

Saddleback College Program Review for International Languages Departments

Submitted on August 8, 2008

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Program Review Team Members and Approvals

Program Review Team Chair:

_____ **Carmenmara Hernandez-Bravo** _____

Program Review Team Members:

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
	Contact Program Review Chair for orientation
	Form Program Review Team
	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
	Solicit input from faculty and students
	Determine if additional research is needed
	Contact College Research Analyst if necessary
	Write Program Review report
	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section 1: The Program Review

Saddleback College's goal is to "provide a dynamic learning environment and diverse opportunities fostering student success and contributing to the community." The International Languages Department program is a comprehensive and flexible program dedicated to students achieve their diverse goals--be they academic, vocational, and/or personal growth--by providing accessible courses to improve students' international language skills, prepare them to be global citizens in a changing world and increase cultural awareness.

B. Historical Background and Unique Characteristics of the Program

In the mid 1990's the International Languages program at Saddleback College consisted of four disciplines, Spanish, French, German, and Italian courses of beginning and intermediate levels, and two disciplines, Chinese and Japanese only in the beginning level. Presently, and in part thanks to the support and encouragement of the LA dean, Dr. Kevin O'Connor, we offer programs in 10 different International Languages: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, and Spanish in the beginning and advance levels.

Over the years, the curriculum has expanded further to offer courses in culture and civilization in all the ten programs. We are very proud to be the only community college in the state to offer an AA with double major, GE, and any of the ten International languages. In the fall 07 semester, some courses were scheduled, in the new campus ATEP in Tustin.

Faculty and chairs have changed over the years. In 1990, spring semester, we had two full time instructors in Spanish, Prof. Kihyet and Prof. Dennis, one full time instructor in French, Prof. Maud Brierre and one instructor in German, Prof. Carol Bander. In the fall 1990, a new faculty was hired in the Spanish Department, Prof. Carmenmara Hernandez-Bravo. Prof. Dennis retired in the spring of 99 and a new instructor, Prof. Mercedes Guizar was hired in the Spanish Department in the fall 99 semester. Prof. Guizar retired on May 22, 2004. This position was never replaced, leaving us with only two full time Spanish instructors in one of the biggest Spanish programs in OC.

In 2004, a German instructor, Prof. Petrina Friede joined the IL Department.

We have had many chairs during the years and presently, the chair, Prof. Carmenmara Hernandez-Bravo has the responsibilities of the ten languages programs.

Our enrollments have always been strong in some of the programs, but in the last three years, we have seen periods of dramatic increases. Our numbers have continued to grow at an astronomical rate in some of the programs such as Arabic, Italian, Persian and Spanish. The German program has also seeing an increase in part thanks to the efforts that Prof. Frieden has done with the outreach in High Schools and the community. Other program numbers have held reasonably steady.

Over the years, we have attempted to work well with counseling, the Language Laboratory, EOPS, and the tutorial center (LAP). We take students to the LAP and invite EOPS and counselors to our classes.

To meet our goal of doing outreach, IL faculty members have served on a campus committee investigating Equity and Access to all students, has participated as ambassadors, for the last 12 years in the Mehregan (Iranian fall festival). The International Languages Dept. and individual faculty have also been involved with Senior Day Activities, High School Welcome Day, Latina Mother-Daughter teas, EOPS Mentorship Program (especially important for economically disadvantaged students, students whose backgrounds—educational, cultural, economic—make them nervous about education), EOPS Advisory Board, outreach tables at public events (such as Rigoberta Menchu's Dolores Huerta's Willy Brown's during the Martin Luther King celebrations, The Vagina Monologues, the multicultural week events at Saddleback), and worked with campus outreach efforts to represent International Languages in the community.

We desperately need more F/T instructors not only to teach the courses, but to be students advocates and mentors, to participate in conferences to enhance our teaching, to do outreach in the community, e.g.

I will name some of the activities that faculty members in the IL Dept. have done to achieve these goals.

Santa Fe, New Mexico Spring 1999

Santa Fe Public Library: Conference on Federico Garcia Lorca
Stage Theater: Conference on Surrealism on Lorca, Dali and Bunuel

Irvine fall 1999 to present

Volunteer in Mehregan: Iranian Festival of autumn

Orange County Revista Para Todos 1995-2006

Write two monthly articles in "*Para Todos*" magazine, a grammar lesson section and also as "Querida Sol" to inform the community of different issues such as their rights, gay issues, women's issues, AIDS, culture, education, etc.

Saddleback College 1990 to present:

Completed English to Spanish translation of student manual
International Students Advisor
Chair of the EOPS Advisory Committee
Salsa Club Advisor

GSA Students Advisor

Arabic Club Advisor

Latin American Film Club Advisor

Spanish Club Advisor

Progressive Book Club Advisor

Avalon Club Advisor

Persian Club Advisor

Twice a semester trips with students to different cities to promote understanding of different cultures. Little Saigon, Little India, Olvera Street, Koren Town, Japanese Town, LA Museum of Art in Long Beach, etc.

Founder of the EOPS Mentorship program serving more than fifty students

Consultant for the Spanish Section of the school's newspaper

Chair of the Faculty Committee on Gays and Lesbians Task Force

Conference organizer on Misperceptions of Iranian Culture

Conference organizer on Muslim religion- September 17, 2001

Conference organizer for Gender Equality from 2003 to today

Presenter in a conference on the 500 years of Cristobal Colon

Division Representative in the Faculty Union

Division Representative in the Transfer Committee

Division Representative in the Curriculum Committee

Division Representative in the International Studies Committee

Conference organizer for Gender Equality from 2003 to today

Co-Chair of Black History Celebrations from 2002 to today

Co-Chair of the conference "The invisible majority"

International Fair: Organizer and participant

Multicultural events: Organizer and participant

Organizer of the Ramadan celebration

Organizer of Dia de los Muertos celebration

Organizer of Pablo Neruda's 100 years

Action Committee Member of the Academic Senate for the California Community Colleges on Equity and Diversity

FALL 1999-present

Organizer of the Latin American Film Festival.

Monthly Latin American Films for the students and the community with a lecture and discussion on the social-political situation of the film shown.

FALL 1992-present

Weekly Thursday meetings with students at Starbucks coffeehouse to discuss cross culture and understanding among different nationalities, races, and social and political issues.

FALL 2000-present

Twice a semester tea at one of the faculty house for Spanish teachers in Orange County from different levels: High Schools, Community Colleges and universities to discuss curriculum, techniques, accreditation etc. HS in attendance: Valley HS in Santa Ana, Northwood HS, University HS, El Toro HS, and Centennial Education Center (Continuation HS); Community Colleges: Irvine Valley, Santiago Canyon, Orange Coast College, Cypress, Saddleback College, UCIrvine and Scripps.

Orange County Elementary and High Schools, 1990 to present:

Motivational speeches to keep students in high school to continue with their education.

Motivational speeches for elementary school children to motivate them to become teachers

Guest speaker on topics such as domestic partners benefits, Latin American culture, women writers, and Latin issues

University High School in Irvine

1997 to 2005 – Presenter in the Human Relations Conference held at UCI; speaker on Hispanic/Latin Culture and Gay issues

1987 to present, Orange Coast College:

Mentor for Puente Program 1990-2004
Chairwoman for the EOPS Advisory Committee

Accomplishments and Awards of our faculty

1995 Orange Coast College, Hall of Fame for academic achievements and involvement in the community
1999 San Juan Capistrano Mission: Recipient of the Latin Pride Award given by Councilwoman Loretta Sanchez
1999 Founding Director of the Latin American Film Festival at Saddleback College
1999 EOPS Outstanding Professor Award
2000 ASG Outstanding Professor Award
2000 Co-founder and director of Saddleback College Spanish Literary Magazines “Voces Latinas”
2001 Saddleback College Teacher of the Year Award
2001 Orange County Department of Education Teacher of the Year Nominee
Doubled the curriculum for Spanish Department. Open following courses: Spanish 5 (Spanish for Spanish Speakers), Spanish 6 (Intermediate Spanish Grammar and Composition), Spanish 107 (Spanish Pronunciation/Phonetics), separated Span 20 and 21 into Span 20A and 20B, Span 21A, Span 21B, Span 2A and Span 2B
2002 EOPS Outstanding Professor Award
2002 Wrote the curriculum for Persian Language courses in beginning levels 1 and 2
2003 Wrote the curriculum for Persian Language courses in intermediate levels 3 and 4
2003 Wrote the curriculum for a course in Persian Culture
2003 Saddleback College Spirit Award
2003 to present, Director of the Language Lab
2003 Teacher and Director of the Year Award in Santander, Spain
2003-2004 Ambassador for the VIP Tent in the Iranian Festival of autumn
2004 Saddleback College Teacher of the Year Award
2004 to present Board of Directors “Proyecto Hispano de Desarrollo Educativo”
2004 to 2006 Chair of Cross Cultural Studies
2004 Wrote the curriculum for a course in Arabic Culture
2005 Wrote the curriculum for Arabic Language Courses in Intermediate levels 3 and 4
2005 to present Chair of International Languages Department
2006 Recipient of the Guardian of Justice Award/OC Hispanic Bar Association
2006 Founder of the Mentorship Program for Cal State Graduate Students
2006 Chair of Education Abroad Committee
2006 Wrote curriculum for Chinese 3 and 4
2006 Presented a resolution to the California Academic Senate not to have religious invocation at college events
2007 Wrote curriculum for Korean 1 and Korean 2
2007 Wrote curriculum for Hebrew 3 and 4
2007 Wrote curriculum for Spanish 21C, Hispanic Literature in the United States
2007 Co founder of a Non Profit Organization PA (Partners in Algebra) to help Latinas with Math
2007-2008 ASG Outstanding Club Advisor of the Year

Language Lab

The lab operates with one staff member during most hours of operation. The lab is open 12 hours a day MTWT, and 8 hours on Friday. There is one full-time day person, Ms. Lynda Gravesen, and one part-time evening person, Nghia Nguyen

The lab serves students enrolled in labs for 10 international languages and ESL. There are course-specific materials for each language.

* See attachment #1 for Lynda's Gravesen duties and responsibilities

Lynda routinely researches materials for possible future acquisition. She checks with other colleges and universities to keep abreast of what other schools are using. Lynda orders demo software for previewing and compatibility, desk copies of textbooks, lab manuals, and workbooks used by all 10 language programs and ESL classes. Lynda is also responsible for ordering any new ancillary materials for new textbook titles or new editions of current titles. If the ancillary material includes software or audio material Lynda is responsible for the work orders to have the software installed and uploading, labeling, and organizing the audio material on the server. Lynda keeps files current for site license agreements with publishers and purchased products.

Lynda is responsible for uploading ticket numbers in the attendance database prior to each semester. During the summer session she is responsible for managing the test attendance system with District IT and College ITC, resolving issues of attendance discrepancies, and compiling accurate positive attendance grade reports.

Matriculation & registration

Steven and I both do prerequisite clearances for all international language courses. To facilitate the process, in **2007** I submitted a technology committee request to fund the purchase of a small copier we needed to improve the process for students.

NEED: FAX machine and phone line so that students can send in prerequisite requests.

The prerequisite clearance process was handed over to me in the late 90's. Previously the division office staff was performing these duties. We administer the test, score it, inform the student and answer any questions about international language courses. The college has added several new languages to the course offering all of which have prerequisites. All of the students who need to clear a prerequisite come through our lab. Lynda serves as liaison to Matriculation and Admissions & Records on matters involving changes to, or corrects procedure for, matriculation process.

I regularly coordinate with Admissions & Records and the Matriculation office to learn new requirements and keep informed of changes in policy. I attend training and meetings which concern matriculation and prerequisite requirements. Whenever there is a change, I train the lab personnel; make new handouts and procedure instructions for lab staff and incoming students. We offer 10 international languages. Clearing prerequisites takes up an increasing amount of time as the list of languages offered increases. In addition a large number of high school students are taking language courses in the last two years.

When a student has transcripts from out of state I will research the course description to ensure that it will fit the prerequisite requirement.

The division office directs all phone inquiries about language courses and prerequisites to our lab.

Placement testing and prerequisite clearances for international languages are duties assigned to us to assist students with registration. Matriculation responsibilities and all it includes are outside and above our current classification level. Prerequisites have grown to occupy the majority of the work day during registration times.

NEED:

The placement tests for Spanish, French, and German need to be updated.

We need to add written placement tests for as many other languages as possible.

APC codes:

I download and print APC codes for all language lab sections. We work with instructors and students to issue the proper codes to students. We keep track of what codes have been issued.

Committees:

I used to participate on committees but without reliable help to cover the lab I have not been able to attend many meetings or participate on committees. I am still a member of the bookstore committee but have not been able to attend meetings due to lack of coverage in my absence. I attend classified senate meetings whenever I can. I always try to attend department meetings where I take, transcribe, and submit the meeting minutes.

NEED:

We need a permanent part-time person to work mid-day to cover lunch breaks, mail collection, meeting attendance, and access to copy center, etc.

As is it now I cannot leave to use the bathroom located in the next bldg. I cannot leave to check for mail or faxes in my mailbox or turn in necessary paperwork in the library. I cannot attend meeting, training, or participate on committees. I cannot leave to take lunch when the student assistant is absent. For example, the student did not come in today at the assigned time. It is not fair to students to evict them from lab and close at a moments notice.

In the spring semester 2008 I missed 18 lunch breaks due to the absence of the student assistant. It is very hard to find students that want to work on campus. Students can earn more money working just about anywhere else.

On the odd occasion when I am ill or unable to work the lab is closed to students. There is no backup or substitute.

2007:

Summer '07 I researched new materials available for Spanish language learning. I ordered a few of each of the following DVD series to test them. Students love them. After a successful test, I ordered all 3 series. The series have been very helpful to students.

The following programs help students learn and remember Spanish vocabulary, grammar, and culture.

Standard Deviants Beginning Level Spanish – 13 topic-based instructional programs supporting classroom material

Standard Deviants Advanced Level Spanish - 8 topic-based instructional DVD's to reinforce classroom material

Moo – Didactaflix! 15 Spanish Culture & Vocabulary Reinforcement DVD's

Quack – 27 Spanish DVD's that reinforce the language concepts presented in the classroom

I research and ordered software licenses for **Tell Me More Italian** and **Chinese** interactive software. I submitted a three-year plan to acquire software for **Arabic, Japanese, French, German, Spanish, and Korean** site licenses. Each year I complete the technology and equipment committee requests. I evaluate my past requests, make adjustments to previous requests as well research and submit a new set of requests. I present justification and explanation of my requests before the Technology committee as needed.

Steven Nguyen researched the necessary components to add a digital editing station. I placed the orders and together we installed the new equipment. We created a station that enables us to transfer old format VHS tapes to DVD format and print professional labels for them. We can edit European video/DVD formats to play on college equipment.

Steven Nguyen is the lab DVD wizard. He is also a role model for ESL and foreign students. He is very knowledgeable in DVD production. If anyone can make a foreign region DVD work, or salvage a worn or damaged disc, he can.

We added 193+ Spanish, French, Italian, German, Japanese, Chinese, Arabic, and Hebrew culture DVD's (list included). I recommended and ordered activity packs for follow up materials to the films used in several Spanish courses. For all languages we have a total of 634 films.

In **2007**: I researched and purchased new headphones for the lab. **Steven Nguyen** installed the new headphones adding a security clip under each student station.

In **2005**: I ordered **2 Spanish Grammar** instructional software programs. After research, I ordered the Beginning and Intermediate levels of **Tell Me More Japanese** interactive software. I researched and ordered **Persian Tutor** software for beginning Persian to teach writing, reading, vocabulary, and pronunciation in Persian.

It took three years of filling out the technology committee requests before I was finally able to order the site license for **Understanding and Using English Grammar** for ESL students in 2005. This software was an extreme need for our ESL students.

I recommended that we order, and then ordered 25 Persian language culture films.

Spring 2008: I coordinated with ITC to have a new server installed to house all the current software programs as well as install the new Chinese, Italian, and ESL programs.

NEED:

Updated license for NetOp Teaching and management software for the networked classroom/lab

Summer 2008

We are working with district IT to test the SARS trak student tracking program. Lynda participated in setup meeting with District IT. Lynda is in contact with Jay Sierzchula in District IT frequently to address problems with SARS trak.

NEED: better program for tracking student attendance

We have upgraded the Language Lab by acquiring new materials. Lynda Graveson has been instrumental with the update of the lab equipment, moving from a cassette based lab to a digital lab with computer stations with Internet access. The new hired technical for the evening session, Mr. Nuyen has been a wonderful addition to the lab with his expertise in technology. He has converted all the VHS material to DVD. Thanks to the generosity of our dean Dr. O'Connor, the clubs in campus, as well of the generosity of many faculty members, we now have axe DVD in xxx different languages to supplement the language instruction.

* See attachments of DVD's in the Language Lab

	Arabic
1	Promises
2	Paradise Now
	Chinese
1	Woman Demon Human
2	Ju Dou
3	Dim Sum, A Little Bit of Heart
4	Crouching Tiger Hidden Dragon
5	Feuille

6	The Road Home
	French
1	A Talking Picture
2	Yesterday
3	Bon Voyage
4	Camille Claudel
5	De Battre Mon Coeur S'est Arrêté (The beat that my heart skipped)
6	The Battle of Algiers
7	Après Vous
8	Hypnotized & Hysterical (Hairdresser Wanted)
9	The Barbarian Invasions
10	Carmen
11	Fantôme Avec Chauffeur
12	Fantôme Avec Chauffeur
13	Romuald et Juliette
14	L'Homme Qui Venait D'ailleurs
15	Sahara sur la route des caravanes
16	Les Idiomatics
17	The Incurable Orthography of French
18	The Many Flavors of French
19	Muslims in France
20	Immigration et Racisme en France
21	Maryse Condé dévoile son coeur
22	Le Silence de la Forêt
23	General Idi Amin Dada (a self portrait)
24	François Mitterrand: A Tale of Power
25	Morocco: Saharawi Dreams
26	Intellectuals in 20th Century France
27	8 Women
28	Under the Sand
29	Maupassant: Le Parapluie
30	Maupassant: La Parure
31	Maupassant: Qui Sait?
32	Maupassant: Le Horla
33	French Adjectives
34	The Passé Composé of Regular Verbs
35	2007 Election Présidentielles Françaises 4/22/07
36	The American Friend: America vs De Gaulle
37	Royale vs. Sarkozy debate
38	Le Petit Prince
39	2007 French Presidential Election
40	TV5 - Toussaint L'Ouverture 04/22/2007
41	Fork in the Road: France
42	TV5 - Toussaint L'Ouverture
43	Roman Provence
44	Roman Provence

45	Pas De Problème
46	Children of Paradise
47	Amélie
	German
1	Good Bye Lenin!
3	A Fond Kiss
4	Deutsch Na Klar! 5th edition
5	Edukators
7	The Lives of Others
8	Challenges of German Pronunciation
9	Liberated Zone
	Hebrew
1	Broken wings
2	Ushpizin
	Italian
1	Life is Beautiful
2	La Dolce Vita
3	Cinema Paradiso
4	Ladri di Biciclette (The Bicycle Thief)
5	Il Postino
6	Don't Tell
7	Good Morning, Night (<i>Buongiorno, notte</i>)
8	Berlinger I Love You
9	Prego 7th edition
10	Romanazo Criminale (<i>Crime Novel</i>)
11	Uno Su Due (<i>One Out Of Two</i>)
12	Alla Luce Del Sole (In the light of the sun)
13	Notte Prima Degli Esami
14	Cento Passi, I
15	3MSC - Tre Metri Sopra il Cielo (<i>3 Steps Over Heaven</i>)
16	Il Caimano
17	Invito all'Opera La Bohème
18	La Divina Commedia
19	le Ferie di Licu
20	Lezioni di volo (<i>Flying Lessons</i>)
21	Manuale D'amore
	Japanese
1	Dolls
2	Café Lumiere
3	Shall We Dansu?
4	Throne of Blood
5	Ran
6	Yojimbo

	Persian
1	Children of Heaven
2	The Color of Paradise
3	Baran
4	The Taste of Cherry
5	The Last Supper
6	Secret Ballot
7	The Wind Will Carry Us
8	The Cow
9	Hamoun
10	Gabbeh
11	Kandahar
12	Crimson Gold
13	Ten
14	Under the Skin of the City
15	The Mirror
16	The Silence
17	The Day I Became A Woman
18	Mystic Iran the Unseen World
19	The Circle
20	The Hidden Half
21	Two Women
22	The Girl In the Sneakers
23	The May Lady
24	A Moment of Innocence
	Spanish
1	All About My Mother
2	Amores Peros
3	Ancient Voices-Aztecs: Inside the Hidden Empire
4	Art of Mexico, vol. 1
5	Art of Mexico, vol. 2
6	Ay, Carmela!
7	Belle Epoque
8	Caballos Salvajes (Wild Horses)
9	Camila
10	Carmen Story
11	Cautiva <i>Captive</i>
12	Cinco de Mayo 2006
13	City of God
14	Como Agua Para Chocolate (Like water for chocolate)
15	Conversations with Mom
16	Crime of Padre Amaro, The
17	Dali
18	Day of the Dead in Mexico* <i>English Version</i>
19	Day of the Dead in Mexico* <i>Spanish Version</i>

20	Destiny Has No Favorites
21	Día de los Muertos
22	El Che: Investigating a Legend
23	El Coronel No Tiene Quien Le Escriba (<i>No One Writes to the Coronel</i>)
24	Fall of the Aztec & Maya Empires
25	Frida Kahlo, Great Women Artists
26	Frida Kahlo, The Life and Times of
27	Gabriel Garcia-Marquez, 80th Birthday of
28	Goya in Bordeaux
29	Grandes Festivales de España
30	Guantanamo
31	Guernica, El
32	Holy Girl, The (<i>La Niña Santa</i>)
33	House of Bernarda Alba, The
34	I Don't Want to Talk About It
35	I, The Worst of All
36	Inca, Secrets of Ancestors
37	Intimate Stories <i>Historias Mínimas</i>
38	Kino; the Legend of the Black Priest
39	Latin Nights
40	Live-In Maid <i>Cama Adentro</i>
41	Lloronas, Las
42	Machuca
43	Mad Love (Juana la Loca)
44	Madagascar
45	Marcelino Pan y Vino
46	Maria Full of Grace
47	Maya, The Blood of Kings
48	Mayas & Aztecs Ancient lands of the Americas
49	Missing
50	Motorcycle Diaries, The
51	My Mother Likes Women
52	Norte, El
53	Nueva Yol 1 & 3
54	Obrador vs Calderon
55	Official Story, The
56	Pablo Picasso - Artists of the 20th Century
57	Palenque
58	Pan's Labyrinth
59	Paradise Under the Stars, A
60	Pasajes, 6th ed.
61	Posada Navideña
62	Quinceañera
63	Saint Lucifer (Santo Luzbel)
64	Salsa
65	Salvador Dalí: Artists of the 20th Century

66	Sea Inside, The (<i>Mar Adentro</i>)
67	Sevillanas
68	Strawberry & Chocolate
69	Talk to Her
70	Tango
71	Things I left in Havana <i>Cosas que dejé en La Habana</i>
72	TV Española
73	Volver
74	Whiskey
75	Women on the Verge of a Nervous Breakdown
76	Yerma
77	The Count of MonteCristo
78	Salsa, Advanced Variations
79	Mercedes Sosa, Free as a Bird
80	The You Love me
81	The Flower of my Secret
82	La Regenta
83	Cantinflas, Ahi Esta El Detalle
84	Los Placeres Ocultos
85	Frida
86	Lazarillo
87	La Cruz Invertida
88	Veronico Cruz
89	Fortunata y Jacinta
90	Marianela
91	Sandino
92	Gabriel Garcia-Marquez collection
93	Padre Nuestro
94	Como Aqua Para Chocolate (Like water for chocolate)
95	The Tigress
96	Chile, Obsinate Memory

Unique Characteristics:

- The combination of 20 of the same language units plus a 3 units course in the civilization of any of the 10 language programs offered is an outstanding feature at our institution. Students at Saddleback can get an AA with double major, General Studies and any of the International Languages offered in our programs.
- Through the 250 series courses, students gain confidence and become exposed to a college environment. Many mainstream into transferable credit language courses.
- The International Languages department has a flexible and varied curriculum in ten different languages, allowing students to build a language tailored to their individual needs (in terms of skills and levels and time availability) and appropriate to their individual goals (be they personal, vocational or academic).
- We have successfully offered spring education Abroad program in Salamanca, Spain, for the last seven years, summer program in Santander, Spain for the last 15 years as well as a winter 07 program in Rio/Paraty in Brazil and a Lima, Cusco, Machu Picchu program in the spring break 08
- The program serves a very heterogeneous population, varying in age, from the newly graduated HS student, to the professionals in the community, different economic background, religion and heritage
- The faculty in International Language are dedicated to the students not only as their facilitator to the language but also as advisors of several clubs, the college, and the profession as demonstrated by professional affiliations and leadership roles, attendance at conferences, publications, participation in the many college committees and participation in department-related activities beyond the call of duty.

* see attachment for Prof. Petrina Friede

Prof. Friede was nominated for “Teacher of the Year” during the 2006-2007 school year and again in 2007-2008. She financed on her own her retaining at the following schools in Germany so that she could become a competent and confident German teacher: **TreffpunktInstitute**, Bamberg, June 7 to July 2, 2004, **96 hours private and group instruction** **GoetheInstitute**, Munich, June 6 to July 1, 2005, **40 hours of private instruction**.

In addition she made many trips to Germany to learn the customs, practice the language, and purchase books and learning materials for classroom use. Here is a brief summary:

- a. Summer, 2003, Berlin, Dresden, and Leipzig 3.5 weeks
- b. *Treffpunkt Institute*, 6 weeks, summer 2004
- c. *Goethe Institute*, 6 weeks, Munich, summer 2005
- d. Christmas holidays to see the markets, 2.5 weeks, Stuttgart, December/Jan. 2005/06,
- e. Summer 2006, 7 weeks in Stuttgart and Austria to practice my skills and learn more about the cultures of Swabia and Austria, Carinthia
- f. Christmas holidays, 2006/07, 2.5 weeks in Berlin to see the Christmas markets and to experience New Years celebrations
- g. Summer, 2007, 7 weeks in Stuttgart, Poland (with a German-speaking group), and Austria

This past June and July 2008 she completed a 7-week stay to see Berlin (this time East Berlin) and visit the museums and small towns; visit Hamburg and learn about that city because it is a chapter in the book she would like to use for German 3 and 4; revisit Munich and visit more museums; and Stuttgart. She was very happy to also be able to spend three days in Dresden visiting the fabulous baroque churches and museums, including the world-famous "Frauenkirche" or "Church of Our Lady." She then had the opportunity to stay three days in Weimar, the cultural capital of Germany and former home of its greatest writers, Goethe and Schiller. Of course, her main objective is to speak as much German as possible so that she can continue to teach our higher-level courses such as German 3 and 4 and German 10.

The following are the four plus years she has devoted to her new teaching field of German listed by her years of experience at Saddleback, beginning with 2003-2004 to the present:

1. **Year 25 (2003-2004):** Taught business & prepared to teach German (on her personal time)
2. **Year 26 (2004-2005):** German 1, FRLG 189 (Foreign Language 189) plus business
3. **Year 27 (2005-2006):** German 1 & 2, FRLG 189 plus business
4. **Year 28 (2006-2007):** German 1, 2, 3, and 4
5. **Year 29 (2007-2008):** German 1, German 10, German 200, German 3, German 4
6. **Year 30 (2008-2009):** German 1, German 10, German 200, German 3, German 4

She has also made contributions to the German program such as writing and implementing *Beginning Practical German* (German 200, formerly FRLG 189), which has boosted enrollment in German 1 as well as make German more visible to the community.

In addition, she rescued German 10, *Intermediate Conversation*, from being moved out of the active curriculum. She had to gather materials that she had purchased in Germany to construct her own book for the course, since there were no published texts appropriate for our class. She publicized the class and drew 23 students, many of whom had not ever taken a class at Saddleback.

Beginning with the first month she taught German in August, 2004, she has introduced distance education to the World Language Dept. in the form of Quia, the on-line computer lab and workbook. Therefore her students have been able to complete their LAB requirement using their own home or work computer. This has resulted in larger enrollments in the 7:00 p.m. class in particular and generally the students are grateful. Most could not have come to the on-campus LAB and would have been unable to take German.

She has also built up enrollment in German 3 and 4 by showing current films, television, and news broadcasts that she records using the \$1,000 worth of equipment that she has installed in her home. Up-to-date visuals contributed to the growing enthusiasm for and diversity in our German program.

- The faculty in the International Languages Department has presented every year since 1992, the International Film Festival and the Latin American Film Festival with monthly films and discussions as well as the Italian Film Festival since 2006, with Prof. Andrea Petri also with monthly shows with lecture and discussion about the political and social context of the films
- The department maintains wonderful working relationship with other Campus support services as well as the Office of the Student government

C. Progress since the Last Program Review

Although there have been needs analyses for purposes of planning, the last program review took place in 1990. A number of goals were stated in that review: 1) to hire more F/T faculty and get more OSH; to increase the number of languages and levels 3) to review lab materials and more fully equip the language lab by acquiring new materials; 4) to generate curriculum work necessary to enhance our advanced level class offerings 5) to assist the outreach efforts of EOPS and liaison with other community groups in providing instruction for minority and ethnically diverse students. We have not made progress in all of these areas. We have not hired more F/T faculty. We should have at least one F/T faculty for most of the language programs.

D. Current Strengths, Opportunities and Challenges

The strengths of the program were mentioned in Section 1B under the heading of "Unique Characteristics of the Program." Following are challenges and opportunities that we currently face:

We currently have 10 IL programs and only F/T faculty in three of them. We need to hire at least four new instructors.

Section II:

A. Faculty and Staff

Currently, there are 4 full-time IL faculty (Maud Brierre, Petrina Friede, Connie Kihyet and Carmenmara Hernandez-Bravo), and one faculty member split between German and ESL (Carol Bander). The ten IL departments relies heavily on Associate Faculty. For the fall 08 semester, we have 34 Associate faculty. This dependence is especially high when a full-time faculty member is on leave or is teaching in other areas, as when Bander teaches ESL. Typically, there are 32 to 34 associate faculty members teaching in a given semester. A number of associate faculties have been with the department since the 1980s; they and the others often contribute time beyond the call of duty in the form of participation in departmental meetings and activities. Though not required to hold office hours, many make themselves available. Their involvement, however, is by necessity limited in that most are working at multiple colleges.

The IL department would be more effective with the addition of at least 5 full-time faculty member in the languages with the highest enrollments. Italian, Arabic, Persian, Spanish and French. In addition, three faculty members (Prof. Brierre, Prof. Bander and Prof. Friede) are nearing retirement or are considering taking a reduced load. That will further impact the 10 programs, resulting in an even lower percentage of full-time faculties available for teaching and taking on departmental responsibilities.

The IL department's Chair position -time faculty members. The decision by administration in the mid-90s to end the option to take reassigned time (instead of a stipend) for fulfilling the Chair role seriously impacted the IL department. The Chair's role is extensive. To name a few responsibilities beyond scheduling: there is a great deal of liaison work; the curriculum requires cohesiveness and regular discussion and examination; the larger number of part-time faculty members requires extra communication time, interviewing and observation time; lab materials need to be examined and ordered and funding requested; email inquiries need to be answered; SLO assessment needs to be coordinated. Few members of our department have ever taken on much overload, believing that our priority was to give "all" to our standard F/T load. By forcing the Chair, in essence, to be the Chair as an "overload" duty, the administration has made it more difficult for the Chair to do as much as might be done in the best of circumstances. Often, only the most pressing tasks get done and not always those. (For example, associate faculties are not observed as often as would be best for the department.) Activities which could greatly enhance the program (e.g. the development and revision of curriculum and innovations) often get put on a backburner. As another example, during 2006-7, the Spanish department could not produce Voces Latinas Magazine (its magazine for student writing) because there was simply no time. The IL department is unanimous in its call for a return to a reassigned time option for Chairs.

The IL department has access to the administrative assistants working in the Liberal Arts Department. They handle schedules, paperwork, and inquiries efficiently. On the occasion that special projects require extra assistance, we have requested and received help (e.g. Education Abroad Programs) has assisted us in preparing all the documents to be presented to the president and the BoT; Dean O'Connor has been a great leader with all these programs.

B. Curriculum and Instruction

The curriculum of the IL department is informally discussed at meetings of the IL department, which typically take place five times per semester. Over the years, courses have been added and deleted. At the meetings, faculty discuss course content, student needs, possible changes

The department takes great care in the creation of the schedule by considering student needs, departmental needs, associate faculty availability and strengths. Classes fit into a puzzle so that students can create, if they wish, an intensive language program for themselves composed of one or two courses, one course in a specific language and the other in the culture and civilization of that language. We consider that some students are only available certain times of the day (e.g. mornings); others only certain days (e.g. Tu Th). We ensure that core classes at all levels are available both mornings and evenings, but if we only offer one session of a course, should be in the evening to increase enrollment with working professionals and HS students. Afternoon is typically the least popular time for students but we provide some beginning classes, though fewer.

Teachers within the program regularly attend conferences, resulting in new ideas and materials in the classroom. A number of teachers have incorporated more technology in their classes. Many teachers are using Blackboard for a couple of semesters with the various IL courses. So far, no teacher has expressed interest in creating an online or TV course but some are open to the idea of a hybrid course, incorporating some distance education tools.

Student Learning Outcome assessment was formally started in 2005-6. (See attached.) The department is committed to objectively collecting data on what we believe that we do; however, we are concerned about the extra time spent creating and administering assessment instruments and deluging students with questionnaires and tests.

C. Student Success

We have had a severe lack of statistical information and data about our student population. It will be a good idea to follow students transferring to the UC system to see their success. Many of our faculty members, stay in touch with the transfer students and see how they excel in professions, careers, academic studies, jobs, etc), but it will be a great tool of advertizing to show the community the success students have after Saddleback College. it is important that we have ongoing and useful data to explore issues of student success.

D. Facilities, Technical Infrastructure, and Resources

Size, type and/or quality of the program's current physical space

Saddleback College has experienced a number of challenges to its physical space in the last three years.

Since the last program review, Saddleback had planned on constructing a Liberal Arts building to house the Liberal Arts programs (IL, English, ESL, Reading, etc.), but such plans appear to be scrapped for the foreseeable future. A large portion of the space on the third floor of Saddleback's Library building had been occupied by the South Orange County Community College District before the District moved to the third floor of the new Health Sciences Building; one proposal has been for this space to be reconfigured in the future to house additional IL classrooms, professor offices, and even the Language Lab. After being housed at the VILLAGE, because of BGS renovation, most of the classes and faculty offices were moved back to the BGS.

Associate faculty are not assigned faculty offices, but they do have access to work spaces around campus, including the third floor of the library.

Saddleback College's physical space has been adequate for the fulfillment of the IL program's mission. Nevertheless, the mission could be better achieved by allowing for more courses offered at popular times (as determined by IL questionnaire), from 9am-12pm and from 5:30pm-10pm. The current number of available classrooms preclude such an enlarged set of course offerings. Furthermore, the program's mission can at times be hindered merely by the distance across campus of courses being offered (e.g., a 9-12 course offered on lower campus followed by a 12-1:30 course in the BGS building).

Amount, type and/or quality of information technology

The IL program's mission is well served by the excellent access to information technology in its labs and classrooms. Nearly every classroom on campus at Saddleback is furnished with an Internet accessible computer and a ceiling-mounted projector from which the computer's screen can be projected onto a six by six foot screen. Each system is also complemented by a ceiling-mounted speaker.

The Learning Assistance Program (LAP) and library have open computer labs, and the 42 student stations in the Language Lab have Internet access.

Amount, type and/or quality of library holdings

Saddleback's library supports the fulfillment of the program's mission well. The library's open hours include some in the evening and on the weekend: 8am-9pm, Monday through Thursday; 8am-4pm Friday; 11am-5pm Saturday

The library reserve will hold course textbooks when professors make them available. The library also offers a large amount of individual study space, as well as a couple of group-study rooms.

The library, furthermore, offers open orientations throughout the semester; library staff will also perform whole-class orientations either in the library or in the requesting instructor's classroom.

Amount, type and/or quality of other resources

The LAP at the college has a number of services specific to IL students. Besides offering an open computer lab, the LAP also employs tutors. The LAP also offers IL

conversation tables at which a group of four to five IL students meets for one hour a week with a native IL speaking table leader for conversation practice. Additionally, the LAP will offer tutors for special small-group needs as they arise, such as spelling.

All beginning and intermediate-level students of Saddleback's IL program must fulfill a 16-hour requirement in the Language Lab.

The Language Lab has 42 Internet-accessible computers (including 1 instructor station, 1 digitizing station, 2 attendance stations, and 2 administrative stations); three VHS monitors; two DVD monitors. (The lab also has a scantron scoring machine.) The lab, furthermore, has an audio cassette dubbing machine and a library of older cassettes. The lab maintains a small library of currently-new and used texts as well as a collection of previously used texts—often supported by the current digitized materials; the lab's library includes a small collection of VHS and audio cassettes and DVDs. The Language Lab is open from 8am-8pm, Monday through Thursday, and from 8am to 4pm on Fridays.

In the 2001-2002 academic year, the Language Lab removed its Tandberg cassette-station language lab system, and installed 30 student computer stations (with a storage server) and a digitizing station to convert audio cassettes to digital files. (The lab has since moved to 42 computers with flat screens.) The lab also was re-carpeted and furnished with new desks and chairs, including a wheelchair-accessible station. Sony Soloist was purchased for the lab in order to add an additional language-learning practice medium over the basic software functions. (Sony Soloist allows a user to listen to an audio file on a computer with the traditional language lab cassette-playing functions. For example, a student, through Soloist, can speak over the audio stream with a head set to practice pronunciation. Also through Soloist, students can digitally record their own voice-overs, can play certain audio streams on continuous loops, can mark specific points in the audio stream to quickly move to, and much more. Soloist gives the language-learning students many options that they never had using the antiquated audio-cassette format.)

The Language Lab, in the 2003-2004 academic year, added two new DVD monitors in that VHS, as with audio cassettes, are less frequently available media from companies producing language-learning materials.

Though the change of the Language Lab to a digital system was both beneficial and unavoidable, the update of the lab computers resulted in a loss of language-learning software rather than a gain. This is because some of the software that the lab had purchased in years past only ran on antiquated computers; the loss of those computers entailed a loss of the now incompatible software.

Projected needs in facilities, technology, or other resources

The IL program lacks centralization of office, classroom, secretarial and lab space, especially when the campus' enormous grounds and lot-style parking are factored in. The IL program would like to have a more focused presence in a redesigned Library or a new Liberal Arts building.

The IL program tries to employ student-driven scheduling, and consequently, would like to have more rooms available to offer more courses during peak times (9am-12pm; 5:30pm-10pm).

Perhaps it is a result of language-learning pedagogy, IL would like its classrooms to offer more whiteboard space in them; IL teaching is enhanced when, among other things, classroom notes are preserved throughout the class hour, and when there is adequate room for student participation in small groups.

If courses begin to be offered during weekend hours, the program's mission will be better served by the lab's being open sometime on the weekend as well

The program's technological resources are strong, but the need for more (ongoing) software funding is perceived as one of the greatest needs of this area.

E. Service, Community Outreach, and Economic Development

PART III: Needs Assessment

A. Human Resource Needs

- The proportion of classes taught by P/T faculty is very high. See attachment of document presented to the Faculty Hiring Prioritization Committee in the spring ? 08 semester . With the possibility of retirements and/or reduced load in the department in the near future, we urgently need to hire more full time faculty
- We need to look at the possibility of designated faculty advising/assisting students in the Language Lab at certain hours.

B. Instructional/Service Needs

- Ongoing evaluation of our curriculum is needed, including new course development. Ongoing communication about course content and expectations and coverage and textbook selection is necessary.
- We need to work with Admissions and Records to ensure consistency in information about registration, especially with the labs not being link to the respective language course.
- We need to address writing instruction. Students aren't doing enough writing in all courses. Perhaps the hours or the curriculum in those classes should be redesigned. In addition, the more general concern of focusing more on writing throughout the curriculum is important
- It would be worthwhile to explore the possibility of alternative ways of scheduling the lab.

C. Research Needs

- We need information about our IL student population broken down according to nationalities, age, educational background to ensuring that we are serving the local community in proportion to their numbers in our local HS feeder . With better statistics, we can target outreach and instructional pedagogy and support services to improve access and success.

D. Technical, Equipment and Other Resource Needs

- We need to continually update our software materials in the language lab and writing lab.

E. Facilities Needs

- We need to ensure that rooms (sufficiently large with appropriate table/board arrangements), computers, DVD players, are available at the most popular times for International languages classes (8-10:20, 10:30 to 12:50, 4:30-7 and 7-10).
- We need more whiteboard space in IL classrooms.
- Either the lab or the library need weekend hours.

- International languages program centralization (classrooms, offices, lab, support staff, main campus location) is important.

F. Marketing and Outreach Needs

- We need to advise students better about the AA in International Languages.
- We need to create a brochure with all the courses offered in the IL department
- We need better marketing in publications read by the community, not only for Saddleback but also for ATEP.
- We would like funds for publication of the magazine Voces Latinas.

Appendices.

A Organizational Chart

Dean of Liberal Arts and Learning Resources: Kevin O'Connor

10 Chairs/Coordinators

English Chair ↔
 English Composition Coordinator ↔
 Reading Chair ↔
 Reading Lab Coordinator ↔

3 Admin. Assistants

Mary xxxxx Sub

Library/LAP ↔

Khaver Akhter

International Languages Chair ↔

Giziel Leftwich

Humanities/Philosophy Chair ↔

Journalism Chair ↔

Language Lab Coordinator ↔

ESL Chair ↔

IL F/T and P/T faculty

In spring 2006, the IL Chair is Carmenmara Hernandezb-Bravo. Full-time faculty include Carol Bander, that also teaches ESL, Maud Brierre, Petrina Friede and Connie Kihyet. There are 34 Associate faculty members in the IL Department. In Arabic, Prof El Ghamrawy, Prof. Amina Yassine, Prof. Beshqoy. In Chinese, Prof. Ho, in French, Prof. Nadeau and three new Associate instructors to replace Prof. Brierre for the fall semester. In German, Prof. Huberman and Prof. Smith. In Hebrew, Prof. Nelik. In Italian, Prof. Petri, Prof. Accomando, Prof. Bernardoni, Prof. Mandolino Pesaresi and Prof. Maniaci. In Japanese, Prof. Ito, Prof. Gandoumani and Prof. Ikuta. In Persian, Prof. Ehsani, Prof. Degani, Prof. Afshar and Prof. Djifroodi. In Spanish, Prof. Enciso, Prof. Barragan, Prof. Van Damme, Prof. Gomez, Prof. Kang, Prof. Allah, Prof. Horton, Prof. Duran, Prof. Zamora, Prof. Espinosa, and Prof.Kijel

B. Five-Year Program Staffing Profile

C. **SLO Assessment Forms:** (See attached)

D. **Data Sets :** (See attached)

Attached you will find the document we presented to the Faculty Hiring Prioritization Committee for a F/T Spanish Italian instructor position