COMPTON COLLEGE
The Foreign Language Program Review
2018 - 2022 Program Review

Committee Members

Axa M. Maradiaga
Juan Antonio Tavárez

1. **Overview of the Program**

The Foreign Language Mission Statement
    Program Narrative and Mission Statement

a) The mission of the Foreign Language Program at Compton College is to provide quality education to students who have an interest in the study of Foreign Languages including the study of Elementary Japanese and Sign Language/Interpreter. The Foreign Language Program mission is to develop academic excellence through active learning techniques, enhanced academic support, excellent class offerings, extra-curricular activities and faculty development with a focus on student success.

The Foreign Language Program at Compton College is part of the Division of Behavioral and Social Sciences/ Creative and Performing Arts. Currently the Foreign Language Program at the Compton center consists of Spanish, Japanese and the Sign Language/ Interpreter languages.

The Foreign Language Program offers four levels of Spanish grammar, two levels of conversational Spanish and two levels of Spanish for Native speakers. The two levels of Spanish for Native speakers courses have change their unit value and enrollment requirement. The Foreign Language Program has one offering of Elementary Japanese 1. The Sign Language Interpreter Training (Sl/IT) courses offered within the Foreign Language Program provide training in American Sign Language (ASL), including the study of linguistics, Deaf culture and the history of deaf people. Students will obtain general communication skills for working with deaf and hard of hearing individuals or for general interest. Courses offered in the Sign Language/Interpreter major include two language courses (SLAN-111, SLAN-112).

Beginning fall of 2014 it is a requirement for a student to complete Spanish 1 and Spanish 2 before enrolling in the courses of Spanish for Native speaker, as well for enrolling in Spanish 3. In the fall of 2014, the two courses of Spanish for Native speaker increased their unit value from 3 units to 4 units.

Currently the Foreign Language Program serves students who want to acquire proficiency in speaking, reading, writing, and understanding Spanish and the cultures of Spanish speaking American including some of whom pursuing an Associate's degree in Spanish. The Foreign Language Program as well serves students who want an introductory course in Elementary Japanese 1. The Foreign Language also serves students who want to obtain general communication skills for working with deaf and hard of hearing individuals, learn about the study of linguistics and Deaf culture and

understand the rich history of deaf people with our Sign Language and interpretation courses.

b) The Foreign Language Program offers an Associate's degree in Spanish. It meets all the requirements for those students who want to major in Spanish and/or to transfer to a four-year university. Since the Fall 2016, the Foreign Language Program offers an Elementary Japanese 1 course. In addition, the Foreign Language Program has two language courses in its Sign Language/interpreter program.

c) The Foreign Language Program fulfills the college's mission by ensuring Compton College students to acquire sufficient knowledge of a foreign language including Japanese and Sign Language/Interpreter. It prepares students for success as professionals in career fields related to foreign languages or where having the knowledge and skills in foreign languages and in Sign Language that enhances career opportunities. The Foreign Language Program develops the learning and acquisition of Spanish for students who take Spanish courses, Japanese as a second language introductory course and/or American Sign Language by ensuring by a contiguous language coursework providing a sequential foundation for student success. In order to pass each of the sequence language, students must demonstrate level of proficiency, through a combination of skills-based and written and oral testing and, project assignments. The Foreign Language program is dedicated to providing quality language learning and skills for Foreign Language and Sign Language/interpreter students.

d) Discuss the status of recommendations from your previous program review.
1. Technology
   a. The Foreign Language Program previous recommendation was: Foreign Language Students need a Language lab. This recommendation was not met. The importance of a Language Lab is that students enrolled in language courses can have audiovisual support and programmed practice laboratories related to the lesson material to promote their speaking and listening abilities.

2. New and current foreign language software, including films.
   a. The Foreign Language Program recommendation was Software such as the 'Rosetta Stone' program. The 'Rosetta Stone' recommendation was met. Students can access the 'Rosetta Stone' software at the Library-Student Success Center. In addition, the Spanish fulltime faculty has been acquiring the acquisitions of films related to the various cultures of Latin America.

3. Instructors in the Foreign Language Program require upgraded and new computers, such as desktop computers, for their professional use in order to run the new software and keep up with new technological and programmatic advances for language instructions.

4. Instructors will need more technology training in order to use new software programs efficiently as well as be able to instruct students in technology.

Discussion on the status of recommendations from your previous program review
a) Faculty need upgraded new computers for their professional use was a recommendation that has not been met.
b) The recommendation for use of foreign language software has been met with the 'Rosetta Stone' software available to students at the Library-Student Success Center.
c) Regarding the recommendation for instructor's need of more technology training, since 2014 still is a strong recommendation. Faculty participation in workshops and conferences is still the best way to keep faculty current in technology and technological methodologies.
d) The Foreign Language still does not have a Foreign Language lab.
e) Spanish faculty changed its Spanish textbook from *Panorama* to *Vistas*.

2. **Analysis of Research Data** **(include data provided by Institutional Research)**
Provide and analyze the following statistics/data.

Spanish (including JAPA-1):

a) Head count of students in the program

Fall Terms 2013-2016						Compton Student Population
			Term			
		2013	2014	2015	2016	Fall 2016
Term Headcount		275	277	238	347	*7,701*
Gender	F	63.6%	64.3%	68.5%	59.9%	*63.4%*
	M	36.4%	35.7%	31.5%	40.1%	*36.2%*
Ethnicity	African-American	47.3%	37.5%	38.7%	21.6%	*34.6%*
	Amer. Ind. or Alask. Native	0.0%	0.4%	0.4%	0.6%	*0.2%*
	Asian	2.5%	2.2%	1.7%	1.7%	*4.7%*
	Latino	44.0%	53.8%	55.5%	70.6%	*53.7%*

		2014	2015	2016	2017	Spring 2017
	Pacific Islander	0.7%	0.7%	0.8%	1.4%	*0.7%*
	White	0.7%	1.4%	0.4%	0.6%	*2.9%*
	Two or More	4.4%	4.0%	2.5%	2.9%	*2.7%*
	Unknown or Decline	0.4%	0.0%	0.0%	0.6%	*0.5%*
Age/ Age Group	<17	0.7%	4.3%	9.7%	30.5%	*0.6%*
	17	2.5%	4.0%	3.4%	8.4%	*2.2%*
	18	5.1%	6.5%	5.9%	4.3%	*7.5%*
	19	9.5%	8.7%	8.0%	8.1%	*9.2%*
	20	16.0%	15.9%	10.1%	10.7%	*9.8%*
	21	9.8%	7.6%	9.2%	5.8%	*9.5%*
	22	10.5%	7.2%	8.8%	6.1%	*7.5%*
	23	6.2%	5.4%	6.7%	3.7%	*6.3%*
	24	3.6%	5.1%	2.9%	3.5%	*5.9%*
	25-29	14.2%	14.1%	13.0%	9.8%	*16.5%*
	30-39	9.5%	11.9%	10.1%	4.9%	*13.9%*
	40-49	7.3%	5.8%	7.6%	3.5%	*6.5%*
	50-64	4.4%	2.9%	4.6%	0.9%	*3.6%*
	65+	0.7%	0.7%	0.0%	0.0%	*0.4%*
Class Load	Full-time	45.1%	43.0%	39.1%	31.7%	*25.5%*
	Part-time	54.9%	48.4%	46.6%	53.9%	*73.3%*
Academic Level	College degree	3.6%	5.4%	10.5%	5.8%	*10.0%*
	HS Grad	88.4%	82.3%	69.7%	53.6%	*81.6%*
	Not a HS Grad	0.4%	0.0%	0.0%	0.0%	*0.4%*
	K-12 Special Admit	2.5%	7.9%	13.4%	37.2%	*2.1%*
	Unknown	5.1%	4.3%	6.3%	3.5%	*5.9%*
Educational Goal	Intend to Transfer	33.8%	32.1%	44.1%	57.3%	*31.6%*
	Degree/Certificate Only	6.2%	9.7%	9.7%	5.2%	*7.6%*
	Retrain/recertif.	6.2%	1.8%	3.4%	3.7%	*3.8%*
	Basic Skills/GED	8.7%	9.7%	10.5%	7.5%	*6.8%*
	Enrichment	1.8%	1.8%	5.0%	3.7%	*1.7%*
	Undecided	11.6%	11.2%	12.2%	15.9%	*1.3%*
	Unstated	31.6%	33.6%	15.1%	6.6%	*34.1%*

Spring Terms 2014-2017					**Compton Student Population**
		Term			
	2014	**2015**	**2016**	**2017**	**Spring 2017**

Term Headcount		260	237	211	312	6,944
Gender	F	60.8%	61.6%	63.5%	64.7%	*64.1%*
	M	39.2%	38.4%	36.5%	35.3%	*35.9%*
Ethnicity	African-American	43.5%	39.2%	28.4%	21.5%	*32.5%*
	Amer. Ind. or Alask. Native	0.4%	0.0%	0.0%	0.0%	*0.2%*
	Asian	2.7%	1.3%	0.5%	2.2%	*5.0%*
	Latino	47.7%	54.0%	66.8%	72.4%	*55.2%*
	Pacific Islander	1.9%	0.4%	2.4%	0.3%	*0.7%*
	White	0.8%	3.0%	0.0%	0.3%	*3.0%*
	Two or More	2.7%	1.7%	1.4%	3.2%	*2.8%*
	Unknown or Decline	0.4%	0.4%	0.5%	0.0%	*0.5%*
Age/ Age Group	<17	2.3%	0.0%	0.9%	27.6%	*0.9%*
	17	0.8%	0.8%	0.0%	3.2%	*1.4%*
	18	4.6%	8.9%	7.1%	4.2%	*6.0%*
	19	14.6%	14.8%	17.5%	9.0%	*8.4%*
	20	13.5%	13.1%	17.1%	13.5%	*9.1%*
	21	10.0%	9.7%	13.3%	9.3%	*8.2%*
	22	6.9%	8.9%	10.0%	6.7%	*7.4%*
	23	8.8%	5.1%	8.1%	3.5%	*6.3%*
	24	3.5%	4.2%	4.3%	3.5%	*5.1%*
	25-29	13.1%	13.1%	8.1%	9.3%	*16.1%*
	30-39	11.9%	11.4%	7.1%	4.8%	*12.8%*
	40-49	6.5%	7.2%	5.7%	2.9%	*6.2%*
	50-64	3.5%	2.5%	0.9%	2.6%	*3.9%*
	65+	0.0%	0.4%	0.0%	0.0%	*0.4%*
Class Load	Full-time	48.1%	51.5%	54.0%	30.1%	*23.4%*
	Part-time	51.9%	48.5%	46.0%	64.4%	*71.5%*
Academic Level	College degree	5.4%	8.4%	3.8%	10.3%	*9.9%*
	HS Grad	85.4%	85.2%	90.5%	54.8%	*81.5%*
	Not a HS Grad	0.0%	0.4%	0.0%	0.3%	*3.1%*
	K-12 Special Admit	4.2%	1.7%	0.9%	31.7%	*2.8%*
	Unknown	5.0%	4.2%	4.7%	2.9%	*4.8%*
Educational Goal	Intend to Transfer	32.7%	33.3%	45.5%	61.9%	*31.7%*
	Degree/Certificate Only	6.9%	5.9%	10.4%	5.1%	*7.3%*
	Retrain/recertif.	3.5%	3.8%	3.8%	4.5%	*4.4%*
	Basic Skills/GED	10.0%	5.1%	6.2%	4.8%	*5.8%*
	Enrichment	2.7%	4.2%	0.9%	2.6%	*1.6%*

Undecided	12.7%	11.8%	17.1%	15.4%	*13.6%*
Unstated	31.5%	35.9%	16.1%	5.8%	*26.8%*

It is difficult to isolate a single factor or reason that accounts for the drop in enrollment between the years 2013-16 from the previous program review. Cursorily one might be tempted to conclude that the reduction of section offered is the cause for the drop in enrollment. Several other factors need to be considered for the low headcounts since the trend can be seen in other disciplines as well. One factor that should be considered a significant contributor towards the overall drop in enrollment, regardless of number of sections offered, is the enrollment fees. In 2008-09, fees were $20 per unit. For the 2009-10 academic years, fees increased to $26 a unit and in 2011-12, increased again to $36 a unit. Beginning in 2012-13, fees increased a third time to the current $46 a unit. However, the Foreign Language Program should be seeing a rise of headcounts since added sections for Spanish, Japanese and Sign Language/Interpreter are now offer through our off-campus cites. From Spring 2016 through Fall 2017 there were 60 Spanish courses offered at the main campus and off-campus. Since Fall 2016, The Foreign Language Program offered 3 new Elementary Japanese 1 courses. In addition, since 2016, the Foreign Language Program offered 16 Sign Language/Interpreter courses on and off campus.

Research Data Analysis for ASL…the program has lower rates for retention and success in the beginning level class, SLAN-111 (ASL 1). In considering why SLAN-111 has lower success and retention rates, the following reasons should be taken into account; Standard college course enrollment requirements of 30-35 students exceeds recommended standards for teaching a visual language. The American Sign Language Teachers Association (ASLTA) recommends a beginning ASL class size of 20 students. Second, a common misconception of ASL is that it is predominately gestural and somehow easier to learn than a spoken language. Students seeking foreign language credit may think ASL is less demanding option and not realize that ASL has a complex phonology, morphology, syntax, and grammar. In fact, learning a visual language can be an even greater challenge for some students since ASL has no written component. Study of ASL must be done predominately through visual input whereas some students may learn languages more effectively through auditory or written means. Another factor, the majority of students do not buy recommended/required textbooks due to expensive costs purchasing textbooks. However, textbooks are been offered to high students as part of the Compton College promise. In addition, there is no ASL lab or tutors on campus, all of these factors affect both retention and success rates for beginning ASL learners.

b)   Course grade distribution

Year	COURSE	Method	We	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2013	SPAN-1	Lecture	16	69	39	36		9	25		-	-		48	226	63.7%	78.8%
	SPAN-2	Lecture	16	6	6	2		2	1		-	-		3	20	70.0%	85.0%
	SPAN-52A	Lecture	16	9	6	4		2	6		-	-		2	29	65.5%	93.1%
2013 Total				84	51	42		13	32		-	-		53	275	64.4%	80.7%
2014	SPAN-1	Lecture	12	10	5	3		1	12		-	-			31	58.1%	100.0%
			16	142	73	51		13	53		-	-		64	396	67.2%	83.8%
	SPAN-2	Lecture	16	26	12	3		2	3		-	-		3	49	83.7%	93.9%
	SPAN-21	Lecture	16	9	1						-	-		2	12	83.3%	83.3%
	SPAN-22	Lecture	16	2							-	-			2	100.0%	100.0%
	SPAN-3	Lecture	16	15	2						-	-			17	100.0%	100.0%
	SPAN-52A	Lecture	16	14	6	7		3	5		-	-		1	36	75.0%	97.2%
2014 Total				218	99	64		19	73		-	-		70	543	70.2%	87.1%
2015	SPAN-1	Lecture	12	27	4	1			5		-	-		3	40	80.0%	92.5%
			16	148	59	43		8	27		-	-		69	354	70.6%	80.5%
	SPAN-2	Lecture	16	18	14	1					-	-		7	40	82.5%	82.5%
	SPAN-21	Lecture	16	17		2					-	-			19	100.0%	100.0%
	SPAN-22	Lecture	16	4							-	-			4	100.0%	100.0%
	SPAN-4	Lecture	16	17	1				2		-	-			20	90.0%	100.0%
2015 Total				231	78	47		8	34		-	-		79	477	74.6%	83.4%
2016	JAPA-1	Lecture	16	10	2				6		1	-		12	31	41.9%	61.3%
	SPAN-1	Lecture	12	18	11	7		4	5		-	-		12	57	63.2%	78.9%
			16	199	66	29		13	20		-	-		51	378	77.8%	86.5%
	SPAN-2	Lecture	16	23	16	4		2	5		-	-		3	53	81.1%	94.3%
	SPAN-21	Lecture	16	8				1	1		-	-		2	12	66.7%	83.3%
	SPAN-22	Lecture	16	5	1						-	-		1	7	85.7%	85.7%
	SPAN-52A	Lecture	16	29							-	-			29	100.0%	100.0%
2016 Total				292	96	40		20	37		1	-		81	567	75.7%	85.7%
2017	JAPA-1	Lecture	16	3	2	1		2	1		-	-		2	11	54.5%	81.8%
	SPAN-1	Lecture	14	12	6	2					-	-		1	21	95.2%	95.2%
			16	62	26	14		4	12		-	-		26	144	70.8%	81.9%
	SPAN-2	Lecture	16	56	21	6			3		-	-		4	90	92.2%	95.6%
	SPAN-3	Lecture	16	16	1						-	-			17	100.0%	100.0%
	SPAN-52B	Lecture	16	28							-	-		1	29	96.6%	96.6%
2017 Total				177	56	23		6	16		-	-		34	312	82.1%	89.1%

The Foreign Language Program tends to maintain a grade consistency in grade distribution. For instance, the average for Spanish 1 courses distributes an "A" is above 50%. For Spanish 2 courses the distribution of an "A" is not greater than the "B" distribution. It should be noted that a large portion of students enrolled in level one and two of the Spanish courses consists of students who are either native or heritage speakers thus one assume a direct relationship between familiarity and use and passing grades. For Japanese 1 courses, the average letter grade is an "A".

c)   Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

Program Success Standard*	*71.8%*
5-year Program Success Average	*74.9%*

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
FA 2013	275	64.4%
2014	543	70.2%
2015	477	74.6%

2016	*567*	75.7%
SP 2017	*312*	82.1%

The standard success rate for the 2013 thru 2017 academic years for the Foreign Language Program is above average, with a rate ratio of 50% and above.

Retention rates.
The Program of Foreign Languages goal for the next five years is to increase the retention rate by at least 15%. Special focus will be placed on the Sign Language/Interpreter program.
Between the academic years of 2013 thru 2017 is 90%, the retention rate for the Spanish language courses. Since the 2013 academic year, the Spanish courses have had a consistent retention rate of 80% or more.

Fall Term Demographic Success (2013-2016)

	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	52.3%	X	52.9%	X	70.2%	X	61.3%	X
Amer. Ind. or Alask. Native	0.0%	X	100.0%	X	100.0%	X	33.3%	X
Asian	71.4%	X	83.3%	X	100.0%	X	66.7%	X
Latino	79.3%	X	81.9%	X	85.6%	X	81.8%	X
Pacific Islander	0.0%	X	50.0%	X	50.0%	X	40.0%	X
Two or More	50.0%	X	72.7%	X	83.3%	X	70.0%	X
Unknown or Decline	100.0%	X	0.0%	X	0.0%	X	100.0%	X
White	50.0%	X	100.0%	X	100.0%	X	50.0%	X
Gender								
M	53.0%	X	65.7%	X	80.0%	X	73.0%	X
F	70.9%	X	73.9%	X	79.4%	X	77.7%	X
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	83.7%	X	78.8%	X	75.0%	X	83.8%	X
20 to 24	62.2%	X	72.2%	X	85.6%	X	69.8%	X
25 to 49	60.0%	X	65.2%	X	80.0%	X	62.7%	X
Over 49	42.9%	X	60.0%	X	54.5%	X	100.0%	X
X: Counts are suppressed for groups with less than 10 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.								

Spring Term Demographic Success (2014-2017)

	Spring 2014		Spring 2015		Spring 2016		Spring 2017	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	59.3%	X	51.6%	X	68.3%	X	61.2%	X
Amer. Ind. or Alask. Native	100.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	71.4%	X	66.7%	X	100.0%	X	57.1%	X
Latino	76.6%	X	82.8%	X	80.9%	X	89.4%	X
Pacific Islander	80.0%	X	100.0%	X	40.0%	X	100.0%	X
Two or More	71.4%	X	75.0%	X	0.0%	X	80.0%	X
Unknown or Decline	100.0%	X	0.0%	X	100.0%	X	0.0%	X
White	100.0%	X	71.4%	X	0.0%	X	0.0%	X
Gender								
M	63.7%	X	68.1%	X	77.9%	X	80.0%	X
F	72.8%	X	70.5%	X	73.9%	X	83.2%	X
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	72.4%	X	72.4%	X	77.8%	X	92.0%	X
20 to 24	65.8%	X	69.1%	X	73.0%	X	77.2%	X
25 to 49	73.2%	X	66.7%	X	77.3%	X	69.8%	X
Over 49	55.6%	X	85.7%	X	100.0%	X	62.5%	X

X: Counts are suppressed for groups with less than 10 students.
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

d) Retention rates

| Year	*Total Grades*	Retention Rate
FA 2013	*275*	80.7%
2014	*543*	87.1%
2015	*477*	83.4%
2016	*567*	85.7%
SP 2017	*312*	89.1%

e) A comparison of success and retention rates in face-to-face classes with distance education classes

N/A

f) Enrollment statistics with section and seat counts and fill rates
    The Foreign Language Program increased in headcounts in 2016-2017 when
    Spanish courses started been offered for the Early College program and when
    Elementary Japanese 1 courses were offered in the Foreign Language Program since
    the Fall of 2016.

	2013-14	2014-15	2015-16	2016-17	4 Yr Average
Annual Enrollment	655	621	533	859	667

Spring Section Fill Rates
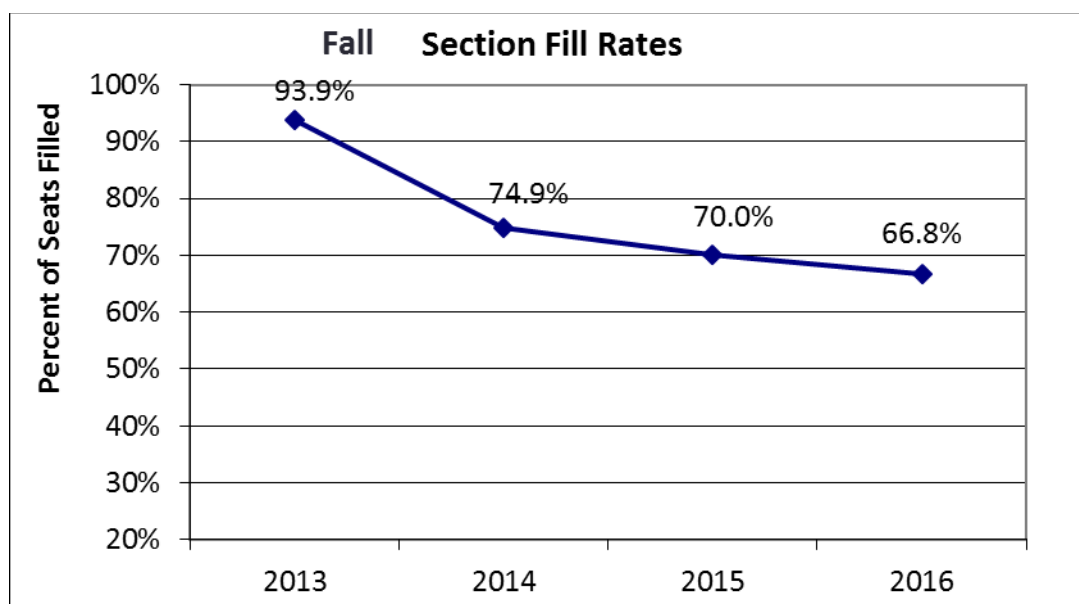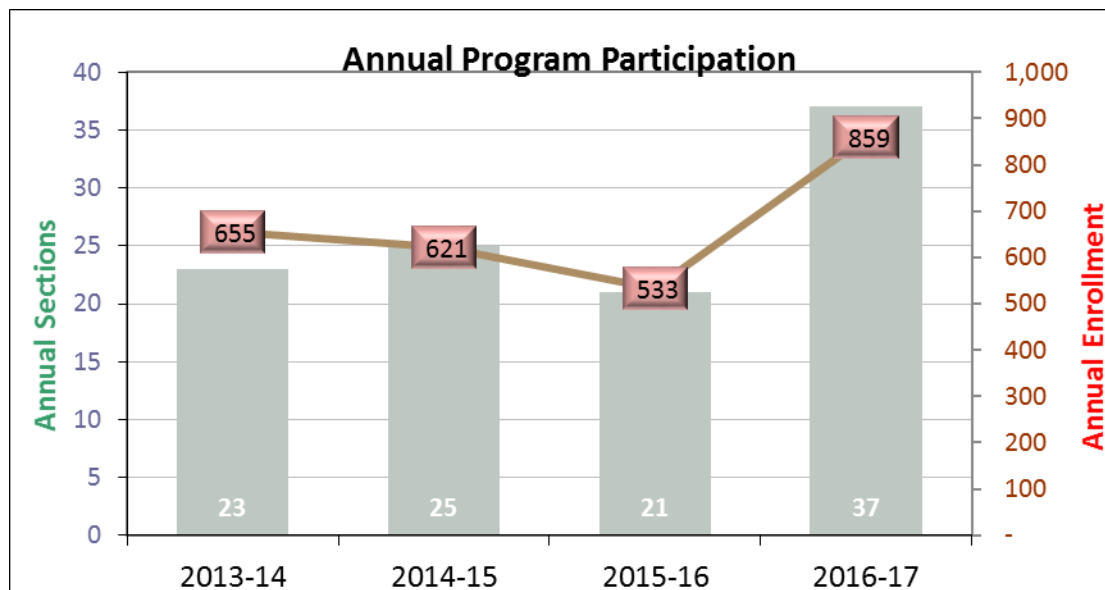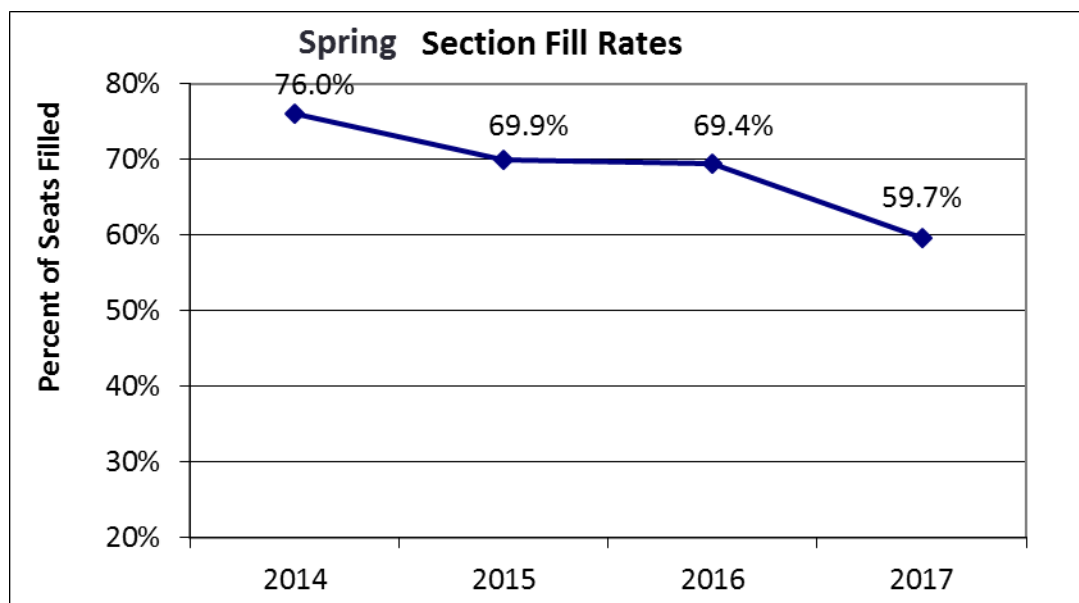
g) Scheduling of courses (day vs. night, days offered, and sequence)

The fill rate for courses scheduled during the day for the 2014 thru the 2016 academic years for the Spanish was above 70%. The fill rate for courses scheduled during the night for the 2013 thru the 2015 academic years for the Spanish was around 30%. In 2016, there was a 10% decline of night courses. Spanish II, Spanish 52A and Spanish 52B courses are always offered during the daytime in the off-campus cites. Spanish I courses are always offered during the daytime and nighttime and in the Spring semester, Spanish I is offered Friday night and Saturday afternoon. In Fall, the conversation courses Spanish 21/22 are offered on Saturday mornings.

Spanish III, Spanish IV, Spanish 52A and 52B courses are offered every other semester during the nighttime. Since 2017, Spanish III is now offered during summer as part of the enrollment success for the Early College program.

Japanese has been offered since the Fall of 2016 during daytime. The day and night scheduling courses for the 2017 academic year for Sign Language/Interpreter program consists of Sing Language Training 111 been offered in the day and night time.

Enrollment by Time of Day

Fall Term	2013	2014	2015	2016
Day	67.4%	72.1%	70.0%	79.2%
Night	32.6%	27.9%	30.0%	20.8%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Enrollment by Time of Day

Spring Term	2014	2015	2016	2017
Day	71.2%	73.8%	83.9%	78.5%
Night	28.8%	26.2%	16.1%	21.5%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

h)   Improvement rates (if applicable)
Non-applicable

i)   Additional data compiled by faculty
Non-applicable

j)   List any related recommendations.

- Spanish IV should be offered at the off-campus cites and not just at main campus.

Sign Language:

k)   Head count of students in the program

Fall Terms 2013-2016						Compton Student Population
			Term			Fall 2016
		2013	**2014**	**2015**	**2016**	
	Term Headcount	109	67	68	80	*7,701*
Gender	F	85.3%	80.6%	79.4%	91.3%	*63.4%*
	M	14.7%	19.4%	20.6%	8.8%	*36.2%*
Ethnicity	African-American	37.6%	31.3%	20.6%	28.8%	*34.6%*
	Amer. Ind. or Alask. Native	0.9%	0.0%	0.0%	0.0%	*0.2%*
	Asian	0.9%	1.5%	0.0%	1.3%	*4.7%*
	Latino	51.4%	64.2%	77.9%	65.0%	*53.7%*
	Pacific Islander	0.9%	0.0%	1.5%	2.5%	*0.7%*
	White	1.8%	1.5%	0.0%	2.5%	*2.9%*
	Two or More	6.4%	1.5%	0.0%	0.0%	*2.7%*
	Unknown or Decline	0.0%	0.0%	0.0%	0.0%	*0.5%*
Age/ Age Group	<17	0.9%	0.0%	1.5%	15.0%	*0.6%*
	17	1.8%	0.0%	2.9%	5.0%	*2.2%*
	18	9.2%	6.0%	4.4%	2.5%	*7.5%*
	19	10.1%	6.0%	8.8%	8.8%	*9.2%*

	20	13.8%	10.4%	10.3%	12.5%	*9.8%*
	21	6.4%	13.4%	8.8%	8.8%	*9.5%*
	22	7.3%	9.0%	13.2%	6.3%	*7.5%*
	23	7.3%	6.0%	8.8%	3.8%	*6.3%*
	24	8.3%	7.5%	10.3%	5.0%	*5.9%*
	25-29	11.0%	17.9%	16.2%	15.0%	*16.5%*
	30-39	7.3%	11.9%	8.8%	11.3%	*13.9%*
	40-49	9.2%	6.0%	2.9%	3.8%	*6.5%*
	50-64	6.4%	6.0%	2.9%	1.3%	*3.6%*
	65+	0.9%	0.0%	0.0%	1.3%	*0.4%*
Class Load	Full-time	31.2%	46.3%	48.5%	28.8%	*25.5%*
	Part-time	68.8%	53.7%	51.5%	50.0%	*73.3%*
Academic Level	College degree	7.3%	13.4%	10.3%	12.5%	*10.0%*
	HS Grad	82.6%	73.1%	83.8%	62.5%	*81.6%*
	Not a HS Grad	0.0%	0.0%	0.0%	1.3%	*0.4%*
	K-12 Special Admit	2.8%	1.5%	2.9%	20.0%	*2.1%*
	Unknown	7.3%	11.9%	2.9%	3.8%	*5.9%*
Educational Goal	Intend to Transfer	25.7%	28.4%	42.6%	47.5%	*31.6%*
	Degree/Certificate Only	7.3%	7.5%	5.9%	2.5%	*7.6%*
	Retrain/recertif.	6.4%	3.0%	2.9%	1.3%	*3.8%*
	Basic Skills/GED	9.2%	11.9%	5.9%	10.0%	*6.8%*
	Enrichment	0.0%	3.0%	1.5%	5.0%	*1.7%*
	Undecided	14.7%	13.4%	14.7%	21.3%	*1.3%*
	Unstated	36.7%	32.8%	26.5%	12.5%	*34.1%*

Spring Terms 2014-2017						**Compton Student Population**
				Term		
		2014	**2015**	**2016**	**2017**	**Spring 2017**
	Term Headcount	88	51	51	62	*6,944*
Gender	F	78.4%	76.5%	86.3%	90.3%	*64.1%*
	M	21.6%	23.5%	13.7%	9.7%	*35.9%*
Ethnicity	African-American	36.4%	33.3%	35.3%	21.0%	*32.5%*
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%	*0.2%*
	Asian	1.1%	2.0%	2.0%	1.6%	*5.0%*

	Latino	55.7%	58.8%	58.8%	75.8%	55.2%
	Pacific Islander	1.1%	2.0%	0.0%	0.0%	0.7%
	White	0.0%	2.0%	0.0%	1.6%	3.0%
	Two or More	5.7%	2.0%	2.0%	0.0%	2.8%
	Unknown or Decline	0.0%	0.0%	2.0%	0.0%	0.5%
Age/ Age Group	<17	0.0%	0.0%	0.0%	0.0%	0.9%
	17	0.0%	0.0%	0.0%	0.0%	1.4%
	18	1.1%	5.9%	5.9%	4.8%	6.0%
	19	14.8%	7.8%	25.5%	4.8%	8.4%
	20	15.9%	11.8%	17.6%	11.3%	9.1%
	21	5.7%	9.8%	3.9%	12.9%	8.2%
	22	8.0%	9.8%	9.8%	6.5%	7.4%
	23	5.7%	7.8%	9.8%	4.8%	6.3%
	24	5.7%	9.8%	3.9%	3.2%	5.1%
	25-29	12.5%	17.6%	5.9%	14.5%	16.1%
	30-39	18.2%	11.8%	5.9%	11.3%	12.8%
	40-49	9.1%	5.9%	3.9%	3.2%	6.2%
	50-64	2.3%	2.0%	3.9%	4.8%	3.9%
	65+	0.0%	0.0%	0.0%	0.0%	0.4%
Class Load	Full-time	44.3%	49.0%	47.1%	27.4%	23.4%
	Part-time	55.7%	51.0%	52.9%	51.6%	71.5%
Academic Level	College degree	11.4%	3.9%	9.8%	14.5%	9.9%
	HS Grad	79.5%	80.4%	80.4%	62.9%	81.5%
	Not a HS Grad	1.1%	0.0%	0.0%	1.6%	3.1%
	K-12 Special Admit	0.0%	2.0%	3.9%	17.7%	2.8%
	Unknown	8.0%	13.7%	5.9%	3.2%	4.8%
Educational Goal	Intend to Transfer	18.2%	33.3%	37.3%	48.4%	31.7%
	Degree/Certificate Only	10.2%	5.9%	7.8%	3.2%	7.3%
	Retrain/recertif.	5.7%	2.0%	0.0%	1.6%	4.4%
	Basic Skills/GED	8.0%	5.9%	15.7%	12.9%	5.8%
	Enrichment	1.1%	2.0%	3.9%	4.8%	1.6%
	Undecided	11.4%	15.7%	15.7%	19.4%	13.6%
	Unstated	45.5%	35.3%	19.6%	9.7%	26.8%

It is difficult to isolate a single factor or reason that accounts for the drop in enrollment between the years 2013-16 from the previous program review. However, the headcount should rise for the Sign Language/Interpretation program since the SLAN courses are now offered off campus.

l)   Course grade distribution

According to the grade distribution for SLAN, the data shows there is a tendency for the letter grade "B" average in the courses.

Year	COURSE	Method	We	Grade												
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2013	SLAN-15	Lecture	16	6	24	15		6	17		-	-		29	97	46.4%	70.1%
	SLAN-16	Lecture	16	3	6	2			1		-	-			12	91.7%	100.0%
2013 Total				9	30	17		6	18		-	-		29	109	51.4%	73.4%
2014	SLAN-111	Lecture	16	10	12	6		5	14		-	-		20	67	41.8%	70.1%
	SLAN-15	Lecture	16	11	12	13		4	12		-	-		26	78	46.2%	66.7%
	SLAN-16	Lecture	16	4	1	3			1		-	-		1	10	80.0%	90.0%
2014 Total				25	25	22		9	27		-	-		47	155	46.5%	69.7%
2015	SLAN-111	Lecture	16	14	11	15		6	18		-	-		36	100	40.0%	64.0%
	SLAN-112	Lecture	16	8	4	2	1				-	-		4	19	73.7%	78.9%
2015 Total				22	15	17	7		18		-	-		40	119	45.4%	66.4%
2016	SLAN-111	Lecture	12	2	4	4	1		7		-	-		2	20	50.0%	90.0%
			16	17	24	18	2		4		-	2		29	96	61.5%	69.8%
	SLAN-112	Lecture	16	8	4	1			1		-	-		1	15	86.7%	93.3%
2016 Total				27	32	23	3		12		-	2		32	131	62.6%	75.6%
2017	SLAN-111	Lecture	14	4	5	3					-	-		5	17	70.6%	70.6%
			16	6	11	4		1	1		-	-		6	29	72.4%	79.3%
	SLAN-112	Lecture	16	7	7	1					-	-		1	16	93.8%	93.8%
2017 Total				17	23	8		1	1		-	-		12	62	77.4%	80.6%

m) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

Program Success Standard*	*50.4%*
5-year Program Success Average	*56.8%*

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
FA 2013	*109*	51.4%
2014	*155*	46.5%
2015	*119*	45.4%
2016	*131*	62.6%
SP 2017	*62*	77.4%

Fall Term Demographic Success (2013-2016)

	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	51.2%	41	42.9%	21	42.9%	14	47.8%	23
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	100.0%	X	100.0%	X	0.0%	X	100.0%	X
Latino	51.8%	56	39.5%	43	45.3%	53	75.0%	52
Pacific Islander	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Two or More	42.9%	X	100.0%	X	0.0%	X	0.0%	X
Unknown or Decline	0.0%	X	0.0%	X	0.0%	X	0.0%	X
White	100.0%	X	0.0%	X	0.0%	X	100.0%	X
Gender								
M	43.8%	16	23.1%	13	35.7%	14	71.4%	X
F	52.7%	93	46.3%	54	46.3%	54	65.8%	73
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	58.3%	24	25.0%	X	33.3%	12	52.0%	25
20 to 24	53.2%	47	29.0%	31	42.9%	35	79.3%	29
25 to 49	50.0%	30	62.5%	24	52.6%	19	70.8%	24
Over 49	25.0%	X	50.0%	X	50.0%	X	0.0%	X
X: Counts are suppressed for groups with less than 10 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.								

**Spring Term Demographic Success (2014-2017)**

	Spring 2014		Spring 2015		Spring 2016		Spring 2017	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	34.4%	32	29.4%	17	38.9%	18	61.5%	13
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	100.0%	X	100.0%	X	100.0%	X	100.0%	X
Latino	61.2%	49	53.3%	30	63.3%	30	80.9%	47
Pacific Islander	100.0%	X	0.0%	X	0.0%	X	0.0%	X
Two or More	20.0%	X	100.0%	X	100.0%	X	0.0%	X
Unknown or Decline	0.0%	X	0.0%	X	100.0%	X	0.0%	X
White	0.0%	X	100.0%	X	0.0%	X	100.0%	X
Gender								
M	47.4%	19	33.3%	12	42.9%	X	100.0%	X
F	50.7%	69	51.3%	39	59.1%	44	75.0%	56
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	40.0%	15	71.4%	X	50.0%	18	76.5%	17
20 to 24	44.4%	36	40.0%	25	65.2%	23	83.3%	24
25 to 49	62.9%	35	44.4%	18	50.0%	X	72.2%	18
Over 49	0.0%	X	100.0%	X	50.0%	X	66.7%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

n)   Retention rates

Year	*Total Grades*	Retention Rate
FA 2013	*109*	73.4%
2014	*155*	69.7%
2015	*119*	66.4%
2016	*131*	75.6%
SP 2017	*62*	80.6%

o)   A comparison of success and retention rates in face-to-face classes with distance education classes

Non-applicable

p)   Enrollment statistics with section and seat counts and fill rates

	2013-14	2014-15	2015-16	2016-17	4 Yr Average
Annual Enrollment	197	118	119	199	158

Spring Section Fill Rates
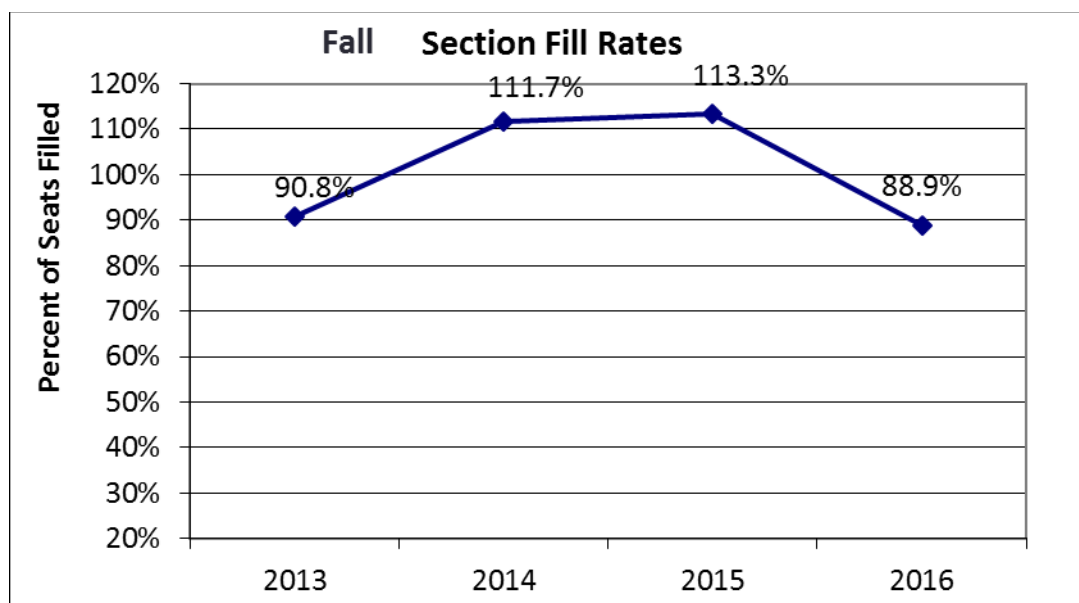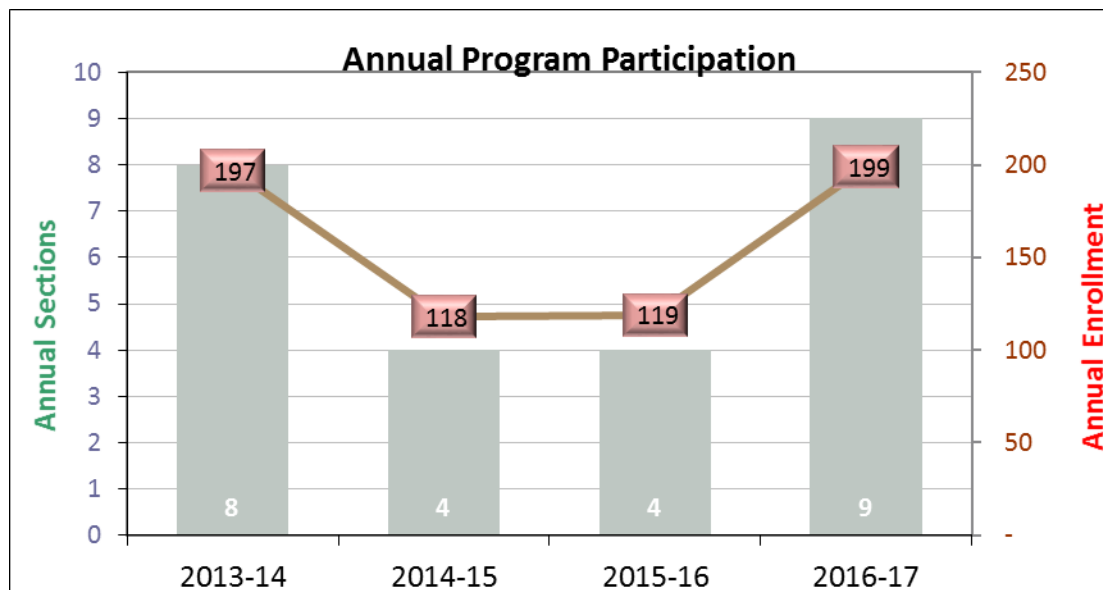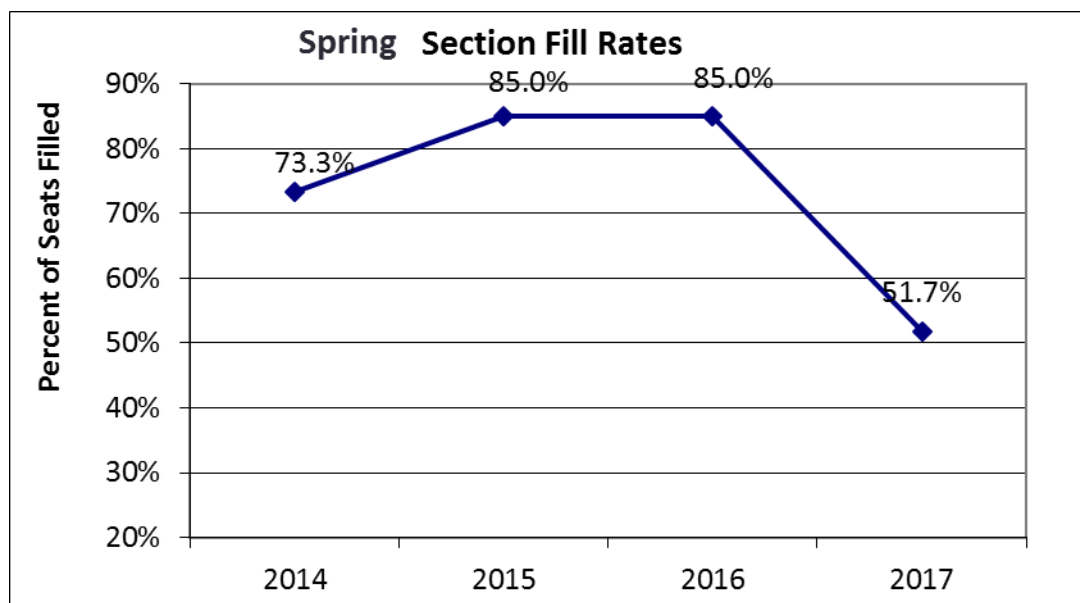
q)   Scheduling of courses (day vs. night, days offered, and sequence)

Enrollment by Time of Day

Fall Term	2013	2014	2015	2016
Day	56.0%	47.8%	58.8%	66.3%
Night	44.0%	52.2%	41.2%	33.8%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Enrollment by Time of Day

Spring Term	2014	2015	2016	2017
Day	65.9%	62.7%	70.6%	81.4%
Night	34.1%	37.3%	29.4%	18.6%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

r)   Improvement rates (if applicable)
     Non-applicable

s)   Additional data compiled by faculty
     Non-applicable

t)   List any related recommendations.
     Non-applicable

3. Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

a)   Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

The Spanish Program courses were last reviewed during the 2017 academic year.
Spanish 52A: Spanish for Native Speakers and Spanish 52B: Spanish for Native Speakers are now offered off-campus in Early College Program.

Spanish 1: Elementary Spanish I	04/21/2017
Spanish 2: Elementary Spanish II	04/21/2017
Spanish 3: Intermediate Spanish I	04/21/2017
Spanish 4: Intermediate Spanish II	04/21/2017
Spanish 21 (formerly Spanish 21ab): Beginning Conversational Spanish	04/21/2017
Spanish 22 (formerly Spanish 22ab): Intermediate Conversational Spanish	04/21/2017
Spanish 52A: Spanish for Native Speakers	04/21/2017
Spanish 52B: Spanish for Native Speakers	04/21/2017

b) N.B. The Sign Language/Interpreter program has not been reviewed.

c)   Explain any course additions to current course offerings.

  Non-applicable

d)   Explain any course deletions and inactivation from current course offerings.

  Non-applicable

e)   Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)

  Non-applicable

f)   Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:

  All the Spanish courses offered at Compton College meet the general requirements, major requirements, and transfer requirements.

1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?

   Yes. All the Spanish courses have been offered during the last 2 years.

2. Are there any concerns regarding program courses and their articulation?

   No, there are not any concerns regarding program courses. Our program's courses articulate to the Cal States and UC universities.

3. How many students earn degrees and/or certificates in your program?

   The data regarding students graduating with an Associates of Arts in Spanish is not available.

Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

No. Students do not take licensure exams.

g)   List any related recommendations.

- One full time ASL instructor
- Increase Language Courses offered to include French, Mandarin and Arabic
- Develop the Sign Language Interpreter course and increase number and breadth of offerings
- Computer software for both the Spanish and Sign Language/Interpreter programs.
- Establish a Language lab in the Student learning center.
- Activity funds ($1,500.00) a year. For example the funds could be used to cover a Spanish language Spelling Bee; or attending cultural activities like foreign language films or demonstrations or sign language workshops.

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

a)   Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

a) Alignment grid.

Course Level SLOs- Spanish	Course to Program SLO Alignment Mark with an X				ILOs to Course SLOs Alignment rate (1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
SPAN 1 Elementary Spanish I SLO # 1: *Converse in and comprehend Spanish using present tense, simple past tense, and "ir + a + infinitive" construction about everyday topics, such as introductions and descriptions about themselves and others within the limits of vocabulary appropriate to beginning Spanish I.*			*x*	*x*	*4*	*2*	*4*	*3*	*2*	*1*
SPA N 1 Elementary Spanish I SLO # 2: *Read and comprehend short paragraphs in Spanish on topics such as places in the city, daily routines, fields of study, pastimes, vacations, and likes and dislikes.*										
SPA N 1 Elementary Spanish I SLO # 3: *Write a 5 to 10 sentence paragraph in Spanish about themselves and every day topics such as leisurely activities and academic life using the present tense, simple past tense, and "ir + a + infinitive" construction.*										
SPA N 1 Elementary Spanish I SLO # 4: *Demonstrate basic awareness of Hispanic culture, such as values, customs, surname system, meals, etc.*										
SPAN 2 Elementary Spanish II SLO # 1: *Conversing, reading and Writing in Spanish: Students should be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to include writing system(s) studied in class. They will be able to answer questions about themselves and others.*	*x*			*x*	*4*	*2*	*4*	*3*	*2*	*1*
SPAN 2 Elementary Spanish II SLO # 2: *Answering questions in Spanish: Students should be able to converse, read and write with native speakers in the language within the limits of vocabulary and structure studied in class. They will be able to answer questions about themselves and others.*	*x*			*x*	*4*	*2*	*4*	*3*	*2*	*1*

SPAN 2 Elementary Spanish II SLO # 3:										
SPAN 3 Intermediate Spanish I SLO # 1 Communicating about Everyday Topics in Spanish: *Successful students will be able to communicate about everyday topics within the limits of vocabulary and structure studied, write short essays about themselves and topics suggested by short reading in Spanish using culturally appropriate language and clear knowledge of social structure and manners as well as written essay organization with an appropriate number of idiomatic expressions.*		*x*	*x*		*4*	*3*	*4*	*3*	*3*	*1*
SPAN 3 Intermediate Spanish I SLO # 2:										
SPAN 3 Intermediate Spanish I SLO # 3:										
SPAN 4 Intermediate Spanish II SLO # 1: *Developed Communication about everyday topics in Spanish: Successful students will be able to communicate themselves and topics suggested by reading in the language (from country of origin adapted for intermediate level students) using culturally appropriate language and manners as well as written essay organization and a good variety of vocabulary.*		*x*	*x*		*4*	*3*	*4*	*3*	*3*	*1*
SPAN 4 Intermediate Spanish II SLO # 2:										
SPAN 4 Intermediate Spanish II SLO # 3:										
SPAN 5 Advanced Spanish 1 SLO # 1: *Writing a term paper in Spanish: A term paper in the language of instruction addressing the focus and material studied in class. Length of paper will vary depending on the language being assessed.*	*x*	*x*			*4*	*4*	*4*	*4*	*3*	*1*
SPAN 5 Advanced Spanish 1 SLO # 2: *Writing responses to an assigned reading: Given a take home writing assignment based on assigned reading the student should demonstrate an understanding of the material and address assigned concepts for discussion in an organized paper written culturally appropriate and grammatical correct Spanish with a variety of vocabulary appropriate to the topic.*	*x*	*x*			*4*	*4*	*4*	*4*	*3*	*1*

SPAN 5 Advanced Spanish 1 SLO # 3: *SPAN 5 – Advanced Spanish I (Revised SLOs – Oct 5)* *Upon completion of the course, successful students will:* *Write a 2-3 page creative, analytical paper in Spanish on a literary work written in Spanish and studied in class. Compose an organized paper in Spanish with an introduction, at least 3 related paragraphs and a conclusion. Use simple yet correct Spanish language acquired in levels 1-4. Assessed by a paper.*										
SPAN 6 Advanced Spanish II SLO # 1: Writing a term paper in Spanish to demonstrate comprehension: A term paper in which the student demonstrates comprehension of written material and address the focus and material studied in class. Length of paper will vary depending on the language being assessed.	*x*	*x*	*x*		*4*	*4*	*4*	*4*	*3*	*1*
SPAN 6 Advanced Spanish II SLO # 2: (Revised SLOs – Oct 5) Upon completion of the course, successful students will: Write a 3-4 page creative, analytical paper or summary in Spanish on a literary work written in Spanish and studied in class. Compose an organized paper in Spanish with an introduction, at least 5 related paragraphs and a conclusion. Use both simple and more complex Spanish language and idiomatic expressions acquired in levels 1-4 as well as their personal readings of previous Spanish works.										
SPAN 6 Advanced Spanish II SLO # 3: (Revised SLOs – Oct 5)Upon completion of the course, successful students will converse orally. They will be able to understand simple spoken questions in Spanish on everyday topics occurring in conversational situations such as meeting someone, making a phone call, describing one's day. Answer orally in a cultural appropriate manner simple questions with ease. Assessed by oral examination and/or oral presentation.										

SPAN 21 Beginning Conversational Spanish SLO # 1 Basic conversation in Spanish: Students will be able to demonstrate improved conversational skills acquired in acquisition levels 1 and 2 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.	*x*	*x*	*x*		*3*	*2*	*4*	*4*	*2*	*1*
SPAN 21 Beginning Conversational Spanish SLO # 2: (Revised SLOs – Oct 5) *Upon completion of the course, successful students will converse orally. They will be able to understand simple spoken questions in Spanish on everyday topics occurring in conversational situations such as meeting someone, making a phone call, describing one's day. Answer orally in cultural appropriate manner simple questions with ease. Assessed by oral examination and/or oral presentation.*										
SPAN 21 Beginning Conversational Spanish SLO # 3:										
SPAN 22 Intermediate Conversational Spanish SLO # 1: *Developed conversation Spanish: Students will be able to demonstrate improved conversation skills acquired in levels 2-4 with a greater variety of vocabulary and structures and greater facility with idiomatic expressions.*	*x*	*x*	*x*		*3*	*2*	*4*	*3*	*2*	*1*
SPAN 22 Intermediate Conversational Spanish SLO # 2: **(Revised SLOs – Oct 5)***Upon completion of the course, successful students will converse with ease. They will be able to understand spoken questions in Spanish on everyday topics as well as questions centered on culturally relevant issues in Spanish-speaking societies such as Spanish/Latin American cinema, media and technology, Castilian Spanish versus Latin American Spanish. Answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions. Assessed by oral examination and/or oral presentation.*										
SPAN 22 Intermediate Conversational Spanish SLO # 3:										

SPAN 24 Introduction to Spanish and Latin American Language and Cultures SLO # 1: *Analysis of the Spanish language center and culture: The student will write narrative responses to two questions, demonstrating knowledge of Spanish culture and the major topics covered in class.*	*x*	*x*	*x*		*3*	*3*	*4*	*3*	*2*	*1*
SPAN 24 Introduction to Spanish and Latin American Language and Cultures SLO # 2:										
SPAN 24 Introduction to Spanish and Latin American Language and Cultures SLO # 3:										
SPAN 52a Spanish for Native Speakers SLO # 1 *Native/heritage speakers of Spanish will be able to converse read and write in Standard Spanish using culturally appropriate vocabulary and structure. Orthography will be correct.*										
SPAN 52a Spanish for Native Speakers SLO # 2										
SPAN 52a Spanish for Native Speakers SLO # 3										
SPAN 52b Native/heritage speakers of Spanish SLO # 1 *will be able to converse, read, and writes Standard Spanish using culturally appropriate vocabulary, structure and orthography and demonstrate these skills.*										
SPAN 52b Native/heritage speakers of Spanish SLO # 2										
SPAN 52b Native/heritage speakers of Spanish SLO # 3										

b)   Provide a timeline for course and program level SLO assessments.

SLO and Assessment Timeline: Four-Year Cycle

Program Name	Foreign Language (Spanish)

SLO Assessment Timeline: Create Your 4-Year Assessment Plan
Directions: Starting in the academic years 2014 - 2018, SLOs will be assessed over a four-year cycle at Compton College. Because the program review will start occurring in calendar years (i.e. Spring to Fall semester), the grid below is organized by calendar year rather than academic year,

plan out your program's assessments so that all SLOs (both course-and program-level) are assessed at least once every four years.

Year	Semester	Course-Level SLOs Assessed	Program-Level SLOs Assessed
Year 1 of 4-Years SLO Cycle *(3 years before* *Program review)*	Spring Year 1 2013, 2019	Spanish I	
	Fall Year 1 2013, 2019	Spanish II Spanish 21 Spanish 22	
Year 2 of 4-Year SLO Cycle *(2 years before* *Program review)*	Spring Year 2 2016, 2019	Spanish III	
	Fall Year 2 2017, 2019	Spanish IV	
Year 3	Spring Year 3 2018,	Spanish 52A	

	2020		
of 4 Year-SLO Cycle *(1 year before* *Program review)*	Fall Year 3 2014, 2019	Spanish 52B	
Year 4 of 4-Year SLO Cycle *(Year of* *Program Review)*	Spring Year 4 2013, 2017		
	Fall Year 4 2013, 2017 Year 4		

Note: Languages for which there are fewer courses offered will be assessed as applicable. For instance, In the Spring of Year 2, levels 5/6 are listed, but these classes are only taught for Spanish and French, so They will be not apply to other foreign language courses

c) State the percent of course and program SLO statements that have been assessed.
100% Spanish I, II, III, IV, 52A, and 52B courses have been assessed.

Sign Language/Interpreter SLAN 111 American Sign Language 1 was assess in the Fall 2016 and 2017.

Sign Language/Interpreter SLAN 113 American Sign Language II was assess in Spring 2016 and Spring 2018.

Elementary Japanese 1 was not assess.

d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

The Program of Foreign Language has yet to establish a Report of Assessment Results for Sign Language/Interpreter program.

2A. Semester of Assessment	Spring 2014 (Spanish I) Fall 2013 (Spanish II) Fall 2014 (Spanish III) Fall 2015 (Spanish 4) Fall 2015 (Spanish 21) Fall 2015 (Spanish 22) Fall 2016 (Spanish 52A) Spring 2017 (Spanish 52B)
2B. Data (in numerical or narrative form)	Spanish 1 – 90% got C's and higher. Spanish 2 – pre/pro 90% got C's and higher Spanish 3 – 100% got B's and higher Spanish 4 – 95% got C's and higher Spanish 21A – 95% got A's and higher Spanish 22 – 100% got A's and higher Spanish 52A – 100% got A's and higher Spanish 52B –100% got A's and higher
2C. Additional Notes/Comments	

e) Describe how you have improved your SLO process and engaged in dialogue about assessment results.

The Spanish fulltime faculty meets regularly to assess the SLO instrument and make the necessary changes. In addition, the Spanish fulltime faculty implements the same instrument for all the Spanish courses.

f) **List any related recommendations.**

Non-applicable

5. **Analysis of Student Feedback**
   Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

a) Describe the results of the student survey in each of the following areas:

The Student Feedback Survey asks students to rate the program according to the following categories: Student Support, Curriculum, Facilities & Equipment, and Program Objectives. The rating scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). An average score of 5.00/5.00 would mean every student indicated "Strongly Agree" for that question, while a score of 4.00/5.00 would mean students were selecting the "Agree" response on average.

For **Japanese**, there were only 6 respondents, so it is advised not to generalize these results to anything beyond the few students in this surveyed course. Because there were very few responses, the range of scores varies widely for Japanese, but most ratings were above the scale's 3.00 midpoint. One exception is that students indicated there was not a variety of extracurricular activities related to Japanese coursework (average score 2.83/5.00).

For **Sign Language**, there were 103 respondents. The average scores ranged from 3.65 to 4.59, indicating that the average student gave a positive response for questions related to the Sign Language courses. For questions related to Student Support, the average scores were between 4.21 and 4.59, meaning most students were at least indicating "Agree" on these statements. The highest-rated aspect was the opportunity to actively participate in class (4.59), and the lowest-rated aspect was feeling a sense of community within the program (4.21). There were a few students who disagreed with the statements regarding feeling a sense of community and student contributions being valued by instructors, but there was no disagreement for the other statements in the Student Support section.

For questions related to Curriculum, the average scores were between 3.65 and 4.25. The highest-rated aspect was the coursework helping students meet academic goals (4.25), and the lowest-rated aspect was the availability of extracurricular activities (3.65). Questions with the most disagreement were related to: availability of extracurricular activities; library having the appropriate resources to help students succeed; courses being scheduled at convenient times; and an appropriate range of courses being offered.

For questions related to Facilities, all of the average scores were around 3.70. Students gave somewhat positive feedback regarding the buildings and classrooms (3.76), equipment (3.75), and computers/software (3.71) used in the program, although there were a number of students who disagreed about the quality of each of these. When asked about Program Objectives, most students (95%) agreed that they were aware of the course outcomes for the Sign Language program (average score 4.55).

For **Spanish**, there were 190 respondents. The average scores ranged from 3.50 to 4.38, indicating the average student gave a positive response for questions related to the Spanish courses. For questions related to Student Support, the average scores were between 4.07 and 4.38, meaning most students were at least indicating "Agree" on these statements. The highest-rated aspect was the opportunity to actively participate in class (4.38), and the lowest-rated aspect was feeling a sense of community within the program (4.07). There were relatively few students who disagreed with these statements, although the most disagreement was related to feeling a sense of community and whether instructors helped students stay on track.

For questions related to Curriculum, the average scores were between 3.50 and 4.01. The highest-rated aspect was the coursework helping students meet their academic goals (4.01), and the lowest-rated aspect was the availability of extracurricular activities (3.50). There was relatively more student disagreement in this section compared to other parts of the survey, with the most disagreement surrounding extracurricular activities, an appropriate range of course offerings, convenience of course scheduling, and availability of necessary library resources.

For questions related to Facilities, average scores were between 3.74 and 3.90. Students gave somewhat positive feedback regarding the buildings and classrooms (3.90), equipment (3.81), and computers/software (3.74) used by the program, although the strongest disagreement was regarding the computers and software. When asked about Program Objectives, most students (88%) agreed that they were aware of the course outcomes for the Spanish program (average score 4.26).

For the combined **Foreign Languages** program, there was a total of 299 respondents. There were many similarities between the responses for Sign Language and Spanish, so the combined responses for the entire Foreign Languages program will also reflect similar feedback from the students. The average scores ranged from 3.54 to 4.45, indicating the average student gave a positive response for any given question. For questions related to Student Support, the average scores were between 4.11 and 4.45, meaning students were indicating at least "Agree" for the questions in this section. The highest-rated aspect was the opportunity to actively participate in class (4.45), and the lowest-rated aspect was feeling a sense of community within the program (4.11). There was relatively little disagreement among these statements, but the aspects that had the most student disagreement were related to feeling a sense of community and whether the instructors helped students stay on track.

For questions related to Curriculum, the average scores were between 3.54 and 4.09. The highest-rated aspect was the coursework helping students meet their academic goals (4.09), and the lowest-rated aspect was the availability of extracurricular activities (3.54). Most of the student disagreement in this section dealt with extracurricular activities, an appropriate range of course offerings, courses being scheduled at convenient times, and the availability of necessary library resources.

For questions related to Facilities, average scores were between 3.72 and 3.85. Students gave somewhat positive feedback regarding the buildings and classrooms (3.85), equipment (3.77), and computers/software (3.72) used in the program. The strongest disagreement was related to the quality of computers and software, although there was a similar amount of disagreement regarding the quality of classroom equipment such as projectors. When asked about Program Objectives, most students (91%) agreed that they were aware of the course outcomes for the Foreign Languages program (average score 4.37).

Program Objectives
b)   Discuss the implications of the survey results for the program.
       The Spanish Department is gravely concern with the student's survey in regards to extra-curricular activities.
c)   Discuss the results of other relevant surveys.

As a result of the Spanish Department concerned in regards to extra-curricular activities from the result of the student survey, the Spanish Department has reacted by providing extra-curricular events for students to attend. The Spanish Department has implemented a series of speakers and has implemented the Latin American Film Series at Compton College for the semester. Also, the Spanish Department will continue with its Spanish Spelling Bee contest.

d) **List any related recommendations.**

- The Spanish Department recommends funds for extra-curricular activities and events that will allow students to participate in extra-curricular activities and to promote student life at Compton College.

6. **Facilities and Equipment**

a) Describe and assess the existing program facilities and equipment.

The Foreign Language Program has no Foreign Language facilities or equipment.

b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The Foreign Language Program needs upgraded computers (desktops) for its fulltime faculty.

c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The Foreign Language Program needs upgraded desktop computers for its fulltime faculty. Approximately cost 7,000.00.

d) **List any related recommendations.**

The Foreign Language Program recommends new computers for its fulltime faculty.

7. **Technology and Software**

a) Describe and assess the adequacy and currency of the technology and software used by the program.

The Foreign Language Program has the "Rosetta Stone" software for its Spanish courses, only available at the library. The Foreign Language Program does not have software for its Elementary Japanese course and for its Sign Language/Interpreter courses.

b)   Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The Foreign Language Program needs technology and software for its Elementary Japanese course and its Sign Language/Interpreter courses.

c)   Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The Foreign Language Program needs technology and software for its Elementary Japanese course and its Sign Language/Interpreter courses. Approximately cost 5,000.00.

d)   List any related recommendations.

The Foreign Language Program recommends software for its Elementary Japanese course and its Sign Language/Interpreter courses.

8. **Staffing**

a)   Describe the program's current staffing, including faculty, administration, and classified staff.

The Foreign Language Program consists of two-fulltime faculty and several adjunct instructors. It consists of one Spanish tutor.

b)   Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The Foreign Language Program needs an Elementary Japanese and Sign Language/Interpreter tutor. Approximately cost 10,000.00.

The Foreign Language Program needs a fulltime Sign Language/Interpreter faculty.

c)   List any related recommendations.

- The Foreign Language Program recommends an Elementary Japanese and Sign Language/Interpreter software.

- The Foreign Language Program recommends an Elementary Japanese and Sign Language/Interpreter tutor.

- The Foreign Language Program needs a fulltime Sign Language/Interpreter faculty.

9. **Future Direction and Vision**

a)   Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The relevant changes within the academic field/industry is that Foreign Language textbooks now required on-line activities. The change impacts the Foreign Language Program since it requires the Foreign Language Program to rely on a Language Lab so students may access the on-line activities.

b)   Explain the direction and vision of the program and how you plan to achieve it.

The direction of the vision of the Foreign Language Program at Compton College is to provide the highest standard of learning, in the acquisition of foreign language skills and the globalized and multicultural world and also of the need to teach Sign Language/Interpreter training to those who want to translate or work in fields that demand the knowledge and skills of Sign language. Increase Language offerings as Japanese, French, Mandarin, Arabic and Kiswahili. In addition, the Foreign Language Program is to develop student life by creating a Spanish Student Organization (club). Research data show that students involved in student life/student organizations have a higher retention rate and graduation. In addition, the Foreign Language Program will establish a series of extra-curricular events: guest speakers, the Latin American Film Series and continue with the Spanish Spelling Bee contest.

c) **List any related recommendations.**

- The Foreign Language Program recommends funds for its extra-curricular events and the continuation of the Spanish Spelling Bee contest.

10. **Prioritized Recommendations**
a)   Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

ASL needs a lab assistant and one full-time ASL instructor. In addition, smart classroom space and a smart ASL lab. The classroom/lab needs to include computers, TV monitors, recording cameras, and a library of assorted ASL DVD's for student access.
Increase the number of day classes for beginning and intermediate level courses and advanced interpreting courses at Compton College. Establish and Foreign Language Laboratory. Offer French, Mandarin and Arabic Languages Instruction.

b)   Explain why the list is prioritized in this way.

The Foreign Language Program needs a fulltime ASL instructor in order to grow the Sign Language/Interpreter program and headcounts at Compton College. In addition the smart

classroom will strengthen quality educational and support services to promote student success.

c)

Recommendations	Cost Estimate	Strategic Initiatives
1. ASL fulltime instructor	90,000	1
2. Language Lab	60,000	2
3. Instructional Technology	50,000	3

NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, institutional data, and the provided CTE 2-year Program Review data to respond to the following questions:

1. How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.

2. How does the program address needs that are not met by similar programs in the region?

3. What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?

4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?

5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

a. Advisory committee membership list and credentials
b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.