

Foreign Languages (Instruction) Latest Version

Foreign Languages 2017-2018 Program Review. Program review consists of a departmental self-evaluation that leads to plans and actions for continuous improvement. Although only designated "PR Collaborators" can edit the online form for their department, program reviews should be completed using input from all members of the department.

INSTRUCTIONAL DEPARTMENT

Mission Program Review: Version by Jazan, Stacy on 10/20/2017 16:15

How does your department's mission relate to the college's mission (<https://www.glendale.edu/about-gcc/gcc-overview/mission-statement-objectives-and-functions>) and vision (<https://www.glendale.edu/about-gcc/gcc-overview/vision-statement>)?

GCC's Foreign Language program, which provides AA degrees in French, Spanish, and Foreign Language*, as well as an AA-T degree in Spanish, emphasizes the coherence among disciplines and promotion of openness to the diversity of the human experience as expressed through the various voices of Glendale's diverse community (primarily Armenian, Spanish, Korean) as well as the voices of other populations important to the city of Los Angeles and the world (French, Italian, Japanese, Chinese). Our program emphasizes the development of important skills that are critical for student success in the modern workplace, such as verbal and written communication, analytical and critical thinking, cultural awareness and diversity, understanding and acceptance of the cultures of the languages we teach, the effective use of technology for work and research, and the ability to work with others and conduct life responsibly. Los Angeles is a multicultural society with links to many countries, so it is essential to offer rigorous academic courses in our languages to enhance, sustain, and even strengthen and promote the cultural, intellectual, and economic vitality of our community. When students can communicate in other languages, our community's vitality is not only enhanced from within, but it is also able to reach out toward other communities in Los Angeles and the world, promoting global awareness. Personal responsibility is emphasized by expecting students to complete homework, compositions, projects, presentations, and other graded assignments, all the while requiring students to think critically and even research information at times in order to complete the assigned work. By studying languages, our students can complete transfer requirements (IGETC, CSU BREADTH, USC), learn vital skills to work and communicate in a multicultural environment, and even learn important skills to enhance one's career or continue one's education after receiving a degree.

*Currently going through C & I are New Programs for the creation of AA degrees in Armenian, French, Italian, Japanese, Spanish, and Foreign Languages; also going through C & I are the new Certificates in Armenian, French, Italian (passed last spring), Japanese, and Spanish. The Mission statement will be formally updated with this information once the degrees and certificates have been approved at the Chancellor's Office.

-Enrollment, Success, & Achievement- Program Review: Version by Jazan, Stacy on 11/20/2017 21:14

Click on link below to examine your department's data dashboard. (You will log into SharePoint and use the dropdown menu to select your department.) The Program Review website has a glossary (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review/glossary>) that explains the metrics in the data dashboard.

<https://sp.glendale.edu/planning/Pages/PR-Data-2017-2018.aspx> (<https://sp.glendale.edu/planning/Pages/PR-Data-2017-2018.aspx>)

For the Enrollments, Success, & Fill Rate section of your data dashboard, what are the overall trends? Discuss reasons behind any increases or decreases.

(For any substantial decreases, please create action items for improvement in the program review form's region called Improvement Plan & Resource Requests.)

For Enrollments, we are relatively stable with 2,687; 2723; and 2551. The drop from last year could be explained by the lower enrollment college wide.

For the Success rates, we are relatively stable with 83%; 81.9%; and 82.4%. We are relatively stable with an approximate average of 82% passing.

For Fill Rates, we are stable with 87%; 86.5%; and 84%. Even with lower enrollment college-wide we are still very close to the college's goal of reaching a fill rate of 87%. This proves that students find foreign language courses important.

The dashboard section called Enrollments and Success By Group shows your department's data disaggregated into various student groups (e.g. by gender, ethnicity, etc.)

What patterns do you detect in the data for specific student groups? Discuss any performance gaps.

Does the data challenge assumptions you have about instruction, academic preparation, scheduling, college services, student support, etc.?

For areas where performance needs improvement, what could be the reasons? How do you know? What can be done? Who would be involved? (Try to answer these first at the student level, program level, and then at the institutional level.)

For the patterns for specific groups, we find the following: For ethnicity, we find that the different ethnic groups that enroll in foreign language courses pretty much mirror the ethnic makeup of the college. For delivery method, we only have 2 courses (both in Spanish--Spanish 101 or 102) that are available as hybrid courses each semester, so this low percentage correctly reflects the amount of courses offered as hybrid. Sarah Mécheneau is currently working on getting certified to teach hybrid courses and plans to offer sections in French in the future. For day/evening courses, this section correctly reflects the distribution of courses--we offer fewer courses at night as compared to the course offerings during the day.

For the Success By Course section, are there any patterns that should be addressed? If so, discuss.

Armenian and Chinese courses have the highest success rate by course section--usually 90% and above. Generally speaking, the higher the level, the higher the success rate, which probably is explained by the fact that after the 101 level, students are there for more compelling reasons than just to fulfill a transfer requirement with a 101 level. The students in higher levels usually are there for their majors, or because they are truly interested in becoming proficient or bilingual for their careers or for personal reasons.

For Degrees and Certificates section, what could be done to improve student completion?

The Department of Foreign Language has just created new AA degrees in French, Armenian, Italian, Japanese, Spanish, and Foreign Languages. Previously the AA degree title did not specify that a degree was in Armenian, Italian, or Japanese, although we did offer the full programs to support these degrees. This should be attractive for the student wishing to achieve a degree in one of the previously "unnamed" languages. Furthermore, we created language certificate programs in all languages with a full program: Armenian, French, Italian, Japanese, and Spanish. We will be publicizing and promoting these certificates in particular to students enrolled in the 103 levels and this would highlight the accomplishment of the completion of a foreign language program. We hope our students will complete these certificates to compete in the Los Angeles job market, where knowledge of a second language would undeniably be a desirable qualification for many fields in multi-cultural Los Angeles. The AA degrees should all be approved this fall 2017 semester and be heading to the Chancellor's Office soon. The certificates are all ready to go and are in the document library for C&I, but they are currently on hold due to the backlog of getting the new system up and running.

As soon as all the degrees and certificates have been approved and are available for students, we plan to provide links to the degrees and certificates from the Division webpage, and of course we will be publicizing them to our students via Canvas, our syllabi, and during class time.

Despite the nation's de-emphasis in foreign language in high school and in college requirements, a small percentage of students still seek degrees in foreign language: Spanish AA-T degrees had 2, then 1, then 2 recipients; and then AA degrees had 10, then 6, then 10 recipients.

For the Full-Time Equivalent Faculty section, is the full-time percentage sufficient to provide quality instruction? Discuss.

The percentage of FTEF increased in the 2016-2017 year in response to the previous 2 years' demand. Demand from last year went down slightly, but college enrollment is also down college-wide. We currently have one less adjunct in Italian and we offer 2 classes in dual enrollment. Everything else is relatively stable and sufficient to provide quality instruction. For the number of courses offered we should have 12 full-time instructors and we currently have 8 full-time instructors. We have about 67% full-time instructors in our department, so our ratio is pretty good, with the ideal ratio being 75% full-time and 25% part-time instructors.

Attach Evidence of Department Dialog Program Review: Version by Jazan, Stacy on 10/30/2017 03:10

If you had time to review and discuss the data with the members of your department, attach documentation of your department's dialog regarding the dashboard's Enrollment, Success, & Achievement data. (To attach, click on the folder icon above. Use the following filename for the attachment: **2017-2018_DataDialog_DepartmentName.pdf**.) For example, attach minutes from division retreat, division or department meeting, etc. that show substantive discussion about the data. If you need help attaching documents, watch the instructional video at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) or call Daphne at x5722. Last year we conducted a survey via Moodle for our students to comment on how we could help them succeed in their foreign language classes. Although the whole department helped compose the questions of the survey, Sarah Mécheneau did the majority of work on this project. She made the survey for us to put into our Moodle shells, showed us how to do the survey, and then summarized the information in zip files (attached). Also attached are the minutes of a departmental meeting where we discussed the results. The survey was conducted in all languages except Korean. The number one item students asked for was for more practice with conversation, and then the need for more affordable textbooks (especially for Spanish).

-Program Learning Outcomes- Program Review: Version by Dionisio, Daphne on 10/13/2017 02:23

For each of your department's degree or certificate programs, please summarize any changes that have been (or will be) implemented as a result of the Program Learning Outcomes assessment results. Relate your assessments to the Institutional Learning Outcomes (communication, critical thinking, information competency, quantitative reasoning, global awareness, and personal responsibility). If you need help accessing your learning outcomes data from the Learning Outcomes Database (<https://www.glendale.edu/about-gcc/faculty-and-staff/learning-outcomes/learning-outcomes-database>), please contact David Yamamoto at davidy@glendale.edu or Yvette Ybarra at ybarra@glendale.edu.

Foreign Language PLO Outcomes:

Summary of Assessment Results and Action Plans 2015-2016

PLO #1: Demonstrate increased reading and listening comprehension of the target languages.

PLO #2: Utilize oral and written communicative skills to produce the target languages.

PLO #3: Demonstrates increased knowledge of the target languages' cultures.

Armenian:

The Armenian program is meeting its Program Learning Outcomes with high percentages. A total of 427 students were assessed. About 90% gave appropriate answers in the writing sections. About 75% had no significant grammatical errors. About 95% gave appropriate answers in the culture section. We are very satisfied with our results. A majority of our students are achieving fluency in the language and understanding its culture. More than half of the students demonstrated knowledge in grammar and orthography. To improve these results we must increase our writing practice, demand more compositions, give individual attention to those who write with difficulty, conduct more dictations, show more videos, encourage more lab work. We must continue to emphasize reading, listening, oral, and written communication activities in class. We must continue to provide practice with spelling and punctuation, as well as with subject-verb agreement. In short, our varied techniques such as drills, conversation, media presentations, song study and listening, reading and discussing cultural material are all helpful and should be intensified for even better results.

At the end of the assessment the following question was asked:

Would you like to pursue an AA Degree in Armenian language if it were available?

Out of 427 students:

274 answered "NO"

153 answered "YES"

French:

PLOs #1 and #2

Report assessment results and inferences drawn from results.

French 101: 10 random students were pulled from each of the 3 sections offered in the Fall. 30 student responses were assessed. For the writing section, we looked at the appropriateness of what the students wrote (Was the student able to logically answer the questions?) and also the number of grammatical mistakes.

For the writing, 30 students wrote an appropriate response to the questions of the writing section. Thus, 100% met our expectations. In terms of the grammatical mistakes, 22 students made 0-3 errors (73%), 8 students (27%) made 4-6 mistakes, and 0 student (0%) made 7 or more mistakes. We again met our expectations. We also tallied the answers to see if the students were able to comment on the cultural information presented (the school system in France). 30 students wrote an appropriate answer (100%). Again, we overwhelmingly met our expectations. The 101 instructors were also asked if "As a whole, were the students able to communicate orally at their level?" For this last oral part, all the students were supposed to exchange information with a partner regarding their major and their favorite activities on the weekend. 30 students (100%) were able to ask and answer the questions successfully. The communication goal was reached. Overall, the 101 level students had very few mistakes in the writing portion of the assessment. They have very good listening and reading skills. They appropriately answered the culture section with a wide variety of responses.

French 102: 10 random students were pulled from the only section offered in the Fall. 10 student responses were assessed.

For the writing, 10 students (100%) wrote an appropriate response to the questions of the writing section. They were asked to compare the eating habit of the M. Dupont with the doctor's note regarding his diet. They were also asked to write down specific items that were parts of M. Dupont's diet. In terms of grammatical mistakes, vocab and grammar (the partitive) were analyzed. 8 students made 0-3 errors (80%) and 2 students made 4-6 mistakes (20%). We again met our expectations. Regarding the cultural part, the students were asked to comment on differences between France and the US, they all (100% of the students tallied) provided a wide variety of responses demonstrating their vast knowledge of French culture. Regarding communication, the students were asked to ask a partner about their diet and their favorite foods. 100% (10 students) were able to communicate and provided an appropriate answer to the questions. Overall, the 102 level had very few mistakes in the writing portion of the assessment and demonstrated a high level of listening, reading and writing comprehension. Their knowledge of culture and ability to communicate exceeded our expectations.

French 103: 10 random students were pulled from the only section offered in the Fall 15. 10 students responses were assessed.

For the writing part, the students were asked to listen to a bucket list (used with the future tense) written by a French student and had to compare what they heard with the current situation of the students. They had to answer a few questions regarding that student, the goal she had accomplished and the ones that she did not. 10 out of the 10 students answered the questions appropriately. Regarding the amount of mistakes, 8 students (80%) made 0 to 3 mistakes and 2 students (20%) made 4 - 6 mistakes. The students understood the text very well and were also able to use the future tense correctly when discussing with a partner. The students' assessment was a success and showed that the grammar and the listening skills of the class were at a high level.

In the second part, the students were asked to communicate with a partner about their future plans. All the students communicated and wrote down their partner's answer. Finally, in the last part, 100% of the students successfully answered the cultural questions regarding the Francophone world. We can congratulate the instructor for opening the minds of the students on the French-speaking world.

Overall, the 103 students demonstrated a strong understanding of importance grammatical concept, they were all able to communicate and express themselves on their personal lives. They also demonstrated a high knowledge of French and Francophone culture.

French 104: 9 random students were pulled from the only section offered in the Spring 16. Only 9 students out of the 10 students were assessed that day in class.

The cultural aspect studied was WWII and French literature. Regarding the grammar, the focus was on imparfait / passé composé and direct / indirect pronouns. 9 Students (100%) answered appropriately to the questions. They had to listen to a story and had a few true and false questions. Concerning writing, there were two parts in that assessment. In the first one, they had to complete a letter using the imparfait or the passé composé, in the second one, they had to communicate with a partner regarding literature and their favorite author. In the response, the students had to use a direct object pronoun. 6 students made 0 to 3 mistakes (66%) and 3 students made 4 to 6 mistakes (44%). We met our expectations but it is clear that the students need to work on Passé Composé / Imparfait and direct object pronouns, two grammatical concepts that should already be acquired by French 103. This indicated that the grammar of these concepts need to be reinforced in earlier levels so that students in 104 can really concentrate on more difficult concepts and the early study of literature. Regarding the culture, 77% of the students (7 students) knew about Victor Hugo and could answer questions regarding WWII. 3 students mentioned *The Hunchback of Notre Dame* instead of *Notre Dame de Paris* but this could be explained by the Disney movie, unfortunately more famous than the book of Victor Hugo. Overall, the reading, written and listening comprehension of the students was a success as well as their knowledge of culture.

However, this assessment demonstrated a weaker 104 class probably due to a lack of structure in the earlier levels during previous years.

Describe what changes will be made to improve learning outcome.

For the French program, when it will be time again to write the PLO reports, we will be using the SLO assessment information collected in spring 2016 and fall 2016 and feed it into the PLO report instead of conducting separate PLO assessments. We overwhelmingly met our expectations, but some instructors suggesting changing the WAY the PLOs were tested —maybe it would have produced even better results. Indeed, the students were asked to write a bit too much and some of the answers were too open allowing for a larger amount of small mistakes. Therefore, for the next time we might have more specific questions. We will continue to present real-life situations during class to encourage development of all kinds of communication. We will also encourage direct dialogue and communication between the students, as it is a priority in our program. The cultural portion was a success since it also required the students to demonstrate intercultural skills and knowledge. The 104 class will need to be reassessed and see if the level has increased as Passé Composé and Imparfait should already be mastered by 103.

PLO #3

Report assessment results and inferences drawn from results.

We met expectations in all levels of the French program. Please refer to the results and inferences outlined above for PLO #1.

Describe what changes will be made to improve learning outcome.

In all levels of French we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own culture and the cultures of the Francophone world. The importance of using French in the classroom results in better language acquisition and should be enforced in all levels. In addition to teaching in the target language, the goal of the French program is to embed grammar and communication in a cultural context. All lessons will be culturally based as language is deeply rooted in culture. The priority will also be on the Francophone world rather than just the French world.

Italian:

Report assessment results and inferences drawn from results.

Italian 101: All students present in class, for all three 101 class sessions offered in the Fall, participated in the assessment. 59 students were assessed in total. For the writing section, we looked at the appropriateness of what the students wrote (was the student able to logically continue the conversation?) and also the number of grammatical mistakes. For the writing, 0 students supplied a “no answer”, 53 students wrote an appropriate response (90%), and 6 wrote an inappropriate response (10%), therefore 90% met our expectation and 10% did not. In terms of grammatical mistakes, 50 students (85%) made 0-3 errors, 5 students (8%) made 4-6 mistakes, and 4 students (7%) made 7 or more mistakes, meeting again our expectations. We also checked the answers of all students to assess if they were able to comment on the cultural information presented, 53 students (90%) wrote an appropriate response where only 6 (10%) wrote an inappropriate response, meeting again our expectations. I also randomly chose 8 students from each of the Italian 101 classes that I teach, asking them to read aloud the transcript of the video that they watched and 11 of them (69%) were fluent or near fluency, 3 (19%) were adequate but able to be understood, only 2 (12%) were inadequate. Overall the 101 students had very few mistakes in the writing portion of the assessment. They have very good listening and reading skills. They appropriately answered the cultural section which was related to the use of the formal and informal speech. Since the classes are composed of mainly first and second generation students of immigrant families, (including Latino, Middle Eastern, Armenian, Asian) this topic led to additional discussion of personal experiences allowing them to compare their culture and American culture with the Italian culture

Italian 102: 1 section, 20 students assessed

All students of the Fall semester participated in the assessment.

For the writing section, I looked at the appropriateness of what the students wrote (was the student able to logically answer the questions according to what was seen in the video?) and also the number of grammatical mistakes. For the writing, 0 students supplied a “no answer”, 17 students wrote an appropriate response (85%), and 3 wrote an inappropriate response (15%), therefore 85% met my expectation and 15% did not. In terms of grammatical mistakes, 13 students (65%) made 0-3 errors, 4 students (20%) made 4-6 mistakes, and 3 students (15%) made 7 or more mistakes, meeting again our expectations. I also checked the answers of all students to assess if they were able to comment on the cultural information presented, 18 students (90%) wrote an appropriate response where only 2 (10%) wrote an inappropriate response, meeting again our expectations. I also randomly chose 10 students, asking them to read aloud the answers that they gave and 7 of them (70%) were fluent or near fluency, 2 (20%) were adequate but able to be understood, only 1 (10%) was inadequate. Overall, the 102 students had very few mistakes in the writing portion of the assessment, and I feel extremely confident in what the students of 102 have learned up to this level; the class functions very well speaking only in Italian and students can understand most of what the instructor tells them in Italian. I have also witnessed that students frequently will not only make jokes in Italian, but the students are able to react appropriately to the humor. These students have shown that they have very good listening and reading skills, and they appropriately answered the cultural section which was related to the “Italian culture of vacation”, which is an important part of the Italian cultural tradition, this topic led to additional discussion of personal experiences allowing them to compare American with the Italian culture.

Italian 103: 1 section, 15 students assessed

All students of the Fall semester participated in the assessment (this class is only offered during the Fall semester).

For the writing section, I looked at the appropriateness of what the students wrote (was the student able to logically answer the questions according to what was seen in the video and understand the data illustrated on the graph that I supplied them?) and also the number of grammatical mistakes. For the writing, 0 students supplied a “no answer”, 12 students wrote an appropriate response (80%), and 3 wrote an inappropriate response (20%), therefore 80% met my expectations and 20% did not. All 3 of these inappropriate responses were partially due to the fact that they were explaining the data presented on the graph rather than writing the requested answers. In terms of grammatical mistakes, 10 students (67%) made 0-3 errors, 3 students (20%) made 4-6 mistakes, and 2 students (13%) made 7 or more mistakes, meeting again my expectations. I also checked the answers of all students to assess if they were able to comment on the cultural information presented, 12 students (80%) wrote an appropriate response where only 3 (20%) wrote an inappropriate response, meeting again my expectations. I also randomly chose 10 students, asking them to read aloud the answers that they gave and 8 of them (80%) were fluent or near fluency, 2 (20%) were adequate but able to be understood, and none of them were inadequate. Overall, the 103 students had very few mistakes in the writing portion of the assessment, and I feel extremely confident in what the students of 103 have learned up to this level; the class functions very well speaking only in Italian, often sharing without much convincing, their personal thoughts and experiences and they can easily understand most of what the instructor tells them, showing that they have very good listening and speaking skills. They appropriately answered the cultural section which was related to the “phenomenon of children remaining at home later in adult life”, which is a common occurrence in Italian families, and this led to a lengthy discussion of their personal opinions on the topic, allowing them to compare the Italian culture with their own. A surprising result of this assessment was the answer of the 4th question in which the students were asked to state where they would choose to live while going to a 4 year university, and 11 out of 15 stated that they would remain at home with their family, mirroring the Italian

phenomenon. This reflects the fact that many of these students come from either low income families and/or they come from a cultural background where the family ties are extremely important.

Italian 104: 1 section, 17 students assessed

All students of the Spring semester participated in the assessment (this class is only offered during the Spring semester)

For the writing section, I looked at the appropriateness of what the students wrote (was the student able to logically answer the questions according to what was seen in the video?) and also the number of grammatical mistakes. For the writing, 0 students supplied a "no answer", 17 students wrote an appropriate response (100%), and 0 wrote an inappropriate response, therefore 100% met my expectations. In terms of grammatical mistakes, 13 students (77%) made 0-3 errors, 3 students (17%) made 4-6 mistakes, and 1 student (6%) made 7 or more mistakes, meeting again my expectations. I also checked the answers of all students to assess if they were able to comment on the cultural information presented, 16 students (94%) wrote an appropriate response where only 1 (6%) wrote an inappropriate response, meeting again my expectations. I also randomly chose 10 students, asking them to read aloud the answers that they gave and 8 of them (80%) were fluent or near fluency, 2 (20%) were adequate but able to be understood, and none of them were inadequate. Overall, the 104 students had very few mistakes in the writing portion of the assessment, and I feel extremely confident in what the students of 104 have learned up to this level; the class functions very well speaking only in Italian, often sharing without much convincing, their personal thoughts and experiences and they can easily understand almost all of what the instructor tells them, showing that they have very good listening and speaking skills. They appropriately answered the cultural section which was related to the "phenomenon of the Brain Drain", which is currently occurring in Italy, and this led to a lengthy discussion of their personal opinions on the topic, allowing them to compare the challenges of the Italian career opportunities with their own.

Describe what changes will be made to improve learning outcome.

For the Italian program, we overwhelmingly met our expectations but that notwithstanding, we are planning to increase the reading exercises given to the students assigning them to practice reading a certain passage out loud daily for homework in order for them to strengthen their pronunciation skills and enabling them to feel more comfortable in speaking Italian, and these same passages will be also read out loud during class time by random students. We are also planning to assign once or twice per semester an exercise similar to the assessments, in order for the students to become better at reading thoroughly and answering accordingly, since it was observed that many mistakes were made due to the fact that they had misread or misunderstood the questions for the assessments.

For PLO #1: Demonstrate increased reading and listening comprehension of the target languages.

& PLO #2: Utilize oral and written communicative skills to produce the target languages.

For the PLO #3: Demonstrates increased knowledge of the target languages' cultures.

Report assessment results and inferences drawn from results.

For Italian 101, 102, 103 and 104, please see above.

For Italian 130: Out of the fifteen students who took the survey, fourteen showed an increased understanding of the Italian culture (93% of the total students) where only one person (7%) showed no change, and of the fifteen comparative essays on "Two Women" the book, and "Two Women" the movie, nine received a grade between 90-100 (60%), and six a grade between 80-90 (40%). These assessment results are extremely successful and indicate that the class does lead to student achievement and should continue to be taught as it is now. I was particularly pleased by the results of the open answer section in which students were asked to describe both a typical Italian man and a typical Italian woman using one word adjectives. Often in the Pre-Departure Survey, Italian men were often described as "womanizer", "strong", "confident", "controlling", and "dominant", and Italian women were often seen as "caretaker", "stay at home women", "caring", "motherly", "pretty" and "family oriented". In the Post-Program Student Survey, the men were mainly characterized as "compassionate", "respectful", "family oriented", "polite", "gentlemen" and "caring", where Italian women were "strong", "independent", "businesswomen", "respected", "capable", "confident" and "self-assured", which were exactly the results I was hoping to see, considering especially that in class I did not emphasize these aspects purposely. The main objective of this course is for the students to be able to compare and contrast the characteristics of modern Italian civilization with the preconceived notions that often Americans can have based on 100 years old Italian cultural mores, related to role of women in the society, machismo, religion, family, food, and acceptance of homosexuality. After the viewing of each film, the students were required to make observations about these characteristics while they were going out on their own to explore the city of Rome, (where the majority of the Study Abroad took place), and report their findings through journal writing and class discussion, also comparing and contrasting with their own culture. In addition, I also had the opportunity to review the surveys of the ten students who were not enrolled in my course, and their answers were quite different by comparison, most of them gave similar answers in the Post-Program Student Survey to the Pre-Departure Student Survey, and therefore I am very happy with the results of this assessment.

Describe what changes will be made to improve learning outcome.

We are extremely pleased with the results and therefore, in all levels of Italian language we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own culture and the Italian culture.

For Italian 130, which will be offered during the Study Abroad in Italy, Winter 2018, I am planning to extend the observations that took place in Rome, to include the other cities that we will also be visiting allowing the students to compare and contrast the differences between metropolis and smaller cities and towns that will give them a broader understanding of the Italian culture.

Spanish:

PLO #1: Demonstrate increased reading and listening comprehension of the target languages. In the catalog this is described as "students will be able to demonstrate reading and listening comprehension skills...in Spanish."

PLO #2: Utilize oral and written communicative skills to produce the target languages. In the catalog, this is described as "students will be able to demonstrate...oral and written communicative skills in Spanish."

Report assessment results and inferences drawn from results.

Spanish 101: 10 random students were pulled from each of the 10 sections offered in the fall. 100 student responses were assessed. For the writing section, we looked at the appropriateness of what the students wrote (Was the student able to logically continue the conversation?) and also the number of grammatical mistakes. For the writing, 1 student supplied a "no answer" (1%), 88 wrote an appropriate response (88%), and 11 wrote an inappropriate response (11%). Thus, 88% met our expectations and 12% did not. In terms of the grammatical mistakes, 89 students (89%) make 0-3 errors, 9 students (9%) made 4-6 mistakes, and 1 student (1%) made 7 or more mistakes. We again met our expectations. We also tallied the answers to see if the students were able to comment on the cultural information presented. 2 students (2%) did not write anything, 92 students (92%) wrote an appropriate response, and 6 students (6%) wrote an inappropriate response. Again, we overwhelmingly met our expectations. The 101 instructors were also asked if "As a whole, were the students able to communicate orally at their level?" For this last oral part, 7 instructors indicated that the students were able to communicate orally with few mistakes, and that it was easy to understand what the students were trying to communicate. 1 instructor indicated that the students made many mistakes and that it was difficult to understand what the students were trying to say. 2 instructors did NOT write anything for this part. Overall, the 101 level students had very few mistakes in the writing portion of the assessment. They have very good listening and reading skills. They appropriately answered the culture section with a wide variety of responses. They addressed food, importance of family gatherings, soccer, and trajineras. Spanish 102: 2 sections (100%) of all sections offered were assessed, 20 students assessed:

Writing section:

no answer: 1 (5%)

appropriate response: 17 (85%)

inappropriate response: 2 (10%)

0-3 mistakes: 19 (95%)

4-6 mistakes: 1 (5%)

7+ mistakes: 0

Culture section:

no answer: 0

appropriate response: 18 (90%)

inappropriate response: 2 (10%)

Instructor's observations:

Students in SPAN 102 demonstrated an intermediate and very solid ability to express themselves in Spanish, written and orally.

Most of their answers were valid when they were asked to continue the fotonovela script;

once they were asked to talk about it, they exchanged ideas and responded to the grammar we had learned recently in that chapter.

They understood and followed all the cultural nuances that the fotonovela tried to convey and they understood very well the subject of Día de los Muertos; they were able to relate to it as it was soon to be celebrated, so they engaged in asking and participating on this subject.

Overall, I feel extremely confident in what the students of 102 have learned up to this level; the class functions very well speaking only in Spanish and students can understand most of what the instructor tells them in Spanish.

For Spanish 115, the students "continued the conversation" with 2 characters based on an excerpt from "La llorona." For the writing section, 5 students (50%) wrote an inappropriate response, and 5 students (50%) wrote an appropriate response. In terms of grammatical correctness, 6 students (60%) made 0-3 mistakes, 3 students (30%) made 4-6 mistakes, and 1 student (10%) made 7 or more errors. In terms of the CULTURE, 9 students (90%) wrote an appropriate response, and 1 student (10%) wrote an inappropriate response. The 115 instructor indicated that as a whole, the students were able to orally communicate, made few mistakes, and were generally easy to understand when they discussed the appropriate responses the characters could have made as well as the cultural information present in the assessment.

For Spanish 103 the assessment revealed that students met expectations regarding the utilization of correct pronunciation when reading the literary work. Only minor pronunciation and fluency issues were observed, and these related to less commonly used words like "taimado", "seo", "sacre" or old forms of the language like "dijole". It seems that when confronted with words for the first time or with words that do not follow current practice, students were "thrown off" affecting their otherwise good fluency and pronunciation. Class discussion on the literary work revealed a good understanding of the reading selection, and the ability to express opinions using advanced (more than basic casual conversation) vocabulary. The writing of an original fable revealed mastery level in the concept of the fable (animals as main characters and didactic nature of the literary work). The assessment also revealed the need for more writing practice. Students incurred in some spelling and accent marks mistakes; concepts that should be pretty much mastered by the intermediate level class. Most of the students demonstrated an understanding of the use of the subjunctive in noun clauses, grammar topic for the first lesson of Spanish 103. On the other hand, some students had some difficulty with consistently using different verb tenses in the past, material covered in the previous level. The concept of keeping a consistent time frame present vs. past (preterite and imperfect tenses) also presented problems for a significant number of students and should be reviewed. Continuous exposure in language acquisition is crucial, and it seems that students forgot some of the material previously covered since there was a lapse of time between levels.

For Spanish 104 the assessment revealed that students did better in the reading comprehension test than in the listening comprehension assessment. The results for the reading comprehension ranged between 90%-70% while those for the listening comprehension ranged between 85%-65%. The results meet expectations for students on their second year of language learning. Reading comprehension skills develop earlier in the language acquisition process than the listening skills. The results are acceptable in both areas since only two students performed below passing average in the listening examinations. The assessment of the students' writing skills met expectations also. Students were able to clearly express their understanding of the love relationship between the author and his former love interest. They were able to perceive the pain the author felt for his lost love and the ambiguous feelings he still feels for her. Their level of writing meets the expectations for students who have finished three semesters of language acquisition. Some areas that still need improvement are: placement of accent marks; agreement and limited vocabulary. The first two areas are studied in Spanish 101 and students should have been able to apply the previously studied material better. The limited vocabulary is to be expected since the topic of love relationships have not been previously covered. Student did very well finding ways to express their opinion within those limitations.

Describe what changes will be made to improve learning

outcome.

For the Spanish program, when it comes time to again write the PLO reports, we will be using the SLO assessment information collected in spring 2016 and fall 2016 and feed it into the PLO report instead of conducting separate PLO assessments. We overwhelmingly met our expectations, but some instructors suggesting changing the WAY the PLOs were tested—maybe it would have produced even better results. Therefore, for the next time we might present a portion of a dialogue and not cut anything out, to perhaps encourage more uniform responses. However, this might not be necessary since any conversation can go in many logical ways—you can never truly anticipate the exact way a conversation might go. We will continue to present real-life situations during class to encourage development of all kinds of communication. For Spanish 115, 50% of the students assessed did not give an appropriate response using the conditional. However, this most likely underscores the challenges most native/heritage speakers have—they know how to communicate but just don't know the "technical" names of the grammatical structures they instinctively need to use. In the future, perhaps an example can be used to show the students how they need to answer. Or, the instructions could be more open-ended, and as long as the communicative angle has been met, the students would "pass" at a higher rate. I think the 50% pass rate should be attributed more to the instructions than to the students' ability to communicate.

The action plan for Spanish 103 calls for creation of practice/review modules on previously covered grammatical constructions. Ideally these modules would be made available to students prior to the start of the semester. In addition, "spontaneous" writing activities should be incorporated in class in order to better develop the students' ability to write under pressure.

The action plan for Spanish 104 also calls for additional "spontaneous" opportunities for students to practice their writing skills. Students seemed to be performing according to expectations regarding reading comprehension, pronunciation, and communicative skills as well as understanding of cultural aspects.

PLO #3: Demonstrate increased knowledge of the target languages' cultures. In the catalog, this is described as "Students will be able to demonstrate a broad knowledge of the cultures of the Spanish speaking world and the history and/or literature of Spanish speaking countries as a foundation for upper-division courses in Spanish."

Report assessment results and inferences drawn from results.

In Spanish 101, 2 students (2%) did not write anything; 92 students (92%) wrote an appropriate response, and 6 students (6%) wrote an inappropriate response. They have very good listening and reading skills. They appropriately answered the culture section with a wide variety of responses. They addressed food, importance of family gatherings, soccer, and trajineras.

In Spanish 102, the students understood and followed all the cultural nuances that the fotonovela tried to convey and they understood very well the subject of Día de los Muertos; they were able to relate to it as it was soon to be celebrated, so they engaged in asking and participating on this subject. Again, for the 102 Culture section:

no answer: 0

appropriate response: 18 (90%)

inappropriate response: 2 (10%)

Paola Gómez comments, "I feel extremely confident in what the students of 102 have learned up to this level; the class functions very well speaking only in Spanish and students can understand most of what the instructor tells them in Spanish." For Spanish 115, 90% were able to give an appropriate response, and 10% gave an inappropriate response or the cultural information. For Spanish 124 H, I was surprised at the results, because with this being an Honors class, I expected better results. I am thinking that the "average" results are resulting from the WAY in which the students were assessed, not so much if students had learned or not. Typically, students will study for a test if they know they will be tested, but the post-test was a "surprise" on the very last day. I am thinking that my results would have been much better if the post-test had been given on the day of the final exam. For the pre-test at the beginning of the semester, not surprisingly 3 students got 30% correct; 6 students got 20% correct; 9 students got 10% correct; and 9 students did not get any correct at all. (27 students assessed). For the post-test, 2 students got 100% correct, 4 students got 80% correct, 1 student got 70% correct, 3 students got 60% correct, 3 students got 50% correct, 6 students got 40% correct [right here I can determine that learning has been going on and there has been some retention because even with a "surprise" assessment, 19 students out of 27 – 70% of the class got more answers correct than during the pre-test, when they had no knowledge at all, and when nobody in the class scored "minus 0-minus 6."]; 5 students got 30% correct; and 3 students got 20% correct. Nobody in the class missed 9/10 or 10/10 questions, unlike the pre-test, when 9 students scored 9/10 and another 9 students missed all 10. In Spanish 103 students were exposed, probably for the first time, to a classical work of literature dating back to the 18th Century. Students were able to draw comparisons between these literary selections and similar ones in their own culture.

The assessment of cultural knowledge on the Spanish 104 level, watching of the award winning short film "En un rincón de Venezuela", provided students the opportunity to learn about current political issues affecting Venezuela, understand the troubles of immigrant population, and the cultural issues arising from their attempt to integrate to a new culture without abandoning their own. Students were also exposed to a new accent and regionalisms from Venezuela testing their listening skills. This also helped to drive home the point of the diversity of the Spanish speaking world. Since everyone in the class was either an immigrant or a second generation of immigrants, the film provided the opportunity for an open discussion of the cultural differences and the process of adapting to the US culture. Cultural comparisons were made between the Venezuelan-Argentinian-Mexican-Armenian-Iranian-Russian immigrants and the differences in the assimilation process for older and younger people. Great opportunity for creating global awareness of our differences and similarities.

Describe what changes will be made to improve learning outcome.

In all levels of Spanish we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own culture and the cultures of the Spanish-speaking world. The importance of using Spanish in the classroom results in better language acquisition and should be enforced in all levels.

For Spanish 124 H, I think "human nature" has gotten in the way of my expected assessment results, since students don't generally review their whole notes for a semester right before the class ends. I am going to change how and when I do my next assessment (probably do it as a section of my final exam) and also let the students decide on which literary work to comment on. I asked them to comment on a work we had read at about one month into the course, and tested on the first midterm, so I can't be so sure that the lower than expected scores are due to "not learning" or due to how and when the students were assessed.

Japanese:

PLO #1 Action Plan: Describe what changes will be made to improve learning outcome.

The Japanese program is meeting its PLO with high percentages. We will continue to emphasize reading, listening, oral and written communication activities in class, as homework, on written compositions, and as sections on exams.

PLO #2 Action Plan: Describe what changes will be made to improve learning outcome.

Please see above.

PLO #3: Action Plan: Describe what changes will be made to improve learning outcome.

In all levels of Japanese we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own cultures.

Report assessment results and inferences drawn from results.

Japanese 101: 3 sections (100%) of all sections offered were assessed, 30 students assessed:

Writing section:

No answer: 0 (0%)

Appropriate response 24 (80%)

Inappropriate response 6 (20%)

0-3 mistakes: 29 (96.6%)

4-6 mistakes: 1 (3%)

7+ mistakes: 0

Culture section:

No answer: 0 (0%)

Appropriate response: 23 (76%)

Inappropriate response: 7% (23%)

Most students were able to produce appropriate sentences with minor mistakes, which indicates that they were able to listen to and comprehend the target language.

Japanese 102: 1 section (100%) 10 students assessed:

Writing section:

No answer: 1 (10%)

Appropriate response 7 (70%)

Inappropriate response 2 (20%)

0-3 mistakes: 8 (80%)

4-6 mistakes: 2 (20%)

7+ mistakes: 0 (0%)

Culture section:

No answer: 2 (20%)

Appropriate response: 8 (80%)

Inappropriate response: 0 (0%)

Most students were able to produce appropriate sentences with minor mistakes in hiragana, which indicates that they were able to listen to and comprehend the target language or/and were able to read what was written in hiragana.

Japanese 103: 1 section (100%) 10 students assessed:

Writing section:

No answer: 0 (0%)

Appropriate response 9 (90%)

Inappropriate response 1 (10%)

0-3 mistakes: 8 (80%)

4-6 mistakes: 1 (10%)

7+ mistakes: 1 (10%)

Culture section:

No answer: 0 (0%)

Appropriate response: 10 (100%)

Inappropriate response: 0 (0%)

Most students were able to produce appropriate sentences with minor mistakes in hiragana, katakana, and kanji which indicates that they were able to listen to and comprehend the target language or/and were able to read what was written in hiragana, katakana, and kanji.

Japanese 104: 1 section (100%) 10 students assessed:

Writing section:

No answer: 0 (0%)

Appropriate response 10 (100%)

Inappropriate response 0 (0%)

0-3 mistakes: 7 (70%)

4-6 mistakes: 3 (30%)

7+ mistakes: 0 (0%)

Culture section:

No answer: 0 (0%)

Appropriate response: 10 (100%)

Inappropriate response: 0% (0%)

All the sampled student were able to produce appropriate sentences in hiragana and kanji with minor mistakes, which indicates that they were able to listen to and comprehend the target language or/and were able to read what was written in hiragana, katakana, and kanji. The students are expected to comprehend and utilize *keigo* (honorifics both in the exalted form and in the humble form) and most students were able to demonstrate their understanding of when and how to use such language style, despite making minor mistakes by mixing the exalted form and the humble form of certain expressions, which is not uncommon even among the native speakers.

Describe what changes will be made to improve learning outcome.

The Japanese program is meeting its PLO with high percentages. We will continue to emphasize reading, listening, oral and written communication activities in class, as homework, on written compositions, and as sections on exams.

Report assessment results and inferences drawn from results.

Japanese 101: 3 sections (100%) of all sections offered were assessed, 30 students assessed:

Culture section:

No answer: 0 (0%)

Appropriate response: 23 (76%)

Inappropriate response: 7% (23%)

Japanese 102: 1 section (100%) 10 students assessed:

Culture section:

No answer: 2 (20%)

Appropriate response: 8 (80%)

Inappropriate response: 0 (0%)

Japanese 103: 1 section (100%) 10 students assessed:

Culture section:

No answer: 0 (0%)

Appropriate response: 10 (100%)

Inappropriate response: 0 (0%)

Japanese 104: 1 section (100%) 10 students assessed:

Culture section:

No answer: 0 (0%)

Appropriate response: 10 (100%)

Inappropriate response: 0% (0%)

Most students in Japanese 101 and 102, and all the sampled students in Japanese 103 and 104 were able to accurately understand and appreciate the Japanese culture. Some described quite in depth. This shows that the students are greatly interested in the cultural aspect of Japan and appreciate it.

Describe what changes will be made to improve learning outcome.

In all levels of Japanese we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own cultures.

Korean:

Korean 101

Instructor: __Chunghyi Yu__

The result shows high percentage and a majority of students are on the road to achieving fluency in Korean and awareness of the Korean culture. Most of students understood well how to describe their thinking in Korean. However, the difficult areas for them were that their Korean vocabulary was limited and the spelling rules remain to be mastered.

In the future, I will continue this method and intensify it, and include more on line research reports and mastery of the new Korean spelling rules.

Korean 102

Instructor: __Chunghyi Yu__

90% of the students correctly use appropriate particles (un/nun, ee/ga endings), verb conjugations (uyo/ayo, seyo/useyo forms). 10% of students have errors in particles, verb conjugations and new spelling rules.

In the future, I will revise content of assignment/activities regarding particles, verb conjugations. Also revise the amount of writing/oral/visual or similar work, increase in-class discussions and activities and provide more frequent or fuller feedback on students' progress.

Report assessment results and inferences drawn from results.

Korean 101:10 students assessed:

Writing section:

no answer: 0

appropriate response: 8 (80%)

inappropriate response: 2 (20%)

0-3 mistakes: 3 (about 30%)
4-6 mistakes: 5 (about 50%)
7+ mistakes: 2 (about 20%)

Culture section:

no answer: 1 (about 10%)
appropriate response: 7 (about 70%)
inappropriate response: 2 (about 20%)

For Korean 101, the results are not surprising because generally speaking, as a student takes the first reading and second reading, his or her skills increase. All students were able to at least write something, and the students were able to continue the conversation in an appropriate way, which indicates that PLOs #1 and #2 are met with excellent results due to the reading, listening, oral, and written communicative activities we use in class. In addressing PLO #3, 90% were able to make an appropriate response and the students were practically able to make an appropriate response to identify a cultural element and explain its significance.

Korean 102: 10 students assessed:

Writing section:

no answer: 0
appropriate response: 9 (90%)
inappropriate response: 1 (10%)

0-3 mistakes: 3 (about 30%)
4-6 mistakes: 6 (about 60%)
7+ mistakes: 1 (about 10%)

Culture section:

no answer: 0 (about 0%)
appropriate response: 9 (about 90%)
inappropriate response: 1 (about 10%)

For Korean 102, the results are not surprising because generally speaking, as a student takes the first reading and second reading, his or her skills increase. All students were able to at least write something, and the students were able to continue their conversations in an appropriate way, which indicates that PLOs #1 and #2 were met with excellent results, due to the reading, listening, oral, and written communicative activities we used in class. In addressing PLO #3, 90% of the class was able to make an appropriate response. The students were able to make an appropriate response to identify a cultural element and explain its significance.

Korean 101: The result shows high percentage and a majority of students are on the road to achieving fluency in Korean and awareness of the Korean culture. Most of students understood well how to describe their thinking in Korean. However, the difficult areas for them were that their Korean vocabulary was limited and the spelling rules remain to be mastered.

In the future, I will continue this method and intensify it, and include more on line research reports and mastery of the new Korean spelling rules.

Korean 102: 90% of the students correctly use appropriate particles (un/nun, ee/ga endings), verb conjugations (uyo/ayo, seyo/useyo forms). 10% of students have errors in particles, verb conjugations and new spelling rules.

In the future, I will revise content of assignment/activities regarding particles, verb conjugations. Also revise the amount of writing/oral/visual or similar work, increase in-class discussions and activities and provide more frequent or fuller feedback on students' progress.

Chinese:

Report assessment results and inferences drawn from results.

Chinese 101: Of the 10 random students selected, all 10 (100%) were able to logically continue the conversation between Da Wei and Mei Ying. Also, in terms of the assessment to read the pinyin and Chinese characters and translate them into English, all 10 students passed at a very high level: 7 were scored at 100%, 2 at 99%, and 1 at 98% accuracy. Finally, in terms of translating the poem from English into Chinese written characters, these students had the same results: 7 were scored at 100%, 2 at 99%, and 1 at 98% accuracy

Chinese 102: All 27 students enrolled were scored on the rubric. All 27 (100%) were able to continue the conversation logically and write an appropriate response. There were no inappropriate responses and no student left the assessment blank. In terms of grammatical mistakes, all 27 students fell within the "0-3 mistakes" range. The students in Chinese 102 achieved the learning outcomes at a very high rate.

Describe what changes will be made to improve learning outcome.

Chinese 101: Students will continue to be exposed to Chinese characters and pinyin and practice translating back and forth between the 2 languages to continue to achieve high levels of meeting the expectations of the SLOs. Additionally, students will continue to listen to spoken Chinese to practice their listening comprehension skills.

Chinese 102: Students will continue to be exposed to Chinese characters and pinyin and be asked to think critically and communicate orally and in writing using Chinese.

Creating or Revising Programs (Instructional). Program Review: Version by Jazan, Stacy on 11/11/2017 22:46

What activities have been conducted to ensure and enhance the currency and quality of the department's programs, degrees, or certificates? For example, attendance at conferences, review of labor market data or recommendations from advisory boards, professional development training, etc.
During Institute Day 2016, department members attended various workshops such as the Virtual Classroom and Creative Commons to learn about current trends for delivery with technology.

Many instructors attended a workshop on Mango on 11/18/16 to see how this can be incorporated into their classrooms. Overall, Mango is best for improving vocabulary and listening comprehension as there is not much there for grammar practice.

The following members of the Foreign Language Department will be attending the CCCFLC conference in October 2017: Lourdes Girardi, Stacy Jazán, María Hernández, Flavio Frontini, Sarah Mécheneau, Arevik Mikaelian, Nick Sahakyan, Mari Lopez, Mirtha Saldaña, Chungchi Yu. We applied for money before the fall semester so that we could take as many foreign language instructors as possible.

Stacy Jazán represented the Foreign Languages department at the 2016 GUSD College and Career Fair on 10/26/16. Adjunct Chungchi Yu (Korean) also attended, and Grace Yang sent

students to answer questions about the Chinese questions as she was unable to attend.

The department constructed an "Honors by Contract" form for students wishing to obtain honors credit for the Scholar's Program. (Project headed by Flavio Frontini and Sarah Mécheneau.)

The department created a new color pamphlet to highlight the importance of foreign languages. (Project headed by Sarah Mécheneau.)

The Spanish department (Lourdes Girardi, Stacy Jazán, and María Hernández) organized and coordinated events for student participation in the 2016 Mes de la Herencia Hispana in October. These events were organized to promote the Spanish language program in addition to highlight achievements of Spanish and Spanish American people.

The department attended the GCC Counselor's Meeting and presented on the Foreign Languages on February 15 and 16, 2017. We created a document to highlight important information such as degrees, upcoming certificates, full programs offered, and how to use foreign languages to fulfill transfer requirements. (Project headed by Stacy Jazán.) This document has been very useful to disseminate information for other meetings, such as the Woodbury collaboration last July 2017.

The department participated in the Enrollment Fair on May 22 and 23, 2017. Flavio Frontini was present to offer information both in Italian and for the Study Abroad Program.

Flavio Frontini and Stacy Jazán presented and participated in a panel for a collaboration with Woodbury College in July 2017. Stacy and Flavio presented on the Foreign Language program, and Flavio presented on Study Abroad. Flavio also did another follow up presentation in a panel at Woodbury College for the purpose of creating collaboration with GCC for future Study Abroad programs and openings for their students to attend foreign language courses at GCC.

Flavio Frontini attended the 2017 Curriculum Institute Conference in Riverside for 3 days.

Flavio Frontini organized and participated in many activities with his students to foster interest in the Italian language and encourage completion of the Italian language program: "-I took my students to see a play in English by an Italian author, Pirandello's "Six Characters in Search of an Author" at the Noise Within Theater in Pasadena -I invited my two Italian friends who were visiting from Italy to come to Italian 103 for a question and answer session which was very successful -An Italian 103 class outing to an authentic Italian Pizzeria in Hollywood -I prepared a full 5 course authentic Italian luncheon for the Italian 104 students and their guests -I offered during the summer 4 review session for the students who would be enrolling in either Italian 102 or 103, a total of 8 one hour sessions

--I participated to all C&I meetings as a C&I representative, and helping with the creation of the Certificates and the AA-D in the different foreign languages -and even though I am the co-director of the Study Abroad Program, only from the start of this current academic year, I spent countless hours in meetings to discuss and promote the all of the Study Abroad programs." Flavio Frontini also continually organizes the Study Abroad Program in Italy.

During the Foreign Language Retreat of 2017, faculty members worked on choosing and creating the list of courses for the newly created AA degrees in Armenian, French, Italian, Japanese, Spanish, and Foreign Languages (10 units in one language and 8 units in another), and the language certificates for Armenian, French, Italian, Japanese, and Spanish. In the summer of 2017, Stacy Jazán and Flavio Frontini finished the new program forms and all "paperwork" to be submitted to C&I for all of these new AA degrees and Certificates.

Nick Sahakyan and Arevik Mikaelian attended the following conferences and a literary event in Yerevan Armenia:

1. Teaching Armenian Literature in Diaspora: Conference at Yerevan State University (08/08/17)
2. Teaching Eastern Armenian in the English-Speaking World: Conference at Yerevan State University (08/09/17)
3. Collection of Short Stories by Smbat Buniatyan. Nick Sahakyan was one of the presenters: Literary Event at Yerevan Public Library (08/16/17)

María Hernández completed professional development training in "Introduction to Teaching with Canvas" during summer 2017 through @one.

María Hernández is currently working on creating a Spanish 101 with a focus on health care. This is a need that was expressed by the GCC Nursing program. Furthermore, this would be attractive to students who wish to attend graduate school to become a Physician's Assistant since foreign language courses are required for entrance.

Sarah Mécheneau: In the winter of 2016, she attended a conference in France on collaborative learning through the maison des langues association. She met with many other colleagues and learned a lot about the efficiency of collaborative teaching and flipped classrooms in the foreign language acquisition. During the winter of 2016, she also discussed a possible collaboration between Nantes, France (her hometown) and Glendale. They agreed to host the students during the study abroad for one weekend in Nantes. The exchange will be sponsored by the city of Nantes and the association La maison des États-Unis. This exchange program will hopefully be the beginning of an intercultural exchange between Nantes and Glendale. The study abroad in Paris will be happening in the summer of 2018 and Sarah will be participating and organizing this study abroad trip/program. The students interested in discovering Nantes will get the chance to go to Nantes for one weekend at no additional cost. Sarah Mécheneau also attended monthly webinars in the winter of 2016 and summer 2017 based on teaching languages with technology through a collaborative approach. The webinars were organized by café pédagogique and some were lead by Marie-Hélène Fasquel, 2017 finalist of best teacher in the world. Finally, Sarah Mécheneau spent the winter of 2016 developing materials for her French 104 class, and spent the whole summer of 2017 developing materials for her French 103 class. The advanced levels now have an online grammar learning tool based entirely on French and Francophone culture. They do not have to purchase an expensive book anymore.

NEW PROGRAM

Is there a demand for a new degree, certificate, or program that would meet the needs of students or the community? If so, please describe new programs that you will propose adding.

SUBSTANTIVE CHANGE REPORTING

For any new or revised programs that meet criteria for a "substantive change", GCC is required to submit a detailed report to its accrediting agency before the program may be advertised to students. **If the answer is "yes" to any of the following questions for any of your department's programs, please provide the name of the program and a few details.** You will be contacted by GCC's Accreditation Liaison Officer for further details.

- Were any of your programs previously offered in face-to-face format but now will be offered 50% or more online?
- Will any new programs be offered 100% online?
- Will an existing program be revised to result in 50% or more additional courses?
- Are any of your programs in a field that will require substantial new curriculum, faculty, equipment, or facilities (such as a program will a clinical component)?
- Will course or program revisions result in a program that "significantly departs" from what the college currently offers? E.g. Will the majority of courses in a program belong to a TOP code not currently used at the college? Or, will the job categories for which program completers qualify for be substantially different from the job categories for which they previously qualified?
- Will at least 50% of any of your programs be offered at an additional location that is geographically apart from the Verdugo or Garfield campuses?
- Will any of your programs be offered outside the geographic region currently served by the college (including international sites)?
- Will any of your programs involve contracting a commercial organization to provide more than 25% of the instruction on behalf of GCC?
- For any expected program revisions, will there be a substantial increase or decrease in the number of credit hours awarded or required?
- Is there an intention to discontinue any programs offered by your division or department? Explain. If due to loss of state authorization or licensure, please give details.

No new degrees, certificates, or programs are necessary at this time.

No Substantive Change Reporting is necessary at this time.

Achievements Program Review: Version by **Jazan, Stacy** on **10/29/2017 22:05**

Please describe any recent achievements of your department. For example, have any faculty members recently won awards or distinctions? Has your department implemented new projects that have greatly contributed to the success of students or the development of faculty? Have faculty presented at professional conferences or recently published work? Shihoko Tatsugawa planned, organized, and participated as a committee member in the 2017 Cherry Blossom Festival which took place April 22nd and 23rd in Monterey Park. The festival's goal was to showcase the Japanese Culture through a number of exhibits, demonstrations and traditional performances all at no cost to the public. This year's participants were over 5000 (according to Japanese newspaper Rafu shimpo). This was the best occasion for our students to learn about Japanese culture without any cost. 74 GCC students visited the 2017 festival.

Mari Lopez (adjunct in Japanese): Last March (2017), she attended the event held by an international church organization (University Bible Fellowship ministry) in Chicago called "Japan Night" to be the coordinator and translator. The event was to introduce Japan, its Christian history, and the current state of Christianity and various ministries in Japan to the public in the Chicagoland. The event had several speakers and presentations such as "History of Japanese Christianity" by Dr. Ezra Park from Saitama University and "30 years of Nagasaki UBF history and its current state" by Dr. David Jun from Nagasaki University. Last summer (2017), Mari Lopez also visited several events held by universities in Hiroshima. Because of the season, many universities were holding "Open Campus" events to recruit high school students to their universities. Some came from Tokyo as well. She joined the events as a parent to explore the possibility for her son to attend one of them, but also as scouting opportunities to check their programs for international students, possible Study Abroad coordination, and also to observe how to recruit students, etc. Her scouting included local facilities (such as \u539A\u751F\u5E74\u91D1\u4F1A\u9928) that are open to international programs, such as our Study Abroad programs.

Sarah Mécheneau: In the fall of 2015, she presented at the 19th century French Studies Conference at Princeton University. She also presented at the ACTFL conference on pedagogy. Her presentation focused on teaching grammar through culture (French films, podcasts and TV shows). The presentation that was given at Princeton in the fall of 2015 was published in a book in the summer of 2016. The book is called, *Oxiane ou la Révolution de Saint-Domingue* and was published by l'Harmattan.

In 2017 Nick Sahakyan's 2 books (2 novels and short stories) were published in his personal website: www.garniksahakyan.com (https://mail.glendale.edu/owa/redir.aspx?C=KSmXjzFHjGpValP_CpbpVmzsvZ5DQsVwJl1wcsBAplq6MMqGB_VCA.&URL=http%3a%2f%2fwww.garniksahakyan.com)

Nick Sahakyan was one of the presenters at: Literary Event at Yerevan Public Library (08/16/17). He presented on a collection of short stories by Smbat Buniatyan.

The adjunct Armenian instructor, Alvard Uzunyan received her second Master's Degree in TESOL (Teaching English to Speakers of Other Languages) from CSULA.

Distance Education (Instructional). Program Review: Version by **Jazan, Stacy** on **10/29/2017 22:45**

What activities have been conducted to ensure and enhance the quality of distance learning in your department? For example, attendance at conferences, professional development training, or OWL certification.

For the delivery method data presented in the data dashboard's Enrollments and Success By Group section, what patterns do you detect in the data? Discuss any performance gaps. Stacy Jazán and María Hernández attended the required amount of OWL flex last academic year in order to maintain their DE teaching status in Spanish.

Sarah Mécheneau has begun training to be able to teach DE courses in French.

Lourdes Girardi, María Hernández, Sarah Mécheneau, and Stacy Jazán regularly attend Flex events geared toward Canvas and DE. They attended the talk on using apps in Canvas held by Fabiola during Institute Day fall 2017, for example.

Many instructors attended a workshop on Mango on 11/18/16 to see how this can be incorporated into their classrooms. We have seen that Mango is not an exceptional tool for grammar instruction, however it is useful for listening comprehension and developing an understanding and use of vocabulary, although the vocabulary may not necessarily follow along with the Course Outline of Instruction. Sarah Mécheneau is the instructor that has researched and implemented Mango into her curriculum.

Technology Program Review: Version by **Jazan, Stacy** on **11/11/2017 22:54**

What new technological developments have been implemented in your department? How successful have these efforts been? How has the department addressed obsolescence issues?

Foreign Language department members are learning how to use Canvas to better organize course delivery. A more concerted effort is being made starting fall 2017 as this is the first full semester Canvas is being used. We have also had document cameras installed in many classrooms to enhance instruction during the classroom (show original works, cut down on paper copies to be made, show copyrighted works during class lecture, etc.) Clickers have also been made available for instructors to use for power point presentations. We are looking forward to the next Tech Fest to be presented at GCC since the summer 2017 one was cancelled.

Facilities & Maintenance Program Review: Version by **Jazan, Stacy** on **11/11/2017 22:57**

Are facilities and maintenance supporting student learning? E.g. regarding classrooms, room temperature, door locks, responsiveness to work order requests, etc.

The temperature control in SF 105 is very cold. The environment is not conducive for learning.

The door in SF 113 needs to be repaired.

LB 205 continues to have heating and cooling problems. Usually it is very cold in the classroom.

Do you have any suggestions to improve the physical space of your department. E.g. signage, safety, etc.

Most foreign language classrooms have the "tiny" student desks which really aren't conducive to learning. There is not enough room for one's notebook and textbook, let alone enough

room for a laptop. Larger desks would provide a better environment and space for taking notes and following along in the textbook.

Staffing Program Review: Version by Jazan, Stacy on 11/11/2017 22:58

Is staffing adequate for your program? Can any vacant positions be eliminated? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

Staffing is adequate for the program. There are no vacant positions. The skills of current instructional staff members are meeting the needs of our area except with the use of OER (how to create curriculum with Creative Commons, for instance). There is also a need for more training in Canvas so that instructors can be aware of and implement the many features Canvas contains. The Spanish program in particular would like to be trained in how to implement OER and Canvas so that their costly textbook can be eliminated or other textbook options implemented.

Describe the number and assignments of hourly employees and student employees that your program requires. Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

Not applicable.

Duplication of Effort or Services Program Review: Version by Jazan, Stacy on 10/29/2017 22:46

Have you observed overlap of effort or services with other departments? How can this be corrected?

No, not applicable.

IMPROVEMENT PLAN & RESOURCE REQUESTS

-Improvement Plan & Resource Requests-

In completing the Program Review form up to this point, the members of your department should have engaged in thorough departmental self-evaluation. In this section, departments will be able to establish plans for improvement by creating action items and linking them to department or college goals.

(Be sure to first watch the instructional video that shows how to complete the Improvement Plan & Resource Requests section of program review. All instructional videos are accessible at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>.)

STEP ONE

Click on the FLAG ICON at the upper right to access the Actions-to-Goals Linkage Matrix. Your department's goals have been prefilled for you using the goals from the department's last program review. If you'd like to update the goals, contact Daphne for assistance at daphne@glendale.edu or x5722.

STEP TWO

In the Actions-to-Goals Linkage Matrix, add any action items for improving the effectiveness of your department. You will link each action item to a department or college goal that it supports.

STEP THREE

If personnel or non-personnel resource requests are needed, you will need to enter those in the matrix for their associated action item(s) **AND** enter those into the appropriate online form provided below.

PERSONNEL REQUEST

For each personnel request, use the appropriate Hiring Allocation Committee (HAC) form to provide more information for the prioritization committees to consider. Submit a separate HAC form for each personnel request. The evaluation criteria can be examined in the hiring allocation committee's manual at the Program Review website. (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>)

- CHAC FORM for classified personnel requests (<https://goo.gl/forms/7MApV9t6tjyn44TJ2>)
- SSHAC FORM for student services faculty personnel requests (<https://goo.gl/forms/Kd0rWMVExSKVb5J53>)
- IHAC FORM for instructional faculty personnel requests (<https://goo.gl/forms/eDV3tjHkLgEPnZi42>)
- MHAC FORM for management personnel requests (<https://goo.gl/forms/NYL0fxjSh1JDq3372>)
- REORG FORM for reorganization requests (<https://goo.gl/forms/2IDXMBt6npgdfBTI2>)

NON-PERSONNEL REQUEST

Be sure to check the *Guide to Requesting Resources* at the program review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) to see if your item really needs to be submitted through program review. If you have non-personnel resource requests, enter them all into **ONE** online form. You'll create an itemized list in the form. Click on this link for the form:

- NON-PERSONNEL FORM for non-personnel resource requests (<https://goo.gl/forms/rMQT0PFJhAbH92ez2>)

No Value

Goals and Objectives	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Develop and promote Spanish curriculum to meet students' need for it in health careers	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Recommended Actions	Develop and offer Spanish 101 with a medical focus		0 linked Outcomes 0 resource requests
	Conduct Outreach to institutions with Physician's Assistant programs because they require Spanish 101 and 102 for admission.		0 linked Outcomes 0 resource requests
Improve Fiscal Stability Through Enrollment Management	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met

Goals and Objectives	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Increase the number of AA degrees awarded in Foreign Language by 1%	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Recommended Actions	Link newly created AA degrees, AA-T in Spanish, and certificates to Division webpage.		0 linked Outcomes 0 resource requests
	Increase student awareness: announce them in our classes; include the requirements for the degrees and certificates in our syllabi; include the requirements for the degrees and the certificates in our Canvas shells; keep in contact with students via GCC email that indicate that their educational goal is a degree or certificate (which we can see on our People Soft rosters).		0 linked Outcomes 0 resource requests
	Communicate the new degrees and certificates to our counselors.		0 linked Outcomes 0 resource requests
	Publicize the new degrees and certificates on campus using a display case and/or the TV monitor programming		0 linked Outcomes 0 resource requests
Investigate ways to increase Foreign Language offerings	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Recommended Actions	Offer courses in non-credit for "skills" needed for jobs in the community: teachers, retail, real estate, etc.		0 linked Outcomes 0 resource requests
	Investigate if we can integrate foreign language courses into Pathways for student cohorts since Pathways are currently being developed at GCC		0 linked Outcomes 0 resource requests
	Investigate collaborations with GUSD (FLAG offerings, for example).		0 linked Outcomes 0 resource requests
Offer more courses listed in our Spanish AA-T degree so students have more options for classes that count for the degree	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Recommended Actions	Revise SPAN 115 and SPAN 131: CORS were revised last year (2016-17) to meet IGETC and are earmarked to be resubmitted for IGETC approval.		0 linked Outcomes 0 resource requests
	Revise AA-T in Spanish according to the C-ID 5 year review, add Spanish 124 H and Spanish 131 into applicable courses for the degree, see what other courses might also fit into the degree (e.g. Ethnic Studies).		0 linked Outcomes 0 resource requests
Support Instructional programs using technology	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Recommended Actions	Hold ongoing CANVAS training workshops and training sessions to share knowledge and improve course delivery.		0 linked Outcomes 0 resource requests
	Install document cameras in foreign language classrooms and make available clickers for instructors that use them--this has been met		0 linked Outcomes 0 resource requests
	Convert a classroom setting to be able to integrate more technology and current pedagogy-- met: CR 225 was recently renovated with 2 screens, movable desks (that can be written on with erasable markers) for all kinds of group work, to support a "flipped" classroom pedagogy and increased use of technology (Internet) during class time.		0 linked Outcomes 0 resource requests