

2021-2022 Comprehensive Instructional Program Review - Modern Languages (ML) Latest Version

2021-2022 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by Cabuto, Froylan on 04/11/2022 16:54

Explain how your program supports the College's Mission.

We are in line with the College's Mission. Therefore, the mission of the Modern Language Department is committed to promote excellence and innovation in teaching American Sign Language, Chinese, French, German, Spanish, and Japanese, and to assess varied learning needs of our diverse student body. We believe that every language is a pathway to global respect and cultural understanding. We embrace open communication and guide students as they explore their role in the global community.

Our **vision** is to offer our students high-quality education and a creative path learning through knowledge from a multicultural perspective where our primary objective is to create a diverse, equitable and inclusive atmosphere.

Degrees and Certificates : Version by Cabuto, Froylan on 04/11/2022 16:54

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

ASSOCIATE OF ARTS DEGREE IN ASL	UNITS
ASL 110 American Sign Language I	4
ASL 111 American Sign Language II	4
ASL 210 American Sign Language III	4
ASL 211 American Sign Language IV	4
ASL 220 Deaf Culture	3
ASL 215 Beginning Interpreting and Ethics I	3
Total Units	22

ASSOCIATE OF ARTS DEGREE IN CHINESE	UNITS
CHIN 101 Elementary Chinese I	5
CHIN 102 Elementary Chinese II	5
CHIN 201 Intermediate Chinese I	5
CHIN 202 - Intermediate Chinese II	5
CHIN 260 Chinese Culture and Society	3
Total Units	23

ASSOCIATE OF ARTS DEGREE IN FRENCH	UNITS
FREN 101 Elementary French	5
FREN 102 Elementary French	5
FREN 201 Intermediate French	5
FREN 202 Intermediate French	4
FREN 203 Intermediate French Level I	4
FREN 285 Romance Linguistics	3
Total Units	26

ASSOCIATE OF ARTS DEGREE IN GERMAN	UNITS
GERM 101 Elementary German	5
GERM 102 Elementary German	5
GERM 201 Intermediate German	4
GERM 202 Intermediate German	4
Total Units	18

ASSOCIATE OF ARTS DEGREE IN JAPANESE	UNITS
Japanese 101 Elementary Japanese	5
Japanese 102 Elementary Japanese	5
Japanese 201 Intermediate Japanese	5
Japanese 202 Intermediate Japanese	4
Total Units	19

ASSOCIATE IN ARTS DEGREE IN SPANISH FOR TRANSFER	UNITS
SPAN 101 Elementary Spanish OR SPAN 111 Elementary Spanish for Spanish Speakers	5
SPAN 102 Elementary Spanish OR SPAN 112 Elementary Spanish for Spanish Speakers	5
SPAN 201 Intermediate Spanish	5
SPAN 202 Intermediate Spanish	4
SPAN 210 OR SPAN 245 OR SPAN 260	3
Total Units	22

ASSOCIATE OF ARTS DEGREE IN SPANISH	UNITS
SPAN 101 Elementary Spanish OR SPAN 111 Elementary Spanish for Spanish Speakers	5

ASSOCIATE OF ARTS DEGREE IN SPANISH	UNITS
SPAN 102 Elementary Spanish OR SPAN 112 Elementary Spanish for Spanish Speakers	5
SPAN 201 Intermediate Spanish	5
SPAN 202 Intermediate Spanish	4
Total Units	19

Six-Year Program Goals : Version by Cabuto, Froylan on 05/26/2022 03:13

The department of Modern Languages set sixteen goals (9 short-term; and 7 long-term) in the current Program Review (2021-2022).

The following list contains a complete analysis of the goals completed during the 2015-2016 IPR report:

The American Sign Language program established an Associate of Arts Degree in American Sign Language. As a result, the ASL program expanded their program and the following courses have been completed: ASL 211: American Sign Language IV; ASL 215: Beginning Interpreting and Ethics I; ASL: 216 Beginning Interpreting and Ethics II; and ASL 220: Deaf Culture. In addition, the program developed a partnership to establish a liaison with California State University Long Beach to provide a track for students in the ASL and German programs. As a result, CSULB established a partnership with Cerritos College explicitly regarding only the ASL program. Also, the program has done plentiful work on Closed Captioned materials. To end, the ASL program is currently working on the following goals that are work in progress:

1. Create the following courses:
 1. American Sign Language Structure (Linguistics).
 2. Fingerspelling and Numerical concepts.
2. Establish a laboratory dedicated to the special needs of Sign Language Students.
3. Interpreter Preparation Program.

The Chinese program has also established an Associate in Arts Degree in Chinese. In addition, the program also wrote the following course: Chinese 260: Chinese Culture and Society. The course has no prerequisite, and it is available to all students.

The German program implemented changes in scheduling of German classes in the last five years resulting in an increase of student retention on it first four years.

The Japanese program has not been able to secure a full-time instructor to expand the program.

The Spanish program completed the following course: Span 260: Frida Kahlo and Mexican Muralists. On the other hand, the Spanish program has failed to secure the request of three full-time positions. The program has not been able to establish a course for Spanish Business Personnel in order to compete with globalization. The Spanish program will reassess this goal and survey students in collaboration with the Business department to make sure this option is viable.

The Modern Language Department has developed the following Korean courses and are currently in Curriculum to establish a Korean program: KOR 101: Beginning Korean I; and KOR 102: Beginning Korean II. We set this goal in the last program review based on the survey we took at the time. In addition, over the years, the community has sent numerous e-mails inquiring for this specific language class offering.

Furthermore, the Modern language has secured tutors in the area of Spanish and American Sign Language. The Cerritos College Library has increased additional library resources for some of our programs including textbooks and books of various genres.

The Modern Language Department has also been promoting awareness of our program. We have recruited prospective students from nearby high schools and our community by holding Open House through the Liberal Arts Division. In addition, we are currently working on establishing a dual enrollment for K-12 students through Cerritos College Dual Enrollment Program. Presently, ASL 110, and CHIN 101 are offered at Paramount High School. We are at the last phase to include SPAN 101 courses. Once we had established the full program, other languages will follow.

Lastly, the Modern Language Department has not completed the following goals due to many factors including rapid decrease of full-time instructors in Spanish and German. However, we will continue to work diligently to fulfill these goals by the next program review:

1. Certificate of Achievement in Modern Languages: The first module will be Spanish.
2. Create standardized syllabi for Modern Language programs.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
(1) Promote intellectual development by encouraging students to attend plays, museums, operas, and cultural events. (Short Term Goal/Ongoing Term)	D, B, F	Action will be completed by the end of Fall 2023.	Look for information near the community or within the Los Angeles Greater Area. All instructors participate.
(2) Request additional library resources such as language software, DVDs, CDs, Readers, Magazines, and tutoring for all languages. (Short Term Goal/Ongoing Term)	A, B, D, E, F	Action will be completed by the end of Fall 2023.	a. Identify the needed materials by Fall 2022. b. Contact our Liberal Arts Dean. c. Provide a written request to librarians and Student Success Center personnel. All instructors participate.
(3) Closed Caption all materials. All full-time instructors. (Short Term Goal/Ongoing Term)	D, F	Action will be completed by the end of Fall 2023.	a. Investigate the proper channels in charge of converting materials in closed caption. b. Request all materials to be closed caption.
(4) Create course outlines for Korean 101 and 102. (Short Term Goal)	D, E, F	Outlines were approved by Curriculum at the beginning of Spring 2022 semester. General Education Approval for all major universities are expected to be cleared by Spring 2023. Consequently, Korean 101 and 102 courses will be ready to be taught by Fall 2023.	Professor Froylan Cabuto will write all course outlines.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
(5) Request FTEs to offer Korean 101 and Korean 102. (Short Term Goal)	A, D, E, F	Action will be completed by the end of Fall 2022.	Department Chairperson will contact Dr. Frank Mixson, Dean of Liberal Arts.
(6) Encourage all Modern Language Instructors to engage in curriculum and communication engagement to enhance the visibility of our programs. (Short Term Goal/Ongoing Term)	C, D, E, F	Action will be completed by the end of Fall 2024.	Take opportunities as soon as they are available within the Liberal Arts Division. All instructors.
(7) Design a Modern Language Open House either virtual or on-site to promote our languages and recruit students to increase enrollment. We will distribute our pathways maps to increase AA Degrees across all languages. (Short Term Goal/Ongoing Term)	A, B, C, D, E, D, F	Action will be completed by the end of Fall 2024.	Write proposal or outline beginning Fall 2022. All instructors.
(8) Partake in Senior Preview Day to promote our language programs. We will distribute our pathways maps to increase AA Degrees across all languages. (Short term/Ongoing term)	A, D, F	Action will be completed by the end of Fall 2023.	Accept invitation as soon as Senior Preview Day sends invitation.
(9) Create standardized syllabi for Spanish 101 & 102 levels. (Short Term Goal)	A, C, D, E, F	Action will be completed by the end of Fall 2023.	Meet with each full-time faculty member in the department and solicit input by Fall 2022. Write the final draft based on the discussion with the faculty members and implement it with all faculty, full-time and part-time by Fall 2023.
(10) Expand the ASL program and offer more courses to satisfy the demands of students. Therefore, the ASL program will create the following ASL courses: 1. American Sign Language Structures (Linguistics). 2. Fingerspelling and Numerical concepts (course number to be defined).	A, B, C, D, E, D, F	Action will be completed by the end of Fall 2026.	a. Instructor will begin working on the Fall 2022 on the course outlines being proposed in the order is suggested in the previous column. b. Discuss proposal with Curriculum Personnel. c. Meet with Curriculum Committee for final revision of Certificate of Achievement. Professor Cindy Hall, and Ed Kelly
(11) Certificate of Achievement in Modern Languages: The first module will be Spanish. (Long Term Goal)	A, C, D, E, F	Action will be completed by the end of Fall 2026.	a. Discuss the proposal with instructors of the Modern Language Department by Fall 2022. b. Write the certificate of achievement outlines. c. Discuss proposal with Curriculum Personnel. d. Meet with Curriculum Committee for final revision of Certificate of Achievement.
(12) Increase collaboration with the Dual Enrollment Program to expand instruction to K-12 students and offer them elementary and intermediate language levels in all language disciplines. (Long Term Goal)	E, B, D, E, F	Action will be completed by the end of Fall 2026. ASL dual enrollment starts on fall 2022 at Warren HS and Downey HS.	Contact Dual Enrollment Program by Fall 2022.
(13) Create accelerated Spanish courses to assist students in finishing an AA-T in Spanish in a timely manner. (Implement this pilot program by spring 2026) Cabuto/Ugalde. (Long Term Goal)	A, E, F	Action will be completed by the end of Fall 2026.	a. Write the proposal or new course outlines. b. Discuss proposal with Liberal Arts and then with Curriculum Personnel. c. Meet with Curriculum Committee for final revision of the course outlines. Maria Ugalde and Froylan Cabuto will write the outlines.
(14) Request three full time positions for the Spanish program.	A, B, C, D, E, D, F	If funds are approved and met all the criteria, all positions should have been filled by Fall 2026.	A. Contact Research and Planning to gather information to write the Full-time Request Form by the deadlines. B. Submit written proposal to the Liberal Arts Division. Maria Ugalde and Froylan Cabuto will write the request.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
(15) Request two full time positions in the area of ASL.	A, B, C, D, E, D, F	If funds are approved and met all the criteria, all positions should have been filled by Fall 2026.	A. Contact Research and Planning to gather information to write the Full-time Request Form by the deadlines. B. Submit written proposal to the Liberal Arts Division. Cindy Hall will write the request.
(16) Assess the need and make a request for a full-time Japanese faculty.	A, B, C, D, E, D, F	If funds are approved and met all the criteria, all positions should have been filled by Fall 2026.	A. Contact Research and Planning to gather information to write the Full-time Request Form by the deadlines. B. Submit written proposal to the Liberal Arts Division. Maria Ugalde and Froylan Cabuto will write the request.
(17) The ASL will request Administration to create a Sign Language Lab (establishing a laboratory dedicated to the special needs of Sign Language Students).	A, B, C, D, E, D, F	Action will be completed by the end of Fall 2026.	a. Instructor will begin working on the Fall 2022 on the course outlines being proposed in the order is suggested in the previous column. b. Discuss proposal with Curriculum Personnel. c. Meet with Curriculum Committee for final revision of Certificate of Achievement. Professor Cindy Hall, and Ed Kelly
(18) Expand the ASL program and offer more courses to satisfy the demands of students. Therefore, the ASL program will create an Interpreter Preparation Program. (Long Term Goal)	A, B, C, D, E, D, F	Action will be completed by the end of Fall 2026.	a. Instructor will begin working on the Fall 2022 on the course outlines being proposed in the order is suggested in the previous column. b. Discuss proposal with Curriculum Personnel. c. Meet with Curriculum Committee for final revision of Certificate of Achievement. Professor Cindy Hall, and Ed Kelly

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by Cabuto, Froylan on 05/26/2022 03:13

Modern Language Department Program SLO's

We are current with Student Learning Outcomes. We currently assess our courses through e-Lumen.

Four courses were randomly selected to assess level one courses (101, 110, 111) from at least three language programs.

The department analyzed the SLOs for the courses below, made an assessment conclusion, and created an improvement plan. The following courses were randomly selected to conduct the Learning Student Outcomes: ASL 110, JAPAN 101, SPAN 101, SPAN 111.

The data comes from e-Lumen (Fall 2019 and Spring 2020 semesters).

COURSE	Good	Satisfactory	Emergent	Student Count
ASL 110	32.60%	35.64%	31.77%	670
JAP 101	55.6%	31.7%	12.7%	178
SPAN 101	45.50%	36.04%	18.46%	367
SPAN 111	34.04%	42.45%	23.51%	95
Total Average	41.94%	36.46%	21.60%	1,310

Student Learning Outcome

Upon completion of the course, the students will know and be able to do the following:

1. Students will communicate and comprehend the fundamentals of the target language at a basic level.
2. Students will be able to write/sign simple sentences in the target language.
3. Students will be able to demonstrate knowledge of basic grammar in the target language.
4. Students will be able to demonstrate an understanding of the general aspects of culture, history, and geography of the target language.

The Assessment Rubric to score SLO's developed by faculty is as follows: Good Performance (86%-100%); Satisfactory Performance (70%-85%); Emergent Performance (below than 70%).

Assessment Method

We chose the direct assessment method through e-Lumen. Upon completion of the course, students will know and/or be able to do the following: read, write, speak, sign, and comprehend basic American Sign Language, Chinese, Japanese, and Spanish through short paragraphs following with short answers.

Conclusion from Assessment Activity

The student count is 1,310 from all four courses combined from Fall 2019 and Spring 2020 semesters.

The average rate for all courses is as shown: Good Performance (41.94%); Satisfactory Performance (36.46%); Emergent Performance (21.60%).

Therefore, the results illustrate that 78.4% of students satisfactorily met the SLOs established by the Modern Language Department.

The breakdown is as follows:

1. 41.94% placed in the category "Good Performance".
 1. Ability to read, write, sign, and comprehend simple, complete and correct sentences.
 2. Ability to read, write, sign, and comprehend vocabulary related to daily activities.
 3. Ability to comprehend correct syntax; word order, subject-verb, direct object-indirect object.
 4. Ability to comprehend correct verb-tenses; present, past and immediate future, and imperative.
 5. Be able to recognize noun-adjective agreement, noun-article agreement.
2. 36.46% placed in the category "Satisfactory Performance".
 1. Some difficulty in reading, writing, signing, and comprehending simple, complete and correct sentences.
 2. Some difficulty in reading, writing, signing, and comprehending vocabulary related to daily activities.
 3. Some difficulty in comprehending correct syntax; word order, subject-verb, direct object-indirect object.
 4. Some difficulty in comprehending correct verb-tenses; present, past and immediate future, and imperative.
 5. Some difficulty recognizing noun-adjective agreement, noun-article agreement.

Students Need to Improve the following Skills and/or Knowledge:

1. 21.60% placed in the category "Emergent Performance".
 1. Difficulty in reading, writing, signing, and comprehending simple, complete and correct sentences.
 2. Difficulty in reading, writing, signing, and comprehending vocabulary related to daily activities.
 3. Difficulty in comprehending correct syntax; word order, subject-verb, direct object-indirect object.
 4. Difficulty in comprehending correct verb-tenses; present, past and immediate future, and imperative.
 5. Difficulty recognizing noun-adjective agreement, noun-article agreement.

Improvement Plan: In order to improve the understanding of this knowledge and/or development of the skill(s), the Modern Language Department recommends its faculty to incorporate the following changes to instruction and/or assessment (in addition to the textbooks material):

Rosetta Stone Language Software; Success Center; Encourage iFalcon for Students Success; Weekly e-mail to inform students of incoming workshops; Continue to explore new technology and new material to encourage Faculty and students; Plentiful of writing exercises; Audio lessons; Video lessons; Vocabulary; Dictation; Vocabulary quizzes; Chapter exams; Online and/or traditional dictionary; Reading online and/or traditional magazines; Online Foreign Language Pronunciation Training tool; Update curriculum and outcomes as needed; Facilitate skills needed to communicate comfortably in a wide variety of situations in the Deaf community; Provide students extra skills in order for them to use American Sign Language vocabulary, grammar, syntax and morphology to express and receive information when signing stories; Rise awareness of Deaf arts, Deaf Culture, Sign Languages and Literature.

In addition, we will reinforce students the importance of:

1. Attend the language laboratory
2. Utilize our Tutoring Center
3. Visit during Professor's Office Hours

Student Learning Outcome by Program

The Modern Language Program a continuation describes what students are expected to know or be able to do upon completion of the language program. In addition, it includes conclusion from assessment activities of all course levels, combined, from Fall 2017 to Spring 2020.

American Sign Language Program SLO's

1. Students communicate comfortably in a wide variety of situations in the Deaf community.
2. Students demonstrate knowledge and awareness of Deaf arts and literature. In addition, they demonstrate awareness of Deaf arts and literature.
3. Students demonstrate knowledge and engaging critical inquiry relating to topics in Deaf Culture and sign languages.
4. Students demonstrate advance knowledge of how to transliterate and interpret between spoken English and American Sign Language (ASL).
5. Students use American Sign Language vocabulary, grammar, syntax and morphology to express and receive information when signing stories.
6. Students demonstrate knowledge of historical, social, cultural and ideological constructions of deaf people and their communities on national and global scales.

The American Sign Language Program has maintained above satisfactory rate of SLOs for the last three years (Fall 2017 – Spring 2020) based on the following e-Lumen data.

The average rate of SLOs for the ASL Program is as shown: Good Performance (45.10%); Satisfactory Performance (34.40%); Emergent Performance (20.60%).

Therefore, the results illustrate that 79.50% of students satisfactorily met the SLOs established by the Modern Language Department.

Chinese Program SLO's

1. Students develop proficiency in written and spoken communication.
2. Students translate Chinese passages at an intermediate middle level.
3. Students recognize and write 200 new Chinese characters.
4. Students learn the historical, cultural, political, and economic contexts in contemporary China.
5. Students analyze and interpret the role, status, and issues of religion in contemporary China.
6. Students develop and foster an appreciation of cultural diversity and global awareness.

The Chinese Program has maintained above satisfactory rate of SLOs for Spring 2018; and from Spring 2019 to Spring 2020 based on the following e-Lumen data.

The average rate of SLOs for the Chinese Program is as shown: Good Performance (67.40%); Satisfactory Performance 24.10%; Emergent Performance (8.50%).

Therefore, the results illustrate that 91.50% of students satisfactorily met the SLOs established by the Modern Language Department.

French Program SLO's

1. Students demonstrate acquired knowledge in French literature from the oral tradition of the Chansons de Geste to XXI century. Students gain the ability to understand, analyze and evaluate this literature.
2. Students speak fluent French in professional, educational, and cultural settings.
3. Students learn that French literature and philosophy relies on a solid background of particular components of French history.
4. Students identify historical, cultural, and social facts and comment them in fluent French.
5. Students have knowledge of Romance Linguistics: evolution of French from Latin, language phenomenon, phrase constituents, word order, and semantic analysis.
6. Students know how to recognize language units into complex constituents whether writing essays or speaking French.
7. Students use more complex grammatical structures, including the use of the subjunctive, conditional, and verbal agreement in the past.

The French Program has maintained above satisfactory rate of SLOs for Fall 2017 semester only based on the following e-Lumen data.

The average rate of SLOs for the French Program based on this semester is as shown: Good Performance (65.10%); Satisfactory Performance (25.80%); Emergent Performance (9.10%). Therefore, the results illustrate that 90.90% of students satisfactorily met the SLOs established by the Modern Language Department.

German Program SLO's

1. Students write essays in German in near-native quality.
2. Students speak German well enough to function in professional, educational and informal settings.
3. Students understand philosophical, fictional and historical works of German-speaking countries.
4. Students recognize many cultural elements in German Speaking countries.
5. Students identify the important writers of the literary and philosophical German writers.

The German Program has maintained above satisfactory rate of SLOs for Fall 2017 and Spring 2018 semesters only based on the following e-Lumen data.

The average rate of SLOs for the German Program based on these semesters is as shown: Good Performance (48.0%); Satisfactory Performance (35.0%); Emergent Performance (17.0%).

Therefore, the results illustrate that 83.0% of students satisfactorily met the SLOs established by the Modern Language Department.

Spanish Program SLO's

1. Students identify the important writers of the literary and philosophical Hispanic tradition.
2. Students recognize the various elements of Hispanic culture.
3. Students comprehend philosophical, historical, and fictional works in Spanish
4. Students speak fluent Spanish in professional, educational, and informal settings.
5. Students construct essays in fluent Spanish.

The Spanish Program has maintained above satisfactory rate of SLOs for the last three years (Fall 2017 – Spring 2020) based on the following e-Lumen data.

The average rate for the last three years of SLOs for the Spanish Program is as shown: Good Performance (49.00%); Satisfactory Performance (33.8%); Emergent Performance (17.7%).

Therefore, the results illustrate that 82.8% of students satisfactorily met the SLOs established by the Modern Language Department.

Course by SLO	Expected Performance	Performance

Assessment Report (Part 2: Assessment Responses) : Version by Cabuto, Froylan on 05/26/2022 03:13

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

No Value

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Improvement Plan: In order to improve the understanding of this knowledge and/or development of the skill(s), the Modern Language Department recommends its faculty to incorporate the following changes to instruction and/or assessment (in addition to the textbooks material):

- Rosetta Stone Language Software; Success Center; Encourage iFalcon for Students Success; Weekly e-mail to inform students of incoming workshops; Continue to explore new technology and new material to encourage Faculty and students; Plentiful of writing exercises; Audio lessons; Video lessons; Vocabulary; Dictation; Vocabulary quizzes; Chapter exams; Online and/or traditional dictionary; Reading online and/or traditional magazines; Online Foreign Language Pronunciation Training tool; Update curriculum and outcomes as needed; Facilitate skills needed to communicate comfortably in a wide variety of situations in the Deaf community; Provide students extra skills in order for them to use American Sign Language vocabulary, grammar, syntax and morphology to express and receive information when signing stories; Raise awareness of Deaf arts, Deaf Culture, Sign Languages and Literature.

In addition, we will reinforce students the importance of:

1. Attend the language laboratory
2. Utilize our Tutoring Center
3. Visit during Professor's Office Hours

Data Analysis of Program Data : Version by Cabuto, Froylan on 05/26/2022 03:13

The courses offered at Cerritos College have been developed to meet the needs of all students. Beginning, intermediate, and advanced courses support Student Learning Outcomes (SLOs) and goals by making certain that they are defined in all department course outlines and syllabi and that they are assessed regularly to evaluate their ongoing effectiveness.

All course outlines are current, and the department updates them every three years.

The Modern Language Department offers the following languages: American Sign Language, Chinese, French, German, Spanish, and Japanese. In addition, we are currently working on developing a Korean program. Currently, Korean 101 and Korean 102 course outlines have been submitted to Curriculum.

As a result, the Modern Language Department offers an Associate in Arts Degree in American Sign Language, Chinese, French, German, and Spanish. In addition, we offer an Associate in

Arts Degree for Transfer (AA-T) in Spanish. Furthermore, the department has developed the Associate in Arts Degree for American Sign Language and for Chinese since the last program review.

Consequently, the department currently offers a Transfer Program in American Sign Language, Chinese, French, German, and Spanish.

No Associate in Arts Degree is offered in Japanese due to budget constraints to hire a full-time Japanese instructor.

All courses have been converted into Distance Education to be taught either hybrid, synchronously or asynchronously to increase enrollment in our classes and attract students virtually from everywhere. In addition, all instructors are certified to teach online courses.

The asynchronously classes will be conducted on the course management system, and are organized into modules to cover the book chapters. Each module contains learning materials in form of cultural videos, grammar video-lessons with plenty of exercises, a practice study guide, quizzes, an exam, a video-diary, a personal study plan, and collaborative activities through Discussions. Although classes are fully online, there are not self-paced courses since students will complete work every week period.

All courses include weekly assignments, projects, unit tests and mid-term and final-term exams and supplementary learning resources are assigned via the Internet on all modalities. The guidelines and timelines for online assignments and projects are clearly stated and explained. Students are informed of what to expect regarding their participation and study in class and online, and they also are required to fulfill lab hours as required in the course outlines. The other Internet content includes PowerPoint presentations, announcements, lecture notes, student discussions and collaborations as well as grading scheme and items. The instructor plays an active role in guiding through and communicating about the courses content. Technology is fully utilized to enhance student interactivity that promote student-content, student-student & student-instructor interaction.

Therefore, the content of the traditional course and all activities designed for the course objectives will be presented and implemented in these hybrids, synchronously, and/or asynchronously courses. Not only can the objectives as written in the course outline be accomplished, but also the integration of the online tools and resources will improve the quality of the instruction in a way that student engagement increases, and exploration of knowledge broadens and deepens.

Modern Language Accreditation Student Survey Report

The Cerritos College Modern Language Department worked with the Office of Institutional Effectiveness, Research, and Planning (IERP) to administer a survey to Cerritos College students enrolled in Modern Language Courses in Spring 2021. The survey was administered through IERP's survey tool, Qualtrics. Of the 1,096 students enrolled in Modern Language courses contacted, 317 students responded, a 28.9% response rate. Students had the opportunity to participate in the survey from April 19, 2021 to April 30, 2021. The survey was comprised of 14 questions close-ended questions (i.e., multiple choice and Likert scale; some close-ended questions allowed employees to input an open-ended answer choice).

The following report compiles the results of each question and provides visuals to contextualize student responses.

Background Information

The majority of respondents indicated being in a major other than a Modern Language. Of those in a Modern Language major, the majority indicated being a Spanish major followed by an ASL major. Of those selecting other and indicating their major (186), the majority were Nursing majors (21) followed by Psychology majors (13).

Slightly over a third of the respondents indicated taking Modern Language courses for personal interest. Major requirements and general education language requirement each represented a quarter of the respondents. The majority indicated learning about Foreign Language courses via the Cerritos website. Close to a third indicated counselors/teachers.

The majority of respondents indicated not being employed during the academic year. An equal split indicated working either part-time or full-time.

Class Experience

The majority of respondents indicated seeking help from their instructor when they have difficulties with their language class. Most respondents indicated the quality of instruction they have received in Foreign Language classes as excellent. A little over a fifth of respondents were enrolled in Spanish 101 and a little less were enrolled in American Sign Language 110.

Close to three quarters of respondents indicated they have taken a Foreign Language class online. Three quarters of respondents having taken Foreign Language classes online indicated they would enroll in an online Foreign Language class again. Of the fourth that indicated they had not taken a Foreign Language class online, three quarters indicated they would take an online Foreign Language course.

Respondents were asked what they enjoyed or kept them engaged in their Foreign Language course. Various respondents mentioned the culture of the language as what they enjoyed.

Educational Goals

Most respondents indicated their educational goal at Cerritos College was to obtain an AA degree and transfer to a four-year university. When those indicated wanting to transfer were asked what university they hoped to transfer to the majority of those who responded indicated CSU Long Beach (67). This was followed by undecided (26) and UCLA (18).

Close to three-quarters of the respondents indicated having received outstanding or very good advice from their counselor regarding their educational goal.

Post Pandemic Preferences

Respondents were asked to rank their preference for Language classes after the pandemic from most desirable (1) to least desirable (4). Face to Face was ranked most desirable more than all other options followed by Online (asynchronous), and with remote (synchronous zoom meetings) and hybrid (combination of online and face to face) tied.

Respondents were asked to rank their preference for days of attendance after the pandemic from most desirable (1) to least desirable (4). Mondays and Wednesday were ranked most desirable more than all other options followed Tuesdays and Thursdays, Saturdays, and Fridays.

Respondents were asked to rank their preferred times to attend classes after the pandemic from most desirable (1) to least desirable (4). Mornings were ranked most desirable followed by afternoons and evenings.

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

STUDENTS DEMOGRAPHICS

According to California Community Colleges Chancellor's Office, last census, Annual 2014-2015, is the following data.

The Historical Distribution of Credit Students by Ethnicity for Cerritos College is as follow:

1. 68.10 % Hispanic
2. 8.58 White Non-Hispanic
3. 6.61% Asian
4. 5.97% African American
5. 5.18 Unknown
6. 2.65% Filipino
7. 2.31 % Multi-Ethnicity
8. 0.34% Pacific Islande
9. 0.25% American Indian/Alaskan Native

The Historical Distribution of Credit Students by Age group is as follow:

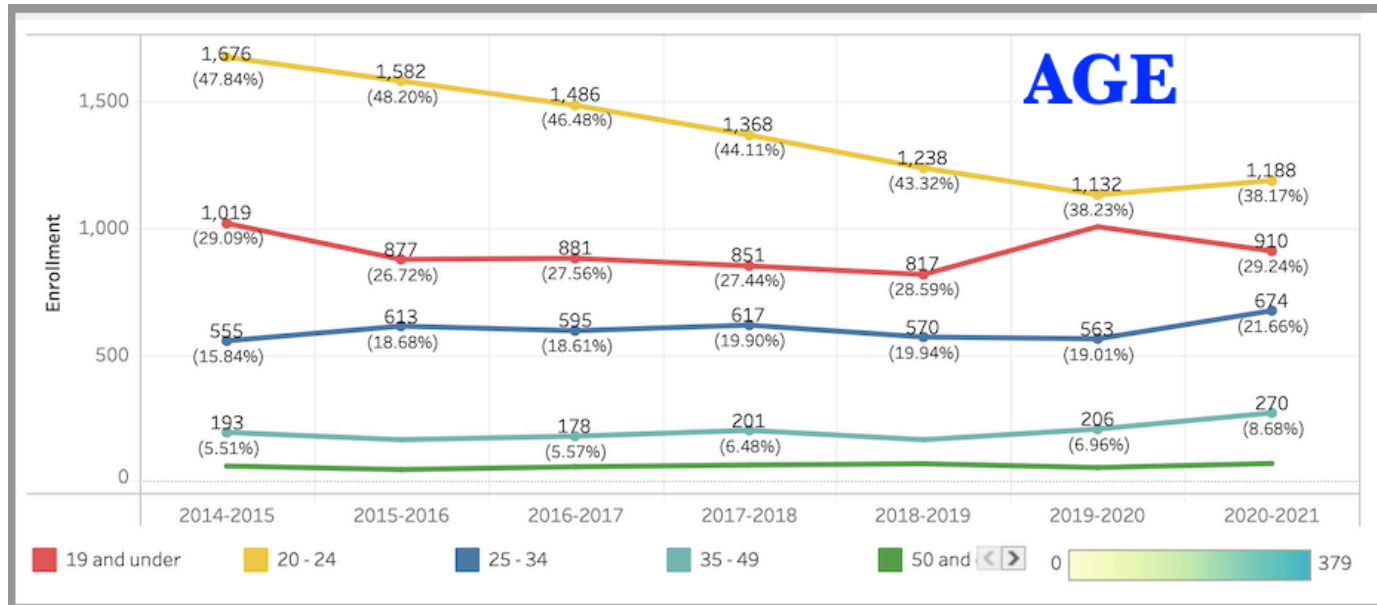
1. 26.80 % 19 or Less
2. 29.14 % 20 to 24
3. 15.72 % 25 to 29
4. 8.70 % 30 to 34
5. 5.19 % 35 to 39
6. 6.38 % 40 to 49
7. 8.05 % 50 +

This data will be taken in consideration when creating and/or updating courses since demographics influence the learning style, culturally and linguistically. Therefore, it will affect the way the department promotes its recruitment of students and the creation of educational goals. For instance, we will have this data in mind when selecting new textbooks for our Modern Language classes.

The following information is from IERP, Unit Planning and Program Review

AGE (all genders)

Most of foreign language student's age are between 20 to 34. See following graphic.



2014-2015

- 19 and under 29.09%
- 20-24 47.8%
- 25-34 15.84%
- 35-49 5.51%

2015-2016

- 19 and under 26.72%
- 20-24 48.20%
- 25-34 18.68%
- 35-49 No data

2016-2017

- 19 and under 27.56%
- 20-24 46.48%
- 25-34 18.61%
- 35-49 5.57%

2017-2018

- 19 and under 27.44%
- 20-24 44.11%
- 25-34 19.90%
- 35-49 6.48%

2018-2019

19 and under 28.59%
 20-24 43.32%
 25-34 19.94%
 35-49 No data

2019-2020

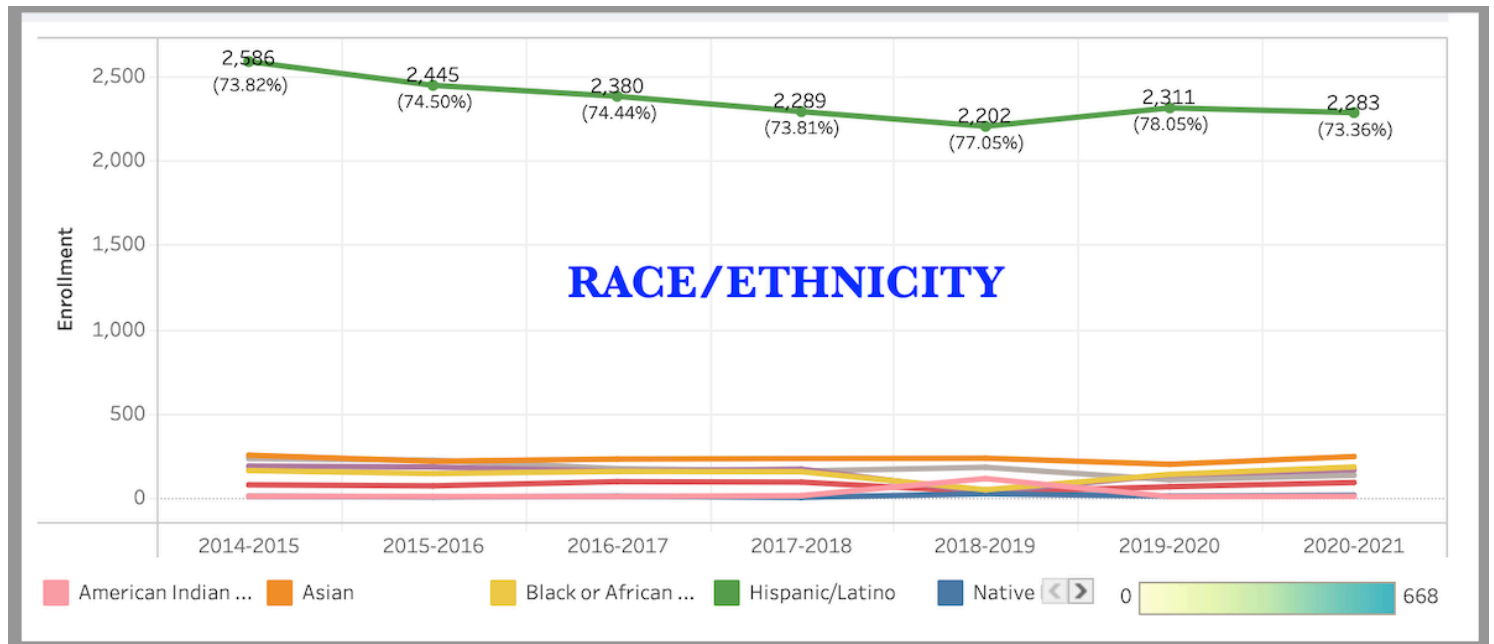
19 and under 35.82%
 20-24 38.23%
 25-34 19.01%
 35-49 6.96%

2020-2021

19 and under 29.24%
 20-24 38.17%
 25-34 21.66%
 35-49 6.68%

RACE/ETHNICITY (all genders)

An average of 75% of our students are Hispanic/Latino. See following graphic.

**2014-2015 3,503 Head Count**

Hispanic/Latino 2,586 (73.82%)
 American Indian or Alaska Native 7
 Asian 251
 Black or African American 160
 Native Hawaiian or Other 7
 Two or More Races 75
 Unknown 231
 White 186

2015-2016 3,282 Head Count

Hispanic/Latino 2,445 (74.50%)
 American Indian or Alaska Native 6
 Asian 215
 Black or African American 142
 Native Hawaiian or Other 3
 Two or More Races 69
 Unknown 221
 White 181

2016-2017 3,197 Head Count

Hispanic/Latino 2,380 (74.44%)
 American Indian or Alaska Native 6
 Asian 228
 Black or African American 155
 Native Hawaiian or Other 7
 Two or More Races 94
 Unknown 171

White 156

2017-2018 3,101 Head Count

Hispanic/Latino 2,289 (73.81%)
American Indian or Alaska Native 11
Asian 231
Black or African American 153
Native Hawaiian or Other 1
Two or More Races 91
Unknown 157
White 168

2018-2019 2,858 Head Count

Hispanic/Latino 2,202 (77.05%)
American Indian or Alaska Native 112
Asian 233
Black or African American 46
Native Hawaiian or Other 22
Two or More Races 33
Unknown 179
White 31

2019-2020 2,961 Head Count

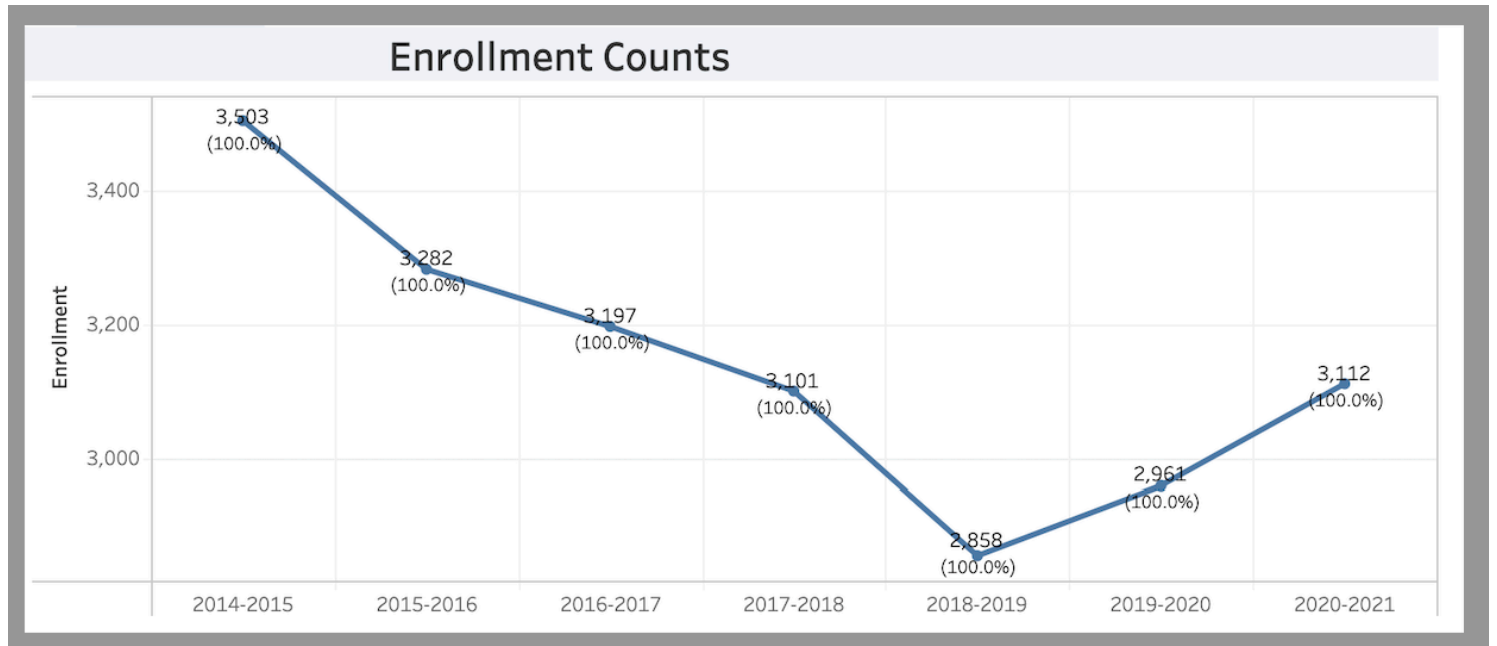
Hispanic/Latino 2,311 (78.05%)
American Indian or Alaska Native 6
Asian 197
Black or African American 137
Native Hawaiian or Other 8
Two or More Races 64
Unknown 105
White 134

2020-2021 3,112 Head Count

Hispanic/Latino 2,283 (73.36%)
American Indian or Alaska Native 7
Asian 243
Black or African American 181
Native Hawaiian or Other 13
Two or More Races 89
Unknown 132
White 164

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?



ANALYSIS

Enrollment has declined from last Program Review to the current one due to various reasons that are unmanageable by our program.

In the calendar year of 2014-2015, there were 3,503 students enrolled in all foreign language classes. Since this calendar year belongs to the last program review, we will take it as

reference to show how enrollment has behaved in the subsequent calendar years.

In the calendar year 2015-2016, there was a 6.30% decrease of enrollment compared to the previous calendar year (3,282 head count).

Also, in the calendar year 2016-2017 we noticed a 10.96% compared to last program review. Subsequently, there is a slight deficit in the 2017-2018 calendar year of 11.47%.

The following two calendar years, enrollment hit bottom. The calendar year 2018-2019 (2,858 head count) decreases a 18.41% of enrollment. And during 2019-2020 (2,916 head count) we noticed a slight increment (1.66%) since the deficit is of 16.75%.

Lastly, in the last calendar year (2020-2021) we have a substantial increment in enrollment of 7.30% compared to the 2018-2019 calendar year.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

Overall Modern Language Department Success and Retention Rates

The retention and success rates for the Modern Language Department during the calendar years of 2014 to 2020 have improved since the last Program Review 2014-2015.

The average retention rate for the entire department is 85.36%. There is a 2.64% increase since the last program review. The increase is due to the fact that the entire department worked hard to fulfill and improve the goals set in the last program review.

In addition, the results indicate that all programs have consistently maintained and or improve about the same rate average. There are two programs that stand out above the average department rate, American Sign Language (87.54%) and Spanish (87.1%). Following Chinese (85%), French (79.96%), German (78.02%), and Japanese (73.19%).

The average success rate for the entire department is 74.87. There is a 3.47% increase since the last program review. A significant improvement since the last program review.

The results indicate that all programs have consistently maintained about the same average. There are two programs that stand out above the average department rate, Chinese (75.07%) and Spanish (77.32%). Following American Sign Language (74.53%), French (71.87%), German (65%), and Japanese (61.13%).

Strengths, Weaknesses, Opportunities, Threats, and Success & Retention Rates by Regarding the Program

AMERICAN SIGN LANGUAGE

The American Sign Language (ASL) Program at Cerritos College is an interdisciplinary program that fosters an awareness of the Deaf community and cultural awareness. The program consists of study goals that takes students with little or no knowledge of ASL and Deaf Culture and provides them with the skills needed to communicate comfortably in a wide variety of situations in the Deaf community.

The courses offered are transferrable to CSU and UC system.

Strengths:

American Sign Language (ASL) program uses the Signing Naturally Curriculum series. There are four series for four levels of language courses. The curriculum comes with the Teacher's Curriculum Guide, which includes instructions with detailed lesson plans for instructors. Each level requires approximately 100 – 120 hours of classroom instructions.

The teaching philosophy of this course is designed with the following principles:

1. Students learn language best when lessons are presented in context.
2. Students retain language best when activities are meaningful and experimental.
3. Students develop comprehension skills more quickly than their expressive skills.
4. Students interact with the Deaf community by attending Deaf events and write about their communication effectiveness during their interaction.

Therefore, all lessons are designed to be presented in ASL, avoiding the use of voice, written English or glosses, and teachers are to always sign slightly beyond the students' expressive ability.

At the beginning of each unit, an overview of the unit is described of what is covered in the unit. A dialogue format shows the basic functions taught, followed by a sample dialogue, a list of vocabulary introduced, the sentence structures, grammar, and conversation strategies covered, sign illustrations that appear in the unit, and a list of materials needed for the unit.

Each unit is divided into sections:

- Introduction
- Sign Production
- Extended Comprehension
- Narrative Practice
- Interaction
- Breakaways
- Fingerspelling and Numbers
- Language-building
- Classifier
- Team building

The American Sign Language Program currently offers four levels of ASL classes. There are eleven ASL 110 classes, three ASL 111 classes, one ASL 210 class, one 211 class.

ASL 220, Deaf Culture class is offered fall and spring semesters. This course provides a broad, in-depth exploration of how Deaf people are best understood from a cultural perspective, with topics on how culture is defined, how Deaf Culture has evolved over the years, analysis of various segments of the Deaf Community, Deaf Cultural norms, Deaf Art and Literature and living as Deaf individuals.

ASL 215, Beginning Interpreting and Ethics I is offered fall and spring semesters. This course is designed to provide students with the historical, theoretical, and practical knowledge of the ASL-English interpreting profession.

ASL 216, Beginning Interpreting and Ethics II is offered during the summer session. This course is designed to provide students with the cognitive skills needed to begin translating from English to ASL and ASL to English.

The program is comprised with two full-time instructors and six part time instructors.

The tutoring center is now offering more tutoring hours. They have 2 tutors with a total of 16 hours of tutoring available to the students. Hours available to the students are varied which will allow more students to access tutors.

The curriculum committee has approved all ASL courses, Deaf Culture and Beginning Interpreting/Ethic classes to be taught online. All full time and part time instructors are certified to teach online courses. Currently ASL online classes are taught synchronously and asynchronously.

Courses currently offered:

Courses	Units
ASL 110 - American Sign Language I	4
ASL 111 – American Sign Language II	4
ASL 210 – American Sign Language III	4
ASL 211 – American Sign Language IV	4
ASL 220 – Deaf Culture	3
ASL 215 – Beginning Interpreting & Ethics I	3
ASL 216 – Beginning Interpreting & Ethics II	3

ASL 110, 111, 210, 211, 220 are CSU and UC transferrable credits. ASL 215 and 216 are CSU Transferrable credits.

ASL Major Pathway (UC/CSU) Need to get information to put in here.

Weakness:

The Modern Languages Department lab needs improvement for ASL 110 and ASL 111 classes. New videos and Activities need to be developed. The online Lab also needs to be improved. The lab requires 15 hours of attendance by students. Students cannot see their hours on their end. The instructors can in Canvas. There is discrepancy in the hours that students documented on their own and how many hours are shown in Canvas on the instructor's end. Some instructors have developed activities that show one hour of work for each 15 hours. This needs to be standardized.

The success rate of the courses needs to seek ways to enhance the success rate (see below: Retention and Success Rate). Currently the success rate is at 74.5%.

Opportunities:

The American Sign Language Program has obtained Associate of Arts Degree in American Sign Language transfer degree. The degree will enable the students to transfer 22 major units to the CSU and 16 major units into the UC system. This degree will also show that students have advance knowledge of ASL and can work with Deaf agencies, schools with deaf programs and satisfy the Speech and Language Pathology requirement at Cerritos College.

California State University Long Beach has expanded their ASL classes into a full-fledged interpreter preparation program that will offer a BA degree. This will be an opportunity for students from Cerritos College to transfer all ASL courses into a BA program.

Threats:

The American Sign Language Program has a great potential to grow. We currently have two full time and 6 part time instructors. There are not enough support services (as mentioned before in "weakness") to provide a top-notch program. We do have competition from other ASL programs at Long Beach City College, El Camino College, Mt. San Antonio College, Golden West College and Santa Ana College.

Retention & Success Rates:

Retention & Success Rates for American Sign Language Program:

Semester	Retention Rate	Success Rate
2014-2015	58.7	76.29
2015-2016	68.7	73.43
2016-2017	78.6	71.58
2017-2018	88.8	78.29
2018-2019	98.4	70.51
2019-2020	91.0	77.09

The average retention and success rates are 87.5/74.5%. The program will continue to seek a variety of ways to enhance the Success Rate in the field. The program needs to offer more support services to students outside of class such as tutoring, materials and DVDs for the Success Center. Another support service that is offered is the American Sign Language Club. The goal of the club is to foster exposure and awareness of American Sign Language, the Deaf community, culture and history. The club enhances the understanding and interaction between the Deaf and Hearing communities by working with Deaf organizations in volunteering, by attending Deaf events and hosting educational workshops to support the learning experience of club's members.

The American Sign Language program has developed an Associate Degree Transfer Program with the California Community College Chancellor's office's approval. Currently, American Sign Language courses ASL 110, 111, 210, 211, Deaf Culture courses are transferrable to California State University (CSU) and University of California (UC) System. ASL 215 and 216 courses transferrable to the CSU system. Currently, ASL 215 is offered during the Spring 2021 semester and 216 during the 2021 Summer session.

Cerritos College along with several local community colleges has been actively involved with the in working with the program with California State University Long Beach (CSULB) Linguistics Department. CSULB started in the Fall of 2016 with its Linguistics B.A. option in:

1. American Sign Language Linguistics and Deaf Cultures: Interpreting".
2. American Sign Language Linguistics and Deaf Cultures.
3. Minor in American Sign Language and Deaf Cultures and Certificate in American Sign Language Linguistics and Deaf Cultures.
4. College of Continuing and Professional Education.

Needs:

California has a large population of Deaf, Hard of Hearing and Deaf-Blind individuals. There are approximately 90,948 Deaf/Hard of Hearing/Deaf-Blind in California (<http://fookembug.wordpress.com/2007/05/30/the-best-current-estimate-of-the-total-us-deaf-population/>). California has greater than 50% "minority" and home to the largest concentration of Latinos (38.2%) in the nation (U.S. Census Bureau 2012). Not only is there a huge demand of sign language interpreters as addressed, California also must address a severe shortage of qualified tri-lingual interpreters to serve the Latino deaf community. There is not only a need for more Spanish Speaking interpreters, but interpreters of color, such as African Americans and male interpreters. Currently, majority of sign language interpreters are white female, 79% (Stauffer et al., 1999).

GOALS:

1. The current goal is to make changes to the setup of the online ASL Lab. The lab needs new videos for ASL 110 and ASL 111 courses and new student activities to assist students in practicing ASL. The Lab has a 15 hour per semester requirement.
2. Hire a full-time staff sign language interpreter to facilitate communications between deaf and hearing employees during meetings and interpret office hours meetings between deaf faculty and hearing students.
3. Expansion of Dual Enrollment with local schools.
4. Hiring a third full-time instructor to meet the needs of the ASL program. Cerritos college now offers 11 ASL 110 classes, 3 ASL 111 classes, 1 ASL 210 class, 1 ASL 211 class, 1 Deaf culture class, 1 ASL 215 class and 1 ASL 216 class. The ASL program has an average of 490 - 500 students each Fall and Spring semesters. ASL 110, 111 and ASL 216 is offered during the summer. During the Summer 2020 seven ASL courses were offered, 5 ASL 110, 1 ASL 111 and 1 ASL 216.
5. The ASL program is currently working with the Liberal Arts' ESL and Reading courses to incorporate ASL in their program. This is to demonstrate deaf students on how to:
 1. Analyze and contrast linguistic structures of ASL and English.
 2. Compare and contrast how meaning is expressed in ASL and English

*ASL Program Review Survey Results, Institutional Effectiveness, Research and Planning, Cerritos College, April 28,2015

*Female sign language interpreter percentage (Stauffer et al., 1999)

ASL PROGRAM MAP

AMERICAN SIGN LANGUAGE

Term 1

Course	Units	Completed	Advising Note
ASL 110 - American Sign Language I	4	<input type="checkbox"/>	
ENGL 100 - Freshman Composition	4	<input type="checkbox"/>	
GE - Math	4	<input type="checkbox"/>	
Oral Communication (CSU Requirement)	3	<input type="checkbox"/>	
Total:	15		

Term 2

Course	Units	Completed	Advising Note
ASL 112 - American Sign Language II	4	<input type="checkbox"/>	
Critical Thinking/English Composition	3	<input type="checkbox"/>	
GE - American Institutions	3	<input type="checkbox"/>	
GE - Arts	3	<input type="checkbox"/>	
Elective	2+	<input type="checkbox"/>	
Total:	15+		

Term 3

Course	Units	Completed	Advising Note
ASL 210 - American Sign Language III	4	<input type="checkbox"/>	
ASL 220 - Deaf Culture	3	<input type="checkbox"/>	
GE - Biological/Life Sciences	3	<input type="checkbox"/>	
American Institutions (US Government) (Choose)	3	<input type="checkbox"/>	
Elective	2+	<input type="checkbox"/>	
Total:	15+		

Term 4

Course	Units	Completed	Advising Note
ASL 211 - American Sign Language IV	4	<input type="checkbox"/>	
ASL 215 - Beginning Interpreting and Ethics I	3	<input type="checkbox"/>	
GE - Physical Sciences	3	<input type="checkbox"/>	
GE Physical Science Lab	1	<input type="checkbox"/>	
GE - Behavioral Social Sciences	3	<input type="checkbox"/>	
Elective	1+	<input type="checkbox"/>	
Total:	15+		

CHINESE

Cerritos College Chinese Program seeks to provide courses that will fulfill part of the general education requirements for other majors. Our courses are necessary for many students to complete their General Education requirements. The purpose of this major is twofold: to develop proficiency in written and spoken communication as well as to foster an appreciation of cultural diversity and global awareness.

The Chinese Program offers an Associate of Arts Degree in Chinese, and all courses are transferable to UC and CSU. Since 2017 when Chinese A.A. Degree started to be awarded, there were nearly 30 students who have obtained the degree (including Chinese AA, AB and AC) as of Spring 2020. These graduates have either transferred to four-year universities to explore

Chinese further by taking upper-division courses or have entered into a profession that is dedicated to U.S-China educational, cultural and commercial cooperation and exchanges.

The characteristics of the Chinese Program are the following: student-centered, task-based, tech-assisted, immersion and fun. The program has one full-time instructor and one part-time instructor at the present.

Chinese program offers the following courses:

Courses	Units
CHIN 101: Elementary Chinese I	5
CHIN 103: Introduction to Business Chinese	3
CHIN 102: Elementary Chinese II	5
CHIN 201: Intermediate Chinese I	5
CHIN 202: Intermediate Chinese II	5
CHIN 260: Chinese Culture and Society	3

Strength

- Chinese Program established strong curriculum established based on a set of well-edited textbooks integrating the "5Cs" principles (Communication, Cultures, Comparisons, Connections, and Communities).
- Chinese Program maintains currency in emerging pedagogical trends to adapt to new contexts that affects new ways of student learning. Some of the new concepts we have adopted and have applied in Chinese pedagogy are project-based learning, multimedia teaching, online assessment, and data reporting. Before the pandemic started, we had taught all courses in hybrid and online models. Therefore, when we were able to switch to online teaching and learning smoothly during the pandemic after March 2020 ensuring students continued to receive quality instructions from an instructor with years of experiences in distance education
- The Chinese Program has created a pathway for students to succeed in the field by working toward an Associate of Arts Degree in Chinese in Cerritos College and transferring to universities to advance their Chinese studies. Please see the Chinese AA Degree Pathway Map using Plan C in the appendix.
- The integration of Chinese culture with language engages students in learning. The guest lectures and demonstrations held periodically on Chinese Kungfu, music, dance, painting and calligraphy and field trips to Chinatown and museums motivate students to explore Chinese language and culture.
- Chinese Program maintains a positive relationship with the campus community and Asian community in the district, and collaborates with them in organizing and hosting a variety of cross-cultural activities in the campus-wide events such as International Education Week, APIDA Week, Women's History Month, Festival of Asian Cultures and Lunar New Year Celebrations. In addition, we have partnered with the Office of International Student Services and Spanish Program in organizing students to visit Chinatown and Placita Olvera.
- Chinese Program forms a strong bond with K-12 schools by keeping in touch with their Chinese teachers and going to their Chinese classrooms to promote the program. We also maintain regular communications with Chinese departments in the universities such as CAL State Long Beach and Cal State Fullerton, and encourage our students to join their events and programs (including study abroad in China).
- Chinese Club, established in 2014, provides students the opportunities to practice Chinese language and culture skills outside the classroom while promoting cultural awareness and diversity across campus through a variety of educational, cultural, and social activities.

Weakness

- The enrollment in CHIN 101 have been unstable and unpredictable for the last three calendar years. For example, there were 30 students who enrolled in CHIN 101 class in the summer of 2020, but in the fall, there were 16 students on average who enrolled in CHIN 101 classes. The Chinese program is working closely with other programs at Cerritos College and public schools within our community to promote our course offerings to increase class enrollment.
- There is a lack of advanced Chinese courses to meet the needs of a small group of students who complete elementary and intermediate Chinese courses and desire to explore Chinese and language further.

Opportunities

- The collaboration with other departments on interdisciplinary topics can be further explored, such as ESL, art, music, history, and geography as well as International Student Services.
- Dual Enrollment classes offer an opportunity to grow the program. In Spring 2020, the first dual enrollment Chinese class was offered in Paramount High School.
- Cerritos College hosts the Taiwan Experience Education Program (TEEP) every summer, which provides students with a variety of internships in Taiwan as well as the opportunities to take Chinese language and culture classes in Taiwan's universities.
- Potential study abroad opportunities in China in collaboration with Department of Business Administration are yet to be explored.

Threats

- There exists a competition from the Japanese Program in recruiting students to 101 classes, given Chinese and Japanese are both East Asian languages with some commonality in their writing systems. This reality necessitates a balanced coordination about the number of 101 classes offered in both language programs.
- The stereotype that Chinese is difficult to learn is still prevalent, despite the fact that Chinese speaking, listening and reading skills are relatively easier to acquire than the writing skill and the fact that the application of technology and availability of online learning resources are making Chinese learning easier than before.

Retention & Success Rates

- The Retention Rates for Chinese program are as follows:

2014-2015 (77.80%); 2015-2016 (86.40%); 2016-2017 (86.50%); 2017-2018 (87.40%); 2018-2019 (88.30%); and 2019-2020 (83.70%). The average retention rate for the last six years period is 85.02%. Therefore, the retention rate falls in the category of Good Performance (above average rate). Since its inception in Fall 2012, the program has been having a relatively high retention rate. The program will continue to seek for a variety of ways to help students achieve success in the field.

- The Success Rates for Chinese program are as follows:

2014-2015 (65.40%); 2015-2016 (76%); 2016-2017 (66.60%); 2017-2018 (83.10%); 2018-2019 (78.30%); and 2019-2020 (81%). The average success rates for the last six years period is 75.07%. As a result, the success rate falls in the Satisfactory Performance. The Chinese program will continue exploring and looking for opportunities to maintain and improve the current rates.

Student Learning Outcome

Based on the SLO performance data in eLumen for five semesters in a row from Fall 2017 to Spring 2020, the average SLO performance rates for the Chinese Program are as follows: Good Performance (67.4%); Satisfactory Performance (24.1%); Emergent Performance (8.50%). The results illustrate that 91.5% of students demonstrate their satisfactory and above satisfactory performance in meeting the SLOs established by the Chinese Program.

CHINESE PROGRAM MAP

Cerritos College

CHINESE - Associate in Arts

Full-time map using Plan C

TERM 1

Course	Units	Completed	Advising Note
CHIN 101 Elementary Chinese I*	5	<input type="checkbox"/>	*or CHIN 103
ENGL 100 Freshman Composition	4	<input type="checkbox"/>	
GE Mathematics**	4	<input type="checkbox"/>	**MATH 112 or PSYC 210 recommended for transfer
GE Oral Communication	3	<input type="checkbox"/>	

Total: 16

TERM 2

Course	Units	Completed	Advising Note
CHIN 102 Elementary Chinese II	5	<input type="checkbox"/>	
CHIN 260 Chinese Culture and Society	3	<input type="checkbox"/>	
GE Critical Thinking	3	<input type="checkbox"/>	
GE Arts*	3	<input type="checkbox"/>	*ART 107 recommended

Total: 14

TERM 3

Course	Units	Completed	Advising Note
CHIN 201 Intermediate Chinese I	5	<input type="checkbox"/>	
GE Social Sciences/US Govt*	3	<input type="checkbox"/>	*POL 101 or 201
GE Social Sciences**	3	<input type="checkbox"/>	**HIST 260, 265 or 246 recommended
GE Biological Sciences	3	<input type="checkbox"/>	
Health & Wellness Proficiency***	1+	<input type="checkbox"/>	***See catalog for options

Total: 15+

TERM 4

Course	Units	Completed	Advising Note
CHIN 202 - Intermediate Chinese II	5	<input type="checkbox"/>	*HIST 102 or 103
GE - Physical Sciences	3	<input type="checkbox"/>	
GE - Physical or Biological Sciences Lab	1	<input type="checkbox"/>	
GE - Social Sciences/US History*	3	<input type="checkbox"/>	
Elective	3	<input type="checkbox"/>	

Total: 15

FRENCH

The purpose of Cerritos College French Program is to prepare students to complete the language requirements for any major, as well as offer students a complete French curriculum for an Associate Arts Degree in French. All French classes are within a General Education transfer capacity, and all courses are transferable to UC and CSU.

The uniqueness of Cerritos College French Program among all community colleges is that it offers:

1. Romance Linguistics within a historical emphasis of French evolution from Latin, as well as a minimalist approach of Universal Grammar
2. Conversational courses (281,282,283) within a universal/global approach of Francophonie outside France in places such as Quebec (Canada), Haiti, African francophone countries, Maghreb etc.

Overall, the French Program continues to be a success within its high dynamic through frequent changes offering new classes, improving the traditional beginning levels, and lately, adding new topics/instructions for the virtual classes. The students graduate with the capacity of fluency in French, and a solid knowledge of the French and Francophone history/literature/philosophy.

The French program has one full-time instructor and one part-time instructor at the present.

Cerritos College French courses are all active.

Courses	Units
French 101 Elementary French I	5
French 102: Elementary French II	5
French 201: Intermediate French I	5
French 202: Intermediate French II	5
French 203: Advanced French I	5
French 281: Conversational French I / Francophone Quebec, Haiti	3
French 282: Conversational French II / Francophone Africa	3
French 283: Conversational French III /Francophone south east Asia	3
French 285: Romance Linguistics I	3

The requirements for the Associate Arts Degree in French are: French 101, French 102, French 201, French 202, French 203 and French 285.

Strengths:

1. The French Program is based on a complex curriculum with classes such as Romance Linguistics and Francophone history and culture.
2. The diversity among Spanish speaking students offers multiple highly motivated candidates for pursuing a degree in French, linguistics, international affairs and business.
3. The only few first two levels of French are the most active as more than half of those students chose to continue with a higher level.
4. The great majority of the French students are strongly interested in studying linguistics.
5. High schoolers are more interested to attend / continue French classes at Cerritos College.
6. The French faculty publishes book reviews in Comitatus at UCLA, and keep in touch with alma mater to be continuously informed through conferences, colloquium etc.
7. An active, fun, at ease atmosphere allows the students to be motivated, perform very well, and plan their educational future.
8. All French courses are GE transferable credits.

Weaknesses:

1. There is a lower enrollment in French 101 because there is a lower population of high school students.
2. We need qualified personnel hired at the language lab. An interview with the full-time faculty and other members of the hiring committee should be proceeded.
3. The French Program plans to offer a more concrete path towards offering a Translator Certificate. Faculty at CSULB and UCLA Extension have been contacted within this matter.

Threats:

There is a competition between ASL and French. ASL department got highly expanded.

Retention & Success Rates:

There is a striking higher retention of 95.5% for intermediate and advanced levels of French, including Romance Linguistics and Conversation Francophony classes. After taking French 101 and French 102, students are more knowledgeable and motivated within the subject deciding to continue studying upper division French courses and complete the transfer language requirements an/or have a degree in French.

2015-2017 fall and spring sessions have a student retention of 83.35%/success ratio of 73.8%. Advanced courses have a 91% student success ratio.

Also, the 2019-2020 calendar year shows the following improvement rates. The overall retention rate is 78.88%, and the success rate of 72.08%

In general, there is a higher retention of 98% for intermediate and advanced levels of French, including Romance Linguistics. After taking French 101 and French 102 students are more knowledgeable and motivated within the subject deciding to continue studying upper division French courses and complete the transfer language requirements and/or have a degree in French.

FRENCH PROGRAM MAP

FRENCH

Term 1

Course	Units	Completed	Advising Note
FREN 101 - Elementary French	5	<input type="checkbox"/>	
ENGL 100 - Freshman Composition	4	<input type="checkbox"/>	
GE - Math	4	<input type="checkbox"/>	
Oral Communication (CSU Requirement)	3	<input type="checkbox"/>	
Total:	16		

Term 2

Course	Units	Completed	Advising Note
FREN 102 - Elementary French	5	<input type="checkbox"/>	
Critical Thinking/English Composition	3	<input type="checkbox"/>	
GE - American Institutions	3	<input type="checkbox"/>	
GE - Arts	3	<input type="checkbox"/>	
Elective	1+	<input type="checkbox"/>	
Total:	15+		

Term 3

Course	Units	Completed	Advising Note
FREN 201 - Intermediate French	4	<input type="checkbox"/>	
GE - Biological/Life Sciences	3	<input type="checkbox"/>	
American Institutions (US Government) (Choose)	3	<input type="checkbox"/>	
Elective	3	<input type="checkbox"/>	
Elective	2+	<input type="checkbox"/>	
Total:	15+		

Term 4

Course	Units	Completed	Advising Note
FREN 202 - Intermediate French	4	<input type="checkbox"/>	
GE - Physical Sciences	3	<input type="checkbox"/>	
GE Physical Science Lab	1	<input type="checkbox"/>	
GE - Behavioral Social Sciences	3	<input type="checkbox"/>	
Elective	3	<input type="checkbox"/>	
Elective	1+	<input type="checkbox"/>	
Total:	15+		

GERMAN

The German Program at Cerritos College offers a complete language program (including Scientific German, and German for International Commerce) to fulfill an Associate of Arts Degree. German is an important language for Global Economy. It is called the Powerhouse of Europe, and people who speak German have a very useful skill for the World Economy.

Strengths:

The German program has a strong curriculum and offers eleven courses plus two directed studies. Consequently, students can complete an AA Degree in German or complete their transfer requirements to all major universities. In addition, the German program offers a Certificate in Literature and Language. This area of emphasis will prepare students for possible baccalaureate degree majors in anthropology, literature, cultural studies, and languages.

Currently, the program is comprised with two part-timers at the present time due to the retirement of the only full-time instructor.

These are the courses that are offered:

Course	Units
German 101: Elementary German	5
German 102: Elementary German	5
German 201: Intermediate German	4
German 202: Intermediate German	4
German 203: Scientific German	4
German 204: Scientific German	4
German 281: Beginning Conversational German	3
German 282: Intermediate Conversational German	3
German 283: Advance Conversational German	3
German 291: German for International Commerce	3
German 292: German for International Commerce	3
German 298: Directed Studies	1
German 299: Directed Studies	2

Weaknesses:

The program lost its only full-time instructor three years ago and the full program has not been offered since then. Currently, one German 101 class is offered consistently every semester, and one German 102 course is offered every other semester.

One of the challenges that the program faces is the low enrollment in the intermediate and advanced courses. One of the reasons is that the program offers one section of German 102 level and a small percentage of these students continue into the intermediate levels. The German program is considering offering the advance levels once a year if low enrollment continues.

In addition, there is a low retention rate in the German 102 levels due to poor performance of some students at that level and in some German 101 classes.

Threats:

The German program may disappear if we do not hire a full-time instructor in order to offer the full program again. Currently, students are not able to obtain the AA Degree or transfer requirements for German.

The German program will look into going back to offer Void-Courses like in the past to keep alive the program. Since the inception of the program, void-classes were offered in the 102 and 200 level courses. But, since 2008 when course enrollment improved, we stop offering void-courses in the 100 levels. Note: A void-course is when two different class levels are taught in one classroom at the same schedule.

The German program is looking seriously in making modifications to the schedule of classes starting Fall 2022. All classes will be offered in the morning schedule instead of spreading the classes through the day so students can fulfill their GE transfer language requirements.

Opportunities:

The German program will try to partner with California State University, Long Beach since they offer a Bachelor and a Master of German degrees.

Germany has the largest economy in Europe and the fifth largest in the world, so there is an opportunity to do some public relations to promote the program within our school programs and within the community.

In addition, we conducted a google search on opportunities for German language knowledge and we found an overabundance of job opportunities in the United States, specifically in California. The data shows that knowing German language is a plus.

Retention & Success Rates:

The retention rate for the German program during the last six years (Fall 2014 to Spring 2020) has slightly increased (0.71%) since the last Program Review. The average retention rate for the last six years is 78.20%. The breakdown by semesters for retention rate according to the California Community Colleges Chancellor's Office Data Mart is as follows:

1. 2014-2015	74.64%
2. 2015-2016	70.67%
3. 2016-2017	80.37%
4. 2017-2018	68.88%
5. 2018-2019	86.11%
6. 2019-2020	88.51%

Therefore, the German program has maintained consistency since last program review in retention rate. There are three calendar years that shows consistency in retention rate: 2016-2017 (80.37%); 2018-2019 (86.11%); and 2019-2020 (88.51%). The only calendar year that displays below average retention rate is 2017-2018 (68.88%). Consequently, the German program will implement and create pathways to improve these rates by the next program review.

On the other hand, the average success rate for the last six years is 65%. The German program has maintained the same success rate since last Program Review. The breakdown by semesters for success rate according to the California Community Colleges Chancellor's Office Data Mart is as follows:

1. 2014-2015	61.78%
2. 2015-2016	66.12%
3. 2016-2017	62.73%
4. 2017-2018	55.83%
5. 2018-2019	79.30%
6. 2019-2020	79.30%

It is evident that the success rate for the German program has been below average rate compared to other language programs. On the other hand, it seems to be that this average is normal within this program since the success rate has been the same as the last program review. However, the German program will look carefully into its curriculum to make changes accordingly if necessary. In addition, the German program will implement and create pathways to improve these rates by the next program review.

The German program has lost the only full-time instructor three years ago. The program is running with two part-time instructors since Fall 2019. Unfortunately, the program had to reduce all its classes and only two German 101 classes are offered each semester, and one German 102 class every other semester.

On the other hand, it is very difficult to find adjunct instructors to teach German; therefore, it will be a challenge to reinstate the full program.

As a result, the Modern Language Department suggest offering German Void-Courses again in order to reestablish the program.

Student Learning Outcome:

The German Program has maintained above satisfactory rate of SLOs for Fall 2017 and Spring 2018 semesters only based on the following e-Lumen data.

The average rate of SLOs for the German Program based on these semesters is as shown: Good Performance (48.0%); Satisfactory Performance (35.0%); Emergent Performance (17.0%).

Therefore, the results illustrate that 83.0% of students satisfactorily met the SLOs established by the Modern Language Department.

GERMAN PROGRAM MAP

Cerritos College

GERMAN - Associate in Arts

Full-time map using Plan C

TERM 1		
Course	Units	Completed Advising Note
GERM 101 Elementary German	5	<input type="checkbox"/>
ENGL 100 Freshman Composition	4	<input type="checkbox"/>
GE Mathematics*	4	<input type="checkbox"/>
GE Oral Communication	3	<input type="checkbox"/>

*MATH 112 or PSYC 210 recommended for transfer

Total: 16

TERM 2		
Course	Units	Completed Advising Note
GERM 102 Elementary German	5	<input type="checkbox"/>
GE Critical Thinking	3	<input type="checkbox"/>
GE Social Sciences/US History*	3	<input type="checkbox"/>
GE Arts	3	<input type="checkbox"/>
Health & Wellness Proficiency**	1+	<input type="checkbox"/>

*HIST 102 or 103

**See catalog for options

Total: 15+

TERM 3		
Course	Units	Completed Advising Note
GERM 201 Intermediate German	4	<input type="checkbox"/>
GE Biological Sciences	3	<input type="checkbox"/>
GE Social Sciences/US Govt*	3	<input type="checkbox"/>
Elective	3	<input type="checkbox"/>
Elective	2+	<input type="checkbox"/>

*POL 101 or 201

Total: 15+

TERM 4		
Course	Units	Completed Advising Note
GERM 202 Intermediate German	4	<input type="checkbox"/>
GE Physical Sciences	3	<input type="checkbox"/>
GE Physical or Biological Sciences Lab	1	<input type="checkbox"/>
GE SocialSciences	3	<input type="checkbox"/>
Elective	3	<input type="checkbox"/>

Total: 14

JAPANESE

Strengths:

The program has moderate demand for Japanese 101 levels. In addition, the program has a complete curriculum to offer an AA Degree in Japanese should the administration decided to hire a full-time instructor.

These are the courses offered:

Course	Units
JAPN 101 Elementary Japanese	5
JAPN 101 Elementary Japanese	5
JAPN 201 Intermediate Japanese	5
JAPN 202 Intermediate Japanese	4
JAPN 281 Beginning Conversational Japanese	3
JAPN 282 Intermediate Conversational Japanese	3
JAPN 283 Advanced Conversational Japanese	3
JAPN 298 Directed Studies	1
JAPN 299 Directed Studies	2

Weaknesses:

The Japanese program offers three course sections since Spring 2008 (two Japanese 101 classes, one Japanese 102) when the program lost one 101 level class due to budget cuts. As a result, the enrollment for the 102 levels has been in the last year compromised. During the Spring 2015 and Fall 2019 we canceled Japanese 102 due to low enrollment.

There is a need for a Japanese full-time instructor to offer an A.A. Degree in Japanese.

Opportunities:

The program may grow to a healthy level and be able to sustain the 102 level provided the administration gives us the FTES we lost eleven years ago to restore the program.

In addition, there is an opportunity to offer an AA Degree in Japanese since we have the course outlines in place.

Retention & Success Rate

The Japanese retention and success rate according to the California Community Colleges Chancellor's Office is as follow:

Year	Retention Rate	Success Rate
2014-2015	69.59%	57.58%
2015-2016	74.39%	60.08%
2016-2017	79.83%	69.75%
2017-2018	72.17%	60.86%
2018-2019	67.38%	52.52%
2019-2020	75.80%	66.00%
Average (Six Years)	73.19%	61.13%

The program has maintained a below average of retention and success rates compared to the rest of the languages offered at the Modern Language Department.

Positively, the program has increased the retention rate in the calendar year 2019-2020 to 75.80%.

On the other hand, the success rate has been below average for the last six calendar years. The two calendar years that outstand are 2016-2017 (69.75%); and 2019-2020 (66.00%).

We could conclude that retention and success rates reflect the lack of a fulltime instructor in order to grow and oversee the Japanese program.

Student Learning Outcome:

The Japanese Program has maintained above satisfactory rate of SLOs for Fall 2019 and Spring 2020 semesters only based on the following e-lumen data.

The average rate of SLOs for the Japanese Program based on these semesters is as shown: Good Performance (55.60%); Satisfactory Performance (31.70%); Emergent Performance (12.70%). Therefore, the results illustrate that 87.30% of students satisfactorily met the SLOs established by the Modern Language Department.

Threats:

The program may shrink even more without adequate support. The program therefore won't be able to sustain Japanese 102 and students won't be able to satisfy the one-year requirement to transfer in that language area.

Student Learning Outcome:

The Japanese Program has maintained above satisfactory rate of SLOs for Fall 2019 and Spring 2020 semesters only based on the following e-lumen data.

The average rate of SLOs for the Japanese Program based on these semesters is as shown: Good Performance (55.60%); Satisfactory Performance (31.70%); Emergent Performance (12.70%). Therefore, the results illustrate that 87.30% of students satisfactorily met the SLOs established by the Modern Language Department.

SPANISH

The Associate in Arts Degree in Spanish for Transfer (AA-T) is to prepare students with high quality education that will lead them to communicate successfully in an increasingly complex global society. Our classes empower the college's diverse student population to appreciate the Hispanic world and have better cultural understanding. The Spanish program offers courses that will satisfy the preparation requirement courses for Spanish majors seamless transfer to the California State University (CSU).

Strength:

The Spanish program is the only plan, within the Modern Language Department, that offers an Associate in Arts Degree in Spanish for Transfer (AA-T). We offer more than twenty language

courses each semester.

In addition, a new course has been added: SPAN 260: Frida Kahlo and Mexican Muralists. This unique course is the first one and the only one of its kind in the community colleges systems across country.

Moreover, the Spanish program have presented a theatrical and musical production (I Am Frida Kahlo) written and produced by one Spanish instructor, and the music written by another part-time instructor. This performance has been presented during the last three years at the Burnight Center Theatre before the pandemic. The production has been sponsored by Cerritos College, Associated Students of Cerritos College, Liberal Arts Division among other programs. The assembly has been one of the most successful performances at Cerritos College. This performance promotes education and diversity in a fun, yet didactic way about Frida Kahlo life and death and Mexican Muralists. In addition, the theatrical/music production explores gender, religion, politics and social issues through performance, music, prose, and poetry. Furthermore, this presentation ignites the audience's intellectual curiosity to learn more about the subject being presented much in line with the vision, mission, and core values statements of Cerritos College.

All Spanish 101, 102, 111, 112 levels use the same textbooks respectively in all class sections to create a learning consistency in all classes. Therefore, all instructors use the same textbook at their appropriate levels.

Additionally, the program has been very strong for the last six years and is the largest and strongest program within the Modern Language Department.

In addition, the Spanish program offers a Certificate in Literature and Language. This area of emphasis will prepare students for possible baccalaureate degree majors in anthropology, literature, cultural studies, and languages.

Lastly, the Spanish program is currently working in establishing a dual enrollment for K-12 for Spanish courses for students through Cerritos College Dual Enrollment Program. We are at the last phase to include SPAN 101 courses, and we are expected to offer classes as soon as Spring or Fall 2022.

Spanish Major Pathway (UC/CSU)

The Spanish program have created two educational pathways in order for students to plan accordingly and finish their degree in a timely manner. One Pathway is designed for non-Spanish speakers and the second one for Spanish speakers.

The Pathway helps student to transfer to a CSU/UC and other private institutions such as LMU or USC. Our two Pathways are recommended for students who persuade an Associate in Arts Degree for Transfer (AA-T) in Spanish. Altogether help students to fulfill Plan C of the General Education Requirements and the IGETC.

The Pathway map below that we have created indicates the required Spanish core courses must be taken with the exception of the selective classes. The duration of the program is two years.

The Spanish Program recommends students to meet with their counselors to fulfill the rest of the GE courses.

Annotation: all classes are opened to all students and public in general disregarding their ability to speak the Spanish language.

List A: Required Core Courses (19 Units)			
Non-Spanish Speakers Start Here			
-Select These Two Courses-		Units	Note
SPAN 101	Elementary Spanish	5	Term 1
SPAN 102	Elementary Spanish	5	Term 2 Continue to Span 201 when done
Spanish Speakers Start Here -Recommended-			
-Select These Two Courses-		Units	Note
SPAN 111	Elementary Spanish For Spanish Speakers	5	Term 1
SPAN 112	Elementary Spanish For Spanish Speakers	5	Term 2 Continue to Span 201 when done
Select These Two Courses (All Students Continue Here)		Units	Note
SPAN 201	Intermediate Spanish	5	Term 3
SPAN 202	Intermediate Spanish	4	Term 4
List B: Selective Courses (3 Units)			
Select One Course		Units	Note
SPAN 210	Highlights of Hispanic Culture	3	Recommended during Term 3
SPAN 245	Intro. to Chicano/ Mexican American Culture	3	No prerequisite. Take it any term.
SPAN 260	Frida Kahlo And Mexican Muralists	3	No prerequisite. Take it any term.
SPAN 285	Romance Linguistics	3	Recommended during Term 2
Total Degree Requirement for the Major		22	

Associate in Arts in Spanish for Transfer Requirements:

- Completion of 60 semester units or 90 quarter units of degree-applicable courses
- Minimum overall grade point average of 2.0
- Minimum grade of "C" (or "P") for each course in the major
- Completion of IGETC and/or CSU GE-Breadth

Substitution Courses:

If a student places out of any core course(s) and is not awarded units for that course, the student will need to take additional units to compensate for the course/units required to reach at least 18 total units in the major (Title 5 regulations). Spanish course substitutions are made at the discretion of the Modern Language Department Chair in consultation with at least one Full-time Spanish instructor and may or may not be delineated in the local degree. Suggested substitutions include courses in List A.

These are the courses offered:

Courses	Units
SPAN 101 Elementary Spanish	5
SPAN 102: Elementary Spanish	5
SPAN 103A: Elementary Spanish for Teacher Preparation	5
SPAN 103B: Elementary Spanish for Teacher Preparation	5
SPAN 111: Elementary Spanish for Spanish Speakers	5
SPAN 112: Elementary Spanish for Spanish Speakers	5
SPAN 201: Intermediate Spanish	4
SPAN 202: Intermediate Spanish	4
SPAN 205: Advance Spanish Composition (deactivated)	3
SPAN 206: Hispanic Literature in the Media (deactivated)	3
SPAN 210: Highlights of Hispanic Culture	3
SPAN 213: Living Spanish Grammar and Written Communication	2
Span 214: Living Spanish Grammar and Written Communication	2
Span 223: Spanish for Health and Medical Careers	3
SPAN 245 Introduction to Chicano/Mexican American Culture	3
SPAN 281: Beginning Conversational Spanish	3
SPAN 260: Frida Kahlo and Mexican Muralists	3
SPAN 282: Intermediate Conversational Spanish	3
SPAN 283: Advance Conversational Spanish	3
SPAN 285 Romance Linguistics	3
SPAN 298: Directed Studies	1
SPAN 299: Directed Studies	2

Weakness:

The Spanish program has only two full time instructors left out of six. Currently the Full-Time ratio is 15% vs. Part-Time ratio 85%. The positions that became vacant have never been replaced.

In addition, the program has the capability to grow but unfortunately there are neither classrooms available nor FTES to sustain the change when teaching traditional on campus classes. There are several classes that are not offered due to lack of space, funds, or instructors.

Also, there is a lack of expansion of advanced levels such as Span 202 courses that requires Span 201 since there is only one course in that capacity offered every semester. We need the administration support to open two Span 201 courses every semester with a minimum of 15 students as enrollment to feed other courses that require Span 201 as prerequisite.

Opportunities:

The Spanish language is the third most spoken after Chinese in the world, and the second in the United States. Therefore, the opportunity to grow in future years due to the global market is inevitable.

Furthermore, the program often receives inquiries about a Certificate in translation; consequently, there is a chance to partner with the English department to create a Certificate to give those students who are not interested in an AA Degree an alternative option to enter into the working world.

Threats:

Our number of classes does not satisfy the demands of students. Also, the lack of a new faculty will not allow us to reinstate advanced classes back to our program allowing students to finish their program on time.

Similarly, full-time professors have not been replaced for the Spanish program. At one time, the Spanish program counted 8 full-time instructors. Two full-time instructors are not nearly enough to have a solid program. Incentives to retirees did not help the Spanish program, since the program was never told that these positions were not to be replaced.

Furthermore, when the economic times are not good and classes have to be cut, the Spanish program absorbs most cuts since it generates most FTES; otherwise, the other languages would be narrowed even more. Our Spanish courses have been lessened because of this current situation and many courses are not offered. We really need at least four full-time faculty members to help us rebuild our program as it was back in 2008.

Retention & Success Rates

The retention and success rates for the Spanish program during the last six years (Fall 2014 to Spring 2020) have improved since the last Program Review. The average retention rate for the last six years is 87.10%, and 77.32% for success rate.

The breakdown by semesters for retention and success rate according to the California Community Colleges Chancellor's Office Data Mart is as follows:

Term	Retention Rate	Success Rate
Summer 2014	95.51%	92.13%
Fall 2014	87.19%	76.03%
Spring 2015	85.17%	74.6%
2014-2015	89.29%	80.92%
Summer 2015	96.10%	96.10%
Fall 2015	85.80%	75.22%

Spring 2016	85.24%	74.93%
2015-2016	89.05%	82.08%
Summer 2016	92.23%	86.41%
Fall 2016	88.78%	71.88%
Spring 2017	84.54%	74.29%
2016-2017	88.52%	77.53%
Summer 2017	95.19%	88.46%
Fall 2017	85.63%	73.04%
Spring 2018	84.58%	71.30%
2017-2018	88.47%	77.60%
Summer 2018	85.71%	78.02%
Fall 2018	82.48%	68.53%
Spring 2019	83.60%	69.46%
2018-2019	83.93%	72.00%
Summer 2019	84.75%	81.36%
Fall 2019	80.78%	66.24%
Spring 2020	84.51%	73.80%
2019-2020	83.35%	73.8%
Average (Six Years)	87.10%	77.32%

Consequently, the Spanish program has maintained consistency since last program review in retention rate. According to the California Community Colleges Chancellor's Office Data Mart for our program is as follows:

1. 2014-2015 89.29%
2. 2015-2016 89.05%
3. 2016-2017 88.52%
4. 2017-2018 88.47%
5. 2018-2019 83.93%
6. 2019-2020 83.35%

There are four calendar years that shows consistency in retention rate: 2014-2015 (89.29%); 2015-2016 (89.05%); 2016-2017 (88.52%); and 2017-2018 (88.47%). However, the last two calendar years the program display a slight decrease: 2018-2019 (83.93%); and 2019-2020 (83.35%). Consequently, the Spanish program will implement and create pathways to improve these rates by the next program review.

On the other hand, the average success rate for the last six years is 77.32%. The program has increased somehow since last program review.

1. 2014-2015 80.92%
2. 2015-2016 82.08%
3. 2016-2017 77.53%
4. 2017-2018 77.60%
5. 2018-2019 72.00%
6. 2019-2020 73.80%

There are two calendar years that show increase in success rate: 2014-2015 (80.92%); and 2015-2016 (82.08%). Nevertheless, the last four calendar years display a slight decrease but maintaining consistency: 2016-2017 (77.53%) and 2017-2018 (77.60%); 2018-2019 (72.00%); and 2019-2020 (73.80%). Consequently, the Spanish program will implement and create pathways to improve these rates by the next program review.

The department utilizes texts, online workbooks and materials that are adequate for first- and second-year students. Thus, a financial burden to buy texts every semester is diminished substantially since students use the same book and online registration for workbook exercises for the first and second semester.

The majority of students taking Spanish for Heritage Speakers range between the ages of 18 to 25. This range reflect students out of our feeding high schools within the district, such as Bellflower, Artesia, Gahr, El Rancho, Santa Fe, Pioneer and Norwalk. There are a few students from outside of the district, such as Cabrillo and Jordan, who find Cerritos College program more adequate for their needs as Native Speakers. It is important to point out that our high school clientele are daytime students in the vast majority. Cerritos College serves a higher diversity of ages in the afternoon and evening. The Heritage Speaker curriculum focuses on the students' ability to increase their Reading and Writing.

Overall, the transfer students' perspective to take Spanish has been positive. We continuously see many that complete requirements for a Major. Cerritos College is an accredited institution. Therefore, Spanish courses are used for transfer, to fulfill an Associate in Arts Degrees for Transfer, or for general certification.

Spanish Program SLO (Degree/Certificate, Assessment Review & Improvement Plan

For each degree and/or certificate, we identified the SLO(s) that students need to improve upon.

The Spanish Program has maintained above satisfactory rate of SLOs for the last three years (Fall 2017 – Spring 2020) based on the following e-Lumen data:

SPANISH	Good	Satisfactory	Emergent
Spring 2020	46.3%	32.1%	21.6%
Fall 2019	36.0%	41.1%	22.9%
Spring 2019	71.5%	20.0%	8.5%
Fall 2018	57.1%	33.0%	9.9%
Spring 2018	63.4%	32.4%	4.2%
Fall 2017	44.1%	37.1%	18.7%
TOTAL	49.0%	33.8%	17.2%

The average rate for the last three years of SLOs for the Spanish Program is as shown: Good Performance (49.00%); Satisfactory Performance (33.8%); Emergent Performance (17.7%). Therefore, the results illustrate that 82.8% of students satisfactorily met the SLOs established by the Modern Language Department.

SLO Performance by Course

The following SLOs results are based on e-lumen data and range from Fall 2017 to Spring 2020.

SPAN 101: Elementary Spanish

(Fall 2017 – Spring 2020) based on the following e-Lumen data.

- Students communicate and comprehend basic Spanish at a basic level:
 - Good Performance (50.14%)
 - Satisfactory Performance (32.58%)
 - Emergent Performance (17.28%)

Therefore, the results illustrate that 82.72% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students will communicate and comprehend the fundamentals of the target language at a basic level:
 - Good Performance (47.10%)
 - Satisfactory Performance (34.53%)
 - Emergent Performance (18.40%)

Therefore, the results illustrate that 81.63% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students write simple sentences:
 - Good Performance (48.12%)
 - Satisfactory Performance (32.15%)
 - Emergent Performance (19.73%)

Therefore, the results illustrate that 80.27% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate knowledge of basic Spanish grammar:
 - Good Performance (47.60%)
 - Satisfactory Performance (33.03%)
 - Emergent Performance (19.37%)

Therefore, the results illustrate that 80.63% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate an understanding of the general aspects of culture, history, and geography of the Hispanic world:
 - Good Performance (41.44%)
 - Satisfactory Performance (35.63%)
 - Emergent Performance (22.93%)

Therefore, the results illustrate that 77.07% of students satisfactorily met the SLOs established by the Modern Language Department.

SPAN 102: Elementary Spanish

(Spring 2020) based on the following e-Lumen data.

- Students demonstrate effective Spanish language communication and comprehension skills in a meaningful context:
 - Good Performance (21.43%)
 - Satisfactory Performance (42.86%)
 - Emergent Performance (35.71%)

Therefore, the results illustrate that 64.29% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate knowledge of basic Spanish grammar and reinforces the basic grammar learned in the 101 level:
 - Good Performance (21.43%)
 - Satisfactory Performance (39.29%)
 - Emergent Performance (39.29%)

Therefore, the results illustrate that 60.72% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate a firm linguistic base with practicing with more detailed and complex vocabulary and syntactic structures:
 - Good Performance (21.43%)
 - Satisfactory Performance (28.57%)
 - Emergent Performance (50%)

Therefore, the results illustrate that 50% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate knowledge of the general aspects of culture, history, and geography of the related discipline:
 - Good Performance (14.29%)
 - Satisfactory Performance (35.71%)
 - Emergent Performance (50%)

Therefore, the results illustrate that 50% of students satisfactorily met the SLOs established by the Modern Language Department.

SPAN 111: Elementary Spanish for Spanish Speakers

(Fall 2017 – Spring 2020) based on the following e-Lumen data.

- Students demonstrate competence in the four basic Spanish skills of speaking, writing, reading and listening:
 - Good Performance (43.59%)
 - Satisfactory Performance (40.82%)
 - Emergent Performance (15.59%)

Therefore, the results illustrate that 84.41% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate critical thinking and writing skills through reading the literature of representative Hispanic authors:
 - Good Performance (45.52%)
 - Satisfactory Performance (39.01%)
 - Emergent Performance (15.46%)

Therefore, the results illustrate that 84.54% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate an understanding of cultural diversity of the Spanish speaking world, in terms of its culture, history, and geography:
 - Good Performance (45.23%)
 - Satisfactory Performance (39.30%)

- o Emergent Performance (15.46%)

Therefore, the results illustrate that 84.54% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate an appreciation of literature of the Spanish and Spanish American culture and recognize the major authors of all periods and genres of their works:
 - o Good Performance (41.43%)
 - o Satisfactory Performance (43.23%)
 - o Emergent Performance (15.34%)

Therefore, the results illustrate that 84.66% of students satisfactorily met the SLOs established by the Modern Language Department.

SPAN 112: Elementary Spanish for Spanish Speakers

(Spring 2020) based on the following e-Lumen data.

- Students demonstrate competence in the four basic Spanish skills of speaking, writing, reading and listening:
 - o Good Performance (56.25%)
 - o Satisfactory Performance (31.25%)
 - o Emergent Performance (12.50%)

Therefore, the results illustrate that 87.50% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate punctuation skill, and demonstrate an expanded vocabulary and clarity in the written language:
 - o Good Performance (56.25%)
 - o Satisfactory Performance (31.25%)
 - o Emergent Performance (12.50%)

Therefore, the results illustrate that 87.50% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate an appreciation of literature of the Spanish and Spanish American culture and recognize the major authors of all periods and genres of their works:
 - o Good Performance (56.25%)
 - o Satisfactory Performance (31.25%)
 - o Emergent Performance (12.50%)

Therefore, the results illustrate that 87.50% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate critical thinking and writing skills through reading the literature of representative Hispanic authors:
 - o Good Performance (56.25%)
 - o Satisfactory Performance (31.25%)
 - o Emergent Performance (12.50%)

Therefore, the results illustrate that 87.50% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate an understanding of cultural diversity of the Spanish speaking world, in terms of its culture, history, and geography:
 - o Good Performance (56.25%)
 - o Satisfactory Performance (31.25%)
 - o Emergent Performance (12.50%)

Therefore, the results illustrate that 87.50% of students satisfactorily met the SLOs established by the Modern Language Department.

SPAN 201: Intermediate Spanish

(Spring 2020) based on the following e-Lumen data.

- Students demonstrate competence in the four basic Spanish skills of speaking, writing, reading and listening:
 - o Good Performance (87.50%)
 - o Satisfactory Performance (12.50%)
 - o Emergent Performance (0.00%)

Therefore, the results illustrate that 100% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate critical thinking and writing skills through reading literature of representative authors of the related discipline:
 - o Good Performance (75%)
 - o Satisfactory Performance (25%)
 - o Emergent Performance (0.00%)

Therefore, the results illustrate that 100% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate knowledge of the culture, history, and geography of the related discipline:
 - o Good Performance (56.25%)
 - o Satisfactory Performance (31.25%)
 - o Emergent Performance (12.50%)

Therefore, the results illustrate that 87.50% of students satisfactorily met the SLOs established by the Modern Language Department.

SPAN 202: Intermediate Spanish

(Spring 2018; Spring 2019) based on the following e-Lumen data.

- Students demonstrate competence in the four basic Spanish skills of speaking, writing, reading and listening:
 - o Good Performance (78.12%)
 - o Satisfactory Performance (18.75%)
 - o Emergent Performance (3.12%)

Therefore, the results illustrate that 96.87% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate advance critical thinking and writing skills through the analysis of beginning-level Hispanic literature, such as poetry, short stories, written plays, and fragments of novels:
 - o Good Performance (87.50%)
 - o Satisfactory Performance (9.38%)
 - o Emergent Performance (3.12%)

Therefore, the results illustrate that 96.88% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students write creative essays and analytical works:

- o Good Performance (90.62%)
- o Satisfactory Performance (6.25%)
- o Emergent Performance (3.12%)

Therefore, the results illustrate that 96.87% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate knowledge of the culture, history, and geography of the Hispanic world:
 - o Good Performance (90.62%)
 - o Satisfactory Performance (6.25%)
 - o Emergent Performance (3.12%)

Therefore, the results illustrate that 96.87% of students satisfactorily met the SLOs established by the Modern Language Department.

SPAN 223: Spanish for Health and Medical Careers

(Spring 2020) based on the following e-Lumen data.

- Students communicate and comprehend basic Spanish at a basic level:
 - o Performance (38.46%)
 - o Satisfactory Performance (61.54%)
 - o Emergent Performance (0.00%)

Therefore, the results illustrate that 100% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate an understanding of the general aspect of culture, history, and geography of the Hispanic world in the medical field:
 - o Performance (41.67%)
 - o Satisfactory Performance (50%)
 - o Emergent Performance (8.33%)

Therefore, the results illustrate that 91.67% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students demonstrate knowledge of uncomplicated Spanish grammar:
 - o Good Performance (30.77%)
 - o Satisfactory Performance (61.54%)
 - o Emergent Performance (7.69%)

Therefore, the results illustrate that 92.31% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students develop effective cross-cultural communication skills:
 - o Good Performance (46.15%)
 - o Satisfactory Performance (38.46%)
 - o Emergent Performance (15.38%)

Therefore, the results illustrate that 84.61% of students satisfactorily met the SLOs established by the Modern Language Department.

- Students write simple sentences about cultural and medical protocols:
 - o Good Performance (53.85%)
 - o Satisfactory Performance (30.77%)
 - o Emergent Performance (15.38%)

Therefore, the results illustrate that 84.62% of students satisfactorily met the SLOs established by the Modern Language Department.

Overall, the Spanish Program courses are above the satisfactory rates. However, the Modern Language Department needs to improve the SLO in some areas specially where the SLOs are within or below Satisfactory Performance. Therefore, we are going to review and if necessary, rewrite the SLOs that are needed to improve.

Goals

- The Spanish program will design a Mexican American Literature class.
- Implement standardized syllabi in the beginning levels.
- Establish a Certificate of Achievement.
- Develop strategies to increase Student Success rates.

Cerritos College

SPANISH - Associate in Arts for Transfer

Full-time map using Plan C

TERM 1			
Course	Units	Completed	Advising Note
SPAN 101 Elementary Spanish*	5	<input type="checkbox"/>	*or SPAN 111
ENGL 100 Freshman Composition	4	<input type="checkbox"/>	
GE Social Sciences/US History**	3	<input type="checkbox"/>	**HIST 102 or 103
GE Oral Communication	3	<input type="checkbox"/>	

Total: 15

TERM 2			
Course	Units	Completed	Advising Note
SPAN 102 Elementary Spanish*	5	<input type="checkbox"/>	*SPAN 112
GE Critical Thinking	3	<input type="checkbox"/>	
GE Mathematics**	4	<input type="checkbox"/>	**MATH 112 or PSYC 210
GE Biological Sciences	3	<input type="checkbox"/>	

Total: 15

TERM 3			
Course	Units	Completed	Advising Note
SPAN 201 Intermediate Spanish	5	<input type="checkbox"/>	
Major Requirement List A	3	<input type="checkbox"/>	
GE Physical Sciences	3	<input type="checkbox"/>	
GE Physical or Biological Sciences Lab	1	<input type="checkbox"/>	
GE Social Sciences/US Govt*	3	<input type="checkbox"/>	*POL 101 or 201

Total: 15

TERM 4			
Course	Units	Completed	Advising Note
SPAN 202 Intermediate Spanish	4	<input type="checkbox"/>	
GE Social Sciences*	3	<input type="checkbox"/>	*COMM 110 recommended
GE Arts	3	<input type="checkbox"/>	
Elective**	3	<input type="checkbox"/>	**SPAN 245, 260 or 210 recommended
Elective	2+	<input type="checkbox"/>	

Total: 15+

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

To improve our class retention, the Department will do the following: Create a Recruitment Program to contact nearby High School administrators and form a liaison to provide high school students with information about our programs. Therefore, it will provide orientation to help them choose the appropriate class level increasing student retention and success. Furthermore, we will put in practice an Assessment Program in which instructors will assess and evaluate students' abilities once they are enrolled in our classes and make recommendations and/or

transfers as necessary. We'll also integrate the learning support program iFalcon in our first day of classes and recommend our students to our Tutoring Center to assist students who have inadequate preparation for class.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

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Create a Recruitment Program to contact nearby High School administrators and form a liaison to provide high school students with information about our programs. Therefore, it will provide orientation to help them choose the appropriate class level increasing student retention and success.

Furthermore, we will put in practice an Assessment Program in which instructors will assess and evaluate students' abilities once they are enrolled in our classes and make recommendations and/or transfers as necessary.

We'll also integrate the learning support program iFalcon in our first day of classes, and recommend our students to our Tutoring Center to assist students who have inadequate preparation for class.

Teaching effectiveness is evaluated by assessing full-time and part-time faculty according to the institutional guidelines. Through the evaluation, we make sure that faculty follows strictly the course outline for each class. In addition, the department professionally encourages that every instructor follows the current evaluation process as specified in the instructor's handbook. Full time instructors keep a professional portfolio, and parttime instructors are encouraged to develop their own folder.

Many of our instructors present and organize symposiums and lectures in collaboration with other departments. The symposiums are to promote education and to increase the success of students' learning in the Arts, Philosophy, History, Language and Culture, and creating social awareness. Not only do students who are studying a foreign language benefit from these symposiums but the student body and school in general. Students who participate in these events are given credit, as they present their views to classmates for discussion, and are encouraged to write reports and summaries as well. The work submitted by students varies according to their level and instructors' expectations for credit.

Instructors keep current by attending online or onsite workshops and conferences, reading pertinent periodicals, and publications. Consequently, our professors acquire current teaching methods, new perspectives and fresh ideas to teach our students and therefore improving student learning. As a result, our faculty is farther effective in the classroom and students benefit from it.

Some of our professors integrate the iFalcon, Habits of Minds videos and handouts to motivate students to continue with their classes and to improve studying skills. The department will continue to explore the benefits of iFalcon so that the entire department is able to use it in the classroom.

Curricular Course Review : Version by **Cabuto, Froylan** on **01/27/2022 21:26**

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

No Value

Explain any course additions to current course offerings.

No Value

Explain any course deletions and inactivations from current course offerings.

No Value

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

No Value

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

Not Applicable.

Program Reflection

Six-Year Program Reflection : Version by **Cabuto, Froylan** on **04/11/2022 16:54**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

No Value

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

The Modern Language Department has significantly increased awards achievement in this current program review compared to last review.

According to Cerritos College Institutional Effectiveness, Research, and Planning, the Data Dashboards shows there are three calendar years that are outstanding:

- 2015-2016 (23 awards)
- 2017-2018 (27 awards)
- 2018-2019 (21 awards)

Following, 2014-2015 (10 awards); and 2016-2017 (10 awards).

Cerritos College is doing incredibly well compared to our neighboring community colleges in the language programs. These results are reflected on the last two language programs were added to the department, Chinese and Sign Language. In addition, the success is attributed to the support of the Liberal Arts Division by not cutting low enrollment courses due to its complexity of the language itself, and by increasing the course offering when is needed. Furthermore, full-time instructors have created additional courses to expand the program and offer students the opportunity to enroll in more diverse classes.

The breakdown by program and award category are as follows:

Calendar Year 2014-2016:

60% of awards are achieved in Associate of Arts Degree in Spanish; 30% of awards in Associate of Arts Degree in German; and 10% of awards in Associate of Arts Degree in French.

Calendar Year 2015-2016:

56.52% of awards are achieved in Associate of Arts Degree in Spanish for Transfer; 8.70% awards in Associate Degree for Arts in Spanish; 21.74% of awards in Associate of Arts Degree in German; and 13.04% of awards in Associate of Arts Degree in French.

The AA Degree Spanish for Transfer was approved on the Spring 2014 semester. As a result, Cerritos College was the first community college offering this degree including Spanish for Spanish speakers' classes. Consequently, the Associate of Arts Degree in Spanish for Transfer was modeled by other community colleges.

Calendar Year 2016-2017:

20% of awards are achieved in Associate of Arts Degree in Spanish for Transfer; 20% of awards in Associate of Arts Degree in Spanish; 30% of awards in Associate of Arts Degree in German; and 30% of awards in Associate of Arts Degree in French.

Calendar Year 2017-2018:

33.33% of awards are achieved in Associate of Arts Degree in Spanish for Transfer; 3.70% of awards in Associate of Arts Degree in Spanish; 25.83% of awards in Associate of Arts Degree in French; 18.52% of awards in Associate of Arts Degree in Chinese; 11.11% of awards in Associate of Arts Degree in German; and 7.41% of awards in Associate of Arts Degree in Sign Language.

In this calendar year, the Chinese and American Sign Language programs show the first accomplishment of AA Degrees since the programs were relatively new. The two full-time instructors of respective programs created courses to offer a full program in just one year after they were hired.

Calendar Year 2018-2019:

38.10% of awards are achieved in Associate of Arts Degree in Spanish for Transfer; 4.76% of awards in Associate of Arts Degree in Spanish; 23.81% of awards in Associate of Arts Degree in Sign Language; 19.05% of awards in Associate of Arts Degree in Chinese; 9.52% of awards in Associate of Arts Degree in German; 4.76% of awards in Associate of Arts Degree in French.

We observed that on this calendar year, the American Sign Language program increased 40% of AA Degrees compared to the previous year. Therefore, the ASL program becomes the second strongest plan after the Spanish program. It is also the second largest in the Modern Language Department.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

No Value

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Spanish Professor Froylan Cabuto has been active in his professional environment which has contributed to both personal and intellectual growth. His current performative theatrical piece he wrote, produced, and directed, "Ave María", is currently being presented at the Frida Kahlo Theater as part of the 10-Minutes Short Play Festival 2022 from January 21, 2022 to February 6, 2022. "Ave María" condemns the misogynistic thinking of a patriarchal society through the lives of three women.

Likewise, in 2017 Professor Cabuto participated at the Cannes Film Festival with his short film Muted Voices as writer, director, and producer. This film addresses the problematic of teen suicides in current modern times, and it was placed under the category of Creative Minds. In the same year, 2017 Mr. Cabuto gave a Lecture & Poetry Presentation in Munich, Germany, invited by Palabras Urgentes. Correspondingly, Professor Cabuto was invited by California State University, Los Angeles for a Lecture & Poetry presentation titled "Tu Noche de Poesía".

Furthermore, Professor Cabuto wrote, directed, and presented the performance "I Am Frida Kahlo" at Burnight Theater at Cerritos College for three consecutive times (2017-2019), an exhilarating performance that depicts the tumultuous life of one of the most influential female artists of the twentieth century. Relatedly, in 2016, he participated as writer and producer of his performative play "Tormenta Omnia". A performance presented at Craft and Folk Art Museum in Los Angeles that explores the enigmatic Tormenta figure in Chicano artist Gronk Nicandro's artwork.

In addition, Professor Cabuto obtained in 2018 the prestigious John & Suanne Roueche Excellence Award. Awarded in honor of the commitment to excellence in community college teaching and leadership by League for Innovation in the Community College.

Moreover, Professor Cabuto took a Sabbatical leave from 2016-2017. The purpose of Professor Cabuto Sabbatical leave unfolded in two parts: first, he immersed himself in conducting research on Frida Kahlo, the context in which she worked, and the impact of her work on art and society to create a highly specialized course outline, SPAN 260: Frida Kahlo and Mexican Muralists. In addition, he conducted extensive research on Diego Rivera, José Clemente Orozco, David Alfaro Siqueiros to make this course outline broader to fit the breadth usually required for a general education course at the Community College; and, second, he used his research to develop a series of writings, course materials, new courses, and a symposium that are offered at Cerritos College. In so doing, he upgraded his professional skills, enhanced his professional development, exposed students to art, and promoted the Modern Language Department's course offerings.

Additionally, Professor Cabuto wrote two course outlines that are currently in the last phase in Curriculum, KOR 101: Elementary Korean I, and KOR 102: Elementary Korean II. He also authored the current Chicanos Studies (AA) Degree Program and was by the Chancellor's Office in 2016, as well as the Spanish AA Degree for Transfer.

Lastly, Professor Cabuto currently serves as a Board Member, and Artistic Advisor at Bilingual Foundation of the Arts in Los Angeles, California.

Chinese Professor Yiran Zhou has been consistently pursuing his professional development and keeping abreast of the new teaching methods, techniques and technologies in the field of teaching Chinese as a second language. Through diligent, hard work in his spare time, he obtained Master of Arts in Chinese Studies (Teacher's Track) from Valparaiso University in May 2020. He attended Southern California Chinese Language Teacher Association (CLTA-SC) 10th Anniversary & Workshop in October 2018 and Community College Symposium hosted by National Resource Center for Asian Languages (NRCAL) in April 2017. He'll join the Chinese Language Teachers Association Annual Conference held virtually in April 6 – 10, 2022.

Professor Zhou has been active in promoting the cross-cultural communication and understanding in the campus community and strengthening the bond between the District and Asian communities. He has been serving as a committee member in the Asian Pacific Islander Desi American (APIDA) Committee since 2020, and designed and hosted a few culture activities and delivered his presentations during the APIDA Awareness Week, including the Lunar New Year celebration, dumpling making, lantern making & calligraphy. He has been acting as the advisor for Chinese Club since 2014 and helped students explore Chinese language and culture on their own initiatives outside the classroom through a variety of educational, cultural and social activities. In December 2019, he was awarded Best Club Advisor Award by ASCC in honor of the contributions of Chinese Club to the culture diversity and inclusion on campus. Relatedly, he has been actively engaged in the International Education Week (IEW) since 2018 by hosting film screenings and student panels on Chinese culture and traditions. In November 2019, he hosted the Monkey King screening and delivered the presentation titled "The Monkey King – The Most Popular Chinese Superhero". In November 2015, he presented the topic of Daoist philosophy and beliefs in the Teacher TRAC Faculty Integrative Workshop.

Moreover, during the Women's History Month held in March, 2017-2021, he presented the topic of gender role in traditional Chinese family and society as displayed in the movies of Mu Lan, Crazy Rich Asians, and Nightingale; and also discussed the same topic as reflected in the bestseller Joy Luck Club with students in an English class. In addition, in the Asian Cultures Festival as well as Senior Preview Day held in 2017-2019, he hosted Chinese Program booths and introduced Asian communities and K-12 students to the information and activities in Chinese Program.

Lastly, Professor Zhou offers students strong support for connecting their learning beyond the classroom. In 2013-2019, he organized field trips to LA Chinatown, Pacific Asian Museum, Bowers Museum & Dance Performance. He also helped students prepare for and join a UCLA summer camp held in China in 2014-2015 and Taiwan Experience Program organized by Cerritos College in 2017-2019. Through his efforts, Chinese Program won the grant offered by Cerritos College Foundation in 2019 in support of Chinese culture and art activities; and in the same year, Chinese Program Scholarship was established by the Foundation to support students who pursue and obtain Chinese AA Degree in 2019.

ASL Professor Cindy Hall is currently developing assessment tools to determine dual enrolled students' proper placements in ASL classes. To ensure that students are properly placed in appropriate classes, this placement will immediately recognize students' level of readiness in specific level. In the past, when students were not properly evaluated, they joined classes higher unprepared and had to drop the class to join a lower-level class. Within this time slot, students will already be behind by a week or two early in the semester which set the tone for the rest of the semester. So, this evaluation will help improve myself as faculty member to know that students have the tools readily to learn up to the par.

Furthermore, Professor Hall is active in conferences such as True Way ASL training, and ASLTA Conference that keep her current in her professional field.

Spanish Professor Josefina Bedolla is currently part of a Pilot Program Committee at Long Beach City College to implement a certificate in Spanish in the Medical field. As part of this professional development, her role is to provide her expertise acquired through the years in teaching courses such as SPAN 223: Spanish for Health/Medical at Cerritos College. Her collaboration consists of extensive research utilizing the accuracy of the course textbook and material and implement that information in the course outline.

Spanish Professor Rosario Correa received an award by her students at Long Beach City College as the Most Inspirational and Motivating to Student Success. This Certificate of Appreciation is for going Above and Beyond for EOPS and CARE students.

Additionally, in 2019 she participated in the Selection Committee for new textbooks for the Heritage Speakers courses at Long Beach City College. As a part timer, it was a great experience and opportunity to participate in the process of selecting, reviewing, and assessing different textbooks in different areas such as, readability, reading level, currency, accuracy, textbook organization, cost, supplemental material, etc.

Provide a status update on goals from the last program review cycle.

The department of Modern Languages set sixteen goals (7 short-term; and 9 long-term) in the last program review (2014-2015). The following is a complete analysis of completion of those goals.

The American Sign Language program established an Associate in Arts Degree in American Sign Language. As a result, the ASL program expanded their program and the following courses have been completed: ASL 211: American Sign Language IV; ASL 215: Beginning Interpreting and Ethics I; ASL: 216 Beginning Interpreting and Ethics II; and ASL 220: Deaf Culture. In addition, the program developed a partnership to establish a liaison with California State University Long Beach to provide a track for students in the ASL and German programs. As a result, CSULB established a partnership with Cerritos College explicitly regarding only the ASL program. Also, the program has done plentiful work on Closed Caption materials. To end, the ASL program is currently working on the following goals that are work in progress:

1. Create the following courses:
 1. American Sign Language Structure (Linguistics).
 2. Fingerspelling and Numerical concepts.
2. Establish a laboratory dedicated to the special needs of Sign Language Students.
3. Interpreter Preparation Program.

The Chinese program has also established an Associate in Arts Degree in Chinese. In addition, the program also wrote the following course: Chinese 260: Chinese Culture and Society. The course has no prerequisite, and it is available to all students.

The German program implemented changes in scheduling of German classes in the last five years resulting in an increase of student retention on it first four years.

The Japanese program has not been able to secure a full-time instructor to expand the program.

The Spanish program completed the following course: Span 260: Frida Kahlo and Mexican Muralists. On the other hand, the Spanish program has failed to secure the request of three full-time positions. The program has not been able to establish a course for Spanish Business Personnel in order to compete with globalization. The Spanish program will reassess this goal and survey students in collaboration with the Business department to make sure this option is viable.

The Modern Language Department has developed the following Korean courses and are currently in Curriculum to establish a Korean program: KOR 101: Beginning Korean I; and KOR 102: Beginning Korean II. We set this goal in the last program review based on the survey we took at the time. In addition, over the years, the community has sent numerous e-mails inquiring for this specific language class offering.

Furthermore, the Modern language has secured tutors in the area of Spanish and American Sign Language. The Cerritos College Library has increased additional library resources for some of our programs including textbooks and books of varies genres.

The Modern Language Department has also been promoting awareness of our program. We have recruited prospective students from nearby high schools and our community by holding Open House through the Liberal Arts Division. In addition, we are currently working in establishing a dual enrollment for K-12 students through Cerritos College Dual Enrollment Program. Presently, ASL 110, and CHIN 101 are offered at Paramount High School. We are at the last phase to include SPAN 101 courses. Once we had established the full program, other languages will follow.

Lastly, the Modern Language Department has not completed the following goals due to many factors including rapid decrease of full-time instructors in Spanish and German. However, we will continue to work diligently to fulfill these goals by the next program review:

1. Certificate of Achievement in Modern Languages: The first module will be Spanish.
2. Create standardized syllabi for Modern Language programs.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

Not Applicable

Resource Requests

Faculty Resource Request(s) : Version by **Cabuto, Froylan** on **04/11/2022 16:54**

Two new Spanish faculty positions we are requesting. In addition, we are requesting one ASL instructor.

Program/Department/Division:

Division: Liberal Arts
Program: Spanish
Program: American Sign Language
Title of instructor position:
Spanish Instructor
ASL Instructor
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

It is critical to hire two Spanish instructors, and at least one ASL instructor. The majority of the courses are being taught by part time instructors. See the rationale below to support this statement.

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

The Spanish positions are to replace previous retired instructors. In addition, 77.6% of Spanish courses are being taught by part time instructors.

The ASL position is a replacement of a recently retired ASL instructors. The program is currently managed by one full time instructors. In addition, it is very difficult to find qualified ASL instructors to teach specialized courses like ASL 215 Beginning Interpreting and Ethics I.

Cost estimate:

Unknown

Occurrence:

- Recurring expense
- One-time augmentation

Unknown

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Funding source:

- General fund (Program 100)
- Other funding

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

There are only two Spanish instructors that carry all responsibility to maintain afloat the Spanish program such as promoting our classes, creating courses, advising students with their major, office hours, evaluating part-timers, etc. 77.6% of classes are taught by part-time instructors whereas 22.4% are taught by full-time professors. Consequently, the ratio of full-time to part-time instructors does not meet the criteria of AB1725.

The ASL program is growing faster more than other programs at our college. There is currently one full time ASL instructor. This request is to replace a recently retired full time instructor.

There are many factors that contributes to prevent students to go to the right courses; however, one of the main reasons is that we do not have the healthy number of full-time instructors to teach the fundamental classes. As it has been demonstrated, full-time instructors are more aware of resources available to guide students to take the right courses. Therefore, full-time Spanish instructors are more mindful of our courses, LRC Center, Student Services, IFalcon, Library, Tutorial Center, Innovation Center, Students Labs & Computer Technology, etc., in order to guide students and help them take the appropriate Spanish courses to promote better enrollment decisions.

It is well documented that full-time instructors add consistency in instruction within the faculty, the Department, and the Division. Therefore, the new Spanish instructors will be able to devote their time to the betterment of students in our college community. Thus, there will be more consistency in Learning Outcomes and better Student Retention, and student's success. In addition, they will create strong goals for student learning to help them achieve their educational objectives to be in line with Guided Pathways.

If this position is not filled, what is the potential impact to student success?

No Value

Classified Resource Request(s) : Version by Cabuto, Froylan on 04/11/2022 16:54

N/A

Program/Department/Division:

N/A

Position requested:

N/A

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

N/A

Is this position:

- New (not in the current budget)

- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

N/A

Cost estimate:

N/A

Occurrence:

- Recurring expense
- One-time augmentation

N/A

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

N/A

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

N/A

If this position is not filled, what is the potential impact to student success?

N/A

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Professional Development Resource Request(s)

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

No Value

Professional Development Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Facilities Resource Request(s)

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Technology and Software Resource Request(s)

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Technology and Software Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Other Resource Request(s)

Identify and justify any other needs. Explain how it will help the program better meet its goals.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Prioritized Resource Request Recommendations

Resource request:	Priority:	Cost estimate:	Program goal alignment:
undefined	undefined	undefined	undefined