept. and MLC collaborations mentioned with reference to Global Citizenship continue. Dr. Xiaozhou Wu developed a new 2 unit culture course and delivered it to support an SMC special Theater Arts program to China. In addition, Dr. Wu has led several traditional study abroad trips and taught Chinese abroad for SMC.

- o In Fall 2014, the MLCD chair began discussions with Prof. Mario Padilla in the English Dept. about cross-listing the Latin American literature courses that he teaches and offering them as Spanish courses as well. He supported this idea. The chair presented the idea to the Dept., and the Dept. supported it as well. In Spring 2015, a new instructor, Prof. Cecilia Martínez-Gil took over these courses, and the chair met with her. She is currently revising her English syllabus to allow for the study of translated texts in their original language and allow students to write papers in Spanish. Prof. Martínez-Gil has also discussed this project with the chair of the English Dept. MLC and English will collaborate in order to move forward with this project, which is intended to benefit heritage speakers and other SMC students who are fluent in Spanish.

- **Dual Enrollment**
In Fall 2015, MLCD offered two dual enrollment Hebrew classes at a high school in Los Angeles. We developed two intermediate language courses for these students, which were approved by the Curriculum Committee in Fall 2015, and Hebrew 3 was included in the schedule in Spring 2016. We are working with Maral Hyeler on a project that she is developing to facilitate the scheduling of dual enrollment language classes at Samohi.

- **Heritage Speakers**
In Spring 2016, MLCD hired two full-time heritage Spanish professors to lead a new and enhanced heritage-speaker program. MLC will use these positions to address issues of student equity within the department. These positions will also support other departmental needs.

- **Visiting English Instructor**
In Winter 2016, MLCD hosted a visiting English instructor from Fujinomiya, Japan as part of its collaboration with the SM Sister City Association. The MLCD chair arranged an itinerary for the instructor that included meetings with Catherine Weir in International Development, and meetings and classroom observations with Prof. Sashi Johnston (Japanese), Prof. Gordon Dossett (English) and Prof. Matthew Stivener (ESL). We had previously hosted a visiting scholar from China in our department.

- **Japan Foundation**
In Spring 2016, the Japan Foundation visited and observed our Japanese civilization course, which was offered for the first time this semester.

- **Study Abroad in Korea**
In Spring 2016, we offered our first Study Abroad in Korea program during Spring Break.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The Department has addressed the following recommendations from the previous 6-year Program Review.

Recommendation 1: Collect and analyze student demographic, success, retention, and tutoring data as a basis for program improvement and increasing student retention and success.

In response to this recommendation in the 2014-15 annual program review, MLC established Objectives 2 (to establish a committee will determine, and then request the necessary data from Institutional Research that will help the Department pinpoint areas for improvement in better serving students) and 3 (The Committee will analyze the data received, submit a report of their findings, and based on those findings, make suggestions for improvement to the department) last year that are still in progress this year. Update as of now: Objective 2--The committee met with Institutional Research, discussed departmental needs and concerns regarding enrollment success among MLC students. An initial analysis of data is provided in Addendum #3. Further analysis is needed. Initial suggestions for improvement are to continue to work with the Latino Center to develop strategies to assist the heritage language population in Spanish and to work with the African American Collegiate Center to develop strategies for improving retention and student success among African American

students. We will continue to analyze the data to discern how work schedules, commutes, preparation in English and other variables impact student success and how the MLCD can work to make changes that will benefit these students.

Due to staffing changes in the tutoring program, we have delayed the analysis of tutoring data. Since our last 6-year program review, the tutoring coordinator retired. He was replaced with a new full-time tutoring coordinator, who had to learn about the MLC Tutoring Program and the MLCD's programs, students and faculty as well as other SMC practices and policies. Staffing issues in the language lab impacted his ability to spend all of his time on the tutoring program. Shortly after the tutoring coordinator was hired, a new associate dean, Instructional and Student Programs (Ron Furuyama) was assigned as supervisor of the MLC Tutoring Program and the MLC Language Lab. Shortly after that, the dean, Learning Resources, who had overseen the tutoring program, retired. The position was vacant for a good while and has been filled only recently. Given the multiple transitions in leadership, there were many challenges facing the MLC tutoring program and there were significant changes in scheduling and staffing that impacted the program. Given the nature of the challenges, the MLC chair and the lab liaison have worked to establish clear lines of communication with the new dean, the associate dean and the tutoring coordinator. We have met to discuss our concerns and strategies for program improvement.

Recommendation 2: Develop strategies for addressing the disparities in success rates among different demographic groups

In response to this recommendation, in Spring 2014, the MLCD established objectives 2 and 3 mentioned above. In Fall 2014, the MLCD formed a committee to work with Institutional Research to gather data that will help us to ascertain the reasons for disparities. That same semester, Institutional Research informed the department chairs that they would provide data for each department in order to assist them with Program Review. We were told that we should not request individual reports this year. When we received our data, we discovered that the information on demographic groups didn't help us. We were, however, able to learn about Hispanic/Latino success rates from the TIMs SLO data since the heritage speaker track is largely made up of Hispanic/Latino students. We have used this data to support our request for a new full-time hire in Spanish. We have also used the data to confirm what heritage language instructors had theorized about their students' challenges and impediments to their success. In 2014 three of the committee members (Committee: Profs. Makoto Nishikawa (retired Fall 2015), **Toni Trives, Nancy Ballesteros,** Candelyn Candelaria and **James Grama**) met with Daniel Berumen to discuss MLC concerns about student success and to ascertain what kind of data would be useful in order to develop a plan for helping at-risk students. We received the data and Prof. Grama wrote an initial analysis. (See Addendum #3.)   The committee will continue its efforts to analyze relevant data about other demographic groups and Hispanic/Latino students in other language levels and programs, so that we can develop strategies to assist them. Section D2 in this document provides more information about these strategies. Our work in this area is ongoing, and we will develop additional strategies.

Recommendation 3: Document changes made in response to SLO assessment results.

In response to this recommendation the Department has done the following:

- From 2011-2016, we have incorporated and documented program changes in response to analysis of SLO assessment data. Our current report reflects the most recent changes. These changes are delineated in the "Moving Forward" (D2) section of this 6-year Program Review. Data from our ISIS SLO Profiles can be found in Addendum #4. They indicate the SLO assessments that have been submitted by MLC in 2015 and integrated into our data analysis.

- Based on the feedback of Fall 2014 SLO assessment process, we ameliorated our worksheet to better document the results of the SLO assessments. This amelioration now further allows faculty members to reflect and examine data for developing curriculum, as well as appropriate teaching strategies, and for improving scope and sequence. (See Addendum #5.)

- A document was also created for faculty to use to document to what extent students meet the expectations of the SLO assessments. It has generated a more in-depth discussion at language level meetings. Knowing if students meet expectation, for example, at 90% versus 75% provides faculty with a better idea if additional steps need to be taken to improve student performance. Previously our internal data only recorded how many students met or did not meet expectations for the SLOs. (See Addendum #6.)

Recommendation 4: Develop a timetable for intradepartmental sharing of successful teaching and tutoring strategies.

In response to this recommendation the Department has included time during FLEX days for faculty to share their successful teaching and tutoring strategies.

Recommendation 5: Evaluate enrollment trends when considering whether to expand the offering of introductory levels of language instruction.

The course outline for Portuguese 1 was approved by the MLCD in November 2014. It was submitted to the curriculum committee as the first MLCD language course proposed to meet the Global Citizenship requirement. The Department had already voted to create the new course at the time of our previous Program Review. Given Academic Affairs desire to increase enrollment and enable SMC students to meet transfer requirements, the Department moved forward with its plans to offer Portuguese 1, and it is being offered in Spring 2016.

We have evaluated enrollment trends and other data as part of our curriculum development protocol.

Recommendation 6: Further explore web based alternative to lab activities and materials.

In response to this recommendation the following work has been done:

- Professor Erickson has created Master Spanish 1 and Spanish 2 online shells for the new first year textbook. These shells give students enrolled in these courses on-line access at home to the same textbook resources available in the campus language lab. They also provide supporting interactive exercises that students can complete online. Instructors have on-line access to the results and to student usage within the shell.

- The on-line language learning program, Rosetta Stone, which serves all languages taught (except for ASL), was purchased and installed for the students and the instructors' use. A link was made in the SANSSpace online lab which makes the program accessible from home for lab credit.

- The on-line language learning program, Mango Languages, which serves all languages taught (except for ASL), was also linked in SANSSpace and became accessible from home for lab credit. Mango also has its own tracking system in which Faculty are able view student usage in more detail.

- The on-line language learning program, Transparent Language, which initially served only 5 of our "less commonly

taught languages", was expanded to cover all languages taught (except for ASL). This program was also linked in SANSSpace and became accessible from home for lab credit. As with Mango, Transparent Language also has its own tracking system which Faculty are able to view for a more detailed view of student activity.

- Individual instructors have continued to create on-line listening and recording activities for their students using Wimba.

Recommendation 7: Encourage all faculty to participate in using technology to broaden access to materials for students.

In response to this recommendation the following work has been done:

- In Winter 2013, Dr. Trives piloted a flipped classroom model for Spanish 1. The Spanish faculty expressed concern that not all SMC students had personal computers, laptops or internet access away from SMC and might be at a distinct disadvantage if online access or a PC were a requirement of an on-ground class. The class worked well for the students during the winter session, but there were also concerns that average students might not do the necessary preparation away from class to be successful in a flipped classroom.

- Professor Erickson continues to provide technical training for SANSSpace, Mango, and Wimba, and also for the MASTER shells for the new beginning level textbook, *Tu mundo*. She also offers workshops every semester on programs such as MAKERS (developed with a Tri-College Mellon Grant by Swarthmore, Haverford, and Bryn Mawr), and the Rich Internet Applications developed by Michigan State University's Center for Language Education and Research (CLEAR). These programs allow instructors to create interactive web exercises and activities specifically designed for language courses.

- Dr. Muñiz provided support to instructors using Transparent Languages. .

- Dr. Fujiwara-Skrobak (retired Fall 2015) requested and organized a workshop about Google Docs to better communicate with Japanese faculty and students.

- Faculty continue to attend workshops on Smart Classroom equipment, eCompanion and the technology workshops offered by the Student Success Committee: Google Forms, Flipped Classroom, iPad apps, Prezi, WordPress, Jing, CCC Confer, etc.

- The Spanish program uses online workbooks for Spanish 1-4 in order to reduce textbook costs for students. Some Spanish instructors allow their students to use ebooks to cut costs.

- The French program uses an online workbook for French 1-2 in order to reduce textbook costs.

- As part of his Spring 2013 sabbatical project, Dr. Xiazhou Wu developed a website with online resources for his Chinese language and culture students. He has made this website available to other SMC Chinese instructors and their students.

Recommendation 8: Formalize the process by which texts and supplemental lab materials are selected.

In response to this recommendation the following work has been done: The MLC chair, the MLC lab liaison, and the dean, Library and Learning Resources met to discuss procedures for selecting texts and lab materials. We have begun to pilot these procedures. The procedures are in Addendum #7.

Recommendation 9: Consider developing sufficient on-line materials to enable students to complete at least some required lab hours on-line.

In response to this recommendation the following work has been done:

- Through SANSSpace all audio and video files available in the campus lab are also available on-line for lab credit. These files have been organized so that students can easily find them and use them in SANSSpace. The quantity and quality depend on the textbooks adopted by the faculty in each language program.

- SANSSpace makes it possible for instructors to record or upload additional audio or video files for their students and students are also able to use the SANSSpace tools to make recordings from home for their instructors. These functions have been explored and utilized by ASL, Korean, Japanese and Spanish instructors.

- As mentioned earlier, links to our licensed on-line programs (Mango Languages, Rosetta Stone and Transparent Language) have been added to SANSSpace so that students can earn lab credit for using these programs from home. Individual instructors have also added links in SANSSpace to language learning websites such as Conjuguemos, Duolingo, CLICABRASIL and a number of YouTube videos.

- Dr. Wu has created a website for each level of Chinese, 1-4. All the audio and video files from the website have been integrated into SANSSpace so that students can earn lab credit for accessing these resources on-line.
- Several of the textbook publishers make the audio and video files they include in their on-line workbooks available to SMC directly or for download online, and these files are placed in our lab servers and converted and streamed within SANSSpace so students can interact with them on-line and earn lab credit. This is the case for Chinese, French, German, Japanese, Korean, and Spanish.

NOTE: In December 2014, browsers tightened web security protocols. Because students sign in to SANSSpace with their SMC network usernames and passwords, our SMC installation of SANSSpace needs to be set up as an HTTPS site. When students are in SANSSpace and access links to HTTP sites (Rosetta Stone, Mango, Transparent Languages, Wimba, and most other language learning web sites), SANSSpace tracking disconnects. We have resolved this problem with the help of our SMC IT staff who developed a program by which our students can log on to SANSSpace within Corsair Connect and their time on SANSSpace is tracked, credited and integrated with the credit time earned in the Campus Lab.

Recommendation 10: Specifically articulate departmental needs with regard to support languages using other alphabets or symbols.

Due to the advances in technology as well as the availability of Smart Classrooms, this issue has been resolved for Japanese and Korean. The Chinese program is using Google docs as a way to provide documents for students as eCompanion does not provide the option to use Chinese characters.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates,

regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.
N/A
4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

We have requested and received funding for several program licenses each year. Since these programs are essential Lab resources for our curriculum and to avoid having to request funds for them every year, we have asked that they be made part of the Campus Wide Software budget.

- **SANSSpace** (our online lab)
  The initial 3-year license was originally funded by a $25,000 Foundation Grant Award in 2012.
  We renewed in 2015 and the contract we negotiated goes through August 2017. This program gives our students 24/7 access from anywhere to most of the language resources on the campus lab servers. It needs to be made part of the Campus Wide Software Agreement. It presented some set-up and tracking challenges at first but these issues have been essentially resolved with the help of MIS and a Sabbatical Project dedicated to the reorganization of server resources to accommodate both SANSSpace and the Campus Lab.

- **Transparent Language**
  We purchased Transparent Language for several languages in 2000 as local network licenses.
  In 2012 Prof. Aned Muñiz negotiated a limited online contract for Arabic, Persian, Hebrew and Turkish.
  It was later expanded to include Korean. These are some of our "less commonly taught languages" that do not have the wealth of lab resources available for the more commonly taught languages (Spanish, French, German, Italian, Japanese, etc.)
  Last year we negotiated a 2016 license for all languages for 1500 users for $3,500.
  We have requested funds for a continuation of the all-languages license and that it be made part of the campus software budget.
  Transparent Language offers a fairly traditional approach which benefits and is familiar to most students.

- **Rosetta Stone**
  We purchased Rosetta Stone for 3 languages (Hebrew, Korean and Russian) in 2000 as local network licenses.
  More recently we negotiated a perpetual network license for Rosetta Stone Persian 1 in 2011. It was to be a local installation.
  The perpetual license was expanded to Persian 2 and Turkish 1 the following year.
  When the Lab was upgraded to Windows 7 in 2014, we were told that the network software was no longer supported by Rosetta Stone. We were forced to go to the online version of Rosetta Stone and MIS worked out a way to integrate it with single sign-on in the campus lab and the online lab. This was renewed as a yearly subscription last year.
  Our last subscription was for $6,000 from 10/6/15 to 10/5/16 for a population of 10,000. As with Transparent Language, we have requested funds for a continuation of the all-languages license and that it be made part of the campus software budget.
  Rosetta Stone's non-traditional approach benefits students with non-traditional learning styles. The challenge is that most students do need some guidance in the use of the program and lab staff and student workers need to be trained to offer this guidance.
- **Blackboard Collaborate Voice Tools** (aka Wimba)
  This software has been an integral part of the Spanish hybrid classes. A lot of time has been invested creating resources for hybrid students using the voice tools. It would be difficult to teach online without it or something similar.

Our initial purchase back in November of 2004 was for a "perpetual" license (~$24,500) and we hosted/host the software locally.

We only pay a yearly Update and Support & Maintenance fee (~$2450), which was made part of the annual SMC Campus-Wide Software category.

Last year we paid this fee to cover us through December 2016, but discovered that our license would expire at the end of August because the product was being discontinued and replaced by VoiceThread.

We have requested information about the new product and Prof. Erickson has attended a webinar Demo about it.

We are in the process of investigating a new license agreement.

- **Mango Languages**
  During Spring 2012, we negotiated a 4 year license for $11,000. This original contract was funded by our UISFL Title VIA grant.

  We have requested funds to renew with a multiyear or "perpetual" license as this would be more economical than a one-year license. This funding also needs to be made part of the campus software budget.

  Mango is popular with our students and has expanded the number and type of Modules it offers for each language.

5. Describe departmental efforts to improve the teaching and learning environment.

Our department continues to collaborate at the language level. When an instructor is the sole instructor in a language level, s/he is encouraged to collaborate with an instructor within a similar discipline in order to compare notes and strategize about pedagogy, SLO assessment results, etc.

We meet to discuss teaching and learning at our department flex days. Since our department has a majority of adjuncts and most of them don't have full-time counterparts within their discipline, we try to ensure that our faculty will have the opportunity to connect and discuss teaching.

We have also established an eCompanion homepage, which assists us in this discussion. That is where we store communications and important documents and have easy virtual access to each other.

Prof. Erickson provides regular training on new and continuing technological resources. She provides this training for new and continuing faculty. She does this on flex days, and during the semester in the evening and/or on weekends. She does this without compensation.

We also sponsor the MCLASC conference on our campus periodically. We also advertise and share conference, workshop and lecture information and encourage our faculty to attend and/or present. Our faculty attend and/or present at professional conferences regularly. We also participate in online training activities.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

The MLCD is supported by a tutoring program and a language lab. Both are located in Drescher 219.

- **Language Lab**
  After much effort, we have recently successfully hired a media resources assistant to work full-time in the lab. His predecessor retired over a year ago, and our lab has been supported by temporary personnel in the interim. We are very excited about him. He is fluent, literate and educated in Spanish, and he has also studied some Japanese and Italian. He has a passion for languages, has a great deal of technological acumen and works well with others in our

department. It will take a while for our lab liaison to train him and bring him up to speed, but we believe that his presence in the lab will make a significant and positive difference for our students.

- **Tutoring Program**
  We have already mentioned significant staffing changes in the tutoring program. [Since our last 6-year program review, the tutoring coordinator retired. He was replaced with a new full-time tutoring coordinator, who had to learn about the MLC Tutoring Program and the MLCD's programs, students and faculty as well as other SMC practices and policies. Staffing issues in the language lab impacted his ability to spend all of his time on the tutoring program. Shortly after the tutoring coordinator was hired, a new associate dean, Instructional and Student Programs (Ron Furuyama) was assigned as supervisor of the MLC Tutoring Program and the MLC Language Lab. Shortly after that, the dean, Learning Resources, who had overseen the tutoring program, retired. The position was vacant for a while and has been filled only recently. Given the multiple transitions in leadership, there were many challenges facing the MLC tutoring program and there were significant changes in scheduling and staffing that impacted the program. Given the nature of the challenges, the MLC chair and the lab liaison have worked to establish clear lines of communication with the new dean, the associate dean and the tutoring coordinator. We have met to discuss our concerns and strategies for program improvement.] Data compilation has been put on the back burner until training and organizational strategies are complete.

The tutoring program and the lab program are integral to our students' success within our classrooms. In order to facilitate the operations and benefit our students, the MLCD chair and the lab liaison recommend that the tutoring coordinator report to the area under the dean, Learning Resources (Fabienne Chauderlot) and that the media resources assistant report to the area under the dean, Information Management (Steve Chen). This would help our department and our students. We do continue to support the collaboration and cooperation of the tutoring coordinator and the media resources assistant, but a change in supervision would improve each program.

We would like for the tutoring coordinator to be able to focus on tutoring and strengthening the tutoring program, collaborating with our faculty to meet the needs of the students and the professors, and improving hiring practices and scheduling of tutors. We would like for the media resources assistant to work closely with IT and report directly to that area in order to provide the much needed technological support for our language lab.

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

In general, we use SLO assessment data to make changes in the way that we teach our classes so that we can improve student success.

Heritage Speaker Program
We have also used this data to show that we need to strengthen our heritage-speaker Spanish program.

In Spanish, all demographic groups had varied degrees of SLO success rates, but Hispanics were most successful overall. Unfortunately, if we look at the SLO data more carefully, we get a better idea of how Latino students are doing in the

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Spanish program. 99% of the students enrolled in Spanish 11, 12 and 20 are Latino/a. The 20143 retention rate for Spanish 11 was 53% compared to 85% for Spanish 12. The retention rate for 11 was 78% compared to 85% for 12. However, Spanish 20, which requires more writing, research and critical thinking, had an abysmal success rate of 49% in 20143 and a retention rate of 75%. The instructors who taught Spanish 11 and Spanish 20 have consistently expressed concern about the Spanish and English literacy levels of the students enrolled in these courses. SLO data reveals that in Spanish 11 63% of the students had groups 80 or 20 of English or ESL or their levels were unknown. Data reveals only 22% completed level 1, and 19% completed level 2. Data also reveals that in Spanish 11 Latino males had only a 64% success rate in SLO assessment. These results reflect disparate levels of success that are observed campus-wide. We are working to develop basic skills curriculum in Spanish to address the needs of heritage speaker students with limited proficiency in Spanish and English. These efforts were designed to support the College's efforts in the areas of student equity, where Latinos/as have been identified as a group in need of support in order to improve their success. As a result of this data, the department concluded that its decision to request a new full-time hire was warranted. Since Spanish is the department's largest language program, the department has voted that a new full-time hire is needed to improve the program. There are many factors that will need to be explored in our 6-year program review next year: improving success among Latino students in the Spanish program as well as others.

Enrollment Data
We have looked at our enrollment data as well as class cancellations. We concur that unstable enrollment in intermediate classes requires that we develop strategies to turn things around. The initial strategies are identified in our objectives.

Textbooks
SLO Assessments and Review of Student performance have led MLCD program leaders to change or consider changing the textbooks that are used for their programs.

- The elementary Spanish program textbook has presented difficulties for the faculty and students due to the fact that the online workbook and other online resources are not easy to navigate.   The Spanish full-timers have decided to review other elementary textbooks to see if a better textbook can be found.

- In Fall 2015, the Russian program adopted a new, less expensive ($35) textbook with online lab resources. The book is used by UCLA.

- In Fall 2015, the Persian program adopted a two new textbooks that should better prepare our students to acquire culture and language skills in Persian. The new textbook is used at Stanford.

Changes

Each language program has reviewed SLO results by level and made the changes included below. This information is in response to the previous 6-year Program Review Recommendations.

The following is a summary that explains how the SLO assessment results have affected the scope, sequence, and teaching strategies and resources for each language and level over the past 6 years.

Each section generally addresses some or all of the following:

a. Trends in the SLO results.

b. How the SLO results have shaped the scope and sequence of the course.

c. How the SLO results have shaped/changed the course curriculum.

d. How the SLO results have shaped/changed the teaching of the course (i.e. the preparation of materials, providing additional resources, teaching approach or methods, etc.)

AMERICAN SIGN LANGUAGE

ASL 1

The following changes have been implemented based on the SLO assessments conducted:

- Additional cultural units were assigned to place the signs students learn into a Deaf context and how they are used in a culturally appropriate manner. More resources have been added on current and applicable Deaf culture and issues in the Deaf Community.
- Additional opportunities have been added for students to practice signing presentations, with more weight given to the use of the facial expressions/markers akin to speech intonations.

- Introduction of idiomatic usage of ASL to assist overcoming linguistic intrusion from spoken language type syntax and "sentence type" structure and to assist students embracing a visual non-sentence like grammar.

- Laboratory videos and internet resources were found and provided to students to assist with exposure to language concepts learned. Students are encouraged to spend more time watching the signing models on DVDs included in their textbooks

- The order of the introduction of grammatical structures was changed to better provide students with a familiar foundation to build upon.   For example, introduction of modals is introduced prior to the introduction of directional action structures.

ASL 2

The following changes have been implemented based on the SLO assessments conducted:

- Additional class time and assignments have been made for students to practice the targeted grammatical concepts.

- Additional handouts and videos are used during class so that students can observe and to improve their receptive skills viewing various signing styles and recognize signs produced on different people's hands.

- Reordering of the introduction of grammatical structures to further assist students build upon and expand upon what they know. For example, Conditionals are now introduced to provide a base for students to learn facial expressions that contain grammatical information prior to the use of facial adverbs to express duration, speed etc.

- Laboratory videos and internet resources were found and provided to students to assist with exposure to language concepts learned.

ARABIC

Arabic 1

The following changes have been implemented based on the SLO assessments conducted:

- The Arab world map was introduced much earlier in the semester (first class). On the first class session students learn the names of countries with Arabic as an official language in English, then move into learning them in Arabic as the semester goes on.

- More supplemental instruction was added (YouTube videos and other online content, authentic books and stories, etc.)

- Transcribing was introduced earlier in the semester (In the beginning, students write down the letters that the teacher says, and move to more advanced words and sentences as the semester goes on).

- Weekly dictation and listening exercises were implemented to help elevate that skill.

- Bi-weekly improvisational skits were implemented to give students more chance to use the language for real world purposes in spontaneous situations.

CHINESE

Chinese 1

The following changes have been implemented based on the SLO assessments conducted:

- Since measure words are something very different from the English language, it is recommended that prior to the relevant chapter test, more in-class drills and written homework on measure words should be provided to the students.

- Moreover, prior to the final examination, more written review exercises on measure words should be given to the students.

- More discussion is added to enhance their knowledge of Chinese culture.

Chinese 2

The following changes have been implemented based on the SLO assessments conducted:

- Since the verb and adjective reduplication patterns are quite difficult to differentiate, it is recommended that prior to the relevant chapter test, more in-class drills and written homework on the verbs and adjectives reduplication patterns should be provided.

- Moreover, prior to the final examination, more and chapter review exercises on how differentiate the verb

reduplication patterns from the adjective reduplication patterns should be also given to the students.

- More discussion is added to enhance their knowledge of Chinese culture.

Chinese 3

The following changes have been implemented based on the SLO assessments conducted:

- When new characters are first introduced, more explanations about their derivations and structures should be provided in class in order to help the students remember them better.

- Prior to the final examination, frequent and regular (ideally weekly, if not bi-weekly) in-class dictations on the new characters should be given to the Chinese Three students in order to improve their character recognition and writing abilities.

- More discussion is added to enhance their knowledge of Chinese culture.

Chinese 4

The following changes have been implemented based on the SLO assessments conducted:

- When new characters are first introduced, more explanations about their derivations and structures should be provided in class in order to help the students remember them better.

- Prior to the final examination, frequent and regular (ideally weekly, if not bi-weekly) in-class dictations on the new characters should be given to the Chinese Four students in order to improve their character recognition and writing abilities.

- More discussion is added to enhance their knowledge of Chinese culture.

Chinese 8

The following changes have been implemented based on the SLO assessments conducted:

- Most students were good at incorporating sentence patterns and vocabulary introduced in class into their own conversations. The most difficult thing for them seemed to be pronunciation, especially the tones. So more in-class drills are necessary.

- More emphasis should be placed on pronunciation in Chinese 1 and 2, because those are the most important times when students learn to pronounce words properly (or improperly). Therefore, more time should be spent in class teaching proper pronunciation and more pronunciation exercises should be added in students' homework assignments.

Chinese 9

The following changes have been implemented based on the SLO assessments conducted:

- Most students were clear about Mencius' and Xunzi's views on human nature, but less so about Confucius' view. So more emphasis should be placed on the latter.

- The reason that most students were clear about Mencius' and Xunzi's views on human nature because these views were singled out as a very important part of these two philosophers' overall ideas. They were less clear about Confucius' view on human nature because this view was not the most important thing in all the teachings of Confucius, and therefore less emphasized. In the future, it will be a good idea to review Confucius' view on this particular issue when the instructor discusses Mencius' and Xunzi's views on the same issue, so as to compare and contrast the three philosophers.

FRENCH

French 1

Over the past few years French I has used the same two SLO's, namely the Formation of the Present Tense of regular and irregular Verbs and the correct Forms and use of the Present Perfect with AVOIR and ETRE.

- Difficulty and Complexity of these SLO's:
  Many irregular Verbs and the Present Perfect are introduced at the end of the semester. Students did not have much time to practice and absorb this information which resulted in them scoring consistently very low on these SLO's.
- Recommendations for Improvement:
  To deal with this situation it was recommended to use more oral practice and repetition of the Present Tense Verbs as well as increased use and early practice of the helping Verbs ETRE and AVOIR including in particular the verbal expression verbs with AVOIR.
- Overall Results:
  The additional oral drills and appropriate culture additions resulted in gradual improvements of SLO scores which finally reached 82% and 88% respectively.
- Future SLO'S:
  This Fall we chose two different SLO's to measure in particular ADJECTIVES and their gender agreements and positions as well as several specific Irregular Verbs and some of their various tenses. This will most likely require more writing exercises for the Adjectives and special examples of oral drills for the irregular Verbs.
- Overall we found that SLO's are a work in progress that definitely sharpened the instructors' focus and helped to promote student comprehension and success.

French 2

- These are the SLOs developed:

  1. SLO 1 : Students will show mastery of the past perfect and the imperfect
  2. SLO 2: Students will show mastery of the imperfect and the conditional

- After carefully reviewing and discussing the results of the SLO assessment, it has been concluded that the same two

SLOs should be assessed for ensuring students' better mastery of the important tenses that are covered in French II.

French 3 and 4

The following changes have been implemented based on the SLO assessments conducted:

- In general, the results of the SLO assessment for the French 3 course (*the use of the past tense in French*), have confirmed that it improves students' learning/performance to view the SLO as a general background for the course. For the difficulties and nuances of the use of the past tense in French, every opportunity is seized during class time to emphasize the use of the past tense throughout the semester, even when it is not what is covered on a specific day. For instance, the students are asked to notice the use of the past tense every time they encounter it in the literary texts they are studying. That serves two purposes: it improves their comprehension of the reading material and has them understand grammar in context.
- The same approach has proven to be very effective and beneficial to the students with the SLO used in the French 4 course -- *the use of the subjunctive in French*. The use of the subjunctive is pointed out to the students much before the formal presentation/review of this "mode" towards the end of the semester, for instance whenever they encounter a verb in the subjunctive during the analysis of the literary works. In this way, when the formal presentation occurs, the students are already very familiar with this particular grammatical point. This, of course, had always been done in the past, but remaining aware of the SLO, as a background for the course increases the professor' focus and sense of purpose in this area.
- Students are often asked to use the past tense and the subjunctive in paired sharing (one-to-one conversations). In this way, they increase their familiarity with those forms and improve their oral expression.
- As for the SLO concerning the literary material, students have always been required to do a close reading of the texts, before entering a class discussion. It is important to make sure that the students understand the grammatical forms they encounter, as well as the sentence structures and the new vocabulary. In this way, the grammatical SLOS and the literary SLO reinforce each other.
  Class discussions on the literary texts, as well as the paired sharing (one-to-one conversations) have been increased, as a result of the SLOS. Of course, students are also asked, as they have always been, to write essays on the literary texts. It is another opportunity, for them, to practice the grammatical SLO, while exercising critical thinking -- which, as they are often reminded, is distinct from a "rush to judgment" and comes, on the contrary, from a thorough comprehension of the texts.
- Another grammatical SLO, in previous French 3 courses, has been the use of two pronouns in French. The same principles, explained above, have been applied to this particular grammatical point.

GERMAN

German 1

The following changes have been implemented based on the SLO assessments conducted:

- Over the past 6 years, we have progressively added more SLO's for German 1. We have also defined each category more concisely. We now have a full list of 6 well-defined SLO categories—rubrics that represent the major concepts in our elementary curriculum. In brief, they are as follows:

  1. Facility with the **present tense**.
  2. Usage and comprehension of the **accusative case.**

3. Facility using and understanding **modal verbs.**
4. Usage and comprehension of the **present perfect tense** (past).
5. Usages of the **dative case.**
6. Familiarity with basic elements of a foreign **culture**.

- By articulating these concepts, we are better able to manage the flow of the semester, while ensuring that we cover each topic thoroughly. We believe that this list is a good representation of the concepts that should be covered for transfer credit in a one-semester introductory course.
- By defining and documenting this list, we have been able to determine which concepts present the biggest challenges to our students. While most students eventually gain facility with SLO's 1 through 3, difficulties arise with items 4 and 5. The present perfect (or compound past tense) requires not only more memorization of past participles, but also routine, dedicated practice. Because of the lack of preparation among some of our students, we dedicate more of our time to teaching basic study habits, including the necessity of allocating regular practice time.
- Also, one of the more difficult ideas is the contrast between 2 and 5, or the differences, both semantically and grammatically, between the accusative and dative cases. At the very least, this requires a preliminary understanding of the difference between direct and indirect objects in English. Because we have seen so many of our under-prepared students falter at grasping this distinction, we now dedicate more time to providing examples in English. To make matters worse, the dative case in German is not *only* reserved for indirect objects; it is also used after certain prepositions, after certain special verbs, and to express location.
- One of the greatest challenges, both for learning and teaching German, is the fact that German is an inflected language. It is the great "Linguistic Rubicon" that divides the European languages, with English and the Romance languages on one side, and German, Russian, Latin, and Greek (and a few others) on the other side. Although our case distinctions are fewer than those of Russian, the German language retains three very healthy cases and one somewhat anemic genitive case. No small matter when the list of adjectives and endings start piling up (in German 2)!
- Since outlining a full list of SLO's and defining each category more concisely, we can now see which areas cause the greatest difficulty (as described above). We have buttressed our curriculum not only with extra drilling and conversational practice, but also with explanations in English and a renewed emphasis on study techniques. In more than one instance, students have returned to us later and said, "I didn't realize that learning a foreign language takes that much regular practice."

German 2

The following changes have been implemented based on the SLO assessments conducted:

- Over the past 6 years, we have revised the SLO's for *German 2* and made their parameters more precise. As a result of revisions and additions to the SLO's, we now have a clearer picture of the way in which these categories (below) represent the logical continuation of our German 1 curriculum. Furthermore, these well-defined categories have helped us identify problem areas that remain difficult for some students. According to our updated German 2 SLO's, our students are expected to:

  1. Gain facility with the **simple past tense (narrative past)**.
  2. Understand and use **two-way prepositions.**
  3. Understand **dependent clauses** and use the conjunctions **als, wenn, wann.**
  4. Be able to read stories in the simple (or narrative) past.

5. Gain greater familiarity with specific aspects of **German culture.**

- As discussed in the report for German 1, one of the greatest stumbling blocks (particularly for unprepared students) is the rather abstract concept of a language with cases (nominative, accusative, dative, genitive). This problem is particularly evident in SLO #2 above, which requires that students understand how the meaning of a sentence can change depending on which case (accusative or dative) follows a given preposition.
  For example:
  "in" + *dative* endings on articles and adjectives - Location.
  "in" + *accusative* endings on articles and adjectives - Destination.

  To alleviate this problem, we have increased both the amount of explanation in English and the frequency of drilling and repetition in German.

- Furthermore, because of gender and case agreement, dependent clauses are structured quite differently in German than they are in either English or the Romance languages. They also require verb-last placement in many instances, which will feel unnatural to many learners. To help students keep track of gender, number, and case agreement, as well as word order, we have prepared supplementary handouts containing examples and explanations in English. Many of our students have commented to us that the handouts are a welcome, helpful supplement to the textbook.
- Our focus on the simple, "narrative" past in German 2 (see SLO's #1 and #4 above) reflects our commitment to enhancing the students' knowledge of written and cultural documents. However, gaining facility with the narrative past tests the students' mastery of study techniques and memorization methods. To help with this task, we have again prepared *supplementary handouts* that present the verb forms in a visually logical manner. Students appreciate this presentation, as well as the extra in-class drilling. According to anecdotal feedback from our students, it appears that these supplements have aided significantly with the task of memorization.
- A general comment on the trends that we have observed: German 2 makes greater demands on the students' attention and commitment. While a few students have struggled with the sheer amount of material, many rise to the task and meet the requirements outlined in the categories above. By defining our SLO's in greater detail, and with greater precision, we have been able to identify and address problem areas in this course. As a result, we are confident that our German 2 students will be properly prepared for college level instruction at four-year universities.

German 3

The following changes have been implemented based on the SLO assessments conducted:

- For several years we have revised the SLO's for German 3. As a result of this we have a list of 4 defined categories. In German 3 the students are expected to:

  1. Be able to demonstrate an understanding of the selected readings in German by discussing and expressing their opinions.
  2. Use in writing and speaking grammar structures such as: different tenses, prepositions of the accusative, dative, two-way prep., genitive cases and relative clauses.
  3. Be able to summarize in writing different selections of German literature.
  4. Be able to write an essay that includes title, introduction, body and a concluding paragraph.

- As we have discussed already in the report for German 2, the biggest problem for the students is the usage of our four cases (nominative, genitive, dative and accusative) with the appropriate prepositions. We have noticed that the

better students can master these structures with ease, however the weaker ones have enormous problems. We have also noticed that students, who come from outside, who did not take German 2 with us, can't handle these structures at all.

- We have developed numerous handouts and they seem to help. This semester, as a result of the SLO's last time, we have added more exercises for the prepositions, such as: fill ins, some exercises are just in phrases and the students have to be able to recognize if they have to use the dative or accusative case. We also brought some pictures to class, and students have to describe the actions of the people depicted in the picture. We also asked the students to write their sentences on the board and we correct them together. These exercises really seem to help.
- By pointing out the SLO's in more detail, we were able to address the problem areas in the course. One fact remains – if the students are well prepared in German 2, they will have less problems than the ones that could not handle the material in German 2, or in some cases have never been introduced to these structures at all.

German 4

The following changes have been implemented based on the SLO assessments conducted:

- For several years we have revised the SLO's for German 4. As a result we have a list of 4 defined categories. In German 4 the students are expected to:

  1. Be able to demonstrate an understanding of the selected readings in German by discussing and expressing their opinions.
  2. Use in writing and speaking the more sophisticated grammar structures such as subjunctive I and II, attributive adjectives, verbs with special prepositions, and the passive voice.
  3. Be able to read, summarize and interpret well-known selections of German literature and culture.
  4. Be able to write coherent essays using the more complicated grammar structures and newly acquired vocabulary.

- Over the years we have created numerous handouts, consisting of grammar exercises and new vocabulary explanations. In German 4 students have to write an essay about every story we read in class. In order to prepare them for that assignment. We provide them with questions about the stories. That helps them to better understand the main points of the selected readings.
- The biggest problem for them is the usage of the passive voice in their writing assignments. This is a structure that is not used as much in English as in German. The understanding of the passive voice is essential for reading the newspaper, writing business letters and of course in German literature. Therefore we have developed numerous handouts dealing with that structure. We gave them several phrases in the present tense and they have to turn those in the passive voice. Second, we selected different situation such as: "An exhibition at the museum" and they have to describe the situation using different tenses of the passive voice. This exercise worked well last semester.
- By pointing out the SLO's in more detail, we were able to focus on the problem areas of our students. We have also noticed that the students, who come from other schools, need to take German 3 here at SMC first, if they want to pass German 4 successfully. The program of German 3&4 really works. Students, who have finished both courses with the grade of A, and then continue on to UCLA are always at the top.

HEBREW

Hebrew 1

The following changes have been implemented based on the SLO assessments conducted:

- [1] One of our SLOs focuses on "question words". We have found that our students master the question words introduced in the first chapter of the book very quickly and easily. Unfortunately, the book does not introduce all of the basic question words within the first month. Instead, it scatters the basic question words over several chapters, so if we follow the book, the students would not learn all of the fundamental question words in Hebrew 1.

  As a result of the students' mastering the question words so easily, we now teach the students all of the basic question words during the first month. To help them master those words:

  1. We introduce all of the important questions words orally and in writing (we provide the list) during the first month of class.
  2. The students practice using those question words during oral and group exercises.
  3. We create special "question" exercises for the students.
  4. To help the students master their writing skills and the question words, both meaning and spelling, We include classroom dictation exercises focusing on the question words.

- [2] The numbers 1-10 are introduced on page 77 of our textbook. The teen numbers and those from 20 to 100 are introduced seventy pages later. Time expressions are introduced some time after that.

  The original SLO asked the students to master the numbers 1-10 in the masculine and the feminine. The students learn the numbers 1 – 10 very quickly and easily. That means that they are not being fully challenged by this SLO. It's an important SLO – one that we will continue to use – but, from their mastery, it is evident that it needs to be expanded.

  As a result, we have made the following curricular changes based on the SLO results: after the students have mastered the numbers 1-10 on page 77, we teach them the numbers 11 and 12, and then slowly begin to teach them the remaining numbers (most of which are not introduced in the book for another two units).

  To help them master the material, we create our own simple stories using numbers and send the stories to the students via email. They download the stories and bring them to class for reading and oral practice using numbers.

- [3] One of our Hebrew 1 SLOs concerns negation. Our students mastered the negation presented in unit one of the book very quickly. Based on their rapid mastery of the material and the fact that negation is a vital skill to learn and use, we expanded the SLO to include the use of the negation concept EIN ("There is not/There are not") - a concept introduced later in the book.

  The students practice EIN orally using unit one and unit two vocabulary. Additionally, we create written and oral exercises to help them master the material.

Hebrew 2

The following changes have been implemented based on the SLO assessments conducted:

During the past six years we have modified the Hebrew 2 SLO's to better meet student needs and success:

- When teaching time and time idioms, students are now expected to show that they can use these skills orally. To this end, they have a one on one discussion with the professor utilizing this vocabulary.
- Teaching the Future Hebrew tense is a primary objective in Hebrew 2.
  I spend a lot of time teaching, reviewing, and testing this skill. By the completion of the course, most students are able to successfully use the future tense both in speaking and writing.
- Students begin learning the Hebrew past tense in Hebrew 1. I have found that it is most beneficial to do a complete review of this tense at the beginning of Hebrew 2, thus improving the student's ability to master this tense during this course.

- Writing a short paragraph utilizing correct grammar and spelling still poses a challenge for many students. I now spend more class time quizzing students on vocabulary and spelling with each individual chapter of the textbook. More time is also spent on writing practice. With these changes in our teaching, we see definite improvement - but this SLO is an ongoing challenge.
- In summary, over the past six years we have spent more time having our students speak Hebrew to improve their overall success at language acquisition. Grammar continues to be a strong objective.

ITALIAN

Italian 1

The following changes have been implemented based on the SLO assessments conducted:

- Since 2010 the grammar book used for Italian 1 has been *Prego* 7th edition and in 2012 the 8th edition has been introduced. For the first semester Italian the differences between the two editions are minimal. Italian 1 covers from the Preliminary Chapter to Chapter 8, thus including the use of the (Imperfetto) Imperfect Tense.
- Since Spring 2010, during the first six weeks we targeted students' ability to confidently interact with complete sentences using the Present tense of regular and irregular verbs. Class conversations and dialogues have been training student to properly ask directions and to comfortably function in simple, basic, real-life situations, as well as introducing students to Italian customs and comparing them to those of their own culture. Simple true or false assessment questions about Italian culture and customs have been gradually substituted with simple questions to be answered with complete sentences.
- The second part of the semester is devoted to the study and practice of the Present Perfect (Passato Prossimo) including the use of reflexive verbs, which continues to be the most challenging grammatical point of the first semester. Since 2010 in-class group activities combined with an increased at-home written practice have been introduced thus ensuring a more solid percentage of students meeting SLO expectation at 90% or above.
- Moving forward we will continue provide students with home assignments and classroom group activities pertaining to the practice of the Present Perfect such as oral assignments on topics of everyday life describing past actions and hobbies. Increased SLO testing has helped instructors in maintaining a more homogenous teaching methodology and classroom activities in all sections offered, resulting in an increase number of students meeting the SLO expectation at 90% or higher, thus ensuring a more steady enrolment in second semester and second year Italian classes.

Italian 2

The following changes have been implemented based on the SLO assessments conducted:

- Since 2010 the SLOs for Italian 2 have been revised and improved.

- In years past the assessments focused on one grammatical issue: the choice between when to use the Present Perfect tense and when to use the Imperfect tense of the Indicative mode in Italian. After assessing the results, it showed that students knew the two tenses individually, but some of them had difficulty choosing which of the two tenses to use in particular situations. Additional drills were added to the curriculum and that produced improved results.
- Also, in recent years, the SLOs have expanded to assess culture, vocabulary and the grammatical assessment has focused on the choice of using the Present Indicative mode versus the Present Subjunctive mode.
- With the introduction of the cultural assessment, questions pertaining to the culture of Italy are now imbedded in the exams. The questions are based on readings on the regions of Italy that are part of the textbook. These had to be answered with short sentences in Italian. The results have been positive with a high percentage of students passing the assessment.
- It is the same with the SLO assessment of the vocabulary. Demonstration of knowledge of vocabulary words presented in each chapter of the textbook are now imbedded in the exams. Students are assessed on their knowledge of the words in Italian and their ability to use them in sentences. The results have been positive.
- As for the SLO for the demonstration of knowledge of the grammar the focus is on the choice of using the Present Indicative or the Present Subjunctive. Assessment results demonstrated that most students know how to conjugate verbs but a few of them still have problems identifying when to use the Present Indicative and when to use the Present Subjunctive. Students are taught how to differentiate the subjunctive from the Indicative mode. As a result of this SLO, instructors have realized that more time needs to be spent on this topic and provide students with additional instructional materials.

Italian 3

The following changes have been implemented based on the SLO assessments conducted:

- In Italian 3 the grammar is an in depth review of the program of Italian 1. The main topics covered in the course are the following tenses in the Indicative Mode: the present, the present perfect, the imperfect, the past perfect.   The past absolute and the past anterior are presented as well.
- Since 2010 the book has gone through three different editions, each one bringing an increased awareness and emphasis on different topics of Italian culture and traditions.
- In the past the focus was on the grammar and the students had several exercises in which they filled in the blanks. Now the emphasis has shifted to writing paragraphs and essays, all activities able to engage the students' previously acquired knowledge. First the students read the articles presented in the book, then they have to understand the meaning, discuss the topic and eventually write about what was presented in the reading.
- Overtime the SLO have shifted from a more grammatical approach to a more communicative approach. Instead of filling in the blanks with the tenses required now the students have to write a short essay in which the tenses are used in a more organic way.
- The new SLOs show the students' ability to communicate their present life and past experiences in a few paragraphs in which they can use all they have learned so far.   The instructor can also have a better understanding of the areas in which the student needs help and address such topics during the office hours following the class.
- The Italian 3 program has been revised to add more activities that have seen the involvement of the students. Thanks to the improved technology the students find an Italian song and play the song he or she has chosen presenting it to the class.   The words of the song are printed and distributed to the students who can follow the lyrics and translate them orally in class. This activity is well liked and empowers the students who can understand the songs, putting to a practical use all the vocabulary and the grammar previously learned.

- Another activity is to make an advertisement and present the product advertised to the class. These skits help the students overcome their shyness and fear to speak in public and also are fostering their creativity and imagination.

Italian 4

Italian 4 is a new class and it has only been taught once, in the 2014 Fall Semester. Therefore, these SLOs assessments were only done once.

- Four SLOs were assessed.

SLO 1. Students had to write an effective essay including an introductory paragraph, the body with the main idea, and a concluding paragraph. All the students met the SLO.

SLO 2. Students had to identify and use various grammatical forms to create essays and meaningful dialogues that relate to practical life situations. All the students met the SLO.

SLO 3. Students had to analyze and evaluate the similarities and differences between Italian and other cultures as presented in Italian movies. All the students met the SLO.

SLO 4. For this SLO, students had to research a topic and deliver an effective oral presentation.
All the students met the SLO.

- While the group of students who took part scored overwhelmingly well in the areas assessed, it was noticed that there was an area in which they still needed additional practice, and that was the use of the Subjunctive, and more specifically when to use the Present Subjunctive, the Past Subjunctive, the Imperfect Subjunctive and the Past Perfect Subjunctive. In the future, when Italian 4 is offered again, more practice on these tenses needs to be added to the curriculum so that students would have a better mastering of when to use each of these tenses.
- In a future Italian 4 class it is recommended that the correct usage of the four Subjunctive tenses be one of the SLOs to be assessed.

Italian 8

Since 2010 Italian 8 has been taught only once, in Spring 2014.

- The SLO's were on interpreting information from short passages and commenting on them as well as understanding the cultural undertones of idiomatic expressions in Italian and comparing them to English. The SLO's were assigned to be assessed during the Midterm and Final exam.
- Italian 8 focused on teaching and learning through close textual analysis of passages and introducing various exercises involving synonyms and antonyms, and recognizing idiomatic expressions in Italian. Therefore the SLO's had a successful outcome since students were exposed from the beginning of the semester to reading, commenting on passages, and vocabulary comprehension.
- Acquisition of idiomatic expressions was tested through multiple choice questions and matching exercises, and readings were followed by discussions on specific issues raised in the text and similarities and differences between Italian and American contemporary society and culture. These routine assessments revealed that students need reviewing of challenging grammar structures such as pronouns, verbs, adverbs, prepositions, conjunctions, etc.
- Although deemphasizing less essential grammar leaves more space in the curriculum for conversing and deepening

cultural aspects of the Italian language, future instructors of Italian 8 might consider setting aside some class time to tackle some of the difficult grammatical points encountered throughout the readings. Creating a few grammar exercises in each section, linked to the stories, would most likely encourage students to return to the text for a second or third reading.

- Maybe an SLO can be designed to specifically assess students' grammar potential by writing on a topic related to one of the readings. This could be an essay or more informal paragraphs, such as an e-mail, a Facebook entry, a text message, an answer to a blog posted on the Internet, or a twitter.

JAPANESE

Japanese 1

The following changes have been implemented based on the SLO assessments conducted:

- The SLO assessments showed that students successfully achieved active kanji writing, but many had a difficult time reading them. In order to improve their kanji reading-skills, students were asked to always add 'readings' on kanji.
- The observation stated in the assessment 1 was particularly true with students who already know the meanings, and writing of kanji, but not reading-kanji in Japanese way (both *on* and *kun*). In order to find out the possible reasons, and an effective improvement, one of our faculty members requested and was granted a Santa Monica College grant. The research still continues.
- The current textbook presents two types of adjectives rather late in the course. Thus students have had a difficult time mastering them. In order for the students to acquire their correct usages, adjectives are presented to the students at a much earlier stage of their learning to have ample time to ensure their mastery.
- Students had a more difficult time learning katakana partly because they are not employed as often as hiragana. More time and opportunities were given for the students to encounter them more often, and employ them in their writing earlier and more frequently.
- Students found the distinction among three types of conjugations rather difficult. Separate charts for three types of conjugations was prepared for their easy reference.
- The course curriculum continues to be too difficult for many students who don't do well on the SLO assessments, so we will create a new objective for developing a Japanese 31A class, which will introduce basic and practical content to support the needs of those students and help them to be successful when they enroll in Japanese 1.

Japanese 2

The following changes have been implemented based on the SLO assessments we have conducted.

- Learning of Chinese characters (Kanji):

    1. More instructional time is dedicated to the review of recognizing meanings and reading of Kanji learned in earlier lessons.
    2. More in-class reading practices and homework assignments with more emphasis on the difference between voiced/voiceless sounds as well as the difference between short/long vowels have been developed to improve students' ability to read Kanji accurately.
    3. In order for students to use more of the Kanji they learned in their essays, they are required to resubmit them after they have written Kanji for those highlighted words not written in Kanji in their first drafts.

4. Several websites are introduced to help maximize and facilitate students' exposure to and learning of Kanji.

- Conjugations of verbs and adjectives in the short forms:

  1. Spent more time on conjugations of verbs and adjectives.
  2. Created and practiced more variety of exercises in conjugations of verbs and adjectives in the short forms.
  3. Since students have lots of difficulty with adjectives in short forms, adjective conjugations learned in Japanese 1 are reviewed thoroughly in the beginning of the semester.
  4. Conjugation chart is presented and reviewed more frequently.
  5. We have started to include the short forms in the instructor's talk and also to use them in in-class reading and writing activities. Pair/group conversation exercises using short forms/casual speech also have been encouraged.

- Both the short forms and particles:

  1. More time is dedicated to in-class reviews of the students' common issues on homework assignments. The same homework for the most common errors is reassigned.
  2. In order to provide students with sufficient time for the more difficult conjugations and the particles, the short forms with most difficult conjugations and the particles with extended/non-basic functions are introduced earlier than its first appearance in Textbook.

- Writing:
  For each composition assignment, they are required to resubmit them after they have corrected their mistakes based on feedback given to them in their first drafts.

Japanese 3

The following pedagogical modifications have been implemented based on the SLO assessments conducted:

- Provided extra work to cover weaknesses found by SLO data.
- Provided J1/J2 grammar review necessary to command new grammar.
- After assigning homework, posted model answers on web for students to review and analyze their own errors.
- Gave pop quizzes to give students chances to earn points and to make good habits of studying.
- Created web exercises.
- Provided Individual help for students not ready for J3 level.
- Created pre-reading activities for more elaborate expository materials in order to help students to grasp the main ideas and the overall organization of information by finding topic sentences and key phrases across multiple paragraphs.
- Added brainstorming activity to collect and organize details for 'informative' essays.

Japanese 4

The following changes have been implemented based on the SLO assessments conducted:

- In order to build better foundation for increasing students' abilities to use *kanji* more effectively, more time has been dedicated for the students to be actively practice both *on-yomi* and *kun-yomi* in meaningful context.

- In order to acquire adequate choice of language styles orally, more situational oral activities were implemented.
- Students spent more constructive time preparing for essay writings for improving their writing skills, paying particular attention to 'writing styles.'
- More time was allocated for the students to create their own skits that will reflect their awareness and their knowledge of importance of appropriate speech levels and culturally appropriate mannerism.
- In order for students to be able to retain their acquired kanji skills, students were asked to use as many *kanji* as possible for their essay writings.
- The effective and appropriate use of 'answer keys' was introduced in order for students to develop their healthy overall study skills.

KOREAN

Korean 1

The following changes have been implemented based on the SLO assessments conducted:

- Vocabulary quiz format has changed. Vocabulary quizzes not only ask the simple meaning of the word, but they also require students to write the conjugated form of predicates. Since Korean is a verb-final language, the ability to conjugate the ending form with appropriate suffixes at the end of the sentence is crucial, especially when people are engaged in face-to-face conversation.
- Two-phase homework assignment has been implemented. First, students are asked to complete the assigned sections of the workbook. After that, students are required to self-correct their homework by checking answer keys, which are posted on the course website.

Korean 2

The following changes have been implemented based on the SLO assessments conducted:

- Vocabulary quiz format has been modified from simple definition-asking questions on a word level to fill-in-the-blanks on a sentence level. Students need to figure out the meaning of the sentence and fill in the blanks with appropriate conjugations (such as clausal-connectives and sentence-final endings, etc.)
- The awareness of honorific expressions has been emphasized. Multiple choice questions and matching questions are added on the written exam.
- Lesson tests are given after each chapter ends. Unlike other Korean courses where only two big midterms are given, only Korean 2 has unique assessment system; there are nine small grammar-checking lesson tests for Korean 2.

Korean 3

The following changes have been implemented based on the SLO assessments conducted:

- In-class writing assignments have been implemented two times throughout the semester. For each assignment, students have to fulfill two tasks. First, students need to write an essay on the topic given a week before, and they are required to resubmit after they self-correct their writing based on the instructor's comments.
- As part of the academic writing practice, Korean spacing rules have been newly adopted in the course of in-class writing assignment.

Korean 4

The following changes have been implemented based on the SLO assessments conducted:

- Authentic materials (both audial- (e.g., songs) and visual (e.g., drama clips) aids) have been extensively used to help students understand the context where particular grammar points are used in the natural conversational setting.
- Pop-up crossword activities are often given to increase students' vocabulary knowledge.

LINGUISTICS

Linguistics 1

The following changes have been implemented based on the SLO assessments conducted:

- Both instructors have implemented the practice of posting homework assignments on eCompanion.
- We also post lecture slides on Google Docs for students to share. This actually could have an adverse impact on the course since students may not feel the necessity to attend class.
- However, there is also extensive group work in class, which is graded. Thus, students must attend class to participate.
- Also, since many students have difficulty coming to campus for a variety of reasons, we have decided to put one section of the class online starting summer 2015.
- The order of the course materials will change in the summer of 2015 such that the language acquisition unit will come after phonetics, phonology, morphology, syntax, and semantics such that these areas will be reviewed during the discussions of language acquisition. If the new sequence is effective during the summer, we may adopt the new sequence for future classes.

PERSIAN

As a result of the SLO assessments in Persian 1, the following items have been addressed:

To understand grammar better:

- Bring the grammar lesson to a daily activity by having students make sentences to share with other students.
- Ask students to bring pictures as an example and describe it.
- Have students walk around the class and ask each other questions based on a grammar lesson.

Engaging Heritage Students more in some activities such as:

- Reading texts in smaller group (mixed group).
- Non-Heritage students giving dictation to heritage students (one group practicing reading and the other one their reading).
- Watching more short films and writing words that they recognize.
- Memorizing words by use of games.

Portuguese (Is being taught for the first time in Spring 2016. Its SLO assessments will be included in the 2016-17 annual program review.)

 RUSSIAN

Russian 1

The following changes have been implemented based on the SLO assessments conducted:

Writing:

- The SLO composition's length was shortened to 100 words because in the first semester of elementary Russian students have limited writing abilities.
- Suggestions were added for areas to cover in the composition to correspond with the themes covered in the textbook.
- More short writing assignments are given starting in chapter 3 out of 5 covered, when the present tense of verbs and some conjunctions are introduced.
- More time is devoted in class and for homework to forming single complex sentences out of 2 simple sentences, as well as reading texts that include examples of these types of sentences that are accessible to students.
- Time is spent reviewing and scaffolding the issues that are likely to come up (for example, the use of cohesive devices such as conjunctions that we have covered so far (e.g., *and, but, rather, because, that*, etc.) so that each sentence does not always begin with "I…"
- A requirement was added that students state an opinion in writing, to encourage students to address a topic that is not about themselves.
- Students are informed at least two weeks before the final exam that they will be required to write a composition as part of the final. They are assigned a practice composition on the same topic as homework and are given feedback. Class time is spent reviewing cohesive devices and other issues that emerge during review of practice compositions.
- A peer editing session is held in class on a draft of the composition.
- A greater attention to reading comprehension to increase students' exposure to models of formal writing.

Speaking:

- The dialog SLO was rewritten to clarify the requirement that it have a beginning and an end and to signal the need for a greater amount of planning and coordination on the part of the speakers.
- Students are assigned to read the textbook dialogs at home after they are read in class as a group and in pairs. This homework assignment includes listening to the textbook's audio and reading out loud between the pauses.
- Students are assigned to write summaries of the dialog as a comprehension check.
- To prepare for the dialog, students are given time to choose partners, practice the dialog in class, and ask questions.
- Assignments have been included to vary the textbook dialogs (e.g., changing variables including times of day, days of week, cities, etc.) as well as to shorten them to make them more accessible to master and apply to one's own situation.
- An oral quiz is assigned in the middle of the semester to prepare students for being assessed for their oral work.
- Students are informed at least 2 weeks before the final exam that the exam will include an oral component and what is expected of them. In addition to reviewing the main points and conversational devices covered, several blocks of class time are devoted to composing and practicing monologs and dialogs.

Grammar:

- Added an examination of forming plurals from singulars to allow students to form hypotheses about patterns rather than merely memorize, to connect the phenomena of soft consonants, spelling rules, gender, and stress, and the role these play on plural formation, as well as the commonalities across all plurals (e.g., although all plural long-form adjectives, without exception, end in the same letter, many students often still spell this part of the ending inconsistently; that kind of predictability should be brought to the center of this topic to make this work easier for them). This examination is conducted towards the end of the semester once the spelling rules, etc. are more familiar to students.
- Pay attention to variety of errors, both those made by heritage speakers, who may more often commit spelling errors, and those made by non-heritage speakers, who may more often commit grammatical errors; make sure both groups' difficulties are understood and addressed). This examination will be followed by practice in forming plurals from singulars.

Russian 2

The following changes have been implemented based on the SLO assessments conducted:

Writing:

- Writing SLO was rewritten to differentiate it further from the one use in Russian 1 and show an increase in knowledge combined with higher expectations. The modifications take into account what has been covered in class (e.g., relating place of birth, where brought up, age, character traits, description of home, family, and profession).
- Short writing assignments are alternated with longer assignments.
- A peer editing session in class was held.
- A review of cohesive devices that incorporates material recently covered.
- Increased review is pursued of how to relate information about oneself in advance of the assignment.
- Short biographies of Russian cultural and historical figures are read to familiarize students with relevant vocabulary and the structure of biographical texts.

Speaking:

- The dialog SLO was rewritten to remedy the awkwardness of acting purchasing food as opposed to clothing, books, etc. Students now work in pairs to decide which dish to make for a meal to serve guests and which ingredients they don't have and need to buy. They discuss their guests, what they eat and don't eat, and what else they need to serve (drinks, etc.). At the end (assuming a passage of time during which they will have prepared the meal) they call their guests to the table and wish them a pleasant appetite in an authentic way.
- More time is spent varying dialogs read in class.
- Vocabulary and the context in which it is used are reinforced and practiced.
- Homework and classroom assignments include making lists of ingredients for particular dishes as well as discussing what one needs to buy, what one has, etc.

- More time is spent scaffolding and focusing on general academic skill development in class.

Russian 8 is being taught in Spring 2016 and its SLO assessments will be included in the 2016-17 Annual Program Review.

SPANISH

Spanish 1

The following changes have been implemented based on the SLO assessments conducted:

- A multiple choice SLO assessment was added to evaluate the acquisition of vocabulary related to the basic topics covered during the course. Instructors decided to begin with the first three chapters in order to conduct an assessment earlier in the semester. The results over the last few semesters have been generally strong and reaffirm the current scope, sequence, resources and methodology being used to be effective for the initial portion of the course.
- Discovery of lack of proficiency in the use of preterit tense forms, led to gradual introduction of this grammatical form earlier in the semester, for all Spanish 1 sections.
- Discussions on the type of questions used to elicit internalized knowledge of a variety of verb forms in the present, prompted a switch to a composition-type test to describe a typical day in the student's life.
- A common rubric to evaluate the composition was arrived at after discussing the rubric draft during several online sessions. After results were shared in Flex Day sessions, the rubric was once again modified to address several scoring and evaluating difficulties. The discussions leading to the modifications were very productive in the exchange of our views about assessment and expectations for compositions in Spanish 1.
- The consensus resulting from the discussions of our composition results was that the self-correcting multiple-choice and fill-in-the blank exercises provided by the eTexbooks and eWorkbooks were insufficient preparation for composing complete sentences. Colleagues shared best practices as to how to best prepare the students for the composition test and these have been applied in Spanish 1 sections, e.g. providing sample paragraphs in dictation, working during several classes with a simple composition on the board and inviting students to enrich it, using additional exercises to practice using transitions, adding details and generating compound and complex sentences within a paragraph, assigning homework paragraphs and providing feedback so that students can learn to identify and correct their mistakes.
- For testing cultural knowledge about all Spanish speaking countries (which is one of the SLOs in Spanish 1), one colleague shared a map and pertinent questions which all sections use now at approximately the same stage in the semester. We found that results are better when this SLO is administered later separately (not as one of the exercises in a quiz or test) and later in the course. Colleagues shared their strategies and web resources to assist students in learning the geographical information and they are being used in all Spanish 1 sections.

Spanish 2

The following changes have been implemented based on the SLO assessments conducted:

- Since 2010 the SLOs for Spanish 2 have undergone considerable revision and improvement. In years past the assessments typically focused on one grammatical issue: the choice between the two past tenses in Spanish. In recent years, the SLOs have expanded to assess culture, vocabulary, and a wider range of grammatical points.
- The level of difficulty has also increased since students now have to not only choose the correct tense, but also write the form.
- Enhanced assessment in multiple areas has produced much more data, which in turn has been used to improve the

course curriculum. A major change that occurred as a result of more information about student outcomes was an initiative to deemphasize the unrealistic number of course objectives. Spanish 2 now centers on presenting in more depth fewer grammatical issues that are crucial to the development of second-semester language learners. Hence, instead of thoroughly presenting all uses and tenses of the subjunctive, Spanish 2 currently targets frequent uses of the present subjunctive. More sophisticated cases, such as when to use the subjunctive to express belief or doubt, are now taught more completely in second-year Spanish.

- Deemphasizing less essential grammar and vocabulary has also afforded more space in the curriculum for the study of culture, reading and writing. Thanks to SLO assessment of culture, for instance, instructors determined that students were fully assimilating the unit on Hispanic foods. This realization gave rise to the creation of a new SLO designed to assess the more nuanced issue of health traditions in the Hispanic world.

- Finally, increased SLO testing has helped instructors identify specific areas of difficulty that are now addressed by added instruction time and better instructional materials. For example, SLO assessment results have revealed that students need more time and practice with the *gustar*-like verbs. This high-frequency feature of Spanish, which is expressed quite differently in English, is now recycled throughout the course as students learn new tenses and modes.

Spanish 3

The following changes have been implemented based on the SLO assessments conducted:

- As a result of the SLO process itself, the instructors teaching 2nd year have worked closely to create the SLOs, to analyze results, and to figure out what areas of Spanish language are difficult for students. This process allows the teachers to have a common SLO that is measured. At this time we are moving toward having some common sections on tests to insure that students going from level three to level four have the same skill levels.

- In assessing the results of the SLOs, the instructors make recommendations as to how improve student learning. Some of the recommendations made in the past are to:

  1. Assign extra activities from the "practice" section in the online workbook.
  2. Integrate activities into the class that give a communicative context while focusing on grammar
  3. Encouraging students to seek tutoring in the language lab.
  4. Provide additional opportunities for students to collaborate orally in groups (reciprocal teaching, for example) will enhance oral presentation skills.
  5. Include more review of previous grammar points as the semester progresses. In one section many errors were due to orthographic and accentuation errors, typically made by heritage learners. These issues need to be addressed more often throughout the course.

- The instructors have worked together to create common composition topics as a way to help improve written language

Spanish 4

The following changes have been implemented based on the SLO assessments conducted:

- To allow students to comprehend the various uses of the compound tenses and how these relate to the simple tenses, a new sequence and an expanded time frame for these tenses was proposed and implemented. More activities have

been added to practice the sequence of all tenses so that the students are comfortable with changing tenses and moods in the same conversation.

- Writing assignment topics were chosen in order to measure the proper use of these tenses and to increase the students' familiarity with their use. Additional guidance on essay structure as well as opportunities for creative writing have contributed to students' understanding of the uses of the compound tenses in reporting and narration.
- Graphic representations of the sequence of tenses were provided in order to address the variety of learning styles and modes of conceptualization.
- Subsequent to changes in the syllabus and the focus of the instruction, students demonstrated greater mastery of the grammar point as evidenced in both objective instruments (exams) and more subjective, creative instruments (compositions).
- To increase understanding of culture, history and literary tradition, the comprehension and analysis of literary selections was measured using available examples from current textbook. Discussion continues on the choice of representative material that will best present students with points of entry to this aspect of cultural production.
- Guidelines for term projects on the visual arts and artists, representing various countries and periods, have been expanded to include a more diverse group of artists, featuring a greater number of women and contemporary American artists of Hispanic descent as a means of connecting with students' present interests and knowledge while increasing access to the broad and diverse cultures of the Spanish-speaking world.

Spanish 8

No changes were needed

Spanish 9

The following changes have been implemented based on the SLO assessments conducted:

- There needed to be a marked transition from a lecture class to a more participatory setting. To this end, students have received a "cuestionario" for every week of the course bearing most of the historical and cultural topics to be covered in class. Students have been asked to turn these in weekly.
Furthermore, an oral warm-up session has preceded the beginning of each class or segment so students can answer questions and ask questions on previously covered materials.

- The exams have also changed in nature:

  a. The midterm contains dates to be identified form the first part of the course; plus a selection of a composition. All of these cover the material leading up to 1492.

  b. The final exam contains identification of historical and cultural themes and a choice of two compositions dealing with the history since 1492 to our present day.

  For preparation for the course and the exams, students have been given a plethora of maps, multiple brochures about different historical facts and many handouts to help with the material as to supplement the textbook.

- The use of both personal Power Point Presentations on important topics (e.g. comparisons of different styles of architecture, Holy Week, the National Museum in Barcelona, etc.) as well as educational videos including many

cultural expressions including history, architecture, music and dance are now shown to the students.

- Oral review sessions are held for every exam where students have been given "study questions" that they need to research the answer to and participate in class.

- In addition to these, the class has been inundated with multiple maps, brochures, post cards, souvenirs, curios, and appropriate publications from Spain collected during travels to Spain over 49 years.

- While a synchronic study of the whole Iberian Peninsula is conducted, attention is also given to all appropriate diachronic historical elements happening in Asia, Africa, and the Americas, as well as the closest countries to Spain in Western Europe in an effort to locate Spain in the global picture for every historical period until the present day.

Spanish 11

The following changes have been implemented based on the SLO assessments conducted:

- In order to provide students with sufficient time for the more difficult or involved grammar concepts, a scope and sequence has been developed that allows sufficient time for students to master these concepts.
- Additional in-class activities to practice vowel combinations (diphthongs, hiatus, and triphthongs), types of words (agudas, llanas, esdrújulas, and sobresdrújulas) as well as the rules of accentuation have been developed.
- In addition to creating class activities for practicing the more difficult or involved grammar concepts, several activities for the Lab in Wimba for students to get additional practice were developed.
- More in-class exercises have been added with the usted form and more in-class, group and pair correction of standard vs. vernacular Spanish.

- More in-class writing practices have been developed to improve students' ability to compose an effective essay. In addition, students are taught to evaluate essays so there can be peer collaboration within the classroom.

- Time is spent in class with reading to teach students reading strategies so they can better understand the texts read. It is important to practice these skills earlier in the semester. The students will be given new practice exercises starting in week one to practice reading, paraphrasing and interpreting what they are reading.

- More time will be dedicated to study skills, especially ways to better study the grammar concepts.
- Supply students with exercises where they can practice critical thinking skills.

Spanish 12

The following changes have been implemented based on the SLO assessments conducted:

- A unit on Spanglish that includes bilingualism with the intention that students become more aware of academic language vs. Spanglish has been developed. It also provides academic vocabulary students need to communicate in a formal language setting.
- More instructional time is dedicated to the writing process and the organization of a formal paper in class.
- A variety of units on various events in Latin America such as the Dirty Wars in Argentina and Chile, the Civil Wars in El Salvador and Guatemala, the Revolution in Nicaragua, and the events in Chiapas with Subcomandante Marcos

and the Zapatistas have been developed.
- To help with reading comprehension a variety of questions and/or activities have been created for the majority of the articles students need to read for the class.
- Provide students with more practice with critical thinking skills.

Spanish 20

Although there haven't been any changes in the SLO assessments' guideline, the results are getting better and necessary improvements were made based on the SLO outcomes that guided and shaped the course, the course curriculum and the teaching of the course.

- From the beginning the main focus of the research paper (SLO #1) was for the students to be able to defend their cultural topic using properly the MLA style and its components. Even though some cultural topics were 'overrated' (e.g., Día de los Muertos), the students were guided to look at the different angles when defending their cultural topic with provided theme guideline. In Fall 2015, for example, we worked with different cultural topics that haven't been well known or used by the past students and a new twist was incorporated in order to work closely with the campus theme globally (the concept of "global/globally/globalize/globalization" was stressed during the flex days at some different colleges including the SMC).
- Regarding the MLA style and format – more specific examples and practices were added using the examples and errors/mistakes from previous Spanish 20 classes. For the first draft students received feedback twice: the classmates and the professor's.
- To better facilitate their research paper's components – a new item/work was added: students had to turn in a detailed bosquejo (creative title, proposal, thesis, arguments), possible esquema del ensayo and a possible conclusion [including the importance in the present-future setting])
- We try to dig deeper and want to make known globally about these cultural topics: la danza de los chinelos, el quechua, defending the use of Spanglish, la mola, contemporary mural-graffiti, la hamaca among other topics.
- This semester for the final research paper there was a twist: the "equity" concept!! This twist was announced after the students received the feedback on their first draft so that not to override the main purpose of course as well as the research paper: defending their chosen Hispanic cultural topic through thesis and arguments.
- So, our SMC annual theme is about the gender equity. However, for our class we took off the term 'gender' because our main focus is about the Latin-American civilization. Therefore, our theme was that we, Spanish 20 class, are promoting and empowering globally the Hispanic cultural equity. Indirectly they already incorporated this concept/theme while stressing on the importance of their chosen cultural topic in the present-future day setting by developing their thesis and its arguments. Yet, they needed to incorporate directly our class theme in that they, as part of the 'cultural' community, are promoting the equity by empowering globally the Hispanic culture beyond the Latin-American sphere as well as beyond the classroom setting. –So, it's possible to incorporate the campus theme and it worked!!
- SLO #2 and #4 -- the outcome is consistent (good to better results) since Spring 2012 in that students analyzed and defended well their point of view without relying on any outside sources. Examples: analyze critically any kind of contemporary plastic art (in the past they had 'broader freedom' in that they could chose an 'antique' artist but for the past two years we focused on the contemporary artists instead); pro and contra of the use of LAVS (Los Angeles Vernacular Spanish), so called 'Spanglish'.
- SLO #3 – (formal oral presentation) – the outcome is consistent (good results in general); the mini presentations they do during the semester help them to better present the final oral presentation (it's related to their research paper); in this class and the previous one a new aspect was included (peer-evaluation, to be able to critically evaluate the speaker with provided 'updated' rubric from the professor)

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- The SLO results and students' feedback indeed shaped the teaching preparation to better serve the students' needs. For example, the following 'items' were incorporated as per students' feedback during the semester and at the end of the semester:

    1. Mini (5 minutes) PowerPoint presentations (informal oral presentation) using any topics covered in each textbook chapter.
    2. Assigned leaders to present the 'extra' readings so that to 'unburden' a bit their reading workload.
    3. Provide additional readings to facilitate better the understanding of a historical/cultural theme covered in the class.
    4. Lots of group/class discussions with the professor's guidelines prepared ahead of time.
    5. Guideline for each chapter from the textbook/additional readings provided prior to class (a week in advance) – lots of "thank you" from the students for these guidelines.

All of the above 'items' generated positive feedback. In each class a community was created that worked together to empower globally the Hispanic culture.

Turkish 1 did not find the need to make programmatic changes as a result of its SLO assessments.

French 31A, **French 31S**, and **German 31A** do not have assessments since they have not been offered since before 2010.**Hebrew 4** was approved in Fall 2015 and has not been offered yet. **Hebrew 8** has not been offered during fall or spring and doesn't have assessments.

D2. Objectives (Moving Forward)

Objective #1
Objective:

This objective was approved as #3 in Spring 2014, but inadvertently excluded from our 2014 PR submission: The committee will analyze the data received, submit report of their findings, and based on those findings, make suggestions for improvement to the Department.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Institutional Research Data

External Factors:

Timeline and activities to accomplish the objective: 2016/17

Describe how objective will be assessed/measured: Data analysis will be the basis for concrete recommendations for an action plan for the department to assist at risk students and improve student success.

Comments: Preliminary data analysis has already begun on this project and is included as an attachment to this program review report in Addendum #3. Additional analysis of the data is needed.

Objective #2

Objective:

In order to increase enrollment numbers of the students in levels 2 and beyond, each instructor who teaches level two and above will regularly and systematically inform his/her students on the available courses that MLCD offers, and encourage them to pursue their studies in that language.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Other data or observed trends
Departmental surveys and reports

External Factors:
Other Factors
Enrollment data

Timeline and activities to accomplish the objective: 2016/17

Describe how objective will be assessed/measured: A student survey will be created to determine if students enroll in the next level due to instructor-provided information and encouragement.

Comments: N/A

Objective #3
Objective:

To submit new curriculum to Curriculum Committee for approval: Korean 9.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
TIMS Report Data

External Factors:
SMC Strategic Initiative
Global Citizenship
Other Factors
Enrollment

Timeline and activities to accomplish the objective: 2016/17

Describe how objective will be assessed/measured: Vote by Curriculum Committee

Comments: N/A

Objective #4

Objective:

The MLCD will collect and analyze tutoring data to determine its impact on student retention and success.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
TIMS Report Data
Institutional Research Data

External Factors:
Program Review Committee Recommendation

Timeline and activities to accomplish the objective: 2016/2017

Describe how objective will be assessed/measured: We will review student success rates as they correlate to use of MLCD tutors.

Comments: N/A

Objective #5
Objective:

To work with the tutoring coordinator and media resources assistant to train them and improve services provided to MLC students.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
Other Factors
Hiring of new personnel.

Timeline and activities to accomplish the objective: 2016/17

Describe how objective will be assessed/measured: Review of tutoring schedule; Interview and/or Assessment of tutors and lab staff.

Comments: The MLC chair and the MLC lab liaison will coordinate this effort.

Objective #6
Objective:

To create a flow chart for introducing and orienting newly hired full-time and part-time instructors to all of the functions,

requirements, resources they need to teach in the MLCD.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
Other Factors
We will have two new full-time faculty in Fall 2016 who will need guidance. We will also have many adjuncts and two long-time subs who will replace four additional full-time faculty losses.

Timeline and activities to accomplish the objective: Fall 2016

Describe how objective will be assessed/measured: The completion of the flow chart.

Comments: The current full-time faculty will work to create the flow chart.

Objective #7
Objective:

To begin a discussion about Peer Evaluations with the purpose of creating a rubric to assist faculty in the process.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
Other Factors
Improving our departmental peer evaluation process has been an ongoing topic in MLC for some time. Creating a rubric for our peer evaluation is a project that has evolved from previous discussions.

Timeline and activities to accomplish the objective: Fall 2016 Flex Day

Describe how objective will be assessed/measured: The Flex Day Agenda will indicate completion of the objective.

Comments: If the department agrees upon a common rubric, a new objective would be created to design the rubric.

Objective #8
Objective:

To create a new Japanese 31A course

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

SLO Assessment Data
TIMS Report Data

External Factors:

Timeline and activities to accomplish the objective: When a new full-time Japanese professor is hired to oversee this project.

Describe how objective will be assessed/measured: The completion of the course proposal and its approval by the MLCD.

Comments: By introducing practical Japanese to students, this course will help them to prepare for the rigors of Japanese 1.

Objective #9
Objective:

To create a two-semester series of courses based on the curriculum from Spanish 1. These courses would be Spanish 1A and Spanish 1B. Each course would be a three-unit course. The additional 1/2 unit would cover study skills needed for success in an elementary Spanish class.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
SLO Assessment Data
TIMS Report Data
Institutional Research Data

External Factors:

Timeline and activities to accomplish the objective: 2016/17

Describe how objective will be assessed/measured: The completion of the course proposal and its approval by the MLCD.

Comments: The development of this curriculum is tied to Student Equity.

Objective #10
Objective:

To update the MLC Lab Protocols Document.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors: Program Review Committee Recommendation
Timeline and activities to accomplish the objective: 2016/17
Describe how objective will be assessed/measured: The document will be included in the 2016/17 annual program review. Its status and value will be assessed in that document according to improvements made in the area of lab protocols.
Comments: Since the dean, Learning Resources and the media resources assistant have now been hired, we will be able to meet with them and move forward on this project.

E. Curriculum Review

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at (click here for dates and deadlines). The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**
- **How the department ensures course syllabi are aligned with the course outline of record.**

- MLC faculty review, revise and create new curriculum based on the needs, interests and requests of our students. We engage in regular discussions about SLO assessment results and what kind of revision or creation of curriculum is needed in each discipline. These discussions are initiated within the discipline, but they are reviewed at the departmental level. The chair works with the lead faculty from the discipline to complete the revision and creation of curriculum in the department. The chair accompanies the lead faculty member or representative at the Curriculum Committee meeting to present the proposal.

  In general, the review and revision of existing curriculum takes place during language level discussion groups at department flex days. All faculty who teach a particular language level participate in the discussion, review and revision process. All existing curriculum is reviewed as part of the 6-year program review process. Creation of new curriculum is included as part of the department discussions during annual program review meetings.

- New curriculum is developed based on requests from MLC students and/or the community as well as discussions among the faculty about needs within a language program or within the department. These discussions are initiated at department meetings and at department flex days.

  Institutional data is also studied to ascertain the viability of new offerings within our curriculum. Program goals and SLOs are integrated into course design and curriculum planning as they evolve naturally from the discussion about the course.

- Part of the Curriculum Committee proposal process requires that we investigate similar course offerings within

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other college programs and that we meet with any department that may have overlapping content. Now that the Curriculum Committee no longer allows cross-listing of courses, that kind of discussion is not an issue. When we began our discussions about the creation of our Asian civilization courses, we met with the History Dept. to go over each draft of the course proposals for Japanese, Chinese and Korean 9. When ESL and MLC collaborated on the creation of Linguistics 1, we contacted Earth Sciences to ensure that they were comfortable with our new course, and they decided that they were.

- We have not needed to change pre-requisites, co-requisites or advisories thus far. The MLC chair was a member of the Curriculum Committee when the topic of pre-requisites, co-requisites and advisories was studied. The chair is aware of the requirements in this area.

- At the beginning of the academic year, the MLC chair reminds faculty that their syllabi should be aligned with the course outline of record. New faculty, who begin teaching mid-year receive the same information when they prepare their syllabus. All faculty are required to submit a copy of their syllabus to the chair every semester. New faculty must share their syllabus before their class begins and revise it if the chair suggests revisions.

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

FULL-TIME PROFESSORS:

Prof. R. Anderson (Retiring Spring 2016):

- Prof. Anderson oversees the MLCD SLO assessment, projects and meetings.
- She assists the chair by conducting peer evaluations of adjunct faculty in the MLCD.
- She oversees the intermediate Spanish program and the heritage speaker program in Spanish.
- She is working with remedial level English faculty to develop MLCD curriculum for heritage/native speakers of Spanish at the pre Spanish 11 level.
- She assists the chair with interviews of prospective adjunct faculty.
- She served on the Program Review Committee.
- She is the full-time adviser for the German Club.
- She works with the adjunct faculty who teach Spanish 11, 3, and 4 to determine the common syllabus, common compositions and projects for these classes. They meet before and during the semster to determine new activities based on the needs of their students and to refine activities and rubrics.
- She served on the hiring committees for Full-time Italian, Korean and Spanish.
- She collaborated with colleagues on the President's Circle Innovation & Progress grant.

Prof. M. Aparicio:

- 2010-2015 he has continued as faculty advisor of SMC chapter of Alpha Mu Gamma Honor Society for language students.
- He assists the chair by conducting peer evaluations of adjunct faculty in the MLCD.

- He oversees the intermediate French program.
- He assists the chair with interviews of prospective adjunct faculty.
- He translated documents from English into Spanish for SMC's GRIT program.
- He is on the MLCD Scholarship Selection Committee.
- He has served on the MLC full-time hire committees for Italian, Korean and Spanish.
- In March 2011, he gave a lecture for SMC on Jewish Spain and the architecture of Salamanca.
- In August 2011, he gave a global citizenship presentation on "Happiness" for the Flex Day presentation in conjunction with Prof. Maria Erickson.
- In November 2012, he gave a presentation on Holy Week and on Romanesque and Baroque architecture in Salamanca for the MLCD Flex Day.
- He advises the Soccer Club.

Prof. E. Bolívar-Owen

- In Spring 2015 she was elected to represent the MLCD in the Academic Senate.
- She represents the MLCD to the Faculty Association.
- She chairs the selection committees awarding from 12 to 18 scholarships to SMC students, which she fully endowed. In 2014 she awarded $6,000 in scholarships to 16 students from diverse groups.
- She assists the chair by conducting peer evaluations of adjunct faculty.
- She served on the full-time hiring committees for Italian, Korean, and Spanish.

Prof. J. Cha

- She oversees the Korean program.
- She assists the MLCD lab liaison.
- She supports language lab oversight.
- She assists the chair with the hiring of adjunct faculty in Korean.
- She serves as a senator to the Academic Senate.
- She wrote a proposal and was selected to lead a Study Abroad program to Korea in Spring 2016.

Prof. K. Breedlove (Retiring Spring 2016):

- For three years, she served as a representative of the MLCD to the Faculty Senate.
- She assists the chair by conducting peer evaluations of adjunct faculty.
- She served on a tenure panels for probationary and tenured faculty.

Prof. Makiko Fujiwara-Skrobak (Retired Fall 2015):

- She served on the Program Review Executive Committee of the Faculty Senate.
- She assisted the chair by conducting peer evaluations of adjunct faculty in the MLCD.
- She oversaw the intermediate Japanese program.
- She collaborated with the other Japanese full-time professor to oversee the elementary Japanese program.
- She served on the probationary panel for a full-timer in the MLCD.
- She collaborated with colleagues on the President's Circle Innovation & Progress grant.
- Prof. Fujiwara oversaw the MLCD SLO assessment, projects and meetings.

Prof. M. Erickson

- She serves as the MLCD liaison to the Language Lab.
- She creates, updates, edits and distributes lab orientation materials to MLCD faculty, SMC students and lab staff.
- She advises the department chair on lab material acquisitions and technological support for the courses taught in the MLCD.
- She trains faculty in the MLCD and other departments to use new technology to enhance their teaching.
- She troubleshoots technological problems in the language lab, in the online language lab and is in charge of obtaining technological products to facilitate the teaching of foreign languages.
- She served on the probationary panel for a full-timer in the MLCD.
- She authored MLCD procedures for acquiring new textbooks and ensuring adequate lab support.
- She assists the chair by conducting peer evaluations of adjunct faculty.
- She interfaces with publishing reps to ensure that the tech resources accompanying the textbooks are appropriate and adequate.
- She develops technological materials for MLCD faculty.
- She trains faculty to support the departmental tech needs.
- She serves on the Information Services Committee.
- She served on the Distance Education Committee.
- She serves on hiring committees for the Personnel Commission.
- She assists with writing the job description for the new language lab staff person.
- She assists the chair with interviews of prospective adjunct faculty.
- In August 2011, she gave a global citizenship "Happiness" presentation for flex day activities in conjunction with Prof. Miguel Aparicio.
- She served on the full-time hiring committees for Italian, Korean, and Spanish.
- She served on tenure panels for full-time probationary and tenured faculty.
- She led the effort to procure the President's Circle Innovation & Progress grant, which allowed the MLCD to use SANSSpace.

Prof. A. Muñiz

- She has served as a representative of the MLCD to the Faculty Senate.
- She is the Italian Club advisor.
- She oversees the Italian program.
- She assists the MLCD lab liaison.
- She assists the chair by conducting peer evaluations of adjunct faculty.

Prof. M. Nishikawa (Retired Fall 2015):

- He assisted the chair by conducting peer evaluations of adjunct faculty.
- He assisted the chair with interviews of prospective adjunct faculty.
- He collaborated with the other Japanese full-time professor to oversee the elementary Japanese program.

Prof. T. Trives

- Chairperson of the MLCD.
- She edits and translates documents for the College.

- She is a member of the Global Council.
- She was a member of the Curriculum Committee.
- She is the chair of a probationary panel for a full-timer.
- She was dept. chair on a probationary panel for two full-timers.
- She is the chair of the committees that review Modern Language and Cultures scholarships.
- She served on the Emeritus hiring committee for the Yiddish instructor.
- She represents the MLCD at the Academic Senate Chairs Meetings.
- She represents the MLCD at the Academic Affairs Chairs Meetings.
- She represents the MLCD at the Faculty Association Chairs Meetings.
- She has created, organized and led many MLCD Flex Days in collaboration with Prof. Anderson and Prof. Erickson.
- She is the Fulbright representative for SMC, and in this capacity, she disseminates Fulbright information to SMC faculty via the Global Council.
- She works with the MLCD lab liaison to support departmental tech needs.
- She served on the Disabled Students FT hiring committees for the DSC counselor.
- She is on a probationary tenure panel for a DSC counselor.
- She disseminates professional development and cultural information to the MLCD via the MLCD E-Companion Homeroom and via e-mail.
- She has worked on the Standard III Committee for the 2015-16 Accreditation Team.
- She served on hiring committees for the Personnel Commission.
- She has reviewed, edited and translated documents for the Personnel Commission.
- She was a faculty lead on a UISFL grant from 2009 to 2012.
- She collaborated with colleagues on the proposal for the President's Circle Innovation & Progress grant.

Prof. X. Wu

- He coordinates the Annual Chinese Film festival with Prof. Josh Kanin in the Communications Dept.
- He assists the chair with interviews of prospective adjunct faculty.
- He prepares students and takes them to Chinese poetry competitions, where they have won many awards under his guidance and leadership.

PART-TIME PROFESSORS:

Prof. Nancy Ballesteros

- She serves on the MLCD committee that will review data to support student success.

Prof. Candelyn Candelaria

- She serves on the MLCD committee that will review data to support student success.

Prof. Susan Chapman

- She represents the MLCD in the Faculty Association.

Prof. Anneliese Gerl

- She coordinates departmental social activities and celebrations.
- She organizes and coordinates SMC's annual Maifest celebration.
- She oversees the German program.

Prof. James Grama

- He serves on the committee that will review data to support student success.

Prof. Fern Margolis

- She has been the advisor for the SMC Chabad Club for five years.
- She has volunteered at the SMC Welcome Day for four years.
- She helped to organize the Mid-East Ethnic Foods presentation for SMC students and staff in 2013.
- She is the author of <u>Hebrew Reading and Writing--Self-Taught</u>, which is used at SMC and across the country.

Prof. Jeannette Rodriguez

- She collaborated with colleagues on the President's Circle Innovation & Progress grant.

Prof. Susan Schaffer

- She has participated in revising the curriculum for Spanish 2.

Prof. Imogen van Rensselaer

- She represented the MLCD in the Faculty Association.

Prof. Linda Zwang-Weissman

- She has been Faculty Association representative for the MLCD.

ADMINISTRATIVE ASSISTANT:

Ms. Jeanne Laurie

- She was the Recording Secretary for CSEA.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

FULL-TIME PROFESSORS:

Prof. R. Anderson (Retiring Spring 2016):

- Current V.P. of membership and treasurer of the Modern and Classical Languages Association of Southern

California (MCLASC).

- Currently, member of MCLASC, California Language Teachers' Association (CLTA), American Council on the Teaching of Foreign Languages (ACTFL), California Community College Foreign Language Council, and the Southwest Conference on Language Teaching (SWCLT).
- A presenter for the California World Language Project in Los Angeles

Prof. M. Aparicio

- Currently, translator and interpreter for the Venice Family Clinic in Santa Monica.

Prof. E. Bolívar-Owen

- Currently, member of MCLASC.
- Formerly, member of American Association of Teachers of Spanish and Portuguese (AATSP).
- She spearheaded the vote in the SMC Faculty Association to double the financial contribution to the Pico Community Project in Spring 2013.

Prof. J. Cha

- Currently, member of American Association of Teachers of Korean (AATK).

Prof. M. Fujiwara-Skrobak (Retired Fall 2015):

- Member of Japan America Cultural and Community Center (JACCC).
- Member of the Association for Asian Studies (AAS).
- Secretary and Board member of Ikebana International, a Los Angeles Flower Association.

Prof. A. Muñiz

- Currently, member of MCLASC, CLTA, ACTFL, NEA, HPRSD.

Prof. M. Nishikawa (Retired Fall 2015):

- Currently, member of MCLASC and Teachers of Japanese of Southern California (TJSC).

Prof. T. Trives

- MLCD liaison for AFLD, MLA, and ACTFL. Responsible for department membership or listserv.
- Advises Spanish textbook publishers on content and format.
- She serves on the Santa Monica Sister City Association Advisory Board.
- She has helped various charities and children's schools.
- In Fall 2015, she was selected with other SMC faculty to represent SMC at a Peacebuilding conference.

Prof. X. Wu

- Currently, member of Chinese Language Teachers Association of Southern California (CLTASC).

PART-TIME PROFESSORS:

Prof. S. Bauckus

- Currently, member of the National Language Service Corps (volunteer members provide language services when needed by U.S. government).
- Currently, member of the American Association of Teachers of Slavic and East European Languages (AATSEEL).

Prof. A. Buzatu

- Currently, member of Centros de Estudios del Español de los Estados Unidos (CEEEU), ucLADINO, MLA, Linguistic Society of America and American Jewish Society.

Prof. Akiko Comrie

- Formerly a member of TJSC.

Prof. A. Gerl

- Volunteer as community educator for the Los Angeles Opera.
- Currently member of Santa Monica Sister Association.
- Currently member of Goethe Institute in Los Angeles.

Prof. E. Kokovena

- She volunteers at community church.

Prof. Fern Margolis

- She is a member of the National Association of Professors of Hebrew.
- In 2012, she presented a paper on language teaching pedagogy for NAPH.
- She is a member of the National Yiddish Book Center.
- She has lectured numerous times on various topics of Jewish interest throughout the Los Angeles community.
- She wrote the Hebrew language curriculum for the Los Angeles Unified School District.
- She wrote an education column for the "Santa Monica Observer."

Prof. H. Quiñones

- Currently, member of AATSP.

Prof. J. Rodríguez

- Currently, member of MCLASC and AATSP.

Prof. S. Schaffer

- She is a member of UC Mexicanistas.
- Volunteer at community church, which helps various charities and children's schools.

Prof. J. Tanaka

- Member of MLA and American Association of Teachers of German (AATG).

Prof. G. Trombetta

- Currently, member of California Community College Foreign Language Council (CCCFLC).

Prof. Amber Williams

- In Spring 2016, was selected to represent SMC with a group of faculty sponsored by the Global Council to attend "Integrating Issues into Community College Curricula: A Seminar for Community Colleges" (at Stanford University).

ADMINISTRATIVE ASSISTANT:

Ms. Jeanne Laurie

- She volunteers for numerous community and charitable organizations, including the Westside Food Bank.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

Full and part-time MLC faculty work together on all aspects of department activities. Since most adjuncts in the MLC work elsewhere in addition to working at SMC, their ability to attend regular department meetings is limited. Instead, they tend to prefer meeting with full-timers at the MLCD Flex Days. Some are also able to attend campus-wide flex activities and tend to participate with full-timers in the department.

Part-timers share departmental resources and support with full-timers. Full-timers make their offices available to their adjunct colleagues, both as a workplace and for meeting their students during office hours.

MLC adjuncts are very important to the department. Their experience at other colleges brings valuable information to us about other language departments, language curriculum, and language textbooks. Our adjunct faculty participate and often lead the SLO discussions, and contribute to or actually generate the reports on SLO assessment results. Many disciplines in our department are taught solely by adjuncts. We depend on their expertise for curriculum development, selection of textbooks, evaluation of lab resources and recommendation for student tutors for the languages that they teach. Adjuncts co-advise clubs in our department and take leadership roles on many projects within our department.

MLCD adjuncts participate on every level in our department and have a voice in all departmental projects and activities. Many departmental projects are developed and led by adjuncts.

Full-timers work closely with adjuncts and collaborate in order to improve and sustain our programs.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- NEED #1: TIMS data reveals that the Hispanic/Latino students are well represented in our Spanish classes, but their success rates are low. Strategies are needed to improve their success.

- REQUEST: #1 To continue work that has been begun on the additional curriculum for Spanish heritage-speaker series to address the needs of these students and additional data needs to be collected to determine what kind of curriculum is needed. Continue collaborating with the developmental English faculty on this project.

- NEED #2: The new MLCD certificates were created, but our students aren't aware of them. They have not been marketed in order to inform students about them and encourage students to complete them. The certificates need to be promoted to SMC students.

- REQUEST: #2 To receive institutional support in this effort: publicity, web page enhancement, information in the class schedule.

- NEED #3: Fall 2014 data for this program review indicates that 12% of our students are basic skills students. Many students in the Spanish 1 program struggle with the intensity and the pace of our 5-unit Spanish 1 course. These students need support in order to increase their retention and student success. 23.5% of our students are international. These students are enrolled in our classes, but are often still working on their English skills and struggle with understanding instructions and the content of course documents. They also struggle with the pace and intensity of the regular track while they are adjusting to a new cultural environment. Students who are identified as beneficiaries of student equity resources also struggle keeping up with the work load. Students with learning disabilities are the last group of students who consistently show difficulty keeping up with the intensity and pace of the 5-unit Spanish course. We have referred elementary Spanish students to the Spanish 31A track in order to help them to prepare for Spanish 1, but often when they enter Spanish 1, they still need additional support.

- REQUEST #3: To create 16-week and/or 12-week 3 unit-courses for Spanish 1a and Spanish 1b, which would essentially divide the content of our 5-unit Spanish 1 course into two courses and add to each a 0.5 unit dedicated to language learning strategies.

- NEED #4: MLC Faculty undergo regular tech training in our department. CANVAS will be adopted by the college, but our faculty are not prepared to use it. They need training.

- REQUEST #4: To get all or most of our instructors on board with CANVAS to organize and use the features CANVAS provides to supplement their courses and address the varied needs of their students.

- NEED #5: The MLC eCompanion Homeroom and Lab Orientation shells need to be migrated to CANVAS. They need to be reorganized and enriched in order to meet the needs of our department so that we can take advantage of

the features in CANVAS.

- REQUEST #5: District support is needed in this project.

- NEED #6: The MLCD Public website doesn't meet the current needs of the department.

- REQUEST #6: District support is needed in this project.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our Campus Lab management software is in desperate need of an upgrade.
The SANAKO LAB 300 Teacher Console is currently running on a Windows XP station because it is not compatible with Windows 7.

The SANAKO LAB 300 (software and hardware) was installed in 1999. It is a hard-wired system that also requires headphones with telephone-type jacks. Students often complain that they can hear the sound from other stations on their headphones.

Having a functioning campus lab is critical to the language department. Our department offers 14 languages (ASL, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Turkish) and students in Levels 1 and 2 of these languages have a 15 hour lab requirement for the semester. The language lab serves approximately 2000+ students per semester.

The department also needs to renew the annual license for the online language lab--SANSSpace (which gives our students "anywhere/anytime" access to the lab learning resources).

Every year we must request funding for several program licenses that supplement our language programs, particularly the "less commonly taught languages": Mango, Transparent, Rosetta Stone, VoiceThread (the replacement for Wimba that is used in the hybrid sections), and we will need to purchase other new software to support the programs. These programs are essential Lab resources for our curriculum and for the success of our students. They need to be incorporated into the Campus Wide Software budget as part of the institutional planning process.

A persistent challenge for the MLCD is the fact that we don't have resources to support the program. The software needed to support language programs is very expensive. There is no specific budget at the college to support the software purchases required in the MLCD. Publishers of less commonly taught languages don't provide software or free textbooks for instructors. The tutoring program needs textbooks for all of our courses, but there is no specific budget to allow for their purchase. Less commonly taught languages are a priority of the US government, but there are no resources at SMC to provide the software and textbooks needed for these programs. LCTLs need lab support, for they are very challenging for our students to master. Most of them have different writing systems and pronunciations that are challenging to our students.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Two new full-time hires in Japanese are needed in order to support SMC's Japanese program.

   In Fall 2015, both of the full-time Japanese faculty retired. In Spring 2016, we hired two long-term subs to teach Japanese because the program is the second largest in the department and requires full-time leadership. In Fall 2015, adjuncts taught 100% of our J-1 classes and 80% of all of the Japanese classes. There is demand for our Japanese classes, and the addition of a full-timer will help us to support the educational goals and interests of many domestic and international students on an F-1 visa who enroll in SMC's Japanese courses. The Fall 2015 TIMS data revealed that Japanese program students are diverse: 58% Asian, 14.5% Hispanic, 7% White, 1.2% Black and 19.2% other. 61% are male and 39% are female. Most Japanese program students are transfer students, full-time and continuing students.

   This position supports an area of commendation in the MLC's 2010 Program Review, which is faculty involvement in SLOs. Our SLO collaborations are based on teaching levels. A new full-timer is needed to support these efforts, for there are 4-6 levels of instruction offered each semester. One of the PR recommendations was for MLC faculty to "encourage all faculty to participate in using technology to broaden access to materials for students." The Japanese adjuncts have worked to integrate technology into the Japanese program and led the MLCD in this effort. They need full-time leadership. A new FT J-1 prof with technological acumen is needed to assist with program and technology oversight and development of resources, for monitoring of technology related to non-alphabet languages was another PR recommendation. This position helps the MLC in its commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan.

   In our 2010 Program Review, one of the recommendations was for MLC to further explore alternatives to web based activities." In 2012 we were awarded the first President's Circle Innovation & Progress Award, which allowed us to purchase a license to use SANSSpace, which is a virtual language lab. The new Japanese position is needed to oversee the Japanese language programs in SANSSpace. The virtual lab needs many hours of support from FT faculty and lab staff. The Japanese faculty are committed to improving their program. A new course in Japanese culture and civilization was taught for the first time this year. MLCD also has a new certificate in Asian Studies, and full-time leadership in this area is imperative. Both full-timers were awarded a sabbatical, and an adjunct two fellowships. All were designed to support student success. TIMS shows that student success and retention were highest for FT Japanese faculty. The Japanese program, the MLC and SMC need two new FT Japanese professors.

   Global Citizenship is directly supported by the creation of a FT position in Japanese language and culture. PR commended the Japanese program for its support of this initiative. The position responds to the diverse needs of its students and better equips them with practical language skills. Japanese is an important language in the global community. There are over 122 million native speakers of Japanese and despite Japan's small size, its economy ranks third in the world. There are many job opportunities for SMC students who learn Japanese. Among the major companies in the LA area who are interested in Japanese proficiency are Mitsubishi, Hitachi, Bank of the West, Panasonic, Toyota, Honda, Nippon Airways, Yamaha, Mitsui & Co., Japan Airlines, etc. MLC needs a new FT Japanese professor.

A new full-time hire in Applied Linguistics is needed in order to support and enhance SMC's linguistics program.

   The MLCD Linguistics program began in Spring 2014. It was born of a collaboration between Modern Languages and Cultures & ESL. Faculty from both departments developed the Linguistics 1 curriculum and have taught the classes, and the course is housed in MLC. There is no full-time linguistics professor in MLC. Linguistics is our fastest growing discipline. We started with two sections per semester and one in the intersessions. In Summer 2015, after the Fall 2015 schedule had already been produced, we added a third section of Ling 1, and it filled very quickly. Last winter, we added a third section of Ling 1 to our Spring 2016 schedule two days before the spring semester started. It had over 18 students

enrolled in it by the first day of class.

   According to one of the authors of our Ling 1 course: "The demand has been outstanding, especially among the English, ESL and foreign language students who became interested to know beyond the workings of specific languages. Linguistics 1 has served the student needs significantly. At the end of the course the students express that they have obtained a much better understanding on the universal properties and principles of human language in general, the inter-language relationships, language and its social and cultural implications, and many more. The course also supports them to be more successful in the related study areas. Many of the Ling 1 students want to declare a linguistics major when transferring or applying to study abroad and come to ask us for a recommendation letter. The Linguistics 1 course could be their great first step not only while at SMC but also for their future academic and professional paths." Linguistics at SMC has tremendous potential. There are many prospects for curriculum development that will support the needs of our students.

   One of the Program Review recommendations was for MLC faculty to "encourage all faculty to participate in using technology to broaden access to materials for students." Ling 1 is MLC's first completely online course. It is a discipline in our department into which technology is fully integrated. We need a full-time linguistics professor to support the technological needs of this program, its students and our department. We need a full-time linguistics professor to expand our online offerings and to help our enrollment to grow. Ling 1 was also the first course in MLC to be approved to fulfill the Global Citizenship requirement. Global Citizenship is directly supported by the creation of a FT position in linguistics. This position is needed to support the MLC's commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan.

   MLC has curriculum in 14 languages and linguistics. Most faculty who teach linguistics also have training in teaching language and culture. We would like for the linguistics professor to teach one or more of the 14 languages in our department and to collaborate with our language faculty on language acquisition and applied linguistics projects that will benefit our department. MLC students have diverse levels of academic preparation, linguistic backgrounds, and skill levels. It is a challenge for our department to teach under-prepared students language and culture. It will benefit our students and support student equity if we hire a linguistics professor to help develop curriculum that will help remedial students to understand how language works and how to approach language study.

A new full-time hire in French is needed in order to support and enhance SMC's French program.

   In Fall 2015, adjuncts taught 60% of our French 1 classes and 40% of all of the French classes. Due to the Spring 2016 retirement of one of our two French FT professors, in Fall 2016 100% of the French 1 classes and 73% of all French classes will be taught by adjuncts. There is demand for our French classes, and the addition of a full-timer will help us to support the educational goals and interests of many domestic and international students on an F-1 visa who enroll in SMC's French courses. According to the Fall 2015 TIMS report, French program students are very diverse: 33.5% Hispanic, 32% White, 12.2% Asian, 10.6% Black, and 11% other. 68% are female and 32% are male. Most French program students are transfer students, full-time and continuing students.

   This position supports an area of commendation in the MLCD's 2010 Program Review, which is faculty involvement in SLOs. Our SLO collaborations are based on teaching levels. A new full-timer is needed to support these efforts, for there are 4-5 levels of instruction offered each semester. One of the PR recommendations was for MLC faculty to "encourage all faculty to participate in using technology to broaden access to materials for students." The French program is currently taught by faculty who aren't able to integrate technology into their classes and need support with the technological resources that are available to them. The French textbooks have many technological resources that are being underutilized by our faculty. We need a new French full-timer to guide our French professors in this area. A new FT French professor

with technological acumen is needed to assist with program and technology oversight and development of resources, for monitoring of technology to help our French students to become more successful and to strengthen the program. This position helps MLC in its commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan. In our 2010 Program Review, one of the recommendations was for MLC to further explore alternatives to web-based activities." In 2012 we were awarded the first President's Circle Innovation & Program Award, which allowed us to purchase a license to use SANSSpace, which is a virtual language lab. Our students have embraced the virtual lab, but our French professors are reluctant to use it. A new French FT professor is needed to oversee the French language programs in SANSSpace. The virtual lab needs many hours of support from FT faculty and lab staff. Students can't use the virtual lab without the oversight and support of their professor.

A new FT French professor is needed to support MLC's new certificates in African & Middle Eastern Studies, in which French is a significant component. Global Citizenship is directly supported by the creation of a FT position in French language and culture. The position responds to the diverse needs of its students and better equips them with practical language skills. French is an important language in the global community. There are almost 400 million native speakers of French in the world, and France's economy ranks fifth in the world. In addition, there are 29 different countries and 11 dependent regions and other areas where French is an official language. There are many job opportunities for SMC students who learn French. Major companies in aerospace, manufacturing, entertainment, accounting, law, technology, education and other fields are looking for employees who are fluent in French. There are many employment opportunities for our French students in the US and in Francophone countries abroad. Only one FT French faculty will remain in Fall 2016, and he is eligible to retire right now.

Urgency

In Fall 2016, there will be five tenured faculty left in MLC, and three of them are currently eligible to retire. New faculty need guidance. It is imperative that we bring new full-timers into MLC while there are tenured full-timers there to guide, mentor and evaluate them. MLC, its students, SMC and the community will benefit from two new FT Japanese positions, a new full-time linguistics position and a new full-time French position.

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Continued globalization will be the main trend in the future. There will also be more and more bilingual requirements for jobs as foreign languages will be increasingly needed for professionals. Rationale: the workplace demand for bilingual proficiency. Special second and third semester language courses should be developed to address the language needs of professionals in the workplace.

Online education and hybrid courses will be increased. The student demand for learning language online will grow, as will the demand for these courses to be accessible and fully functional on mobile devices. Language software to facilitate and track synchronous and asynchronous audio and video-enabled activities and conversations between teacher and students and among students will improve and address the demand for functionality via mobile devices. These trends will need to be factored into the training of current faculty and in the hiring of new full-time and adjunct instructors.

More online textbooks will be used in the near future. Their cost is likely to increase and this will be a challenge for our community college students.

Like at other colleges and universities in major US cities, heritage learner population will gradually increase, so different tracts should be created to meet the needs of these students (mainly Arabic, Chinese, Hebrew, Korean, Persian, Portuguese, Spanish, Russian and Turkish).

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional hybrid and online courses allocated to MLCD.

Addition of video component (hardware and software) to the campus language system to meet the needs of our American Sign Language students.

Expansion of the virtual language lab (SANSSpace) and funds to support it.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional full-time MLCD faculty in expanded language areas and linguistics will be needed.

All faculty will need to be trained in new technology, which continues to evolve.

Faculty will need training to better meet the needs of students with varying learning strengths, weaknesses and disabilities.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

There is no budget allocation or line item within the MLCD budget or in other areas of the College for the acquisition of MLCD lab resources such as hardware or software required to support the language program. These items are costly and exceed the lottery allocation provided by the District.

Adequate peer evaluations are very challenging when full-time faculty do not speak the language of the course they are reviewing. We need to address this issue and investigate funding for consultants to assist us with these evaluations.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

The MLCD should continue its interdisciplinary collaboration in order to improve the program offerings and its students' success.

6. Please use this field to share any information the program feels is not covered under any other questions.

Global citizenship is a priority at SMC. Our courses prepare our students to become global citizens. Our students need to extend the application of their SMC language studies beyond US borders. They need to be able to apply the knowledge they acquire in the classroom to the real world. The MLCD needs to offer more courses in the study abroad program. SMC students need to be able to get SMC credit for language study abroad. The current study abroad program doesn't adequately meet the linguistic needs of our students. The current structure offers workshops or presentations on culture and language rather than college-level language and culture courses. SMC will benefit from restructuring the current study abroad program to allow MLCD students to extend their studies beyond US borders to apply their knowledge that they acquire in 13 of the languages that we teach. In Spring 2016, we were able to offer a Study Abroad program in Korea

during Spring Break. This was a step in the right direction. In addition to this, in Spring 2016, we collaborated with the SMC Grant Office, International Education and the Global Council to write a proposal for the Capacity Building Grant for US Study Abroad. We incorporated our two largest language programs into the proposal: Spanish and Japanese. In April 2016, we received notification that we passed the first round of review. We will find out more information about our standing in June 2016.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The 6-year program review process allows our department to go through a thorough discussion of our needs and the ability to plan accordingly.

We work together regularly on SLO assessments and respond to the assessment results by making changes in our programs that will support student success. We analyze data to determine development of curriculum and program revisions and enhancement.

We collaborate with each other and with other departments to make decisions in our department.

While we do this regularly, the six-year program review allows us to ensure that we prioritize and plan to benefit and support our students, programs, faculty, staff and the College.

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Attached Files

Addendum1-D1 Objectives	
Addendum2-Number of SLOs Assessed per Language	
Addendum3-Student Success Data Analysis	
Addendum4-SLO Data 20151 20153	
Addendum5-SLO Assessment Worksheet	
Addendum6-SLO Assessment Results Chart	
Addendum7-Lab Media Protocol Draft	