Santa Rosa Junior College

Program Resource Planning Process

World Languages 2022

1.1a Mission

In the increasingly interconnected and multicultural world of today, the benefits, both personal and professional, of bilingualism are greater with each passing year. The World Languages Department contributes to creating connections among area residents and between our area and the world by offering an array of courses in seven languages.

The mission of the World Languages Department is to provide quality lower division instruction to students intending to transfer to a four-year college or university and students pursuing an associate degree or certificate. Additionally, we provide language instruction for professional development. Our mission supports the global and multicultural goals of the College by promoting understanding of and respect for other nations and cultures, and by providing students with a foundation in international history and culture that enables them to pursue their educational and personal goals.

1.1b Mission Alignment

Our department's mission overlaps that of the College in many areas. They are:

1. Promote student learning (of language and culture) throughout our diverse communities by increasing the knowledge, improving the skills and enhancing the lives of those who participate in our programs and enroll in our courses.

2. Provide lower division academic and vocational education (in language and culture) and education, training, and services to advance economic development and global competitiveness (bilingualism being an economic asset).

3. Commitment to:

• Serving the educational needs of our students and our community through programs and courses that maintain high academic standards and develop a respect for learning in all of our students.

• Developing intellectual curiosity and integrity, and recognizing accomplishment in an atmosphere of academic freedom.

• Offering courses and programs which reflect academic excellence and integrity and which serve the variety of needs and abilities of our students.

• Responding to economic, demographic, intellectual, and technological changes through educational program development and staff development.

• Helping students succeed in meeting their educational goals by providing comprehensive instructional and student support services.

• Challenging students to participate fully in the learning process by teaching students to be responsible for their academic success.

• Preparing our students for participation as citizens at the local, national and global levels.

• Promoting awareness of and maintaining sensitivity to ethnic, cultural and gender diversity within our student body, faculty, staff, administration and course offerings.

• Promoting open access through actively eliminating barriers to a college education.

• Contributing to the cultural life of our community by presenting enrichment opportunities to our students.

1.1c Description

The World Languages Department offers transferable courses in ASL, Chinese, French, German, Italian, Japanese and Spanish. These courses meet the foreign language requirements for any four-year university. The Department also features a digital language laboratory to enhance each student's learning experience.

1.1d Hours of Office Operation and Service by Location

Hours of Office Operation and Service by Location:

Class times vary, starting as early as 8:30 AM and as late as 7:00PM. Most 4-unit courses meet twice a week for two hours at a time, plus an additional online requirement of one hour per week. 3-unit conversation classes meet once a week for 3 hours and typically are held during the evening. Post-COVID, approximately 50-60% of language courses are offered online.

Pre-COVID, the foreign language laboratory operated Mondays through Thursdays from 8:00AM-8:00PM, Fridays 8:00AM-5:00PM. The lab is no longer open on Saturdays. It is not open during summers.

Post-COVID, the language lab hours of operation are still evolving but currently are Tuesdays and Thursdays from 12pm-5pm.

1.2 Program/Unit Context and Environmental Scan

We currently have two majors, Spanish and French. Both were hard hit by the recession and it is difficult to assess what these programs would have looked like if they had been allowed to grow organically. We have deactivated a number of Spanish courses, removing them from the list of electives for the major and are now gradually re-introducing them. This is proceeding slower than we would like primarily because we are understaffed and do not have the Spanish faculty resources necessary to handle all pending curricular and administrative tasks in an expeditious manner. Not only do the courses need updating, but several, in part due to changes in repeatability, need to be completely rewritten or expanded into a second course.

Vocationally, job opportunities in virtually any field are increased by knowledge of Spanish, and all demographic indicators show that this will only increase in the future. This underscores the importance of maintaining a vigorous Spanish program. In Fall 2013 Spanish conversation classes were re-introduced. These are important both as a bridge within the Spanish major and to many in the community who look to enhancing their professional skill set by acquiring basic Spanish linguistic competence. Along with these basic conversation classes, we hope to begin the offering of specific needs classes (such as Spanish for Health Professionals, for Educators, and for Agriculture (Wine Industry) if FTEF is allocated. These courses are being requested both within SRJC and by the community. Specifically, we will be developing credit Spanish skills certificates in the following areas: Beginning Spanish for Health Occupations, Beginning Spanish for Law Enforcement Professionals, Beginning Spanish for Wine Industry Professionals.

As a Hispanic-Serving institution, we are developing curriculum to service this demographic. Span 2 for Heritage Speakers was approved, and is now called SPAN 40.   Span 3 for Heritage Speakers, SPAN 41 was also approved and is currently offered as part of our Spanish major. Both of these classes are offered each semester to support our native Spanish speakers.

Additionally, students can now take SPAN 1 via Credit By Exam. This will enable students with existing skills in the language to progress more rapidly in their language and other studies. And, of course, we continue to customize curriculum specifically for this unique population. We hope that these two projects will work synergistically to identify and support this demographic, preparing Heritage Spanish students to build upon existing language skills and increasing their marketability in the labor force.

American Sign Language, ASL, is currently one of our most popular languages. The classes fill regualarly to full capacity with 33 students (28 seats + 5 seat waitlist). Student interest in the language rose in the 20 years since the passage of the Americans with Disability Act, creating an increased need for interpreters in health care, government and workplace settings. SRJC is in a

good position to strengthen this program - Ohlone in Fremont is the closest school offering a full ASL program. There are a variety of possibilities we are considering, such as partnering with local businesses and other schools and creating credit certificate programs for different vocations.

We now have a new full-time instructor for the French program. We are exploring ways to partner with local high schools to offer dual enrollment French courses in locations that no longer offer French. We are also hopeful about future partnerships with local wineries.

2.1a Budget Needs

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0025	Santa Rosa	02	01	$800.00	

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Lab Assistant III	40.00	12.00	Manages, monitors and supervises Language Lab, assists students, maintains inventory. Is also now providing administrative support for the Study Abroad Program. With program growth and summer study abroad reinstated, we need this position for 12 months, not just the current 10.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dept. Chair (49 % release time)	17.50	10.00	49% release time is an inadequate compensation for the WL Dept Chair. Given the particular unit configuration in our Dept (16 unit per semester for FT load), the Dept Chair earns less than they would earn teaching their normal load. This is not only unjust, considering the work volume Chair duties entail, but it also deters FT faculty from wanting to serve as Dept Chair. This discrepancy needs to be corrected. Because of this discrepency no faculty from the World Language Department stepped forward to be chair and the department selected an out of department faculty member for the 2019-2020 year.
	40.00	12.00	

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties

2.2d Adequacy and Effectiveness of Staffing

We have a Laboratory Assistant III (has assignment for study abroad and MC/ASL support; we need this person to be 12 months not 10).

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type

2.3a Current Contract Faculty Positions

Position	Description
3 Spanish positions	1 FT faculty teaches entirely in Petaluma. 2 FT faculty teach in Santa Rosa.
1 French position	1 full-time French faculty recently hired to replace retired faculty member.
0 German position	Retired May 2016.
2 ASL positions	Both teach entirely in Santa Rosa
0 Italian position	Retired

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
ASL	1.0000	23.5000	3.5000	76.5000	ASL contract teaching is significantly below district average in comparison to
French	1.0000	50.0000	1.0700	50.0000	Several classes have been cut from the French schedule, leaving half classes to be taught by contract faculty.
German	0.0000	0.0000	1.0700	57.0000	The only full timer in German retired May 2016. The program is entirely taught by Adjuncts.
Italian	1.0000	50.0000	1.0700	50.0000	Half of the program-- ie, conversation courses-- has been cut from the Italian schedule. Half of the classes are taught by adjuncts, the other half by one contract faculty.
Spanish	3.5000	38.5000	4.0000	61.5000	Program is at a standstill without more contract faculty. LT is on 50% phased-in retirement and will retire at the end of F18. One other will on 80% phased-in retirement starting F18. One other will teach 80% in F18 due to load re-balancing. .

2.3c Faculty Within Retirement Range

1 Spanish instructor retired in December 2019. 1 Spanish faculty hired in August 2020. 1 hired in August 2022.

The German faculty retired May 2016. The program has currently no anchor.

A French FT instructor was hired in August 2022 to serve as the anchor faculty.

The only Italian FT instructor retired in May 2019.

This will leave Chinese / French / German / Italian / Japanese with no anchor faculty, a situation that should be planned for.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

WL <u>**Department**</u> **need:**

#1 FT Japanese and/or Chinese Faculty

• There is an ever increasing demand for Japanese and Chinese classes and most of the current ones are at full capacity. The World Languages Department is requesting a full-time faculty member to provide:

o instructional and programmatic growth/ innovation in the Japanese and/or Chinese programs, such as transfer and local majors.

o expertise and demonstrated success in hybrid/ online instruction. *This faculty member would not only teach in these alternative modes, but would also provide training and mentorship for their department colleagues.*

o essential pedagogical and organizational leadership to the World Languages Department in general. *This position is core to departmental functioning as a whole, not just to these language programs.*

#2 AMERICAN SIGN LANGUAGE FT FACULTY

 There is an ever increasing demand for ASL classes and most of the current ones are at full capacity. There are two instructors who are extremely stretched by the many program responsibilities (curric. development, scheduling, faculty evaluations, outreach and hiring). This faculty members sometimes teach an extra course to staff the sections students currently need. We are encountering difficulties finding qualified and reliable Adjunct instructors who can teach

the large number of ASL classes, especially now that two new courses have been added to the program. In addition, we have the opportunity to teach ASL in several local high schools however do not have enough instructors to offer these dual enrollment courses. Therefore, the program has not been able to grow to meet community needs.

An additional FT ASL instructor would enable the ASL program to run more effectively and meet increasing demand from our students, high school students and the community at large. This is a program that exhibits great enrollment numbers which would be boosted by the addition of a FT faculty. The high school dual enrollment program will be able to thrive with an additional full-time faculty member.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	02	01	Japanese Instructor	Japanese is an increasingly popular language with the potential to expand with an anchor faculty member.
0002	ALL	02	01	ASL Instructor	ASL is the second largest program (after SPAN) within WL&ASL. They currently have two full-time faculty but could expand with additional faculty support.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Laptops
Due to the Pandemic, the need to teach more online and hybrid classes has increased.Therefore, the use of a laptop is going to be a necessary tool for instructors teaching different modalities.

Wireless Headphones
The use of wireless headphones would be a great asset for instructors to help eliminate unwanted noises and to stay focus while on Zoom. The wireless headphones will prevent from tripping over cables and thus keep students better engaged on the activities being presented.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	USB Microphone, TONOR Cardioid Condenser Computer PC Mic with Tripod Stand, Pop Filter, Shock Mount	5	$42.99	$214.95	Jessica Pardoes	Emeritus 1525	Jessica Pardoe

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00		0	$0.00	$0.00			
0000	ALL	00	00		0	$0.00	$0.00			
0000	ALL	00	00		0	$0.00	$0.00			
0001	ALL	00	00		1	$0.00	$0.00			

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Other	00	00		0	$0.00	$0.00			
0000	Other	00	00		0	$0.00	$0.00			

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	07	Urgent	Emeritus	1525	$8,000.00	Entrance to language lab: Automatic door opener (hard-wired) plus installation
0002	Santa Rosa	04	01	Urgent	Emeritus Lab	1599	$20,000.00	STUDENT DESK FIXED HEIGHT with LAMINATE TOP WITH securEdge HLD-L3F

2.5b Analysis of Existing Facilities

The current Language Lab entrance door impedes students with physical disabilities (wheelchairs, crutches, etc) when entering the Lab unless somebody assists them. These students often wait at the door for minutes until somebody sees them and opens the door for them. There is a constant flow of students coming to the Lab not just for audio-work, but also to meet and conference with their teachers (some instructors hold their office hours in the Lab).In this respect, we have been out of ADA compliance for some time now.

3.1 Develop Financial Resources

As the surrounding high schools increase their required course enrollment numbers language courses are being cut at the highschools (such as Chinese courses in the Santa Rosa City Schools District). This is an opportunity for SRJC to introduce language offerings to the high school counselors and promote dual enrollment courses on high school campuses. Based on student and teacher feedback we have shifted some of our class times to begin at 4pm as opposed to 3pm to allow high school students traveling to the main campuses the opportunity to finish their highschool day and make it to their SRJC language course.

We also communicate and take suggestions from counselors, teachers and parents of local highschools alerting us to program needs. Japanese has been requested for several years. Through the 2018-2019 year the curriculum was developed and re-established so that World Languages could offer a transfer level Japanese 1 and transferl level Japanese 2 course. Upon adding one JAPAN 1 course to the Fall 2019 schedule, it immediately filled. We added a second JAPAN 1 course which also immediately filled.

3.2 Serve our Diverse Communities

During the hiring process, we do a thorough and consistent evaluation of the candidates' sensitivity to the needs of our diverse student population(s). Included in our job announcements is the statement that "Because the ability to serve students from broad cultural heritages, socioeconomic backgrounds and genders is a key commitment of the College

mission, SRJC actively encourages applications from candidates who recognize the value that diversity brings to a professional educational community."

We include lessons in cross-cultural differences in all our language classes. Also, due to the high percentage of Latino students enrolled in many of our language classes faculty are either including or seeing the need to include "bridging" information and strategies from Spanish to the target language, so that native and heritage Spanish speakers may experience greater learning success, retention, and persistence.

We create a multicultural, multilingual environment in our department featuring a richly diverse visual landscape, information about world cultures and resources for studying abroad.

3.3 Cultivate a Healthy Organization

Patty Warne and her student assistant are now fully trained in the functioning of our digital lab. Patty Warne is now also providing administrative support to the Study Abroad Program. She is overseeing the laboratory as well. She is the principal contact for students considering study abroad programs.

3.4 Safety and Emergency Preparedness

3.5 Establish a Culture of Sustainability

Faculty are increasingly using electronic formats for distribution of homework and handouts, thus reducing the amount of paper, ink, and space being utilized for instruction.

4.1a Course Student Learning Outcomes Assessment

In 2015 the department identified what courses required assessment as per the 6-year course assessment rotation cycle. There were significant disparities between the Sharepoint data and our own internal data. That has now been reconciled and courses not currently being taught

have been removed from the rotation list. By Spring 2015 all of the courses still being offered have been assessed.

Since five languages (French, Italian, German, Spanish and ASL) we are currently teaching have a 1-4 core sequence, we have decided to create a common course assessment grid, so that a particular level for each language will be assessed at the same time. Courses not in that common 1-4 sequence will be assessed the following year. There will be a few anomalies until everyone is on track.

Year 1 Completion of any overdue course assessments
Year 2 Level 4
Year 3 Level 3
Year 4 Level 2
Year 5 Level 1
Year 6 50 series classes

4.1b Program Student Learning Outcomes Assessment

 The M&CL Department has two majors.
The Spanish major was assessed Spring 2023.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	ASL 2	Fall 2014	Fall 2014	N/A
Course	ASL 3	Fall 2014	Fall 2014	N/A
Course	ASL 4	Spring 2015	Spring 2015	N/A
Course	FREN 1	Spring 2008	Spring 2008	Fall 2008
Course	FREN 2	Fall 2008	Fall 2008	Spring 2009
Course	FREN 3	Fall 2009	Spring 2014	Spring 2014
Course	FREN 3	Fall 2013	Spring 2014	N/A
Course	FREN 4	Fall 2014	Fall 2014	N/A
Course	FREN 50C	Spring 2008	Spring 2008	N/A
Course	GERM 1	Fall 2014	Fall 2014	N/A
Course	GERM 2	Fall 2014	Fall 2014	N/A
Course	GERM 3	Spring 2014	Spring 2014	N/A
Course	GERM 4	Spring 2014	Spring 2014	N/A
Course	ITAL 1	Spring 2014	Fall 2014	N/A
Course	ITAL 2	Spring 2008	Spring 2008	N/A
Course	ITAL 3	Spring 2014	Spring 2014	N/A
Course	ITAL 4	Spring 2014	Spring 2014	N/A
Course	ITAL 50A	Spring 2010	Fall 2010	Spring 2011
Course	SPAN 1	Fall 2009	Spring 2010	Fall 2010
Course	SPAN 2	Spring 2010	Fall 2010	Spring 2010
Course	SPAN 3	Spring 2010	Spring 2011	Fall 2011
Course	SPAN 4	Fall 2014	Fall 2014	N/A
Course	SPAN 49	N/A	N/A	N/A
Course	SPAN 50A	Spring 2008	Spring 2008	N/A
Course	SPAN 50B	N/A	N/A	N/A
Certificate/Major	ASL 1	Fall 2014	Fall 2014	N/A
Certificate/Major	SPANISH	Fall 2014	Fall 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
ASL1		X	X	X	X		X	X	X	X	X	X	X	X	X	
ASL2		X	X	X	X		X	X	X	X	X	X	X	X	X	
ASL3		X	X	X	X		X	X	X	X	X	X	X	X	X	
ASL4		X	X	X	X		X	X	X	X	X	X	X	X	X	
ASL5		X	X	X	X		X	X	X	X	X	X	X	X	X	
FREN 1	X	X	X	X			X	X	X	X	X	X	X	X	X	X
GERM 1	X	X	X	X			X	X	X	X	X	X	X	X	X	X
ITAL 1	X	X	X	X			X	X	X	X	X	X	X	X	X	X
SPAN 1	X	X	X	X			X	X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

5.0 Performance Measures

The WL department has no unique, discipline specific performance measures in place.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Our program needs to improve dual enrollment options at high schools. We used to offer several off-campus classes in Windsor High School, Santa Rosa High School, Analy High School, Healdsburg High School, Montgomery High School, Elise Allen High School and Petaluma Valley Hospital in addition to the classes at the Santa Rosa and Petaluma campuses. Currently we offer courses only on the Petaluma and Santa Rosa campuses with one ASL offering scheduled off-

campus for the fall. This has impacted our programs, since many students who would attend a class at an off-site location will not/cannot attend that same class on campus. We have an opportunity to fill the gap at high schools where many language programs have been cut.

Post-COVID, the WL department has been offering approximately 50-60% of its courses online. These online options have proven popular with students. We are still experimenting with times and modalities but are certain the online options will remain an important part of our programming.

The department has made every effort to pivot with the changing student population and provide transfer accepted coursework for students. In 2014 the Spanish program continued development of a more efficient program for Heritage Speakers, adding Spanish 40 for Heritage Speakers which is the equivalent course to Spanish 2 for non-native speakers. In Fall 2013 the course was approved by UC for transfer in Fall 2014. The comparable course for Spanish 3, Spanish 41, has also been written and is currently offered as a transfer accepted course. In Spring 2015 a Credit By Exam option for SPAN 1 was approved.

We are experimenting with accelerated 8-week courses in the Spanish program at the Petaluma Campus. Students will have the option to complete the entire Spanish pathway within one year with this format.

5.2a Enrollment Efficiency

Latest District Average is   87.2% (Fall 2013), 80.8% (Spring 2014), 93.4 (Summer 2014) and 89.5 (Fall 2014)

ASL is at 94% (SP 2018), 110.5% (SU 2018) and 82.2% (F 2018)

French is at 68.8%, 107.1% and 74.8%

German is at 71.4%, 64.3% and 76.8%

Italian is at 80.0%, 50.0%, and 63.8.3%

Spanish is at 74.1%, 83.2% and 78.7%

Enrollment efficiency is sufficient for all our classes with the greatest need in ASL and online Spanish offerings. As the community demographics shift and unemployment is low, we see the trend of one-time weekly meetings for language classes being highly sought after as well as a need for a wide range of class offerings throughout the day. An increase in high school enrollment has shifted our 3-5pm courses to 4-6pm time slots, allowing high school students to attend their language courses after their traditional school day ends.Clearly, it is not pedagogically ideal to have over 100% enrollment in an ASL class. In addition to satisfying student interest by offering additional classes in the summer, attrition seems to be lower during the summer, which of course ultimately contributes to our primary goal in offering a class: successful completion.

5.2b Average Class Size

SANTA ROSA:

Average class size for Spring 2018, Summer 2018 and Fall 2018

American Sign Language: 26.5, 33, 23.6
French: 18.8, 30, 20.3
German: 20, 18, 21.5
Italian: 23.5, 14, 16.6
Spanish: 21.3, 19.3, 21.7

PETALUMA:

American Sign Language: 26.7, 28, 29.3
French: 19, n/a, 19
German: n/a, n/a, n/a
Italian: 16, n/a. 19
Spanish: 20.8, 24, 22

District Average Class size in Spring 2014 is 23.3, Summer 2014 is 26.4, and Fall 2014 25.7

Important to note is that for pedagogical reasons language classes have an enrollment limit of 28. The classes showing an average class size over that can be attributed to the instructors' increasing class limits to allow students greater accessibility during a time when fewer classes were being offered.

We are now holding classes only in Santa Rosa and Petaluma with one ASL 1 class offered at Windsor High School. Summer offerings have been largely curtailed with the exception of Spanish. There is very significant student interest in having summer classes for all languages re-instated.

5.3 Instructional Productivity

Spring 2018, Summer 2018, Fall 2018

American Sign Language: 13.04, 15.17, 11.51
French: 12.72, 22.30, 13.56
German: 12.50, 13.38, 13.44
Italian: 13.45, 10.21, 10.80

Spanish: 11.61, 13.53, 13.48

Most significantly, this ratio is impacted by pedagogical limitations. We have a student limit of 28 per classroom. The waitlists are at 5 students which means language courses (especially online synchronous Spanish and ASL have 33 students).

5.4 Curriculum Currency

Spanish: All academic courses are current.
German: All academic courses are current.
Italian: All four academic courses are current.
French: All four academic courses are current.
ASL: All academic courses are current.

5.5 Successful Program Completion

(NOT updated 2019)

All five disciplines have developed a rotation plan, all on a yearly basis so that students can get through all four levels in a timely manner.

We have two disciplines, Spanish and French, which offer a major. The French major was approved for Spring 2012, and a revision of the Spanish major is in process, which will take effect Fall 2012 and hopes to better delineate possible course paths, as well as updating required and elective courses to better reflect current class availability. It is additionally hoped that the revised Spanish major will more clearly direct students with previous Spanish coursework or knowledge, including Heritage Speakers.

Number of students who completed the Spanish major:
2006-2007: 8
2007-2008: 11
2008-2009: 5
2009-2010: 9
2010-2011: 10
2011-2012: 9
2012-2013: 18
2013-2014: 16

Number of students who completed the French major:

2012-2013: 4
2013-2014: 5

There are tutors in most of our languages available to help students at the tutorial center; some languages continue to experience challenges in having students commit due to inadequate level of pay for peer tutors.

Both Italian and ASL plan on submitting proposals for majors, and we are researching a dual/ multiple language major, as we're noting that there's a growing trend in students taking more than one language (SPAN-FREN-ITAL appears to be the most common configuration).

5.6 Student Success

(NOT updated 2019)

All data listed as: S14/ M14/ F14

A. District average retention rate: 75.3, 85.2, 75.9

American Sign Language, at 83.9, 98.2, 83.2
French, at 72.3, 70.4, 72
German, at 80.3, n/a, 78.5
Italian, at 75.6, 73.3, 75
Spanish, at 70, 83.9, 71.8

While some of these figures are close to or above the District's average retention rate, Spanish retention, except for summer, is lower. This is a continuing concern to our Department and in fact we had a Department meeting in Fall 2013 to address the problem. The low retention rates are concentrated in Spanish 1, which attracts a distinctly more immature demographic - students who are unprepared for college or have taken a high school language class in the past which required little effort. There is a noticeable lack of commitment and follow-through in this area. We will be discussing what we can try to increase these numbers.

B. District average completion rate is 70.4, 83.3, 71.4

MCL completion rates:

American Sign Language 78, 98.2, 78.6
French: 667.5, 63, 66.7
German: 75.2, n/a, 71.9
Italian: 63.4, 73.3, 72.4
Spanish: 67.1, 82.1, 67.5 Again, low Spanish completion rates are in part due to typically high attrition rates in Spanish 1.

C. District average grade point average is: 2.49, 2.81, 2.56
American Sign Language: 2.64, 2.78, 2.63
French: 2.18, 2.14, 2.32
German: 2.73, n/a, 2.78
Italian: 2.07, 2.33, 2.52
Spanish: 2.51, 3.04, 2.55

GPAs can be low, due to high attrition, again mainly with Spanish 1 classes, which of course we offer the most of. Many students do not self-drop and consequently fail the class.

When we look at these numbers, we need to take into consideration that the entire district has been hit by massive program cuts and general institutional upheaval. Just as a divorce affects children in many ways, so our students cannot help but be affected. There is a lack of focus and follow-through as well as uncertainty that work and education will lead to anything ultimately beneficial in the end. We will really need to re-evaluate these numbers once factors related to the recession are less present.

5.7 Student Access

(NOT updated 2019)

By ethnicity:

Spanish: 26.7% of Spanish students are Hispanic. 21% of French, 21% of German, and 37.1% of Italian students are Hispanic.

By gender:

German continues to attract a slight majority of male students.

ASL, French, Italian and Spanish attract a very strong majority of female students.

Two recent changes to our teaching methodology may be helpful in redressing any gender imbalance. First, we no longer require students to attend the language lab allowing them to do their online workbook from any remote site. This will suit our students who have a job in addition to going to school. Second, our recently adopted materials make great use of video. This will be a valuable aid to our visual learners.

By age:
The statistics reflect changes in course focus and movement away from life-learning. With limited classes and the elimination of conversation classes, our students are ever more likely to be in the 18-25 range. Except for French, the number of students 0-18 has declined markedly, which is consistent with the increased difficulty in matriculation for high school students.

5.8 Curriculum Offered Within Reasonable Time Frame

We offer our core Spanish courses frequently enough. Problems arise mostly in Petaluma where a student majoring in Spanish will sometimes find it difficult to find a section of Spanish 2, 3 or 4 at a suitable time. Those students need to be able to travel to Santa Rosa. We offered Spanish 4 in Petaluma as well as Santa Rosa in Fall 2013 and F14 and will then assess pent-up demand.

The Chair is receiving an increased number of requests from students who either need to make an exceptional substitution of one course for another or who wish to take an independent study in order to complete the Spanish major. This is most likely a direct result of a dwindling number of sections and elimination of conversational options. Many of these requests come from Spanish major students. The deparement re-wrote the Spanish major to exclude courses no longer taught and include all appropriate elective courses currently available.

The Chair also receives numerous Pre-requisite Waiver Forms during the year, almost all from Heritage Spanish speakers who want to enroll in more advanced Spanish classes. In the past, we have had a lot of problems with counselors and others advising Heritage Spanish speakers that they need to start at Spanish 1, which is not beneficial for native speakers. The updated Spanish major has clarified which course should be taken when. It is hoped that as we develop a program specifically designed for Heritage Speakers, we will be able to better funnel these students into courses more appropriate for their needs.

The Credit By Exam option for Span 1 and for Fren 1 give 4 units to those students who pass and can go directly into the next course in the sequence.

5.9a Curriculum Responsiveness

Deep historical cuts to the Spanish conversation track runs counter to the spirit of responsiveness. These courses furnish very practical skills (communication with Spanish-speaking citizens in our community) needed by an ever-increasing number of area workers. Additionally, they provide a welcome and often needed bridge to assist in preparation for more advanced levels. In Fall 2013 Spanish conversation classes were re-introduced. Very limited offerings in conversation classes in Italian and French began in 2014 (French) and 2015 (Italian).

In addition to offering SPAN 40 (equivalent to SPAN 2 for heritage speakers) and SPAN 41 (SPAN 3 for heritage speakers) the department has shifted course schedule times to accomdates students with different schedule needs.

The ASL program classes are in high request and we are unable to adequately offer the needed courses due to staffing constraints.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Not required

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Course outlines consistent with UC and CSU requirements.

5.11a Labor Market Demand (Occupational Programs ONLY)

Not required

5.11b Academic Standards

Academic standards in our department tend to be the responsibility of individual instructors who are required to cover the material in the curriculum document.

Academic standards are debated every few years when it is time to consider changing textbooks. At that point, issues of how much material to cover in our courses is discussed.

We have instructors whose classes are much less demanding than others. We lack a mechanism for assuring consistency and controlling quality, but are attempting to use the assessment process to assist in reaching a consensus on such matters.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	ALL	02	01	Completion of necessary "credit by exam" courses. DONE		2019-2020	Proposal of a new "Credit by Exam" for relevant courses.
0001	ALL	02	01	Alternate methods of instructional delivery	Develop a plan for offering extended online and hybrid Spanish, ASL, and Japanese courses to be offered by Spring 2020 and in future semesters. (Including hybrid courses in both Petaluma and Santa Rosa and online synchronous fully online courses.)	2019-2020	Mostly staff time, perhaps some remuneration for staff developing online class
0002	ALL	02	01	Completion of course assessments and SLO's	Regularly complete course assessments and revise COR's per Departmental Curric. Office timetables/rotation plans	20219-2022	Instructor Time
0003	ALL	03	05	Community Outreach	Publicize our growing Spanish for Spanish Speaker program within and without the college community to attract the students for whom these classes are designed. This is connected with both credit by exam and the development of Spanish-speaker targeted courses	2021-2022	Outreach to promote the Spanish for Spanish Speakers in collaboration with the Outreach Program, HEP, and the Adelante Program is needed.
0004	ALL	02	01	Italian and ASL majors	Complete these two majors and get support and approval from the District	2021-2022	Instructor time
0005	ALL	02	01	Update inactivated courses	We have several conversation courses which have become inactive due to the reduced schedule. In order to be able to offer them in the future, they will need to be updated and go through the curriculum approval process. We need to do this now in order to be prepared as soon as the need arises. This includes ASL 5, Italian conversation classes, Latin 1-4 and Spanish 70, Spanish for Health Professionals, which has been requested by both the District and the Community.	2021-2022	Faculty resources,
0006	ALL	04	02	Repurpose 1527C	Complete repurposing of 1527C, including cleaning out, putting in furniture more appropriate for its purpose, and purchasing instructional materials.	20219-2022	Staff time to clean out and rearrange room and $1000 for instructional materials

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	02	01	Completion of necessary "credit by exam" courses. DONE		2019-2020	Proposal of a new "Credit by Exam" for relevant courses.
0001	ALL	02	01	Alternate methods of instructional delivery	Develop a plan for offering extended online and hybrid Spanish, ASL, and Japanese courses to be offered by Spring 2020 and in future semesters. (Including hybrid courses in both Petaluma and Santa Rosa and online synchronous fully online courses.)	2019-2020	Mostly staff time, perhaps some remuneration for staff developing online class
0002	ALL	02	01	Completion of course assessments and SLO's	Regularly complete course assessments and revise COR's per Departmental Curric. Office timetables/rotation plans	20219-2022	Instructor Time
0003	ALL	03	05	Community Outreach	Publicize our growing Spanish for Spanish Speaker program within and without the college community to attract the students for whom these classes are designed. This is connected with both credit by exam and the development of Spanish-speaker targeted courses	2021-2022	Outreach to promote the Spanish for Spanish Speakers in collaboration with the Outreach Program, HEP, and the Adelante Program is needed.
0004	ALL	02	01	Italian and ASL majors	Complete these two majors and get support and approval from the District	2021-2022	Instructor time
0005	ALL	02	01	Update inactivated courses	We have several conversation courses which have become inactive due to the reduced schedule. In order to be able to offer them in the future, they will need to be updated and go through the curriculum approval process. We need to do this now in order to be prepared as soon as the need arises. This includes ASL 5, Italian conversation classes, Latin 1-4 and Spanish 70, Spanish for Health Professionals, which has been requested by both the District and the Community.	2021-2022	Faculty resources,
0006	ALL	04	02	Repurpose 1527C	Complete repurposing of 1527C, including cleaning out, putting in furniture more appropriate for its purpose, and purchasing instructional materials.	20219-2022	Staff time to clean out and rearrange room and $1000 for instructional materials