



REVIEW REPORT

on

MODERN LANGUAGES

AUGUST, 2002

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EXECUTIVE SUMMARY

The Modern Languages Review Committee reports high levels of satisfaction ratings among students and former students with the quality of instruction and support received from the Modern Languages faculty. There is some frustration, however, at the quality of software in the Language Laboratory and the unavailability of upper level Modern Languages courses.

The Review Committee recommends that Modern Languages faculty engage in a visioning, goal setting and operational planning process to determine where they want to be in 10 years and how they propose to get there. This will involve dealing with issues such as low retention from first-year to second-year language courses in contradistinction to the feasibility of offering upper level language and/or cultural studies courses, revenue-generation, and exploring collaborative possibilities with UCC International and ESL such as the establishment of a Language Institute. Such a reconfiguration would have the advantage of allowing Modern Languages to generate revenue to finance language laboratory equipment and staffing which would otherwise be harder to come by. Program redesign would seem to be the logical outcome of the visioning process, and some members of the Modern Languages faculty have already developed plans to redefine and renumber their courses. Achieving a more accessible and user-friendly schedule of offerings is another issue to be addressed.

Under "resources", the major undertaking will be the installation of state-of-the-art technology and software in the Language Laboratory, which is languishing somewhat in modernity. A dedicated Modern Languages classroom would also ameliorate the marginalization of language courses to the evenings by allowing Modern Languages scheduling at all times of the day.

The Review Committee encourages the Modern Languages faculty to continue their community outreach activities to raise the profile of their program, and to engage fully and systematically in professional development activities.

Generally, the Modern Languages Review Committee was impressed with the program as it currently exists, but sees great potential for the faculty's re-thinking, renewing and energizing Modern Languages for the future.

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MODERN LANGUAGES REVIEW
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CHRONOLOGY OF THE MODERN LANGUAGES REVIEW

The Modern Languages Review was launched on October 11, 2001, when a planning meeting with Modern Languages faculty and Institutional Research and Planning was held to discuss program review procedures and questionnaire design. Further meetings on November 22 and December 13 moved the program review agenda forward. It was decided that, for the former student survey, only students who had earned 12 credits or more in Modern Languages between 1996 and 2001 would be sent questionnaires.

Stakeholders in Modern Languages were surveyed on the following dates:

Former Students (1996-01):	January 11, 2002
Faculty:	January 11, 2002
Current Students (1 st Year):	February 4-14, 2002
Current Student (2 nd Year):	February 7-12, 2002

Reminders were mailed to non-responding former students on Friday, February 1, 2002. All faculty members had responded by February 6. The Office of Institutional Research attempted to contact non-responding former students by phone between February 15 and 26.

The cut-off date for all responses was March 22. Information binders were sent to members of the Modern Languages Review Committee on March 27, and that committee met to analyse the data and form its recommendations on April 23-24, 2002.

PROGRAM BACKGROUND

Modern Languages

The Modern Languages Department started as a one-person affair in the fall of 1970. Les Koritz acted as instructor of French and soon as coordinator. The following year, the department doubled in size when Yves Merzisen was hired to teach French and German. From there, the department grew slowly, adding Spanish in 1974, and underwent many changes. It operated on its own for a short period as the Department of Modern Languages, then became the Department of Fine Arts/Modern Languages/Communications Media until, in 1982, English/Modern Languages/Fine Arts/Communications Media amalgamated under the new name of Department of Communication Arts. Fine Arts became a department of its own a couple of years later, and, when the Communications Media program was terminated in 1991, the department started operating under its new name: English and Modern Languages.

From the inception of the institution and over the years, German and Spanish were exclusively taught at the beginner and intermediate levels. French was taught at the beginner and intermediate level, and was offered as first and second year at the university level. Severe cutbacks in 1985 nearly wiped out the program. The department lost one full-time instructor plus some part-time instructors. Spanish disappeared; German 211/221 was cut, leaving the program with one full-time instructor teaching French and first-year German.

In 1989, Cariboo College was redesigned "The University College of the Cariboo," thus becoming an institution offering four-year degrees in affiliation with the University of British Columbia. Of course, the whole process precipitated a sudden burst of faculty hiring and course and program design or re-design.

Although the administration showed marked reluctance, the languages program was resurrected, especially in light of the UBC language requirement for the B.A.: Spanish and German were given new life, and soon Japanese followed. Several upper-level courses were offered in French. They were a great success at that time, as many local teachers needed these courses to complete degrees. Once this demand had been satisfied, upper-level offerings declined, and the last one, FREN 352 was cut in 1997 due to poor enrolments, leaving the French program with a range of beginners' courses to second-year university courses, the latter enrolling students with at least six years of French studies but sometimes 12 years when considering immersion students who have nowhere else to go to continue their French studies.

In 1997, shortly after the affiliation with UBC was discontinued, the language requirement was cut to one year of language studies compared with a full two years at UBC (for students who don't have a Grade 12 language).

At the time of this writing, French is still the most popular language offered at UCC, but the same trend seems to be happening as on the national and provincial levels: French and German are losing ground while Spanish and Japanese are exploding, creating huge problems for hiring.

MODERN LANGUAGES SEAT UTILIZATION

The seat utilization percentage is a measure of the total number of seats occupied in the courses in the program compared to the total seat capacity.

The following takes into account the stable enrolment and capacity from fall 1997 to winter 2002. The first 10 tables show the utilization for both the fall and winter semester.

Fall 1997

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	250	288	87%	17	48	35%	267	336	79%
GERM	49	48	102%	10	24	42%	59	72	82%
JAPA	50	48	104%	16	24	67%	66	72	92%
SPAN	111	120	93%	21	24	88%	132	144	92%

Winter 1998

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	163	240	68%	13	48	27%	176	288	61%
GERM	30	48	63%	6	24	25%	36	72	50%
JAPA	34	48	71%	10	24	42%	44	72	61%
SPAN	70	96	73%	15	24	63%	85	120	71%

Fall 1998

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	267	312	86%	30	48	63%	297	360	83%
GERM	65	72	90%	0	0	0%	65	72	90%
JAPA	56	48	117%	11	24	46%	67	72	93%
SPAN	134	144	93%	23	24	96%	157	168	93%

Winter 1999

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	191	264	72%	25	48	52%	216	312	69%
GERM	30	72	42%	0	0	0%	30	72	42%
JAPA	29	48	60%	5	24	21%	34	72	47%
SPAN	90	120	75%	16	24	67%	106	144	74%

Fall 1999

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	285	312	91%	36	48	75%	321	360	89%
GERM	54	48	113%	13	24	54%	67	72	93%
JAPA	65	72	90%	0	0	0%	65	72	90%
SPAN	119	120	99%	24	24	100%	143	144	99%

Winter 2000

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	184	240	77%	26	48	54%	210	288	73%
GERM	34	48	71%	10	24	42%	44	72	61%
JAPA	43	72	60%	0	0	0%	43	72	60%
SPAN	71	96	74%	19	24	79%	90	120	75%

Fall 2000

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	229	264	87%	28	48	58%	257	312	82%
GERM	44	48	92%	0	0	0%	44	48	92%
JAPA	58	72	81%	0	0	0%	58	72	81%
SPAN	97	96	101%	23	24	96%	120	120	100%

Winter 2001

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
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GERM	35	48	73%	0	0	0%	35	48	73%
JAPA	72	72	100%	0	0	0%	72	72	100%
SPAN	105	120	88%	21	24	88%	126	144	88%

Fall 2001

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	223	264	84%	25	48	52%	248	312	79%
GERM	49	48	102%	12	24	50%	61	72	85%
JAPA	76	72	106%	0	0	0%	76	72	106%
SPAN	185	168	110%	17	24	71%	202	192	105%

Winter 2002

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FREN	156	216	72%	15	48	31%	171	264	65%
GERM	39	48	81%	9	24	38%	48	72	67%
JAPA	83	96	86%	0	0	0%	83	96	86%
SPAN	145	168	86%	17	24	71%	162	192	84%

Comparison with other similar sized programs for the same period

Fall 1997

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
FREN	250	288	87%	17	48	35%	267	336	79%
GERM	49	48	102%	10	24	42%	59	72	82%
JAPA	50	48	104%	16	24	67%	66	72	92%
SPAN	111	120	93%	21	24	88%	132	144	92%
ENGL	1001	992	101%	270	299	90%	1271	1291	98%
FINA	362	350	103%	95	138	69%	457	488	94%
PRO/TECH ENGL	356	408	87%	31	40	78%	387	448	86%
THTR	147	122	120%	23	18	128%	170	140	121%

Winter 1998

Discipline	Year 1 enrolment	Year 1 capacity (# of seats)	Year 1 % utilization	Year 2 enrolment	Year 2 capacity (# of seats)	Year 2 % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
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JAPA	34	48	71%	10	24	42%	44	72	61%
SPAN	70	96	73%	15	24	63%	85	120	71%
ENGL	911	953	96%	223	299	75%	1134	1252	91%
FINA	271	372	73%	94	156	60%	365	528	69%
PRO/TECH ENGL	291	360	81%	119	120	99%	410	480	85%
THTR	122	122	100%	18	18	100%	140	140	100%

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GERM	65	72	90%	0	0	0%	65	72	90%
JAPA	56	48	117%	11	24	46%	67	72	93%
SPAN	134	144	93%	23	24	96%	157	168	93%
ENGL	1034	992	104%	254	330	77%	1288	1322	97%
FINA	463	440	105%	79	120	66%	542	560	97%
PRO/TECH ENGL	260	312	83%	63	60	105%	323	372	87%
THTR	117	102	115%	47	38	124%	164	140	117%

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GERM	30	72	42%	0	0	0%	30	72	42%
JAPA	29	48	60%	5	24	21%	34	72	47%
SPAN	90	120	75%	16	24	67%	106	144	74%
ENGL	1014	1056	96%	221	299	74%	1235	1355	91%
FINA	378	408	93%	86	138	62%	464	546	85%
PRO/TECH ENGL	248	336	74%	122	120	102%	370	456	81%
THTR	94	102	92%	39	38	103%	133	140	95%

Fall 1999

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JAPA	65	72	90%	0	0	0%	65	72	90%
SPAN	119	120	99%	24	24	100%	143	144	99%
ENGL	1033	944	109%	293	330	89%	1326	1274	104%
FINA	461	368	125%	120	138	87%	581	506	115%
PRO/TECH ENGL	333	432	77%	69	60	115%	402	492	82%
THTR	130	102	127%	42	38	111%	172	140	123%

Winter 2000

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GERM	34	48	71%	10	24	42%	44	72	61%
JAPA	43	72	60%	0	0	0%	43	72	60%
SPAN	71	96	74%	19	24	79%	90	120	75%
ENGL	1077	1187	91%	280	330	85%	1357	1517	89%
FINA	317	354	90%	106	144	74%	423	498	85%
PRO/TECH ENGL	285	384	74%	121	120	101%	406	504	81%
THTR	94	102	92%	35	38	92%	129	140	92%

Fall 2000

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GERM	44	48	92%	0	0	0%	44	48	92%
JAPA	58	72	81%	0	0	0%	58	72	81%
SPAN	97	96	101%	23	24	96%	120	120	100%
ENGL	1116	1088	103%	326	350	93%	1442	1438	100%
FINA	443	422	105%	101	120	84%	544	542	100%
PRO/TECH ENGL	337	432	78%	65	60	108%	402	492	82%
THTR	133	126	106%	60	58	103%	193	184	105%

Winter 2001

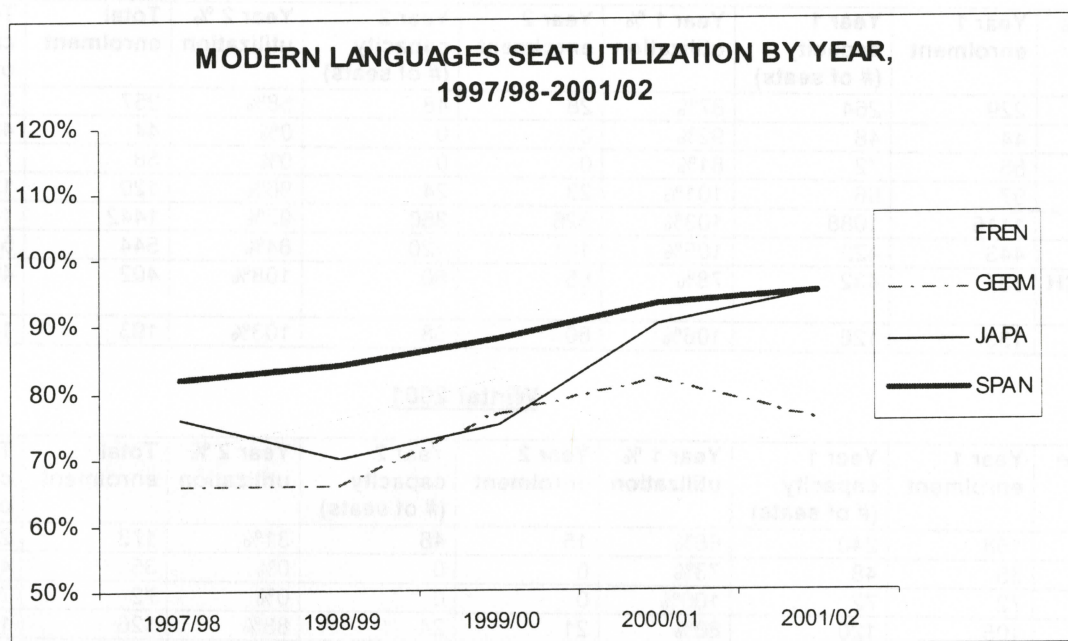
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SPAN	105	120	88%	21	24	88%	126	144	88%
ENGL	980	984	100%	260	350	74%	1240	1334	93%
FINA	382	408	94%	101	150	67%	483	558	87%
PRO/TECH ENGL	170	280	61%	116	120	97%	286	400	72%
THTR	96	126	76%	35	38	92%	131	164	80%

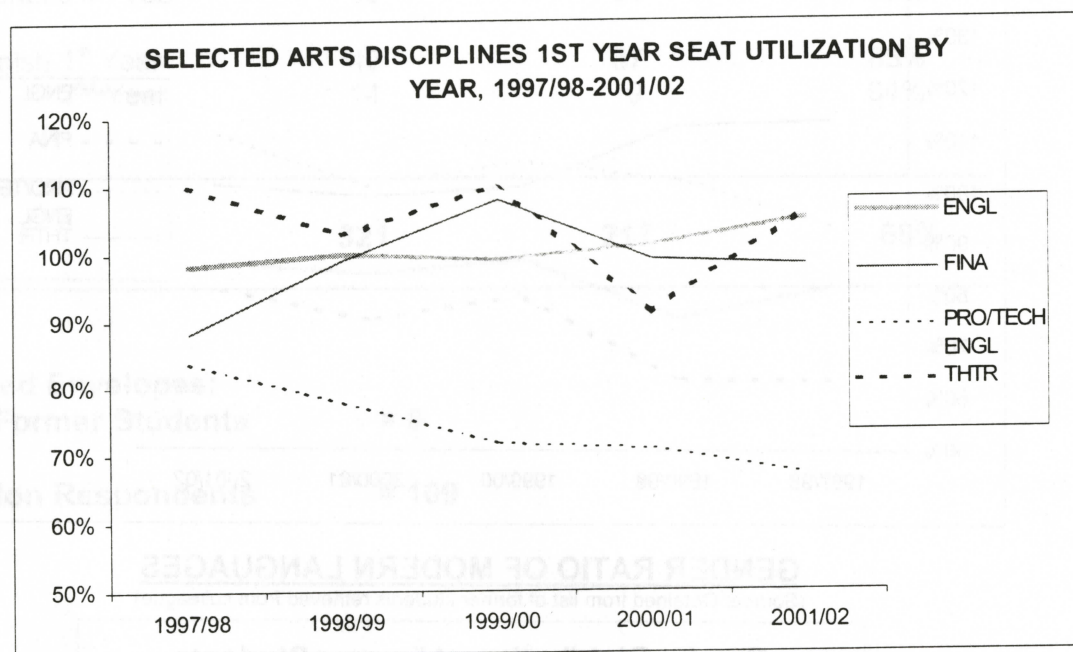
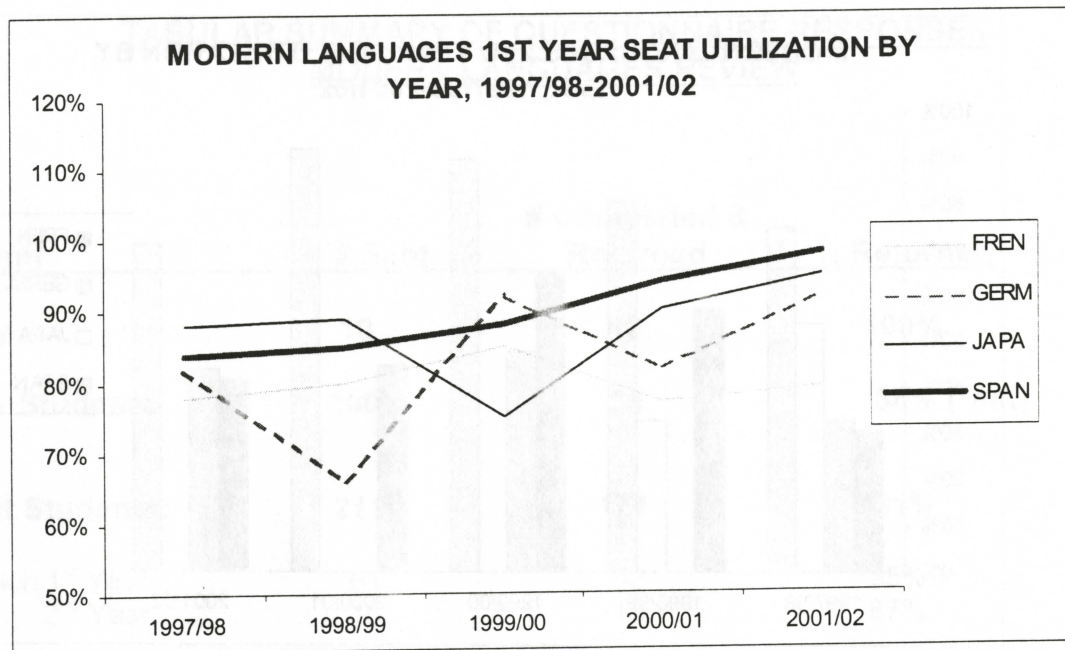
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JAPA	76	72	106%	0	0	0%	76	72	106%
SPAN	185	168	110%	17	24	71%	202	192	105%
ENGL	1186	1088	109%	335	381	88%	1521	1469	104%
FINA	496	494	100%	145	156	93%	641	650	99%
PRO/TECH ENGL	250	336	74%	92	80	115%	342	416	82%
THTR	137	126	109%	56	58	97%	193	184	105%

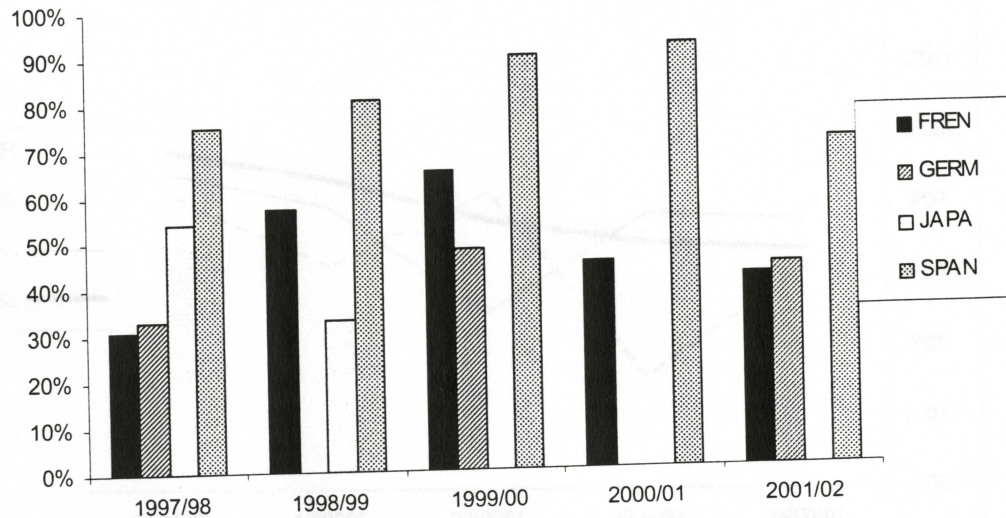
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JAPA	83	96	86%	0	0	0%	83	96	86%
SPAN	145	168	86%	17	24	71%	162	192	84%
ENGL	981	984	100%	268	319	84%	1249	1303	96%
FINA	370	386	96%	119	168	71%	489	554	88%
PRO/TECH ENGL	292	472	62%	129	120	108%	421	592	71%
THTR	104	102	102%	41	38	108%	145	140	104%

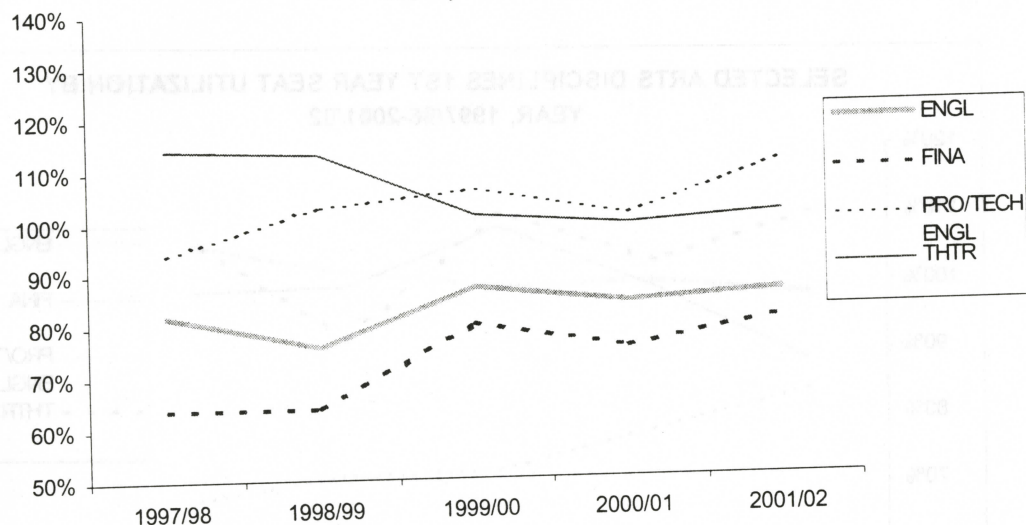




MODERN LANGUAGES 2ND YEAR SEAT UTILIZATION BY YEAR, 1997/98-2001/02



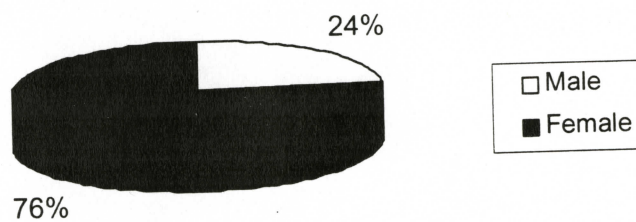
SELECTED ARTS DISCIPLINES 2ND YEAR SEAT UTILIZATION BY YEAR, 1997/98-2001/02



GENDER RATIO OF MODERN LANGUAGES

(Source: Obtained from list of former students retrieved from colleague)

Gender Distribution of Former Students



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES **MODERN LANGUAGES REVIEW**

Recipient	# Sent	# Completed & Returned	% Returned
Faculty	10	10	100%
Former Students	100	36	38% (*net)
Current Students:	211	171	81%
French 1 st Year	61	52	85%
2 nd Year	15	13	87%
German 1 st Year	29	24	83%
2 nd Year	10	5	50%
Japanese 1 st Year	40	31	78%
Spanish 1 st Year	42	37	88%
2 nd Year	14	9	64%
TOTAL	321	217	69%

Returned Envelopes:

Former Students = 5

Total Non Respondents = 109

SUMMARY OF QUESTIONNAIRE RESPONSES

1. FORMER STUDENTS

Former students of the Modern Languages program responding number 36, of whom 25% are male and 75% female, and most (64%) are aged 18-24. In the *Program Content and Learning Process* section of the survey (Questions 15-37), most report high overall satisfaction rates with course design, resources and workloads, instructor ability, patience and attitude, and identify an appreciation to learn not only a new language, but to gain fresh expertise in English grammar. Participants note their approval of course delivery and evaluation, and identify faculty as the foremost reason for their success: "the pros care about the students they are teaching."

However, the data indicate that some concerns exist. In the *Competency Development* section (Questions 11a – 11o), some former students report a desire to enjoy more conversation and oral practice in Modern Languages classes, as well as supplementary time devoted to problem-solving skill development and information-access enhancement. Elsewhere in the survey instrument where perceived program limitations are reported (Question 43), others describe difficulties faced by French Immersion graduates from the public school system who encounter problems entering second-year French courses. Additionally, significant numbers of respondents express concern over a lack of upper-level offerings, noting, "There's not any upper level courses and you can't get a major or a minor in the program."

2. CURRENT STUDENTS

A total of 171 responses are included here.

a) French First Year Students

Respondents numbering 11 males and 41 females report high overall satisfaction rates with faculty, whom they find to be "patient" (Question 23), "enthusiastic", and "friendly, fair, and approachable" (Question 41). They report satisfaction with the objectives, assignments and evaluations of their courses, and an overall passion for studying one of Canada's official languages. While few learners identify opportunities to use French outside of the classroom setting, they nonetheless note that their lessons in French help them to develop an understanding of and an appreciation for English grammar.

Queried about limitations to learning success and possible additions or changes they desire, a number of students find night classes to be somewhat lengthy, advising "no night class!" Three-hour instalments, delivered once per week, do not offer noticeable opportunity for retention and frequency of practice. Question 37 reveals that 27% of First Year French students do not take advantage of the Language Laboratory at all and that 14% make use of it only once per week, citing outdated equipment and computer programs as possible areas for improvement. Elsewhere, a student requested that there be "more things in the language lab to access so that we can study more."

b) French Second Year Students

Noticeably evident in the data of the 13 respondents is a high rate of satisfaction with the improved competency they develop in reading, writing, and oral presentation skills in French (Question 10). In fact, in the *Program Content and Learning Process* section, 85% agree that their language studies enhance their learning in other disciplines at UCC – one noting, "Taking language courses help me to better understand other cultures." Many identify their approval of the variety of learning activities offered in class, including lectures, discussion, and group projects.

In Question 37, data indicate that 46% do not use the Language Laboratory at all, and elsewhere (Question 42), some students display concern over not being able to continue in language study at UCC beyond the second year.

c) German First Year Students

When queried about the major strengths of the program, a total of 24 students, of whom females constitute

almost four-fifths, speak to the competency, patience, and enthusiasm of the Modern Languages faculty, "who have really piqued my interest in learning other languages." In the *Program Content and Learning Process* section, while some students report struggling under the assigned workload, many desire third- and fourth-year course offerings in German at UCC. Further learner keenness is evinced by fully three-quarters of respondents utilising the Language Laboratory at least once per week (Question 37).

d) German Second Year Students

Five participants, all female, reveal that German remains a popular and practical personal development subject at UCC: 100% indicate that they use their language skills abroad, and fully 80% take German for reasons of interest. The most commonly acknowledged strengths of the program include the quality of instruction and faculty, and enhanced ability of aspirants to travel, study, and work abroad following completion.

The most common dramatic shortfall identified (1.80 on a 0 – 5.0 scale) is the perceived lack of library and Internet resources available to students.

e) Japanese Students

The Japanese programme attracts the closest numbers of male and female students of any language program at UCC (45% male, 55% female), and most of the 31 respondents indicate that they take Japanese for reasons of personal interest (81%, Question 40). When examined on matters of competency development, most note their high level of satisfaction with the opportunity to study another culture in addition to a foreign language, ensuring that "people with diverse cultural backgrounds ... come together." A principal perceived strength of the Japanese program is the quality of instruction and the positive attitude of faculty.

In the *Major Limitations* section (Question 42), a majority of respondents note their concern that Japanese was not offered beyond the first year of study at UCC. [*This will be rectified in Fall 2002 with a second-year Japanese class.*]

f) Spanish First Year Students

Trends in the data drawn from a total of 37 students include generally high satisfaction rates with course faculty – whom they found to be "friendly and enthusiastic," "patient and helpful" – and instruction, homework, assignments, and evaluation, although few have had the chance to use their language skills beyond the classroom.

Some participants note that courses in Spanish are grammatically-orientated and that students might benefit from slightly more emphasis on oral presentation development, problem solving techniques, and listening skill improvement. In the *Major Limitations* section, respondents register concerns that no upper-level courses in Spanish are available and that there are some shortfalls in the computer software available in the UCC Language Laboratory – perhaps this is why more than half of the respondents report using laboratory facilities less than once weekly. A common apprehension concerning learning outcomes and student satisfaction is reported in regard to courses meeting once per week in three-hour blocks.

g) Spanish Second Year Students

Student approval rates are high for the nine learners surveyed, and the data indicate elevated satisfaction with the range of course delivery methods, the use of varied course media, printed materials, and audio-visual aides (Questions 19 – 22 respectively). High usage of the Language Laboratory is noted, with 78% of those responding utilising the facility once or more per week.

Replying to the *Major Limitations* section, respondents note the lack of a major or minor in Modern Languages; in addition, no certificate program (except in French) is available at UCC.

3. FACULTY

Data from 10 Modern Languages faculty indicate their overall approval of UCC admissions, curriculum, and course delivery in their program. Participants reported embracing a clear set of program objectives (Questions

1-4); however, subjective data and faculty interviews reveal the goals of Modern Languages are not clear, nor do they seem to be shared. Respondents note a desire to expand offerings, yet precise plans are unclear. Spanish upper-level courses appear to be one option. The need for Japanese offerings beyond first-year is identified, and the possibility of developing programs in other languages, including Cantonese and Mandarin, Punjabi, or an aboriginal language, is mentioned.

Needing to "sort out the course numbering system", a number of faculty identify the requirement to re-define and re-number some existing courses in order to streamline intakes and provide a more comprehensively laddered program for learners with some previous language capability.

Faculty participants identify the need to augment existing UCC library language holdings.

Modernising the "inadequate" equipment and materials (including computer software) in the Language Laboratory is a faculty priority, in addition to ensuring consistent and professional technical support for existing equipment.

STRENGTHS OF THE MODERN LANGUAGES PROGRAM

The Review Committee finds that the Modern Languages Program possesses numerous impressive resources. Specifically, the Committee identifies the following strengths:

1. Instructors

Without question, the Modern Languages faculty are the program's principal asset. Two of the most impressive features of the former and current student survey results – especially considering the modest size of the program and the wide mandate it holds for instruction in four distinct languages – are the commitment and energy of the faculty. Dynamic, innovative, and enthusiastic faculty convey passion for their work to their students, thus facilitating successful learning. Faculty cultivate student involvement in their studies, and foster a strong sense of community within the Modern Languages Program.

Faculty have endeavoured to construct positive links with community outreach to community groups, local ethnic associations, etc. Faculty bridges to institutions in Germany and Japan, and the interest of teaching staff in developing further international connections are also most valuable. Although they are part of English and Modern Languages, a conglomerate department, Modern Languages faculty are free of the bureaucratic constraints often inherent in joint departments, and are able to devote their energies accordingly.

2. Language Laboratory

Student interest in language programs and especially the passion of many learners to seek employment through the UCC Work Studies Program in the Language Laboratory are positive features. A keen and committed core of students makes use of the laboratory on a regular basis to considerable advantage, augmenting oral and compositional assignments with computer-based practical and interactive exercises.

3. Collaboration with other Departments

Increasing student diversity at UCC will ensure that the demand for language instruction will continue to expand, and Modern Languages faculty connections to UCC International Education will foster innovative opportunities for future students.

4. Class Size

Small class sizes provide considerable advantage to UCC learners. With favourable learner-teacher ratios and a well-established Work Study Program, students are guaranteed both access to the Language Laboratory, and an opportunity to further develop their language skills in a professional setting.

5. Value-Added Outcomes

Uniformly reported – irrespective of the specific language taught – is the fact that study in Modern Languages assists UCC learners to better comprehend English grammar, composition, and syntax. Through a multilingual education, students cultivate an appreciation of the nature of human communication, and often witness greater successes in oral and written exercises beyond Modern Languages.

AREAS OF MODERN LANGUAGES WHICH CAN BE IMPROVED **(with recommendations)**

1. VISIONING, GOAL SETTING, AND PLANNING:

Faculty questionnaire responses indicated some confusion about the existence of Modern Languages' goals and objectives, and although a planning document circa 1997 does exist, it does not articulate any sense of vision and direction for the program. The challenges facing Modern Languages are, first, to determine where they want to be in 10 years, and second, what steps are required to get there. Options that might be considered are whether or not third- and fourth-year language courses are viable, given current weak enrolments at second-year level, how the demand for Spanish and Japanese may be met, and whether Cultural Studies (either European, Pacific Rim, or Central/South American) and/or Film Studies and Literature in Translation are possibilities. A guiding principle in the process will be identifying a niche, that is, offering language students an educational experience, which cannot be acquired elsewhere and which will distinguish UCC Modern Languages from Modern Language Programs at other university colleges, for example Okanagan University College. A major strategic decision will be how Modern Languages can position themselves more closely to the English as a Second Language and UCC International so as to share expertise and facilities (such as new buildings) in the future. This might be achieved by the establishment of a UCC Language Institute comprising Modern Languages and ESL, working in close collaboration with the business end of UCC International. Another consideration is the viability of launching revenue-generating, "packaged" immersion courses in, say Japanese, to tap into International student demand. Again, the existence of a Language Institute would facilitate such a venture. The process that will determine the vision and goals of Modern Languages is sufficiently important to warrant the use of a facilitator and perhaps the injection of funds for a retreat.

RECOMMENDATION 1 (a):

That the Modern Languages faculty launch an inclusive and collaborative process in which they develop a shared vision of the faculty's philosophies and values, a consensually arrived at set of goals, and an operational plan for moving towards those goals.

ACTION: Modern Languages faculty

RECOMMENDATION 1 (b):

That the Dean, Arts provide funding for a retreat to initiate the Modern Languages planning process and, if necessary, for the services of a professional planning facilitator.

ACTION: Dean, Arts

2. PROGRAM RE-STRUCTURING:

Once the vision, goals, and operational plan are in place, Modern Languages faculty may move to re-designing their offerings. Two major considerations to be factored into re-design are the met demand for French and German and the sizeable unmet demand for Spanish. To illustrate this point, Fall 2001/Winter 2002 waiting lists for classes in French recorded 39 unmet requests for French and 13 for German, as compared to 108 for Spanish. Although no figures exist for Japanese, International Education reports substantial demand from its clients to have more access to first and second year Japanese, and a second year Japanese section will be opened this Fall in response to that demand.

RECOMMENDATION 2 (a):

That Modern Languages faculty, the Chair, English and Modern Languages, and the Dean, Arts develop strategies to address the retention deficit from first-year to second-year courses, and the unmet demand in disciplines such as Spanish and Japanese. The latter may entail re-allocation of instructor resources.

ACTION: Modern Languages faculty; Chair, English and Modern Languages; Dean, Arts

Another major task will be the re-development and re-numbering of existing Modern Language courses to reflect the different levels of language skills with which students enter UCC. Until now, only French has

made any distinction among the various levels of skill with which first-year students enter UCC, with its FREN 100, 110 and 111 offerings; German, Spanish and Japanese offer only the standard 111/121 courses, followed by second-year. Both the Spanish and the German instructors shared with the Review Committee blueprints for a greater variety of courses that would accommodate more discrete levels of language proficiency among incoming students, and which would also cater to and stream those who, for example, want more conversation as opposed to composition/literature as opposed to grammar. The faculty should recognize that the language skills levels determined by each discipline will not necessarily be the same across the board, and that variations, especially between French and the other three languages will be likely.

RECOMMENDATION 2 (b):

That the Modern Languages faculty re-develop and renumber their first-year course offerings to respond to the different levels of language skills possessed by incoming students and the different predilections and needs of those students for different emphases of study (conversation, writing, literature, cultural studies, grammar).

ACTION: Modern Languages faculty

Access to and delivery of the Modern Languages Program also needs to be revisited. The Review Committee questions why such a high number – 37% – of language offerings are scheduled after 4:00 pm, and suggests that that proportion should be reduced to the 10%–15% average of other Arts disciplines. Questionable, too, on pedagogical grounds is the rationale for offering language acquisition courses in three-hour blocks, rather than in four one-hour sessions distributed throughout the week. The Committee concedes that in the past, evening scheduling may have been driven by the availability of the predominantly part-time instructors, but points out that with regularization, Modern Languages now has a preponderance of full-time instructors (seven full-time, three part-time), which would seem to entitle them to a larger proportion of day-time scheduling.

RECOMMENDATION 2 (c):

That the Chair, English and Modern Languages, and the Coordinator, Modern Languages, reduce the proportion of Modern Languages courses scheduled in the evening to the 10%-15% average of other disciplines, and wherever possible eschew three-hour instructional blocks in favour of the more pedagogically sound four single hours of instruction distributed throughout the week.

ACTION: Chair, English and Modern Languages; Coordinator, Modern Languages

A further suggestion for change in delivery format is that all four disciplines in Modern Languages offer a common “Principles of Grammar” (in English) to all first year students at the beginning of the Fall semester each year and thus eliminate the duplication of having each instructor teaching principles of grammar to each first-year section that they instruct. Such an economy of scale is achievable because of the integrated nature of the Modern Languages Program.

RECOMMENDATION 2 (d):

That Modern Languages faculty consider offering a common core “Principles of Grammar” to incoming first-year students at the beginning of each Fall semester to eliminate the duplication of having each instructor teach grammar in each introductory class.

ACTION: Modern Languages faculty

The next recommendation depends upon whether revenue-generation figures as part of Modern Languages’ vision and goals.

RECOMMENDATION 2 (e):

That, in light of the demand among International students for Japanese, Modern Languages faculty consider the possibility of offering revenue-generating, summer immersion course in Japanese via UCC Continuing Education.

ACTION: Modern Languages faculty

The final recommendation in this section pertains to recognition of Japanese as a permanent offering and to regularization of the Japanese instructor. Currently, International Education underwrites the Japanese instructor's salary and benefits; there is no budget line for Japanese, for supplies, professional development and other costs associated with offering the discipline.

RECOMMENDATION 2 (f):

That the Vice-President, Academic establish a budget code and budget line for Japanese in the base budget that covers such items as salary, benefits, supplies, duplicating, professional development, etc. associated with offering the discipline.

ACTION: Vice-President, Academic

3. RESOURCES:

Since language teachers are heavy users of media equipment, there is a clear and expressed need for a dedicated Modern Languages classroom. This would enable the storage of audio-visual equipment and tapes in one room instead of (as is currently the practice) shuffling the equipment from room to room.

RECOMMENDATION 3 (a):

That the Registrar explore with Modern Languages faculty, the Chair, English and Modern Languages, and the Dean, Arts the possibility of establishing a classroom dedicated to, and custom-wired for, Modern Languages instruction.

ACTION: Registrar; Dean, Arts; Chair, English and Modern Languages

Comments from faculty and students indicate the limitations of the equipment in the Modern Languages Laboratory, and Dr. Liddell, one of the external representatives on the Review Committee, confirmed that the early 1990s' technology there is out of date and out of touch with the new wave of Internet-based, interactive websites and CD ROMs that were developed in the late 1990s and continue to be enhanced. The Review Committee would therefore suggest to the Modern Languages faculty that before they proceed with a retrofit of the Language Lab, they consult widely and thoroughly with other institutions, and with state-of-the-art industry providers.

RECOMMENDATION 3 (b):

That the Modern Languages faculty send a representative to the University of Victoria for a tour and an explanation of how the Language Resource Centre works.

ACTION: Modern Languages faculty

RECOMMENDATION 3 (c):

That the Modern Languages faculty consult extensively with industry providers to ascertain what the state-of-the-art technology consists of; that they prepare a series of costed options; and that they submit these options to the Chair, English and Modern Languages and the Dean, Arts as soon as possible.

ACTION: Modern Languages faculty

RECOMMENDATION 3 (d):

That, upon selection of one of these options, the Dean, Arts forward it to the Vice-President, Administration and Finance, for inclusion as a high priority in next year's (2003-04) version of the Five-Year Capital Plan.

ACTION: Dean, Arts

The Review Committee found the Modern Languages Library holdings to be adequate for a two-year program, but inadequate for anything beyond that. Depending on the directions established in the Modern Languages' Vision and Goal setting process, the Review Committee urges the Modern Languages faculty to implement a systematic library acquisitions plan in support of whatever goals are determined.

Recommendation 3 (e):

That the Modern Languages faculty implement a systematic library acquisitions plan to support the realization of the program goals it establishes. This may entail appointing a Library Acquisitions Coordinator (as in English and Psychology) to oversee the development of library holdings in support of program goals.

ACTION: Modern Languages faculty

4. PROFESSIONAL DEVELOPMENT:

The Review Committee noted a paucity of professional development activities in the Modern Languages faculty résumés. This is not surprising, however, as until 2001, of the 10 faculty members, six were part-time or sessional employees and thus ineligible for professional funding. But with regularization of faculty, the ratio of full-time to part-time faculty has shifted to 7:3, and the Chair, English and Modern Languages should be encouraging Modern Languages faculty to plan and engage in comprehensive and systematic professional development activities. As Modern Language pedagogy is a fast-moving area, there is a need for language faculty to learn and re-learn their craft, to share their teaching methods with other faculty, and to build a sense of collegiality among themselves.

RECOMMENDATION 4 (a):

That the Chair, English and Modern Languages, and the Coordinator, Modern Languages, explore ways to expand the range of professional development opportunities for Modern Languages faculty and encourage them to take advantage of these opportunities.

ACTION: Chair, English and Modern Languages; Coordinator, Modern Languages

RECOMMENDATION 4 (b):

That, as part of the expansion of their professional development opportunities, UCC Modern Languages faculty arrange an annual meeting with their counterparts at Okanagan University College to discuss curriculum, pedagogy, and other matters of mutual concern. Other UCC-based activities might be offering mini-workshops on language teaching, and liaising with high school language teachers and language educators in the Faculty of Education.

ACTION: Coordinator, Modern Languages

RECOMMENDATION 4 (c):

That Modern Languages faculty liaise with the Study Abroad Coordinator to develop, promote and expand opportunities for faculty exchange.

ACTION: Modern Languages faculty

5. PROMOTIONAL ACTIVITIES:

The Review Committee formed the impression that in the last few years the Modern Languages faculty have kept a relatively low profile within UCC and the outlying community. In concurrence with the faculty whom it interviewed, it reached the conclusion that the program profile is in need of refurbishment. It feels that there is great potential for this, particularly through an expanded cadre of fulltime instructors, and suggests several strategies to achieve greater exposure.

RECOMMENDATION 5 (a):

That the Modern Languages faculty consider raising their profile by initiating programs of cultural events such as film series, outings, and language clubs for their students and interested members of the general public.

ACTION: Modern Languages faculty

RECOMMENDATION 5 (b):

That the Modern Languages faculty explore the possibilities of forging connections with other UCC disciplines, departments, and schools such Political Studies, Business, and Tourism, by either offering courses tailored to their students, or by undertaking joint ventures such as Spanish-American cultural studies and other such innovative partnerships.

ACTION: Modern Languages faculty

RECOMMENDATION 5 (c):

That Modern Languages faculty support and participate in the Study Abroad initiative, and actively encourage their students to avail themselves of opportunities to study abroad.

ACTION: Modern Languages faculty

Recommendation 5 (d):

That Modern Languages develop a web page on the UCC website with, for example, program, course, bursary information, and opportunities to study abroad. Also included should be UCC credit arrangements for language studies at the Summer Language Bursary Program and through Katimavik.

ACTION: Coordinator, Modern Languages

Recommendation 5 (e):

That the Modern Languages faculty approach or (if they have already done so) continue to approach German-speaking, French-speaking, Spanish-speaking, and Japanese-speaking embassies and consulates, and such agencies as the Japanese Foundation in Vancouver, with a view to obtaining book prize donations or other cultural contacts.

ACTION: Coordinator, Modern Languages

6. ADMINISTRATION, POLICIES, AND PROCEDURES:

In the course of the interviews, the Modern Languages instructors conveyed the impression that they were quite happy with the current departmental structure in which they are operating, that is, as a part of the English and Modern Languages Department. In light of their diminished profile in recent years, however, the Review Committee wonders if a case could be made for separating the existing department into two departments – a Department of English, and a Department of Modern Languages – or even going a step further and amalgamating with the CESL Department to create a UCC Language Institute. The latter would provide much more autonomy than Modern Languages currently experiences, and freedom, for example, to generate revenue for language laboratory staffing and equipment, which would otherwise be hard to justify. The Review Committee encourages Modern Languages faculty to debate these issues.

Recommendation 6 (a):

That Modern Languages faculty as a group debate the advantages and disadvantages of separating from English and operating as a Department of Modern Languages, or alternatively, amalgamating with the CESL Department to create a Language Institute.

ACTION: Modern Languages faculty

Whether or not the outcome of the debate is to stay with English, Modern Languages faculty need to develop policies and procedures to govern their operation. The Review Committee found no evidence of any guidelines or policies governing, for example, workload, scheduling, and timetabling, or any governing the extent and equity of library and instructional aid acquisitions. Granted, these policies exist in the *English and Modern Languages Handbook*, but the question is whether they are being invoked and implemented by Modern Languages as distinct from English. A second question is whether or not these policies are appropriate to Modern Languages, or whether separate, Modern Languages-specific policies need to be developed.

Recommendation 6 (b):

That Modern Languages faculty review the *English and Modern Languages Handbook* to determine which policies apply to and should be implemented by them, and to identify areas of operation where separate Modern Languages policies may need to be developed for inclusion in the Handbook.

ACTION: Modern Languages faculty

7. ACADEMIC STANDARDS:

The Review Committee noted that, with the exception of Spanish, grades distributions in Modern Languages fall within accepted institutional norms. It was assured that in spite of the high skew in Spanish, that problem has been addressed and corrected. Nevertheless, the Committee feels that annual monitoring of grades by all Modern Languages faculty, and the Chair, English and Modern Languages, would be beneficial not just as a checking and review mechanism but as a platform for faculty discussion of grading values and allocations, appropriate discriminations, and appropriate curriculum.

Recommendation 7 (a):

That the Modern Languages faculty and the Chair, English and Modern Languages meet annually to review Modern Languages' grades and to discuss matters arising from these, such as grading values, appropriate discriminations, and curriculum.

ACTION: Chair, English and Modern Languages; Modern Languages faculty

The Committee also noted wide variations in the course outline format in Modern Languages; in the event that all course lines are posted on the UCC website, this will pose problems as some will not comply with web standards.

Recommendation 7 (b):

That the Modern Languages faculty re-develop their course outlines according to the recommended Educational Planning and Program Review (EPPR) Committee format so that all their course lines comply with website specifications.

ACTION: Modern Languages faculty; Coordinator, Modern Languages

APPENDIX A **METHODOLOGY**

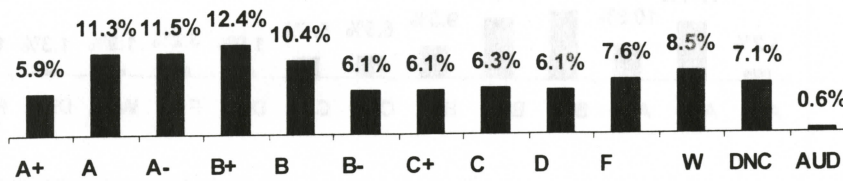
The data were collected in the following ways:

- 1) Consultation took place with the Modern Languages faculty on the design of the surveys.
- 2) The criterion for inclusion in the survey for former students was the completion of a minimum of 12 language credits (97/FA to 01/FA) and not taking any more language courses.
- 3) The criterion for inclusion in the survey for current students was based on a random selection at a ratio of 1 to 2 from the total number of registrants in modern language courses for the Winter 2002 semester.
- 4) Surveys were administered to Modern Languages faculty, current students, and former students. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously.
- 5) "Descriptive Data" on the Modern Languages' objectives, course outlines, etc., were solicited from members of the Modern Languages faculty.
- 6) Data on enrolment figures, graduation rates, gender and grade distributions, etc., were provided by the Office of Institutional Research and Planning.
- 7) The following people associated with the program participated in the review process or were interviewed:
 - Cara Cadre, Instructor, Japanese
 - Annette Dominik, Assistant Professor, French/Spanish/Linguistics
 - Margarita Lopez, Instructor, Spanish
 - Simon Nankivell, Instructor, Spanish
 - Dr. Brigitta O'Regan, Assistant Professor, German
 - Four students from French, German, and Spanish
 - One email response from a former German student

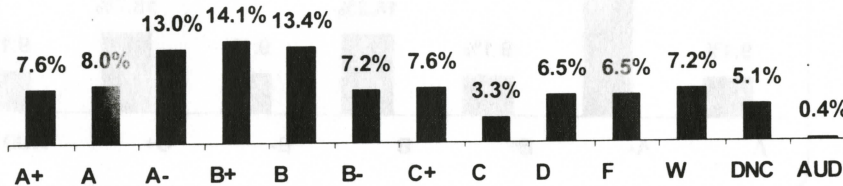
APPENDIX B

GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

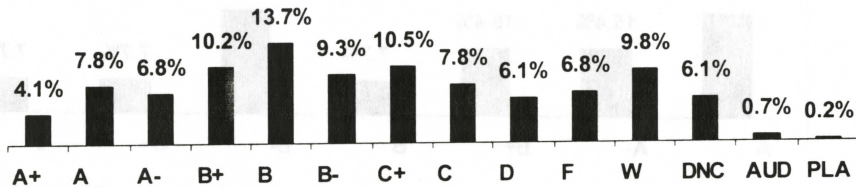
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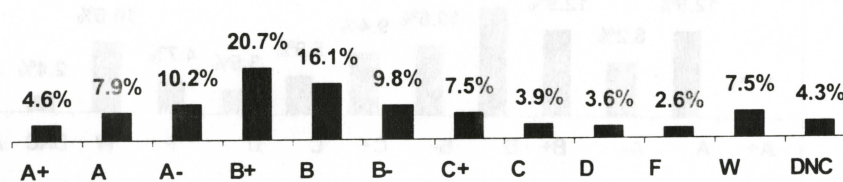
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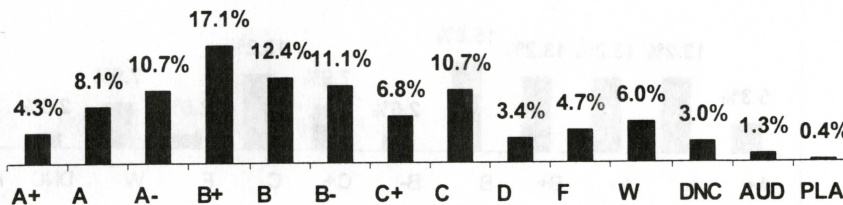
FREN 110: Intermediate French 1
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FREN 111: 1st Year University French 1
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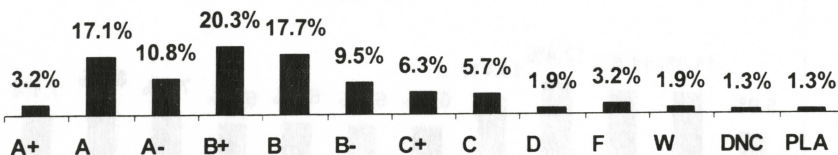
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GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

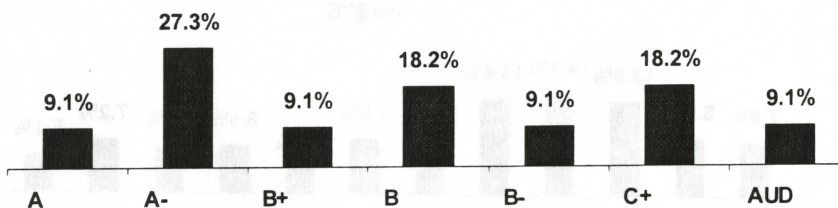
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n=158



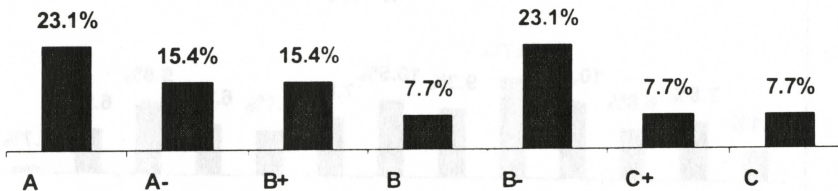
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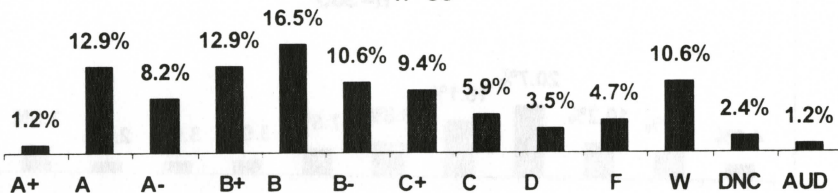
FREN 206: Oral French Practice 2

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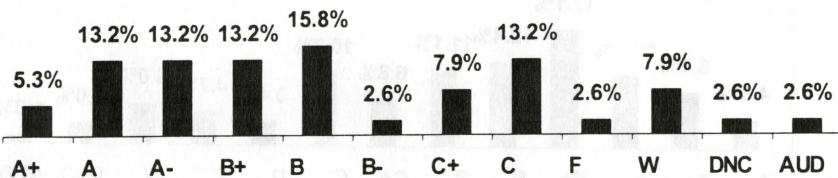
FREN 211: STUDIES IN FRENCH LANGUAGE AND COMPOSITION 1

n=85



FREN 212: FRENCH LITERATURE 1

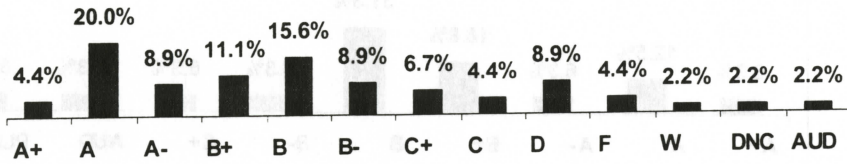
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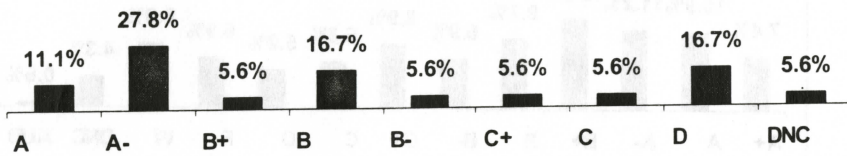
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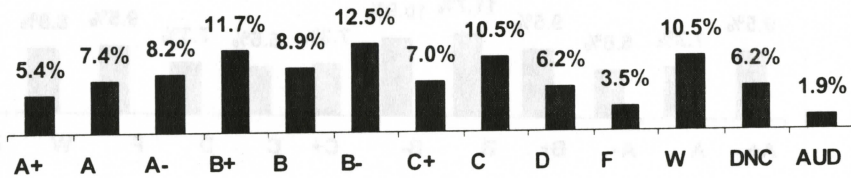
FREN 222: FRENCH LITERATURE 2

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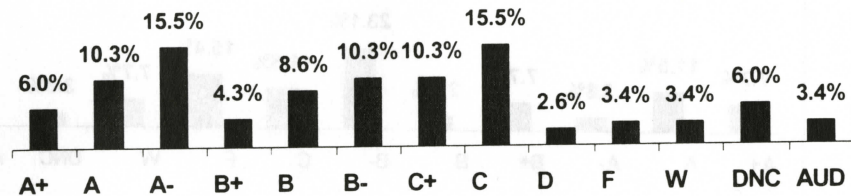
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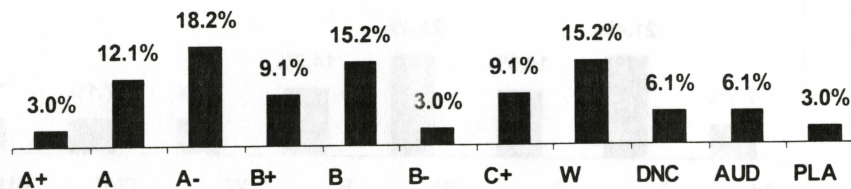
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GERM 211: INTERMEDIATE GERMAN 1

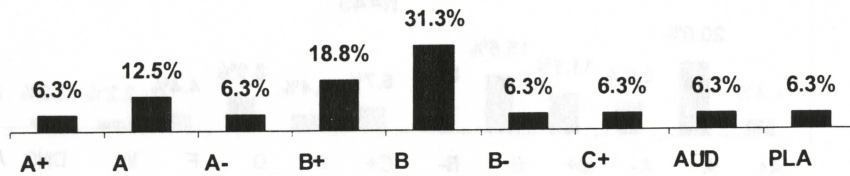
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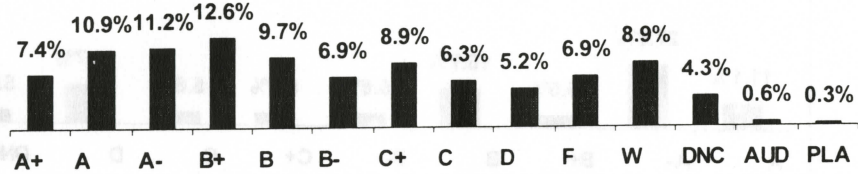
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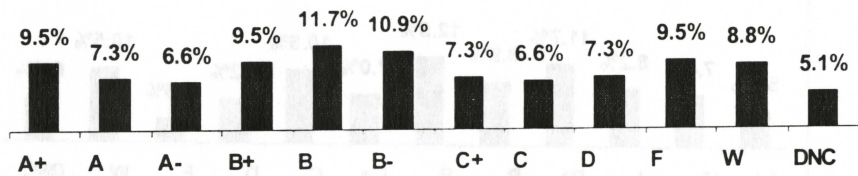
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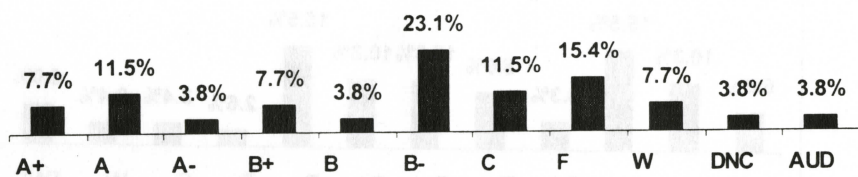
JAPA 121: INTRODUCTORY JAPANESE 2

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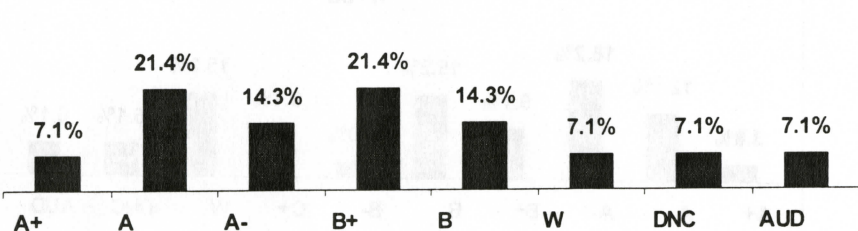
JAPA 211: INTERMEDIATE JAPANESE 1

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JAPA 221: INTERMEDIATE JAPANESE 2

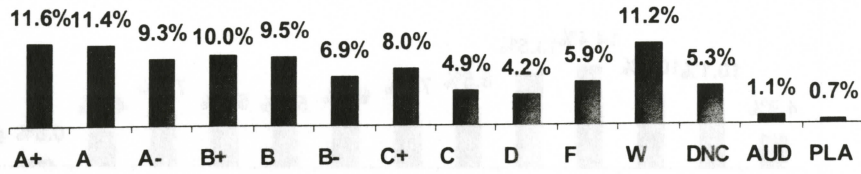
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GRADE DISTRIBUTIONS: 97/FA – 01/FA BY COURSE

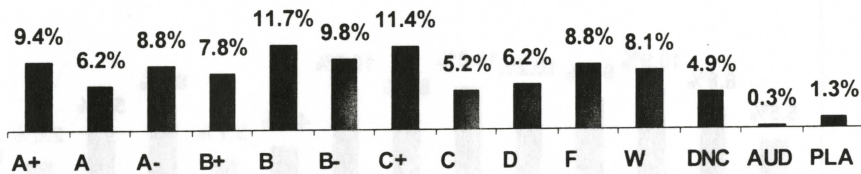
SPAN 111: INTRODUCTORY SPANISH 1

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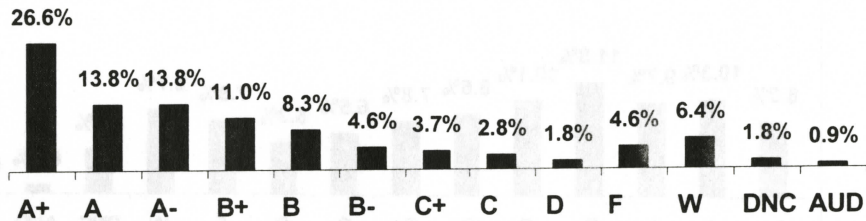
SPAN 121: INTRODUCTORY SPANISH 2

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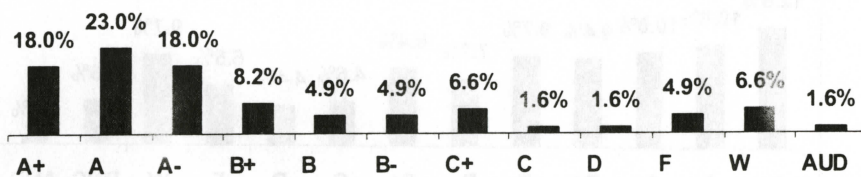
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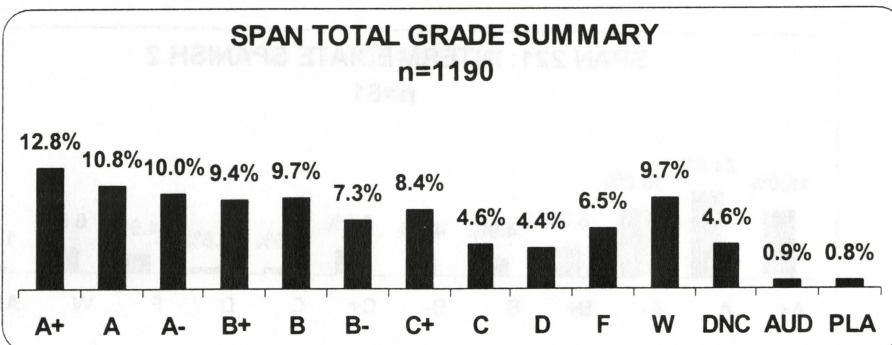
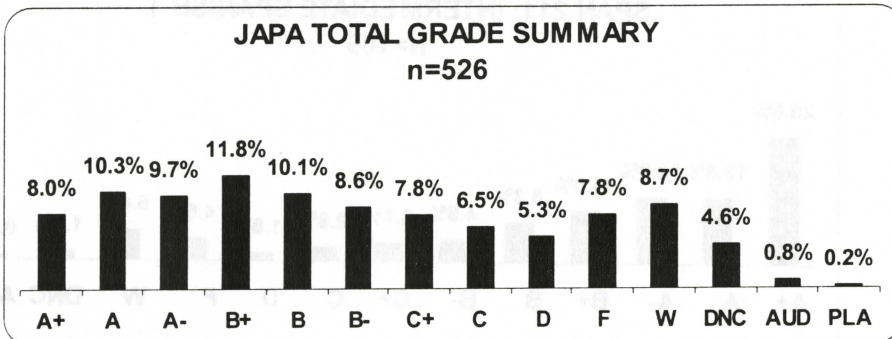
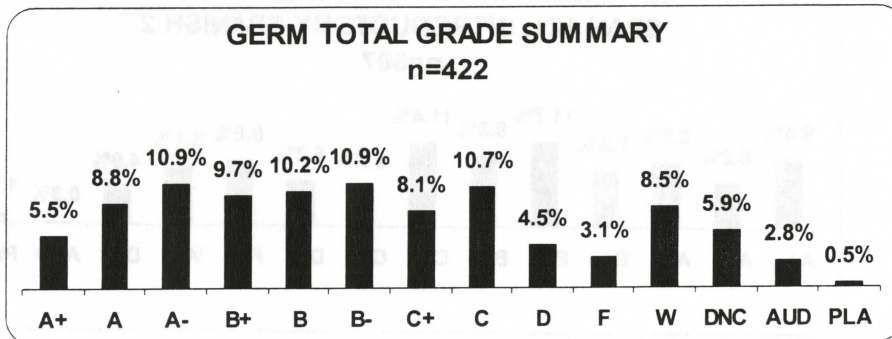
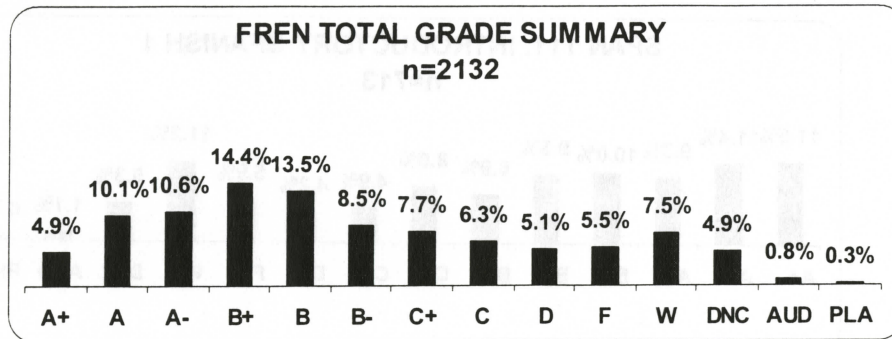


SPAN 221: INTERMEDIATE SPANISH 2

n=61



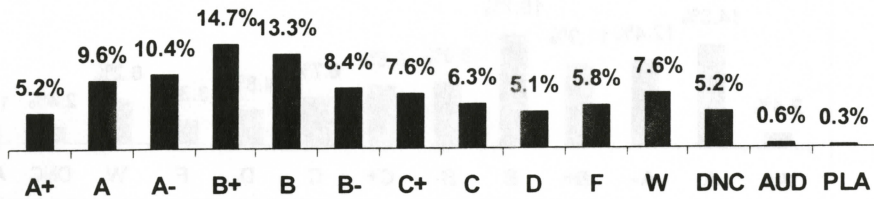
TOTAL GRADE DISTRIBUTIONS: 97/FA – 01/FA BY LANGUAGE



YEAR 1 GRADE DISTRIBUTIONS: 97/FA – 01/FA BY LANGUAGE

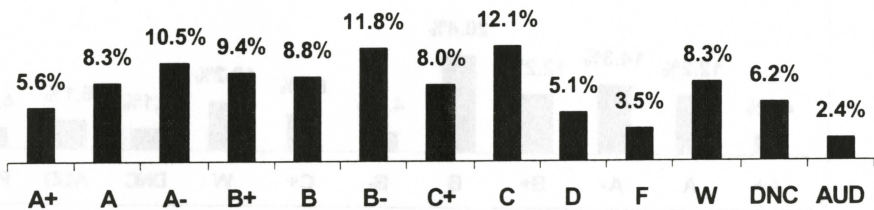
FREN 1ST YEAR GRADE SUMMARY

n=1922



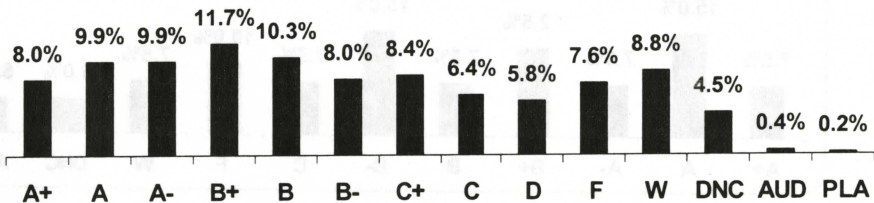
GERM 1ST YEAR GRADE SUMMARY

n=373



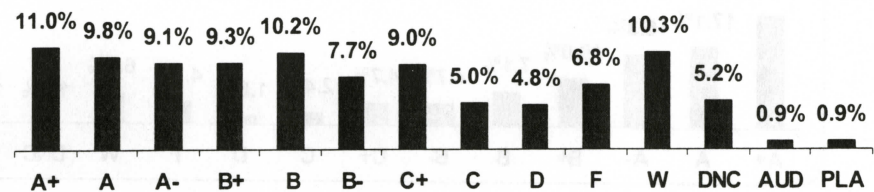
JAPA 1ST YEAR GRADE SUMMARY

n=486



SPAN 1ST YEAR GRADE SUMMARY

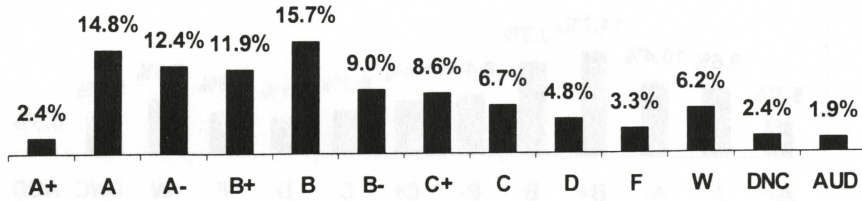
n=1020



YEAR 2 GRADE DISTRIBUTIONS: 97/FA – 01/FA BY LANGUAGE

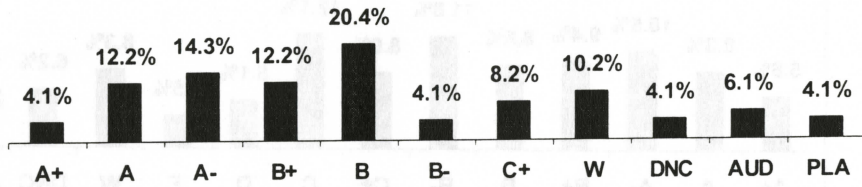
FREN 2ND YEAR GRADE SUMMARY

n=210



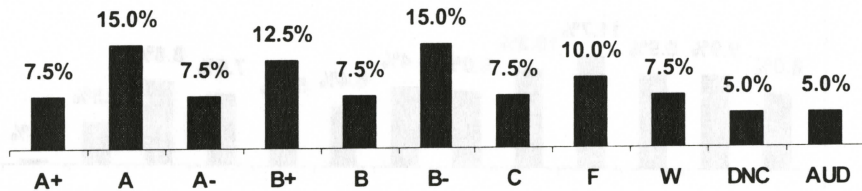
GERM 2ND YEAR GRADE SUMMARY

n=49



JAPA 2ND YEAR GRADE SUMMARY

n=40



SPAN 2ND YEAR GRADE SUMMARY

n=170

