COMPTON COLLEGE
The Foreign Language Program Review
2022 - 2024 Program Review

American Sign Language
Author: Victor Monroy

Spanish
Authors: Axa M. Maradiaga
Juan A. Tavárez
Carlos Facio

Table of Contents

Section 1: Overview of the Program

The Foreign Language Mission Statement
Program Narrative and Mission Statement

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

The Foreign Language Department at Compton College is part of the Division of The Fine Arts, Communication and Humanities. Currently, the Foreign Language Department consists of American Sign Language, Spanish, and Japanese.

The Foreign Language Department offers courses in American Sign Language (ASL). It offers training in ASL including the study of linguistics, Deaf culture, and the history of deaf people. Students will obtain general communication skills for working with deaf and hard of hearing individuals or for general interest. Courses offered in the American Sign Language major include two language courses (SLAN-111, SLAN-112). Additionally, the Foreign Language Department in its ASL courses serves students who desire to obtain general communication skills for working with deaf and hard of hearing individuals, learn about the study of linguistics and Deaf culture and understand the rich history of deaf people.

The Foreign Language Department offers six levels of Spanish grammar and two levels of conversational Spanish. Currently, the Foreign Language Department in its Spanish courses serves students who desire to acquire speaking, reading, and writing proficiency skills. The Foreign Language Department offers an in-depth understanding of various cultures of the Spanish-speaking world. And as of Fall of 2014, it is a requirement for a student to complete Spanish 101 and Spanish 102 before enrolling in Spanish 103. The degree that the Foreign Language Department offers is an AAT (Associate of Arts for Transfer). The Foreign Language Department serves students who want an introductory course in Japanese as well.

The Foreign Language Department in American Sign Language offers ASL courses on and off campus. Additionally, the Foreign Language Department in Spanish offers an AAT (Associate of Arts for Transfer) degree. It meets all the requirements for those students who wish to major in Spanish and/or to transfer to a four-year university. Additionally, Spanish courses are offered off campus. And as of Fall 2016, the Foreign Language Department offers a Japanese 101 course at Compton College and off campus.

The Foreign Language Department in its American Sign Language, Spanish, and Japanese courses fulfills Compton College's mission by ensuring that students acquire sufficient knowledge of a foreign language. It prepares students for success as professionals in career fields related to foreign languages.

The Foreign Language Department develops the learning and acquisition of American Sign Language, Spanish, and Japanese by ensuring a contiguous language coursework. In order to pass each of the sequence language, students must demonstrate levels of proficiency through a combination of skills-based, written, oral/visual testing, and project assignments.

Summary: The Foreign Language Department offers an AAT (Associate of Arts for Transfer) degree. The Spanish courses are as follows:

SPAN 101 Elementary Spanish I
SPAN 101H Honors Elementary Spanish I
SPAN 102 Elementary Spanish II
SPAN 103 Intermediate Spanish I
SPAN 104 Intermediate Spanish II
SPAN 105 Advance Spanish I
SPAN 106 Advance Spanish II
SPAN 121 Beginning Conversational Spanish
SPAN 122 Intermediate Conversational Spanish
SPAN 152: Spanish for Native Speakers
SPAN 153: Spanish for Native Speakers

The Japanese courses are as follow:

JAPA 101 Elementary Japanese I
JAPA 102 Elementary Japanese II

The American Sign Language (ASL) courses are as follow:

SLAN 111 American Sign Language I
SLAN 112 American Sign Language II.
SLAN 113 American Sign Language III
SLAN 130 Deaf Culture

Discuss the status of recommendations from your previous program review

1. Technology
   a. Foreign Language Learning Lab. The recommendation was not met.

2. Foreign language software and films.
   a. The Foreign Language Department recommendation was:

      - Software: Rosetta Stone. The recommendation was met.
      - Films: The recommendation was not met. As of 2021, the Foreign Language Department no longer seeks the purchases of films.

3. Foreign Language Department hardware: Desktop and laptops. The recommendation was met.

4. Faculty Professional Development: Software training. The recommendation was met (Canvas courses).

   Discussion on the status of recommendations from your previous program review.
   a) The Foreign Language Learning Lab recommendation was not met. As of 2021, the recommendation is no longer required.

   b) The software recommendation was met. The 'Rosetta Stone' software is available at the Library-Student Success Center.

   c) As of 2021, the purchase of films in longer needed. (Due to the popularity of streaming services).

   d) The hardware recommendation was met. Faculty were given new laptop/desktop.

   e) Faculty Professional Development. The recommendation was met. Faculty were provided with Canvas training.

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

Overall Enrollment Student Count

Student Counts

Gender	18	Fall '18	Winter '19	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Female	34)	64%(233)	60%(15)	66%(256)	68%(134)	65%(222)	65%(17)	70%(275)	77%(141)	71%(263)
Male	50)	36%(133)	40%(10)	34%(130)	30%(60)	34%(116)	35%(9)	30%(117)	23%(42)	28%(105)
Non-binary								0%(<5)		
Unknown/non-resp..				0%(<5)	2%(<5)	1%(<5)		0%(<5)		1%(<5)
Grand Total	34)	100%(366)	100%(25)	100%(387)	100%(197)	100%(341)	100%(26)	100%(394)	100%(183)	100%(371)

Ethnicity	18	Fall '18	Winter '19	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
American Indian or..	<5)									
Asian	<5)	1%(<5)	4%(<5)	2%(6)	1%(<5)	1%(5)	4%(<5)	0%(<5)	1%(<5)	1%(<5)
Black or African A..	23)	15%(56)	8%(<5)	17%(67)	12%(24)	16%(53)	19%(5)	12%(47)	13%(23)	13%(48)
Latinx	59)	78%(285)	84%(21)	74%(288)	80%(157)	74%(252)	65%(17)	79%(313)	83%(151)	80%(297)
Native Hawaiian o..	<5)	1%(<5)		1%(<5)	1%(<5)	1%(<5)		1%(5)		1%(<5)
Two or More Races	<5)	4%(14)		3%(10)	1%(<5)	1%(<5)	4%(<5)	1%(<5)	1%(<5)	2%(7)
Unknown/Non-Res..	<5)	1%(<5)	4%(<5)	3%(10)	6%(11)	7%(23)	4%(<5)	3%(10)	2%(<5)	2%(8)
White		1%(<5)		1%(<5)		1%(<5)	4%(<5)	4%(16)	2%(<5)	2%(6)
Grand Total	34)	100%(366)	100%(25)	100%(387)	100%(197)	100%(341)	100%(26)	100%(394)	100%(183)	100%(371)

Overall Enrollment Count for the Fall Terms: 2017, 2018, 2019 and 2020
As of 2020, we have a total of 371 student population in the Foreign Language Department. In 2017, the total student enrollment was at 409. Therefore, we can observe a decrease of 38 student enrollment from Fall 2017 to 2020. The ongoing Covid 19 pandemic can be a contributing factor to the decrease of the 38-student enrollment in the Foreign Language Department.

Overall Enrollment Count for the Spring Terms: 2017, 2018, 2019, and 2020
As of 2020, we have a total of 394 student population in the Foreign Language Department. In the Spring of 2017, the student enrollment was also at 394. Therefore, we can observe that in our Spring overall student population stands steady at 394. Although, we have a steady student enrollment in the Foreign Language Department, the majority of our enrollment comes from our dual-enrollment partnerships with our feeder schools.

Overall Enrollment Count for the Summer Terms: 2017, 2018, 2019, and 2020
In 2017, the Foreign Language Department had 208 students enrolled. As of 2020, the Foreign Language Department had a total of 183 students enrolled. Therefore, there was a decrease of 25 students from 2017 to 2020. The loss of enrollment could be attributed to the ongoing Covid 19 pandemic. Secondly, the remote modality could have negatively affected the Summer enrollment. As a result of the low enrollment, the Foreign Language Department currently offers 1 Spanish 101 online course. Additionally, it offers 1 Spanish 103 course at one of its feeder schools. The Foreign Language does not offer a Japanese course in the Summer. As of 2020, the Foreign Language offers 3 courses in American Sign Language during the Summer semester.

Overall Enrollment Count for the Winter Terms: 2017, 2018, 2019, and 2020
In 2017, the Foreign Language Department had 38 students enrolled. As of 2020, the Foreign Language Department had a total of 26 students enrolled. Therefore, there was a decrease of 12 students from 2017 to 2020. The loss of enrollment could be attributed to the ongoing Covid 19

pandemic. Secondly, the remote modality could have negatively affected the Winter enrollment. As a result of the low enrollment, the Foreign Language Department only offers 1 Spanish online course during the Winter semester. There are no Japanese courses offer in the Winter. As of 2020, the Foreign Language does not offer a Winter course for American Sign Language.

Enrollment by Gender Fall Terms: 2017, 2018, 2019, and 2020
According to Compton College 2019-2020 Fact Book by Lauren Sosenko, Compton College is more popular with women. Therefore, it is natural for the Foreign Language Department to have a higher female enrollment. As of 2020, our female student enrollment stands at 71%. Overall, we had a 6% increase of our female student enrollment from the previous Fall 2017 term. The male student enrollment as of 2020 stands at 28%. Since the Fall Term of 2017, the Foreign Language Department has had a 7% decrease in our male student enrollment.

https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollege2019-2020FactBook/Demographics

Enrollment by Gender Spring Terms: 2017, 2018, 2019, and 2020
From 2017 to 2020 the female student enrollment for the Spring semesters stands steady at 70% for the Spring semesters. As of 2020, our female student enrollment stands at 70%. From 2017 to 2020 the male student enrollment for the Spring semesters stands steady at 30%. As of 2020, our male student enrollment stands at 30%.

Enrollment by Gender Winter Terms: 2017, 2018, 2019, and 2020
As of 2020, the female student enrollment for the Winter semesters stands at 65%. In 2017 the Foreign Language had a 47% female enrollment. Therefore, from 2017 to 2020 the female student enrollment had an increase of 18%. As of 2020, the male student enrollment for the Winter semesters stands at 35%. In 2017, the Foreign Language Department had 53% male enrollment. Therefore, from 2017 to 2020 the male student enrollment has decreased by 18%.

Enrollment by Gender Summer Terms: 2017, 2018, 2019, and 2020
As of 2020, the female student enrollment for the Summer semesters stands at 77%. In 2017 the Foreign Language had a 60% female enrollment. Therefore, from 2017 to 2020 the female student enrollment had an increase of 17%. As of 2020, the male student enrollment for the Summer semesters stands at 23%. In 2017, the Foreign Language Department had 40% male enrollment. Therefore, from 2017 to 2020 the male student enrollment has decreased by 17%.

Enrollment by Ethnicity Fall Terms: 2017, 2018, 2019, and 2020
The majority of our students in the Foreign Language Department are Latinos. As of 2020, the Latino student enrollment stands at 80%. In 2017, the Foreign Language Department had 73% of Latinos enrolled. Therefore, from 2017 to 2020, there was a 7% increase of Latino students in the Foreign Language. As of 2020, our Black/African American student enrollment in our Foreign Language Department stands at 13%. In 2017 the percentage of Black/African American students was at 20%. From 2017 to 2020, the Foreign Language Department has had a 7% decrease in its Black/African American students. The Foreign Language Department student enrollment of Asians, Native Hawaiians and white's student have remained steady at 1-2%.

Enrollment by Ethnicity Spring Terms: 2017, 2018, 2019, and 2020
The majority of our students in the Foreign Language Department are Latinos. As of 2020, the Latino student enrollment stands at 80%. In 2017, the Foreign Language Department had 75% of Latinos enrolled. Therefore, from 2017 to 2020, there was a 5% increase of Latino students in the Foreign Language Department. As of 2020, our Black/African American student enrollment in our Foreign Language Department stands at 12%. In 2017 the percentage of Black/African American students was at 20%. From 2017 to 2020, the Foreign Language Department has had a 8% decrease in its Black/African American students. The Foreign Language Department student enrollment of Asians, Native Hawaiians and white's student have remained steady at 1-2%.

Enrollment by Ethnicity Winter Terms: 2017, 2018, 2019, and 2020
The majority of our students in the Foreign Language Department are Latinos. As of 2020, the Latino student enrollment stands at 65%. In 2017, the Foreign Language Department had 76% of Latinos enrolled. Therefore, from 2017 to 2020, there was a 11% decrease of Latino students in the Foreign Language Department. As of 2020, our Black/African American student enrollment in our Foreign Language Department stands at 19%. In 2017 the percentage of Black/African American students was at 18%. From 2017 to 2020, the Foreign Language Department has had a 1% decrease in its Black/African American students. The Foreign Language Department student enrollment of Asians, Native Hawaiians and white's student have remained steady at 1-2%.

Enrollment by Ethnicity Summer Terms: 2017, 2018, 2019, and 2020
The majority of our students in the Foreign Language Department are Latinos. As of 2020, the Latino student enrollment stands at 83%. In 2017, the Foreign Language Department had 73% of Latinos enrolled. Therefore, from 2017 to 2020, there was a 10% increase of Latino students in the Foreign Language Department. As of 2020, our Black/African American student enrollment in our Foreign Language Department stands at 13%. In 2017 the percentage of Black/African American students was at 16%. From 2017 to 2020, the Foreign Language Department has had a 3% decrease in its Black/African American students. The Foreign Language Department student enrollment of Asians, Native Hawaiians and white's student have remained steady at 1-2%.

Counts by Study Type

Student Counts

Age Group	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Under 18	47%(180)	86%(169)	49%(167)	4%(<5)	59%(233)	71%(130)	60%(224)
18-19	10%(40)	4%(7)	10%(33)	15%(<5)	8%(32)	4%(8)	6%(21)
20-21	17%(67)	3%(5)	9%(31)	19%(5)	8%(33)	7%(13)	8%(31)
22-24	10%(40)	2%(<5)	10%(34)	23%(6)	4%(16)	3%(5)	7%(25)
25-29	7%(29)	4%(8)	9%(29)	8%(<5)	6%(24)	5%(10)	6%(24)
30-34	3%(11)	1%(<5)	5%(16)	23%(6)	5%(19)	5%(10)	5%(19)
35-39	3%(10)		3%(11)	4%(<5)	2%(6)	1%(<5)	3%(10)
40-49	2%(7)	1%(<5)	2%(8)	4%(<5)	4%(15)	2%(<5)	3%(11)
50-64	1%(<5)		3%(11)		4%(15)	1%(<5)	2%(6)
65 and over			0%(<5)		0%(<5)		
Grand Total	100%(387)	100%(197)	100%(341)	100%(26)	100%(394)	100%(183)	100%(371)

Class Load	ng '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Full-time	%(88)		25%(85)		18%(71)	1%(<5)	22%(80)
Part-time	6(299)	100%(197)	75%(256)	100%(26)	82%(323)	99%(182)	78%(291)
Grand Total	6(387)	100%(197)	100%(341)	100%(26)	100%(394)	100%(183)	100%(371)

Education Goal	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Basic Skills	5%(19)	23%(45)	2%(6)		3%(12)	3%(5)	0%(<5)
Degree/Cert Only	7%(26)	5%(10)	6%(22)	8%(<5)	5%(20)	2%(<5)	1%(<5)
Enrichment	18%(70)	25%(49)	52%(177)	73%(19)	52%(204)	63%(115)	57%(211)
Intend to Transfer	43%(166)	26%(51)	31%(106)	4%(<5)	27%(106)	16%(29)	15%(57)
Retrain/Recertify	3%(11)	1%(<5)	0%(<5)	4%(<5)			1%(5)
Undecided/Unstated	25%(95)	20%(40)	9%(29)	12%(<5)	13%(52)	16%(30)	25%(94)
Grand Total	100%(387)	100%(197)	100%(341)	100%(26)	100%(394)	100%(183)	100%(371)

Enrollments	er '19	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Day	%(10)	85%(329)	89%(175)	71%(263)	50%(13)	90%(354)	91%(167)	71%(276)
Evening	%(15)	15%(59)	11%(22)	29%(80)	50%(13)	10%(40)	9%(16)	29%(95)

Enrollment by Age Group Fall Terms: 2016, 2017, 2018, 2019, and 2020

The under 18 student population is the bulk of our student enrollment in the Foreign Language Department. As of 2020, the under 18 student population stands at 224. We have had a 24% increase of under 18 student population from the 2016 to 2020 terms. This is due to the increase of our Dual-Enrollment partnerships with our feeder schools. The 18 to 29 age groups remain steady between 6% to 8% from 2016 to 2020. The 30 to 64 age groups are our lowest enrollment demographics. A quick fact: According to Compton College 2019-2020 Fact Book by Lauren Sosenko- The average age of students has decreased from 2018-19 to 2019-20, suggesting more older students left the college or did not enroll during the last year.

https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollege2019-2020FactBook/Demographics

Enrollment by Age Group Spring Terms: 2016, 2017, 2018, 2019, and 2020

The under 18 student population is the bulk of our student enrollment in the Foreign Language Department. As of 2020, the under 18 student population stands at 233. We have had a 27%

increase of under 18 student population from the 2016 to 2020 terms. This is due to the increase of our dual-enrollment partnerships with our feeder schools. The 18 to 29 age groups remain steady between 6% to 8% from 2016 to 2020. The 30 to 64 age groups are our lowest enrollment demographics. A quick fact: According to Compton College 2019-2020 Fact Book by Lauren Sosenko- The average age of students has decreased from 2018-19 to 2019-20, suggesting more older students left the college or did not enroll during the last year.

https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollege2019-2020FactBook/Demographics

Enrollment by Age Group Winter Terms: 2017, 2018, 2019, and 2020
The over 18-34 student population is the bulk of our student enrollment in the Foreign Language Department. As of 2020, the over 18-34 student percentage stands at 88%. As of Winter 2017, The Foreign Language Department had 83% of the 18-34 student population. The Foreign Language Department had a 5% increase between the group ages of 18-34.

Enrollment by Age Group Summer Terms: 2016, 2018, 2019, and 2020
The under 18 student population is the bulk of our student enrollment in the Foreign Language Department. As of 2020, the under 18 student percentage stands at 71%. As of Summer 2016, The Foreign Language Department had 72% of the under 18 student population. The Foreign Language Department had a 1% decrease in the under 18 student population.

Class load (Full-time vs. Part-time Fall)
As of 2020, the part-time student enrollment makes the bulk of the Foreign Language Department student population. The percentage of part-time students stands at 78%. This is due in great part to our dual-enrollment partnerships with our feeder schools. As of 2020, the full-time student enrollment stands at 22%.

Class load (Full-time vs. Part-time Spring)
As of 2020, the part-time student enrollment makes the bulk of the Foreign Language Department student population. The percentage of part-time students stands at 82%. This is due in great part to our dual-enrollment partnerships with our feeder schools. As of 2020, the full-time student enrollment stands at 18%.

Degree/Certification Only
The percentages of degrees and certification awarded in Fall 2020 stands at 1%. The drastic Fall of the decrease of degrees and certifications awarded in the Foreign Language Department could be attributed to the ongoing Covid 19 pandemic.

Scheduling of courses (day vs. night, days offered, and sequence Fall Semester)
As of 2020, the day Fall enrollment stands at 71%. The high percentage of our day enrollment is due in great part to our dual-enrollment student population. The majority of day student population relies heavily from our under-18 student enrollment. As of 2020, the evening Fall enrollment has fallen to 29%. The low night/evening enrollment is due in part that our older students left the college or did not enroll during the last year (Lauren Sosenko).

Scheduling of courses (day vs. night, days offered, and sequence Spring)
As of 2020, the day Spring enrollment stands at 90%. This is due in great part of dual-enrollment population since most of our student population relies heavily from our under-18 student enrollment. As of 2020, the evening Spring enrollment has fallen to 10%. This is due in part that our older students left the college or did not enroll during the last year (Lauren Sosenko).

Success And Retention Overall

Overall Success and Retention

Success Rate by Course

Course ID	2016-17	2017-18	2018-19	2019-20	2020-21*
JAPA-101	45%(42)	44%(32)		36%(11)	
SLAN-111	60%(207)	80%(264)	66%(259)	49%(259)	55%(141)
SLAN-112	94%(16)	81%(27)	94%(17)		
SPAN-101	80%(605)	79%(498)	84%(478)	75%(470)	78%(316)
SPAN-102	90%(118)	90%(140)	92%(142)	89%(148)	89%(46)
SPAN-103	100%(17)	94%(51)	95%(56)	95%(59)	100%(35)
SPAN-104		86%(14)	91%(11)	100%(11)	93%(15)
SPAN-121	67%(12)	69%(26)	94%(17)	91%(23)	71%(7)
SPAN-122	86%(7)	100%(<5)	91%(11)	100%(8)	82%(17)
SPAN-152	100%(29)				
SPAN-153	97%(29)				
Grand Total	77%(1082)	80%(1055)	81%(991)	72%(989)	75%(577)

Overall, Success and Retention
From 2016 to 2021, the Foreign Language Department has had a 70% and above success and retention rate. The successful student success and retention percentages in the Foreign Language Department is due primarily on the fact that full-time faculty are constantly revising, updating and improving the Foreign Language Department SLO's instruments. This constant revising of the SLO's instruments and assessment data has been instrumental for the high success and retention rates in the Foreign Language Department. Although, the success and retention rates are above average, specifically in the beginning courses of American Sign Language and Spanish, the Foreign Language faculty has to work diligently to increase the success and retention rates in its continual sequential courses.

Overall, of Summary of Retention Rates for Japanese:
The overall retention rate for Japanese 101 from 2016 to 2021 ranges from 35% to 45%. The 35% - 45% is below the 75% average retention rate for all language courses. The Foreign Language Department will meet to discuss and find new teaching strategies to increase the retention rate for Japanese 101 to at least 70%.

Overall, of Summary of Retention Rates for American Sign Language 111.
The overall retention rate for American Sign Language 112 from 2016 to 2021 ranges from 52% to 63%. These percentages are below the 75% average retention rate for all language courses. The Foreign Language Department will meet to discuss and find new teaching strategies to increase the retention rate for American Sign Language 111 to at least 70%.

Overall, of Summary of Retention Rates for American Sign Language 112.
The overall retention rate for American Sign Language 112 from 2016 to 2019 is at 88%. This percentage is 13% above the 75% expected retention rate for all language courses.

Overall, of Summary of Retention Rates for Spanish 101, 102, 103 and 104.
The overall retention rate for the following SPAN courses 101, 102, 103, and 104 from 2016-17 to 2022 range from 80% to 100%. These percentages are above the 75% retention rate expected for all languages courses.

Overall, of Summary of Retention Rates for Spanish 121.
The overall retention rate for the following SPAN 121 from 2016 to 2022 range from 68% to 92%. From 2018 to 2020, the retention rate increased by 24% from the previous retention rate of 68%. The retention rate increase was due in part to extra-curricular activities (student life).

Overall, of Summary of Retention Rates for Spanish 122.
The overall retention rate for the following SPAN 121 from 2016 to 2022 range from 84% to 100%. These percentages are above the 75% retention rate expected for all languages courses.

Final Summary and Recommendation

Year	Retention Rate
2016	77%
2017	80%
2018	81%
2019	72%
2020	75%

The Foreign Language Department's goal for the next five years is to increase the retention rate across all language courses. Special focus will be placed on Japanese. The retention rate for Japanese is below the 75% expected for all language courses. The Foreign Language Department will seek to improve the retention rate to at least 70%.

Additionally, the Foreign Language Department will seek to improve the retention rate for American Sign Language to at least 70%.

Finally, the Foreign Language Department will seek to improve the retention rate for Spanish to at least 80%.

Success and Retention Disaggregation Date

Success Rates

Gender	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Female	79%(257)	93%(134)	77%(245)	76%(17)	64%(275)	84%(141)	72%(279)
Male	78%(130)	85%(60)	72%(122)	67%(9)	50%(118)	70%(43)	72%(111)
Non-binary					0%(<5)		
Unknown/non-res..	0%(<5)	100%(<5)	75%(<5)		0%(<5)		33%(<5)

Ethnicity	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
American Indian o..							
Asian	67%(6)	100%(<5)	83%(6)	100%(<5)	100%(<5)	100%(<5)	67%(<5)
Black or African A..	63%(67)	88%(24)	64%(56)	40%(5)	45%(47)	70%(23)	51%(51)
Latinx	85%(289)	91%(157)	78%(277)	76%(17)	64%(314)	82%(152)	75%(314)
Native Hawaiian o..	67%(<5)	100%(<5)	100%(<5)		40%(5)		50%(<5)
Two or More Races	30%(10)	100%(<5)	100%(<5)	100%(<5)	100%(<5)	100%(<5)	75%(8)
Unknown/Non-Re..	50%(10)	82%(11)	63%(24)	100%(<5)	70%(10)	75%(<5)	67%(9)
White	33%(<5)			0%(<5)	100%(<5)	19%(16)	100%(<5)	83%(6)

Age Group	)	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Under 18	)	76%(180)	91%(169)	91%(167)	100%(<5)	67%(233)	85%(130)	74%(225)
18-19	)	73%(40)	100%(7)	50%(34)	50%(<5)	44%(32)	63%(8)	41%(22)
20-21	)	78%(68)	100%(5)	57%(37)	60%(5)	55%(33)	69%(13)	78%(36)
22-24	)	90%(40)	75%(<5)	71%(41)	67%(6)	69%(16)	40%(5)	72%(29)
25-29	)	90%(29)	75%(8)	77%(35)	100%(<5)	56%(25)	60%(10)	77%(26)
30-34	)	91%(11)	100%(<5)	60%(20)	100%(6)	68%(19)	90%(10)	68%(22)
35-39	)	50%(10)		42%(12)	0%(<5)	50%(6)	50%(<5)	50%(12)
40-49		71%(7)	100%(<5)	82%(11)	100%(<5)	47%(15)	100%(<5)	79%(14)
50-64		100%(<5)		54%(13)		7%(15)	100%(<5)	86%(7)
65 and over				0%(<5)		0%(<5)		

Class Load	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Full-time	79%(89)		63%(105)		58%(72)	100%(<5)	63%(92)
Part-time	78%(299)	90%(197)	80%(266)	73%(26)	60%(323)	81%(183)	74%(301)

Success and Retention Disaggregation Date (Female to Male ratio)

From 2016 to 2020, the Foreign Language Department has had a 75 to 90 percent success and retention rate amongst its female student population. Amongst its male student population, the success and retention rates are between 30 to 40 percent. The success and retention gap between female to male ratio is between 45 to 50 percent. The Foreign Language faculty must continue to be pro-active at increasing the success and retention rates amongst its male student population to an average of 50-70 percent. Overall, the Foreign Language faculty must take a closer-look in perhaps making their SLO's instruments more gender equitable and inclusive in order to recruit and increase the male success and retention rate to a sustainable 70 percent.

Success and Retention Disaggregation Date (Ethnicity)

From 2016 to 2020, the Foreign Language Department has had a 75 to 80 percent success and retention rate amongst its Latino student population. Amongst its Black/African American student population, the success and retention rates are between 12 to 15 percent. There is a 63-65 percentage difference amongst Latino and Black/African American success and retention rates. In order to increase the Black/African American success and retention rates, the Foreign Language faculty must continue to be pro-active in being more racially inclusive in order to recruit and retain the Black/African American student population. The goal is to increase the percentage between a 50 to 70 percent success rates amongst our Black/African American student population.

**Success and Retention Disaggregation Date (Age group)**

From 2016 to 2020, the Foreign Language Department has had an 80 to 90 percent success and retention rate amongst the under 18 student population. The average success and retention rates amongst the 18-34 age groups is between 50 to 70%. The high retention rate amongst the under 18 student population is due to the dual-enrollment partnerships with our feeder schools.

Success and Retention Chart (2)

Success Rates

| Education Goal	Winter '19	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
Basic Skills	100%(<5)	68%(19)	89%(45)	100%(6)		67%(12)	100%(5)	100%(<5)
Degree/Cert Only	100%(<5)	77%(26)	90%(10)	88%(24)	100%(<5)	85%(20)	100%(<5)	100%(<5)
Enrichment		64%(70)	90%(49)	67%(190)	68%(19)	35%(205)	73%(116)	67%(223)
Intend to Transfer	100%(15)	84%(167)	88%(51)	83%(118)	100%(<5)	85%(106)	86%(29)	82%(65)
Retrain/Recertify		91%(11)	100%(<5)	0%(<5)	0%(<5)			60%(5)
Undecided/Unstated	100%(7)	80%(95)	95%(40)	84%(32)	100%(<5)	94%(52)	100%(30)	76%(96)
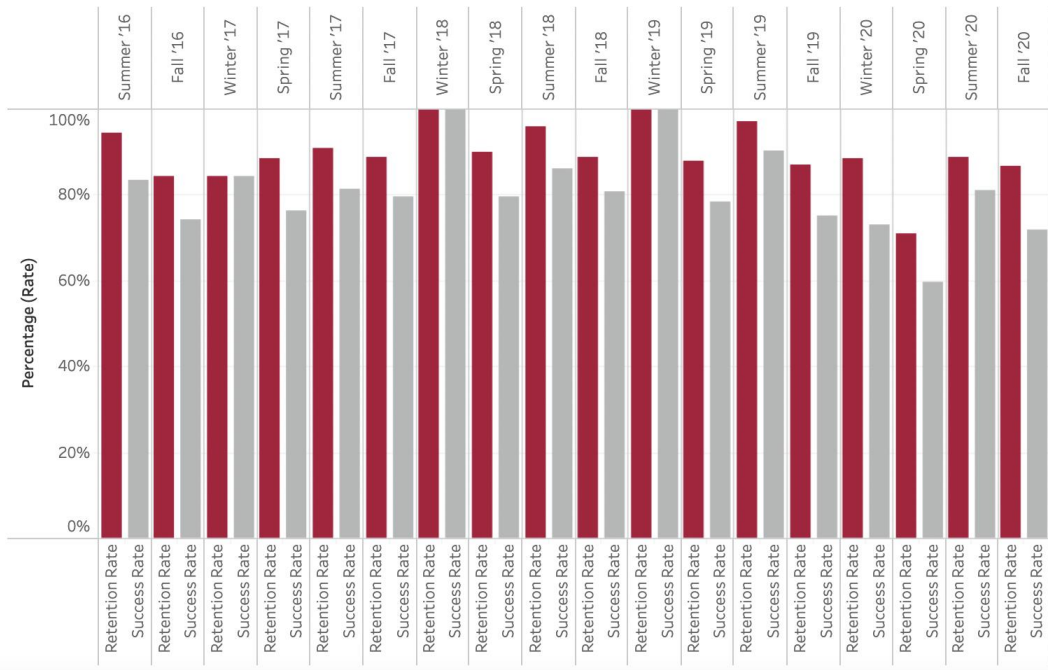
Success and Retention Chart (2)

As of 2020, the Foreign Language Department has a higher success and retention rates in its Spring semesters. The average Spring success and retention rates are between 87 to 90 percent. The Fall success and retention rates are between 85 to 89 percent. As of 2020, The Foreign Language Department has a higher success and retention rates in its Spring semester. The average Spring success and retention rates are between 74 to 80 percent. The fall success and retention rates are between 73 to 80 percent.

Success by Modality

Instruction Method	Summer '16	Fall '16	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18
Face to Face	83%(210)	74%(436)	84%(38)	76%(398)	81%(208)	79%(433)	100%(23)
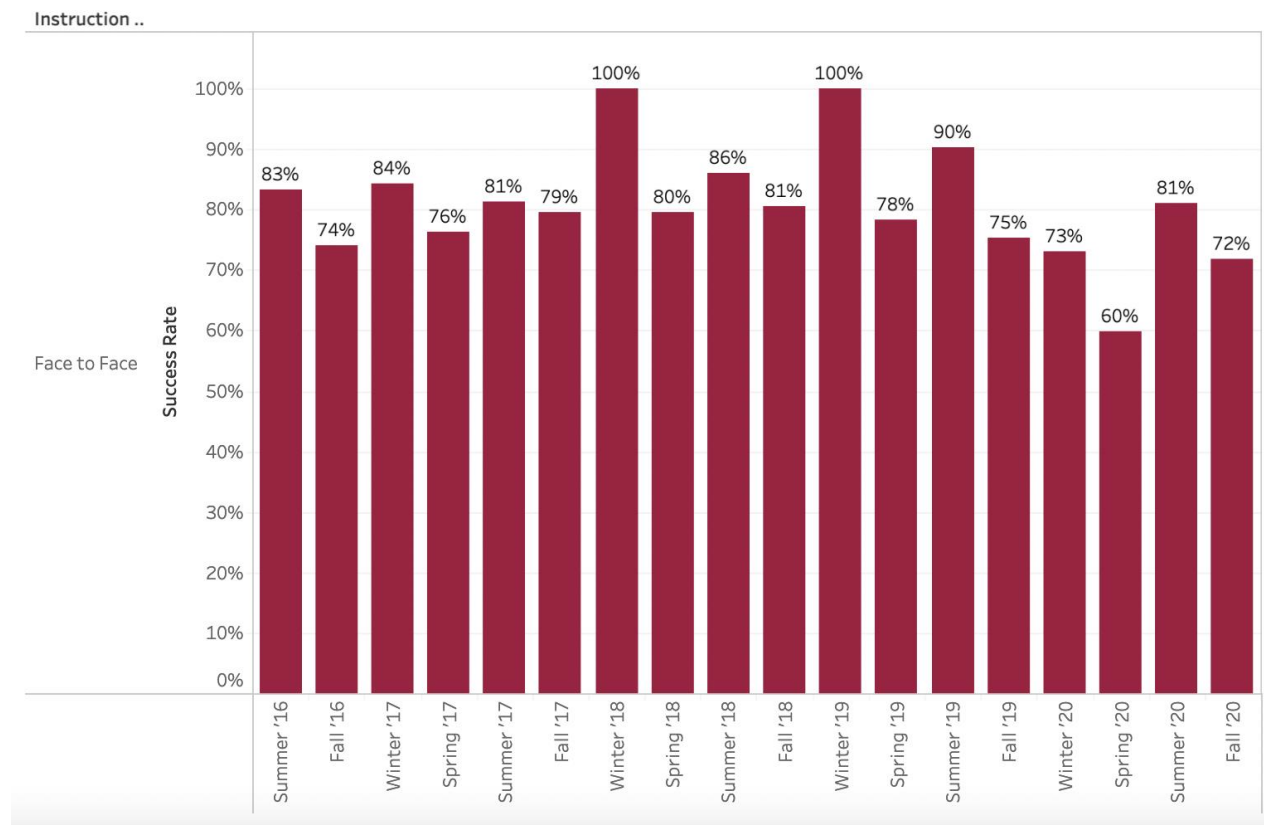
Success by Modality

As of Spring 2020, the Foreign Language Department changed modality from face-to-face instruction to remote teaching. The change of modality between face-to-face to remote teaching was due to the ongoing COVID-19 pandemic. Due to the remote modality, the Foreign Language Department saw a decline of success rate in the Spring of 2020. The success rate percentage in

Fall of 2020 was at 60%. As of 2020, the success rate went up to 72 percent. This due to the fact that the off-campus Foreign Language courses are taught face-to-face. The success rate of Fall 2020 is at 72%. There is 12 percent increase of success rates between Spring 2020 and Fall 2020.

Retention Rate by Modality
The average retention rate for face-to-face instruction from Fall 2016 to Fall 2019 is a 77% average retention rate across the Fall and Spring semesters. The goal of the Spanish fulltime faculty is to increase the retention rate of face-to-face instruction to 80%. Due to the Covid-19 pandemic, the teaching modality changed from face-to-face instruction to remote learning (ZOOM). The retention rate by remote learning is at 66%. This is in part to changing the teaching modality from face-to-face to remote learning due to the Covid-19 pandemic. To increase the success rate of remote learning, the fulltime faculty became Canvas certified from @ONE.

Strategies for Improvement Rates and Recommendations
The Foreign Language Department will seek to increase the improve rates of retention to a solid 80% across all languages. To increase the retention rate of the Japanese language courses, Dr. Valerie Woodward has started an Anime student club. The Anime club will be essential to recruit and retain students of Japanese 101. Additionally, the Spanish fulltime faculty will seek to increase the retention rate of all Spanish courses to a solid 80%. The Spanish fulltime faculty will implement the following strategies: Extra-curricular activities, conferences, field trips, teaching strategies, hands-on-activities, and utilize social-platforms.

Grade Distribution

Compton College — Grade Distribution

Program	Academic Year	Course ID	Grade
Languages	(All)	(All)	(All)

Academic Y..	Course ID	A	B	C	D	F	NP	W	EW	IF	RD
2016-17	JAPA-101	<5(27%)	<5(18%)	<5(9%)	<5(18%)	<5(9%)		<5(18%)			
	SLAN-111	10(14%)	16(23%)	7(10%)	<5(1%)	<5(1%)		11(16%)			24(34%
	SLAN-112	7(44%)	7(44%)	<5(6%)				<5(6%)			
	SPAN-101	74(45%)	32(19%)	16(10%)	<5(2%)	12(7%)		27(16%)			
	SPAN-102	56(62%)	21(23%)	6(7%)		<5(3%)		<5(4%)			
	SPAN-103	16(94%)	<5(6%)								
	SPAN-153	28(97%)						<5(3%)			
2017-18	JAPA-101	<5(18%)	<5(18%)	<5(6%)		<5(12%)		8(47%)			
	SLAN-111	53(37%)	37(26%)	17(12%)	<5(3%)	22(15%)		11(8%)			<5(1%)
	SLAN-112	7(44%)	6(38%)	<5(13%)				<5(6%)			
	SPAN-101	45(45%)	25(25%)	6(6%)	<5(1%)	9(9%)		15(15%)			
	SPAN-102	54(56%)	28(29%)	9(9%)		<5(1%)		<5(4%)		<5(1%)	
	SPAN-103	14(93%)	<5(7%)								
2018-19	SLAN-111	18(16%)	28(24%)	20(17%)	8(7%)	21(18%)		20(17%)			
	SLAN-112		<5(67%)					<5(33%)			
	SPAN-101	83(61%)	21(15%)	9(7%)	<5(1%)	<5(2%)		19(14%)			
	SPAN-102	96(86%)	9(8%)		<5(2%)	<5(1%)		<5(4%)			
	SPAN-103	14(67%)	<5(19%)					<5(14%)			
2019-20	SLAN-111	16(13%)	7(6%)	5(4%)	<5(1%)	24(20%)	<5(1%)		65(55%)		
	SPAN-101	60(48%)	9(7%)	<5(3%)		10(8%)		<5(2%)	41(33%)		
	SPAN-102	97(76%)	10(8%)	9(7%)	<5(1%)	6(5%)		<5(1%)	<5(3%)		
	SPAN-103	18(82%)	<5(5%)			<5(5%)			<5(9%)		

Course Grade Distribution
The Foreign Language Department has a high success rate amongst Compton College students. For example, the above average grade awarded to students in Spanish is an "A." This can be attributed to 2 factors. First, the Foreign Language full-time faculty members are constantly revising and up-dating the Spanish SLO instruments to assure a higher success and completion rate amongst its students. Secondly, the majority of students enrolled in Spanish courses tend to be heritage learners/speakers. For Elementary Japanese, the above average letter grade is an "A." For the American Sign Language courses, the average letter grade awarded to students is an "A." As reiterated above, the student success in the Foreign Language is due primarily for its full-time faculty that are constantly improving their SLO instruments.

Summary of Grade Distribution for all Japanese courses are as follow:
The average **A** distribution across all Japanese courses is at 22%.
The average **B** distribution across all Japanese courses is at 18%.
The average **C** distribution across all Japanese courses is at 7%.
The average **D** distribution across all Japanese courses range is at 18%.
The average **F** distribution across all Japanese courses range at 10%.

Summary of Grade Distribution for all American Sign Language courses are as follow:
The average **A** distribution across all American Sign Language courses is at 15%.
The average **B** distribution across all American Sign Language courses range 21% to 25%.
The average **C** distribution across all American Sign Language courses is at 10%.
The average **D** distribution across all American Sign Language courses range is at 2%.
The average **F** distribution across all American Sign Language courses range at 21%.

Summary of Grade Distribution for all Spanish courses are as follow:
The average **A** distribution across all Spanish courses range from 50% to 90%.
The average **B** distribution across all Spanish courses range from 20% to 25%.
The average **C** distribution across all Spanish courses range from 5% to 10%.
The average **D** distribution across all Spanish courses is at 5%.
The average **F** distribution across all Spanish courses is at 5%.

Final Total Grade Distribution

Year	Total Grades
2016-17	363
2017-18	375
2018-19	357
2019-20	296

Fill Rates

Course Id	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20	Winter '21	Spring '21
JAPA-101		24%(9)						
SLAN-111	86%(77)	47%(42)		45%(54)	63%(57)	50%(45)		80%(48)
SPAN-101	41%(77)	51%(214)	30%(23)	36%(83)	22%(41)	59%(246)	26%(10)	72%(136)
SPAN-102		45%(17)			65%(123)	79%(30)	34%(13)	69%(158)
SPAN-103	97%(37)			53%(20)	92%(35)			39%(15)
SPAN-104		29%(11)				37%(14)		
SPAN-121		88%(22)				20%(5)		20%(5)
SPAN-122		32%(8)				64%(16)		20%(5)
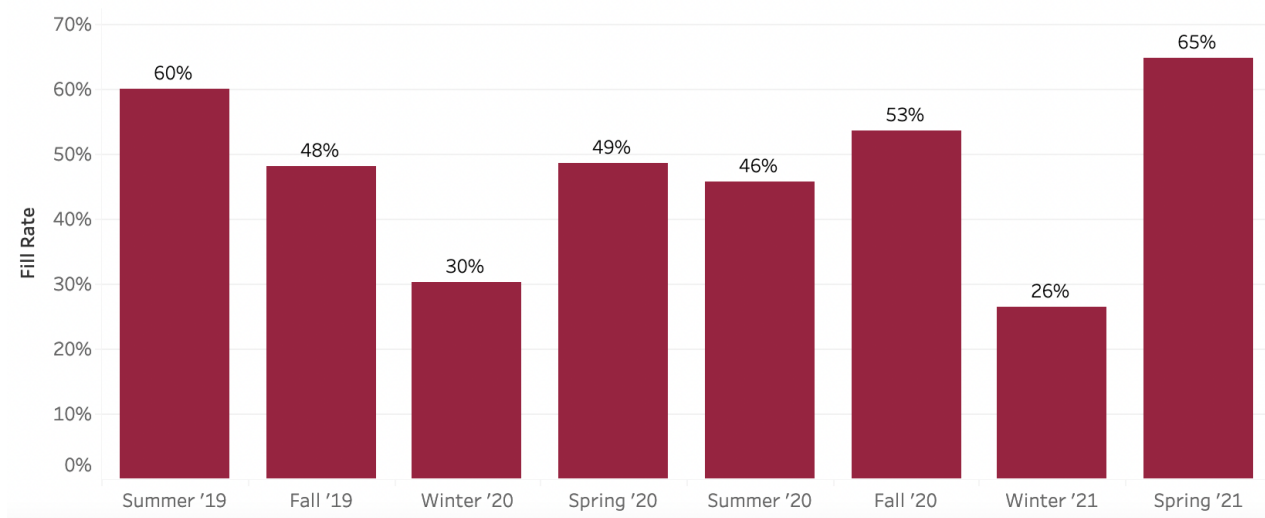
Fill Rates

As of 2020 the fill rates in the Foreign Language Department stands at 65%. The American Sign Language, SLAN-111 and the Spanish, SPAN-101 and SPAN-102 report the highest fill rates across the Spring and Fall semesters. For the Summer semesters, SLAN-111 and SPAN-103 report the highest fill rates. The fill rates for Summer stands at 60 to 90 percent. As for SPAN-121 and SPAN-122 the fill rates stand at 41 to 70 percent across the Fall and Spring semesters.

Section 3: Curriculum

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

The Curriculum Course Timeline for Every 6 Years

In the past 6 years, the Foreign Language Department has updated its courses to DE Addendum, sequential numbers, titles and course credits. For example: Spanish 101 was updated to Spanish 101. Here are the following updated course sequential numbers:

Spanish 101: Elementary Spanish	09/16/2022
Spanish 102: Elementary Spanish	09/16/2022
Spanish 103: Intermediate Spanish	09/16/2022
Spanish 104: Intermediate Spanish	09/16/2022
Spanish 105: Advance Spanish I	09/16/2022
Spanish 106: Advance Spanish II	09/16/2022
Spanish 121 Beginning Conversational Spanish	09/16/2022
Spanish 122 Intermediate Conversational Spanish	09/16/2022
Spanish 152: Spanish for Native Speakers	09/16/2022
Spanish 153: Spanish for Native Speakers	09/16/2022
Japanese 101: Elementary Japanese	09/16/2022
American Sign Language 111	09/16/2022
American Sign Language 112	09/16/2022
American Sign Language 113	09/16/2022
American Sign Language 130	09/16/2022

Additionally, the Spanish courses credits were updated from 4 credits to 5 credits. The following Spanish courses had the credit course increase:

Spanish 101: Elementary Spanish	09/16/2022
Spanish 102: Elementary Spanish	09/16/2022
Spanish 103: Intermediate Spanish	09/16/2022
Spanish 104: Intermediate Spanish	09/16/2022

The following Spanish courses credits were updated from 3 credits to 4 credits. The following Spanish courses had the credit course increase:

Spanish 152: Spanish for Native Speakers	09/16/2022
Spanish 153: Spanish for Native Speakers	09/16/2022

Set Goals for Degrees and/or Certificates

The Foreign Language Department has no certificates in American Sign Language, Spanish, and Japanese. As of 2020, the goals for the Foreign Language Department are to seek a certificate in American Sign Language and Spanish. The Foreign Language Department will start the process of negotiating a certificate for American Sign Language. For Spanish, the goal is to have a Spanish certificate in collaboration with the Consulate of Spain in Los Angeles through the Cervantes Institute in Madrid, Spain.

Spanish AAT degree:
The Foreign Language Department will set the goal of a 10% increase of degrees awarded for its Spanish division.

Explain any course additions to current course offerings
Non-applicable

Explain any course deletions and inactivation from current course offerings
The following Foreign Language courses were inactivated:

American Sign Language 114	Inactivated (BOT approved on 6/15/21)
American Sign Language 115	Inactivated (BOT approved on 6/15/21)

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

Because of the ongoing COVID-19 and since Spring 2020, the DE Addendum components were added to the American Sign Language courses. Currently, SLAN 111 and SLAN 112 are being taught face-to-face, on-line and/or remote.

Because of the ongoing COVID-19 and since Spring 2019, the DE Addendum components were added to all the Spanish courses. Currently, SPAN 101, SPAN 102, SPAN 103, SPAN 104, SPAN 121, and SPAN 122 are being taught face-to-face, on-line and/or remote.

Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:
All the American Sign Language courses, Spanish courses, and Japanese courses offered at Compton College meet the general requirements, major requirements, and transfer requirements.

Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
Yes. All the Spanish courses related to the program's degree have been offered during the last 2 years.

Are there any concerns regarding program courses and their articulation?

No, there are not any concerns regarding program courses. Our program's courses articulate to the Cal States and UC universities.
How many students earn degrees and/or certificates in your program?

From 2016 to 2020, the Foreign Language Department had 238 students in the AAT Spanish Associates Degree for a total of 89%.

Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates
No. Students do not take licensure exams.

List any related recommendations:
1. recommendation: American Sign Language Certificate
2. recommendation: American Sign Language Associates Degrees
3. recommendation: Spanish Certificate
4. recommendation: Spanish LGBTQ+ course
5. recommendation: History of the Spanish language course
6. recommendation: Introduction to Hispanic cultures course
7. recommendation: Introduction to Translation
9. recommendation: Introduction to Sor Juana's studies
10. recommendation: Introduction to Central American Literature/History

Section 4: Assessment and Student Learning Outcomes

As of 2021, Compton College switched their SLO platform from Nuventive to ELumen. As a result, all Foreign Languages courses that are offered in the Spring and Fall semesters are now assessed in their respective semesters. To see the Foreign Language Department's SLO chart below.

Course Level SLOs- Spanish	*Course to Program SLO Alignment Mark with an X*				*ILOs to Course SLOs Alignment rate (1-4)*					
	P1	*P2*	*P3*	*P4*	*I*	*II*	*III*	*IV*	*V*	*VI*
SPAN 1 Elementary Spanish I SLO # 1: Converse in and comprehend Spanish using present tense, simple past tense, and "ir + a + infinitive" construction about everyday topics, such as introductions and descriptions about themselves and others within the limits of vocabulary appropriate to beginning Spanish I.			*x*	*x*	*4*	*2*	*4*	*3*	*2*	*1*

SLO										
SPA N 1 Elementary Spanish I SLO # 2: *Read and comprehend short paragraphs in Spanish on topics such as places in the city, daily routines, fields of study, pastimes, vacations, and likes and dislikes.*										
SPA N 1 Elementary Spanish I SLO # 3: *Write a 5 to 10 sentence paragraph in Spanish about themselves and every day topics such as leisurely activities and academic life using the present tense, simple past tense, and "ir + a + infinitive" construction.*										
SPA N 1 Elementary Spanish I SLO # 4: *Demonstrate basic awareness of Hispanic culture, such as values, customs, surname system, meals, etc.*										
SPAN 2 Elementary Spanish II SLO # 1: *Conversing, reading and Writing in Spanish: Students should be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to include writing system(s) studied in class. They will be able to answer questions about themselves and others.*	*x*			*x*	*4*	*2*	*4*	*3*	*2*	*1*
SPAN 2 Elementary Spanish II SLO # 2: *Answering questions in Spanish: Students should be able to converse, read and write with native speakers in the language within the limits of vocabulary and structure studied in class. They will be able to answer questions about themselves and others.*	*x*			*x*	*4*	*2*	*4*	*3*	*2*	*1*
SPAN 2 Elementary Spanish II SLO # 3:										
SPAN 3 Intermediate Spanish I SLO # 1 Communicating about Everyday Topics in Spanish: *Successful students will be able to communicate about everyday topics within the limits of vocabulary and structure studied, write short essays about themselves and topics suggested by short reading in Spanish using culturally appropriate language and clear knowledge of social structure and manners as well as written essay organization with an appropriate number of idiomatic expressions.*		*x*	*x*		*4*	*3*	*4*	*3*	*3*	*1*
SPAN 3 Intermediate Spanish I SLO # 2:										

SPAN 3 Intermediate Spanish I SLO # 3:									
SPAN 4 Intermediate Spanish II SLO # 1: *Developed Communication about everyday topics in Spanish: Successful students will be able to communicate themselves and topics suggested by reading in the language (from country of origin adapted for intermediate level students) using culturally appropriate language and manners as well as written essay organization and a good variety of vocabulary.*	*x*	*x*		*4*	*3*	*4*	*3*	*3*	*1*
SPAN 4 Intermediate Spanish II SLO # 2:									
SPAN 4 Intermediate Spanish II SLO # 3:									
SPAN 5 Advanced Spanish 1 SLO # 1: *Writing a term paper in Spanish: A term paper in the language of instruction addressing the focus and material studied in class. Length of paper will vary depending on the language being assessed.*	*x*	*x*		*4*	*4*	*4*	*4*	*3*	*1*
SPAN 5 Advanced Spanish 1 SLO # 2: *Writing responses to an assigned reading: Given a take home writing assignment based on assigned reading the student should demonstrate an understanding of the material and address assigned concepts for discussion in an organized paper written culturally appropriate and grammatical correct Spanish with a variety of vocabulary appropriate to the topic.*	*x*	*x*		*4*	*4*	*4*	*4*	*3*	*1*
SPAN 5 Advanced Spanish 1 SLO # 3: **SPAN 5 – Advanced Spanish I (Revised SLOs – Oct 5)** *Upon completion of the course, successful students will:* *Write a 2-3 page creative, analytical paper in Spanish on a literary work written in Spanish and studied in class. Compose an organized paper in Spanish with an introduction, at least 3 related paragraphs and a conclusion. Use simple yet correct Spanish language acquired in levels 1-4. Assessed by a paper.*									

SPAN 6 Advanced Spanish II SLO # 1: *Writing a term paper in Spanish to demonstrate comprehension: A term paper in which the student demonstrates comprehension of written material and address the focus and material studied in class. Length of paper will vary depending on the language being assessed.*	*x*	*x*	*x*		*4*	*4*	*4*	*4*	*3*	*1*
SPAN 6 Advanced Spanish II SLO # 2: (**Revised SLOs – Oct 5**) *Upon completion of the course, successful students will: Write a 3-4 page creative, analytical paper or summary in Spanish on a literary work written in Spanish and studied in class. Compose an organized paper in Spanish with an introduction, at least 5 related paragraphs and a conclusion. Use both simple and more complex Spanish language and idiomatic expressions acquired in levels 1-4 as well as their personal readings of previous Spanish works.*										
SPAN 6 Advanced Spanish II SLO # 3: (**Revised SLOs – Oct 5**)*Upon completion of the course, successful students will converse orally. They will be able to understand simple spoken questions in Spanish on everyday topics occurring in conversational situations such as meeting someone, making a phone call, describing one's day. Answer orally in a cultural appropriate manner simple questions with ease. Assessed by oral examination and/or oral presentation.*										
SPAN 21 Beginning Conversational Spanish SLO # 1*Basic conversation in Spanish: Students will be able to demonstrate improved conversational skills acquired in acquisition levels 1 and 2 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.*	*x*	*x*	*x*		*3*	*2*	*4*	*4*	*2*	*1*
SPAN 21 Beginning Conversational Spanish SLO # 2: (**Revised SLOs – Oct 5**) *Upon completion of the course, successful students will converse orally. They will be able to understand simple spoken questions in Spanish on everyday topics occurring in conversational situations such as meeting someone, making a phone call, describing one's day. Answer orally*										

in cultural appropriate manner simple questions with ease. Assessed by oral examination and/or oral presentation.										
SPAN 21 Beginning Conversational Spanish SLO # 3:										
SPAN 22 Intermediate Conversational Spanish SLO # 1: *Developed conversation Spanish: Students will be able to demonstrate improved conversation skills acquired in levels 2-4 with a greater variety of vocabulary and structures and greater facility with idiomatic expressions.*	*x*	*x*	*x*		*3*	*2*	*4*	*3*	*2*	*1*
SPAN 22 Intermediate Conversational Spanish SLO # 2: *(**Revised SLOs – Oct 5**)Upon completion of the course, successful students will converse with ease. They will be able to understand spoken questions in Spanish on everyday topics as well as questions centered on culturally relevant issues in Spanish-speaking societies such as Spanish/Latin American cinema, media and technology, Castilian Spanish versus Latin American Spanish. Answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions. Assessed by oral examination and/or oral presentation.*										
SPAN 22 Intermediate Conversational Spanish SLO # 3:										
SPAN 24 Introduction to Spanish and Latin American Language and Cultures SLO # 1: *Analysis of the Spanish language center and culture: The student will write narrative responses to two questions, demonstrating knowledge of Spanish culture and the major topics covered in class.*	*x*	*x*	*x*		*3*	*3*	*4*	*3*	*2*	*1*
SPAN 24 Introduction to Spanish and Latin American Language and Cultures SLO # 2:										
SPAN 24 Introduction to Spanish and Latin American Language and Cultures SLO # 3:										

SLO											
SPAN 52a Spanish for Native Speakers SLO # 1 Native/heritage speakers of Spanish will be able to converse read and write in Standard Spanish using culturally appropriate vocabulary and structure. Orthography will be correct.											
SPAN 52a Spanish for Native Speakers SLO # 2											
SPAN 52a Spanish for Native Speakers SLO # 3											
SPAN 52b Native/heritage speakers of Spanish SLO # 1 will be able to converse, read, and writes Standard Spanish using culturally appropriate vocabulary, structure and orthography and demonstrate these skills.											
SPAN 52b Native/heritage speakers of Spanish SLO # 2											
SPAN 52b Native/heritage speakers of Spanish SLO # 3											

Updated SLO Assessment Timeline: Create your 4-Year Assessment Plan
Directions: Starting in the academic years 2023 - 2024, SLOs will be assessed over a four-year cycle at Compton College. Because the program review will start occurring in calendar years (i.e. Spring to Fall semester), the grid below is organized by calendar year rather than academic year, plan out your program's assessments so that all SLOs (both course-and program-level) are assessed at least once every four years.

Year	Semester	Course-Level SLOs Assessed	Program-Level SLOs Assessed
4-Years SLO Cycle	Spring Year 1 2023, 2027	SLAN 111 SPAN 101	
4-Years SLO Cycle	Fall 2023, 2027	SLAN 112 SPAN 102 SPAN 121 SPAN 122	
4-Year SLO Cycle	Spring 2024, 2028	SPAN 104	
4-Year SLO Cycle	Fall 2023, 2027	SPAN 103	

1. Does the review sufficiently discuss how assessment results have led to changes in instruction, curriculum, and/or other aspect of the program?

The Foreign Language Department has analyzed the SLO data for all language courses. As a result of the data analyses, the Foreign Language Department will implement the following SLO strategies.

    a) Syllabus should have a more humanizing language and/or implement the liquid syllabus.
    b) The textbooks and materials should be diversified to be more inclusive.
    c) The Foreign Language Department will implement Open Educational Recourses (OER) for its courses.

2. Does the review sufficiently discuss how the program assesses the effectiveness of any changes that have been implemented as a result of assessment?

    d) The Spanish fulltime faculty have started implementing hands-on-activities as a replacement of the traditional questionnaire to asses SLO 4 (Cultural Awareness). As a result of the change, the SLO data shows a higher percentage of Spanish students meeting the SLO 4 standard of the 75% requirement.

3. Does the review describe how the program has refined and improved its SLOs and assessment process (including a description of how the program dialogues about SLO assessments)

    e) The faculty of the Foreign Language Department constantly meet to discuss SLO assessment instruments in order for students to meet the SLO standards.

Double click icon to view assessment and SLOs.

SLO_SignLang_Sp anish.xlsx

Section 5: Analysis of Student Feedback: ASL (American Sign Language) Program Review Survey Results:

The ASL (American Sign Language) Program Review Survey Results shows that 87 percent and above of the students enrolled in the American Sign Language courses do not declare American Sign Language as their major. This is due in part that the Foreign Language Department does not have a major in American Sign Language. Additionally, the highest level of English taken by students enrolled in American Sign Language courses is English 101 with a 20 percent enrollment. Regarding the math requirement, 73 percent of the students enrolled in American Sign Language have not met their math requirement. It seems that most students enrolled in

American Sign Language courses have not completed either their English and/or Math requirements.

The ASL Program Review Survey Results shows that 84 percent of students preferred to enroll in American Sign Language courses between 8:00 a.m. to 5:00 p.m. Additionally, 47 percent of the students preferred to take on-line American Sign Language courses. Subsequently, 27 percent of students preferred to take hybrid courses in American Sign Language. And 20 percent of students preferred American Sign Language courses on-campus.

The ASL Program Review Survey Results shows that students show a 90 percent satisfaction with the American Sign Language program regarding their educational goals and needs. For a detail account of the ASL Program Review Survey Results see link below.

ASL Program Review Survey
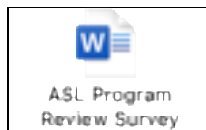
**Analysis of Student Feedback: The Spanish Program Review Survey Results**
The Spanish Program Review Survey Results shows that 80 percent and above of the students enrolled in the Spanish courses do not declare Spanish as their major. The Spanish Program Review Survey Results also indicates that 10 percent of the students take Spanish as a transferable course. Additionally, the highest level of English taken by students enrolled in the Spanish courses is English 101 with a 15 percent enrollment. Regarding the math requirement, 75 percent of the students enrolled in Spanish have not met their math requirement. It seems that most students enrolled in the Spanish courses have not completed either their English and/or Math requirements.

The Spanish Program Review Survey Results shows that 94 percent of students preferred to enroll in Spanish courses between 8:00 a.m. to 5:00 p.m. Additionally, 53 percent of the students preferred their Spanish courses to be on-campus. Only 20 percent of students preferred to enroll in on-line Spanish courses and 18 percent of students preferred hybrid courses.

The Spanish Program Review Survey Results shows that students show a 90 percent satisfaction with the Spanish program regarding their educational goals and needs. For a detail account of the Spanish Program Review Survey Results see link below.

Does the review proposes actions and/or resources needed by the program that are based on student feedback?

The Foreign Language Department take very seriously our student feedbacks. The concurring student feedback is the lack of extracurricular activities in the Foreign Language Department. Due to the Covid-19 pandemic, the Foreign Language Department suspended its on-campus Spanish Film Festival and its Spanish guest speaker series. Subsequently, the Foreign Language Department suspended all field trips and theater nights. But as the Covid-19 pandemic restrictions have been lifted, the Foreign Language Department will resume its fields, theater nights, Spelling Bee in addition to hosting its series of guest speakers.

Spanish Program
Review Survey
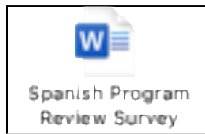
Sections 6: Facilities and Equipment

Does the program review identify immediate (1 – 2 years) needs related to facilities and equipment?
The Foreign Language Department has no need of facilities and equipment. The reason being is that Compton College does not have a Foreign Language Lab. Secondly, the Foreign Language Department has no need of any specific equipment.

Does the program review identify long-range (2 – 4+ years) needs related to facilities and equipment?
The Foreign Language Department has no need of facilities and equipment. The reason being is that Compton College does not have a Foreign Language Lab. Secondly, the Foreign Department has no need of any specific equipment.

Do all recommendations related to facilities and equipment which require funding include cost estimates?
Non-Applicable

Does the review provide sufficient evidence to justify recommendations and funding requests?
Non-Applicable

Sections 7: Technology and Software

Does the program review identify immediate (1 – 2 years) needs related to technology and software?
The Foreign Language Department has no need of specific technology and software. Therefore, Section 7 is not applicable to the Foreign Language Department.

Does the program review identify long-range (2 – 4+ years) needs related to technology and software?
The Foreign Language Department has no need of specific technology and software. Therefore, Section 7 is not applicable to the Foreign Language Department.

Do all recommendations related to technology and software which require funding include cost estimates?
The Foreign Language Department has no need of specific technology and software. Therefore, Section 7 is not applicable to the Foreign Language Department.

The Foreign Language Department has no need of specific technology and software. Therefore, Section 7 is not applicable to the Foreign Language Department.

Section 8: Staffing

Does the program review identify immediate (1 – 2 years) needs related to staffing?
As of 2022, the Foreign Language Department acquired 2 full-time faculty.
As of 2022, the Foreign Language Department acquired a full-time American Sign Language instructor.
As of 2022, the Foreign Language Department acquired a full-time Spanish instructor.

Does the program review identify long-range (2 – 4+ years) needs related to staffing?
The Foreign Language Department is constantly looking for coalified adjunct instructors for all language courses. The reason for additional adjunct instructors is due to the high demand of our language courses at our feeders' schools and their dual-enrollment courses. Additionally, the Foreign Language Department needs funding for our Foreign Language tutors.

Do all staffing recommendations which require additional funding include cost estimates?

The estimate for additional adjunct instructors would be $80,000.

The estimate for the continuous funding of Foreign Language tutors: $60,000

Summary of Recommendations:

1. The Foreign Language Department recommends the continuous hiring of adjunct instructors.
2. The Foreign Language Department recommends the continuous funding for Foreign Language tutors.

Section 9: Future Direction and Vision

Does the program review explain relevant changes in the academic field/industry using evidence?

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
The most relevant change in addition to the face-to-face instruction in the Foreign Language industry is that all the Foreign Language courses are now offered remote, on-line and/or hybrid. As a result of this, the Foreign Language instructors must be trained or are trained to teach remote, on-line, and/or hybrid.

Explain the direction and vision of the program and how you plan to achieve it
The direction and vision of the Foreign Language Department at Compton College is to become more equitable, inclusive, and accessible. This new direction and vision would guarantee and provide the highest standard of learning in the acquisition of a foreign language. Part of achieving

the new direction and vision is that accessibility should be at the heart of the Foreign Language curriculum. Therefore, the Foreign Language Department will pursue to develop curriculum in order to incorporate the voices of the Spanish-African traditions from across the Hispanic world. Subsequently, the Foreign Language Department will develop curriculum in order to include the voices from the Hispanic cultures at the margins.

List any related recommendations:
1. Recommendation: Funding to develop inclusive and equitable curriculum.

Does the review describe how those changes will impact the program?

The Foreign Language Department feels that the changes will have a positive impact across all language courses. The changes will have a strong outcome in recruitment and retention efforts.

Section 10: Prioritized Recommendations

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

The Foreign Language Department recommendations are as followed:
1. Inclusive and Equitable initiatives
2. recommendation: Additional evening Spanish courses at the Compton College campus.
3. recommendation: Add Spanish 105 to the Spring schedule of classes.
4. recommendation: Add Spanish 106 to the Fall schedule of classes.
5. recommendation: History of the Spanish language course
6. recommendation: Introduction to Hispanic cultures course
7. recommendation: Introduction to Translation
8. recommendation: Introduction to Sor Juana's studies
9. recommendation: Introduction to Central American Literature/History

Does the review explain the process or manner by which the recommendations were prioritized?

The process of the Foreign Language Department recommendations is based on inclusive and equitable initiatives. The second, third and fourth recommendations are recommended for a more robust and flexible student scheduling. The fifth, sixth, seventh, eight, and, ninth recommendations are based on our courses being more representative of our diverse student population.

Is each recommendation linked to at least one of the college's strategic initiatives?

The Foreign Language Department recommendations are tailored for our Spanish Associate's Degree and our students needs. Secondly, the new courses that the Foreign Language Department

recommends is in order to attract and retain traditional students. Overall, the Foreign Language Department's recommendations are student centered that will lead our students to success.

Explain why the list is prioritized in this way

The list is prioritized in this way in order to insure the new direction and vision of the Foreign Language Department. The 500-dollar recommendation is to bring to Compton College and the Foreign Language Department experts on topics such as Accessibility, gender equality and inclusiveness. Secondly, the Foreign Language Department requests additional evening classes to increase student enrollment. Thirdly, the Foreign Language Department recommends new courses in order to diversify its courses options and increase student enrollment. Finally, the Foreign Language Department is requesting the continuous financial support of tutors.

Recommendations	Cost Estimate	Strategic Initiatives
Inclusive and Equitable initiatives	500	1
Add evening American Sign Language and SPAN courses	N/A	2
Add SPAN 105 and SPAN 106 to the schedule of classes	N/A	3
Create Curriculum	N/A	4
Tutor resources	40,000	5

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

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

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

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

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

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

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

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

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

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

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