

Santa Rosa Junior College

Program Resource Planning Process

Modern and Classical Languages 2014

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 Modern and Classical Languages and ASL Department contributes to creating connections among area residents and between our area and the world by offering an array of courses in five languages.

The mission of the Modern and Classical 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 department of Modern & Classical Languages offers transferable courses in ASL, French, German, Italian, and Spanish. The Department also features a state-of-the-art digital language laboratory to enhance each student's learning experience.

The programs of the Department of Modern and Classical Languages serve students needing to meet any 4-year university's foreign language requirement. Students have the option of taking fully transferable academic courses in ASL, French, German, Italian, and Spanish.

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.

The foreign language laboratory operates Mondays through Thursdays from 8:00AM-8:00PM, Fridays 8:00AM-5:00PM. The lab is no longer open on Saturdays, nor will it be open during Summer school 2014. There is always staff coverage for the language lab.

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 look to again offering specific needs classes such as Spanish for Health Professionals and Spanish for Educators. These courses are being requested both within SRCJ and by the community. Before they can be offered again, however, mandated curriculum updates will have to be done.

As a Hispanic-Serving institution, we are developing curriculum to service this demographic. This entails establishment of a credit by exam program for Spanish 1 and 2 as well as continuing customizing 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.

Regarding ASL, in an article appearing in the Oakland Tribune, May ,7 2013, we read: "The number of college students taking American Sign Language has doubled over the past decade, making the language the fourth most popular in the recent Modern Language Association Survey. 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. In the past two years, the SRJC ASL program has stabilized substantially, and we are looking toward development of an ASL major

2.1a Budget Needs

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Lab Assistant III	40.00	10.00	Manages, monitors and supervises Language Lab, assists students, maintains inventory. Is also now providing administrative support for the Study Abroad Program

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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Dept. Chair (.44 % release time)	17.50	10.00	Manage schedule, instructor hiring, class assignments, curriculum development and student issues.
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2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Employees	19.00	10.00	Open and close lab when needed, monitor activity, assist students in Language Lab - 628 hrs total - weekly amount varies

2.2d Adequacy and Effectiveness of Staffing

Currently, our Department has adequate classified staff and student workers to support our needs. We have a Laboratory Assistant III and the assistance of the Emeritus Service Center.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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2.3a Current Contract Faculty Positions

Position	Description
4 Spanish positions	1 teaches entirely in Petaluma, the others generally teach entirely in Santa Rosa. 1 teaches entirely in Petaluma, the others generally teach entirely in Santa Rosa. Our Petaluma instructor will be sharing the Chair position beginning in Fall 2014. One of the full-time Santa Rosa Spanish instructors will begin pre-retirement reduced load (50%) during the 2014-2015 school year
1 French position	Anchor of French program who teaches entirely in Santa Rosa
1 Italian position	Anchor of Italian program who teaches in Petaluma and Santa Rosa
1 German position	Anchor of German program who teaches entirely in Santa Rosa
1 ASL position	Anchor of ASL program teaching primarily in Santa Rosa

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
ASL	1.0700	25.0000	3.2100	75.0000	ASL contract teaching is significantly below district average
French	1.0700	57.0000	0.8100	43.0000	Several classes have been cut from the French schedule, leaving most classes to be taught by contract faculty
German	1.0700	67.0000	0.5300	33.0000	Above district average
Italian	1.0700	50.0000	1.0700	50.0000	Contract load above district average
Spanish	4.9800	39.0000	7.7900	61.0000	Program is at a standstill without more contract faculty

2.3c Faculty Within Retirement Range

3 of 7 full-time faculty members are in their 60s. 1 Spanish instructor is moving to reduced load starting 2014-2015. It is probable that 1-2 additional instructors (our French and German instructors) will either retire or move to reduced load within the next few years. This will leave French and German with no anchor faculty, a situation that should be planned for: we need to be thinking about the long-term vision of the MCL/ASL program, particularly as far as German is concerned. Will we continue to offer German, or should we phase it out or lessen our offerings and develop a Japanese or Chinese program? We have met and determined to begin exploration of the feasibility of developing a transferable Chinese course path.

The Fall 2014 numbers for Spanish are:

District-wide 8.93 FTEF, FT% 28.9%

Santa Rosa only 6.53 FTEF, 1.56 FT, FT% 23.6%

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

[Format note-- for some reason the header information above appears throughout the document and can not be removed by us! What follows is therefore actually the PRPP information, not the narrative summary.]

#1 MCL & ASL Department need: SPANISH FT FACULTY

- The Modern & Classical Languages and ASL Department is requesting a full-time faculty member to provide:
 - instructional and programmatic growth/ innovation in the Spanish Studies programs, such as Spanish transfer and local majors, Spanish for Heritage Speakers, and Spanish for Specialized and Vocational Purposes. *The Heritage Speaker and Specialized Purposes programs are especially needful for the College and its service area now that SRJC has been officially designated a Hispanic Serving Institution.*
 - 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.*
 - essential pedagogical and organizational leadership to the Modern & Classical Languages and ASL Department in general. *This position is core to departmental functioning as a whole, not just to the Spanish program.*

From both a program and departmental perspective, of primary importance is a Spanish faculty who brings skills and demonstrated experience in developing and teaching hybrid and online classes. This will help keep our offerings robust and meet the growing demand for online courses. The administration would like to see some of our classes offered online, and in order for that to happen, we need a faculty member who can dedicate time and expertise to this task.

Of secondary importance, we need someone who can teach and develop our Heritage Speakers and Spanish for Specialized Purposes/ Vocational programs. The position in SPANISH is not only

needed for the department, but crucially for the college as well. SRJC has been designated a HSI, and this demographic will continue to grow. Whether or not we continue to receive grant money, we are, and will continue to be a HSI. We must invest in the foundation of a successful student, that is, language skills. Research has shown that for students to be successful in any academic discipline, they need to be proficient in their native language. A faculty member who can further develop and expand the Heritage Speaker program is essential to the retention and training of our Hispanic students. Amongst other vital skills, language is the basis for critical thinking; and a strong foundation in language skills (English, Spanish, ESL) will be imperative for the success of all our students.

Dr. Chong and the administration have stated that they are dedicated to replacing retirements. SPANISH had a retirement last spring (Spring 2014). Another SPANISH instructor is getting ready to retire and will only teach one semester per year during the next couple years before retiring. On top of that, another Spanish instructor is on reduced load. This leaves us with only 2 full-time Spanish instructors working a full load. We simply cannot maintain the integrity and viability of the SPANISH program without another full time faculty member.

Our Spanish program is in serious need of another full-time instructor. We currently have four full-time Spanish instructors, down one from last year. In May our senior full-time instructor retired and she was not replaced. Our last full-time hire, to cover our Petaluma program, was in Fall 2007. Of our remaining four, one is full-time in Petaluma and will begin a 3-year Department Co-Chair term in Fall 2014. Another will begin pre-retirement reduced load during the 2014-15 school year.

The Spanish pool has remained continuously open. Up to Fall 2013, not all our adjuncts were receiving a 40% load, so we were not actively recruiting for our pools. However, there has been natural attrition in our adjunct pools and we are again increasing class offerings. So, since our last PRPP we have interviewed all qualified applicants for Spanish and hired two.

We are scrambling to handle the Spanish program's curricular and administrative needs even now. And next year we will have significantly fewer resources to work with.

Particularly now that SRJC is a Hispanic Serving Institution, it is logical that our department be involved in meeting the needs of this growing demographic. This includes the development of Spanish courses particularly for Heritage Speakers, pedagogically very different from our other Spanish classes. We have begun writing curriculum and implementing this. Dovetailing with this is the implementation of a Credit by Exam program. While certainly not limited to Heritage Speakers, Credit by Exam would particularly impact the Heritage Spanish student population, offering 4-8 units to students for existing linguistic expertise. The combination of credit by exam and Spanish for Heritage Speakers will give a needed boost to these students, many of whom are the first in their families to attend college, as well as increasing their employability for positions where mastery of Spanish is an advantage. The development and administration of a credit by exam program has been one of our goals for years and as of yet we have not had the resources to implement it.

Both the community and the college itself have approached us to reinstitute Spanish for Specialized Purposes, particularly for Health Professionals and for Educators. This necessitates writing curriculum. For example, our existing Spanish 70 for Health Professionals, due to tightened repeatability rules, will need to be completely rewritten and indeed expanded into

two courses in order for us to offer it again. These are courses that support the college's commitment to preparing students vocationally.

In like manner we want to re-introduce our once extremely popular conversation offerings, several of which also need curriculum updating. Both Spanish 58 and 55 were once repeatable. Now they are not. We again have no resources to focus on these courses.

SRJC is indisputably behind in offering online or hybrid courses in Spanish. Many other schools are successfully offering these classes. Our text publisher has materials to assist us. But we have no one among our few instructors who has any expertise teaching online, nor, amidst all our other duties, can focus on both developing the course and then teaching it.

The deficit in full-time faculty impacts our ability to offer courses as well as keeping up with such full-time faculty dependent tasks as curriculum revision and development, course and major assessment, program development, community outreach and Study Abroad,

There is no question that, without a full-time hire for the 2015-2016 school year, the Spanish program will be seriously impaired, as the most recent data clearly shows:

- Fall 2014 numbers for Spanish are Fall FTEF District 8.94, FT FTEF 3.47, FT% 39% and in Santa Rosa only 6.53 FTEF, 2.4 FT, FT% 36%

We are looking for a full-time instructor who is technologically savvy. A college of our size should be able to offer online, hybrid and blended language classes, as so many other institutions are successfully doing. The technology exists and we have a state-of-the-art lab. Additionally, our digital lab is still almost entirely a drop-in lab, which limits its potential as a teaching tool for an entire class. Many of our instructors are to some degree technophobic. We need another strong proponent of technology.

Most importantly, we very much need a strong, competent teacher. We have become ever more dependent on adjuncts to teach our higher levels. We are of course under the constrictions of seniority lists and often must make less than ideal choices because we have so few options. Our students have suffered. We need another dependable, high-quality instructor proficient with the full range of classes and the significance of their CORs to allow us the flexibility to offer the classes our students need.

Adjunct instructors do not have the same level of commitment as full-time instructors. They have less time to spend with students, design and experiment with new instructional materials, and of course we cannot expect them to share the administrative burden.

In summary, the department and its programs can not continue in the current state.

COPY OF NARRATIVE SUMMARY FOR SPANISH POSITION:

- 1. Identify the Position You Are Requesting**

- The Modern & Classical Languages and ASL Department is requesting a full-time faculty member to provide:
 - instructional and programmatic growth/ innovation in the Spanish Studies programs, such as Spanish transfer and local majors, Spanish for Heritage Speakers, and Spanish for Specialized and Vocational Purposes. *The Heritage Speaker and Specialized Purposes programs are especially needful for the College and its service area now that SRJC has been officially designated a Hispanic Serving Institution.*
 - 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.*
 - essential pedagogical and organizational leadership to the Modern & Classical Languages and ASL Department in general. *This position is core to departmental functioning as a whole, not just to the Spanish program.*
- This is an essential replacement position not only for the Montoya retirement in May 2013, but also for the crippling vacancy suffered by the department in 2007, when Kimberlee Messina moved into administration and was never replaced.
- This new faculty member will be assigned to the Santa Rosa Campus.
- This request was described in the PRPP last year and previous years, from 2007 on.

2. About Your Current Contract Faculty

- At present, the MCL & ASL Department has a total of 8 full-time faculty—one for each of the College’s language programs (ASL, French, German, and Italian) and four for Spanish.
 - The ASL faculty is currently in year 3 of tenure review, the German faculty is on reduced medical load this AY and is planning to begin phased-in retirement in 2014-15, and the French faculty is contemplating retirement within the next 5 years. They represent 30% of the department faculty, and their status impacts the extremely vulnerable context in which the Spanish faculty are currently situated
 - Within the Spanish program itself there is an even more alarming picture:
 - over the past 7 years two critically important core positions have been vacated and never replaced:
 - Kimberlee Messina resigned from faculty in 2007 and was never replaced. She provided leadership to the Spanish program through her work with Study Abroad, marketing, and curricular/ pedagogical development. The focus provided by her position and role have never been recovered.
 - Carol Montoya retired in 2013 and was not replaced. She had served as department chair for many, many years, and, after she stepped down from that role due to health issues, the department has continuously struggled to fulfill the burgeoning demands of department chair responsibilities, especially after the dissolution of the ASL Department and its importation into MCL.
 - in addition to the two lost positions, the Spanish program has experienced significant disruption to its 4 remaining FT faculty, which exacerbates its already debilitated situation:
 - Osorio was on medical leave a significant amount of time the past two or so years

- Tracy is beginning phased-in retirement in Spring 2015. Ackerman is expected to be on reduced load at least during the next semester.
- Mai Nazif is anchor faculty and program coordinator for Petaluma, as well as department co-chair, so she is unable to help meet Santa Rosa-based needs.
- Quite simply, the Spanish program and the Department have been on a downward trajectory the past several years, and the trend line is now at the crisis level for all concerned, most especially our increasing number of Latino (i.e., Heritage Speaker) students and students taking Spanish for transfer and special purposes.

3. **About Your Adjunct Faculty**

- The MCL & ASL/ Department has about 30 adjunct faculty in all disciplines who provide about 75% of the instruction for its programs, as 4 programs have only 1 full-time faculty in them. For the Spanish program there are about a dozen active adjuncts, so this number is around 66% PT FTEF. Based on the PRPP data provided by the district, in 2010-13 the Department faculty—both FT and PT—served about 14,240 students in all of its programs. Spanish faculty alone served almost half (6500) those students.
- The Spanish pool has remained continuously open. Up to Fall 2013, not all our adjuncts were receiving a 40% load, so we were not actively recruiting for our pools. Since our last PRPP we have interviewed all qualified applicants for Spanish and hired two. However, there has been natural attrition in our adjunct pools, as well as adjuncts who are not available on the days/times needed, and now we are finding fewer people to teach right at the time when we're increasing class offerings to meet student demand and college needs.
- We are scrambling to handle the Department's and the Spanish program's curricular and administrative needs even now. And next year we will have significantly fewer resources to work with.

4. **Courses, Need, and Resources** The full-time faculty member's load would be entirely instructional, consisting of 4 four-unit transfer-level courses per semester, some of which are expected to be hybrid/ online. After the first year of teaching, it is expected that this faculty member would begin to refine and/or develop Spanish for Heritage Speakers and Spanish for Specialized/Vocational Purposes courses. In addition, they would assist other faculty by providing flex workshops and/or their expertise for the development of hybrid/online courses.

5. With the help of this faculty member, the Department would like to expand course offerings at the 3, 2, and 1 unit levels as well, especially ones which would generate college revenue through the improved utilization of the Language Lab facilities and online environments. For example, course modules on Spanish Grammar, Writing Spanish, and Speaking Improvement have been discussed, and could be offered as self-paced and online options. Such courses would also improve student success—particularly of Heritage Speakers and those with Specialized needs, as they would provide focused, short term, differentiated instruction for those who need a little more help to get to the next level in their program of study.

- The department definitely has the resources to support this position. As mentioned earlier, this is a replacement for two positions, one of which has been vacant since 2007.
- The MCL & ASL Department is a critical partner and resource in the College's fulfillment of its designation as a Hispanic Serving Institution. Not only does this department serve

a higher than average number of Latino students—for example, about 30% of students in Italian and French classes are native Spanish speakers!—but also it contains expertise in the areas of language acquisition, Spanish for academic and vocational purposes, communication as critical thinking, learning styles and differentiated learning, etc.

- This position tangibly and identifiably demonstrates the College’s commitment to fulfill the following Strategic Goals and Objectives (taken from 2014 Strategic Plan brochure):
- **A. Support Student Success**, all bullets: Studies have confirmed that the level of skill in your native language has a direct correlation to academic and workforce success. This position speaks directly to the need for the newly designated “SRJC as HSI” to assist its students in developing this critical foundation for educational and life goal progress
- **B. Foster Learning and Academic Excellence:** This faculty position will provide key skills and experience to support and promote teaching excellence in all of the college’s World Language offerings, including the integration of alternative methods such as online and hybrid so that the learning and success of diverse students can be assured
- **F. Cultivate a Healthy Organization:** Current faculty in the MCL & ASL Department are increasingly overwhelmed and outnumbered by institutional and state-based demands that only full-time faculty can fulfill. The health and wellness of its staff and the retention and progress of its students is beginning to evidence the impact of too few needing to do too much. This position will help to alleviate that problem, and will infuse new energy and perspectives into the department.
- **G. Develop Financial Resources:** Several current full-time faculty have successfully written major grants in the past (one approved for \$176,000) and are capable of doing so in future, but they do not have the time or support to do so. This position can provide support and collaboration for such initiatives, as well as assistance in managing enrollment and course offerings to maximize apportionment funding.
- **H. Improve Institutional Effectiveness:** Finally and most importantly, this position will increase SRJC’s internal resource pool of faculty/staff with linguistic, cultural, pedagogical, and programmatic expertise to serve our increasing Latino/a population. They will be able to serve on key committees and initiatives, thus enhancing internal and external communication to ensure effectiveness and truly “walking the talk” of SRJC’s new identity and commitment to being a Hispanic Serving Institution and active member of the Pacific Rim and the global economy

6. Degrees, Certificates, Prerequisites, or General Education

a. MCL &

ASL courses are core to university transfer, as virtually all 4-year institutions require at least two semesters of a World Language.

b. At present the Department offers

three majors: Spanish for Transfer, Spanish, and French. ASL and Italian are being proposed.

b. Various language courses are also included in majors and certificate programs in other disciplines, such as Art History for Transfer (FREN, GERM, ITAL, SPAN), Culinary Arts: Restaurant Management (SPAN), Global Studies (FREN, GERM, ITAL, SPAN), History for Transfer (FREN, GERM, ITAL, SPAN), Humanities (ASL, FREN, ITAL, SPAN), Human Services: Advocacy (ASL), Latin American Studies (SPAN), and more.

c. At present there are discussions taking place between the Health Sciences and the Spanish program regarding the development of a certificate program for Spanish Interpreters in Health Sciences occupations. The lack of adequate full-time faculty in the Spanish program seriously impacts the College’s ability to respond to such critical external and internal community needs.

7. CTE Positions:

This does not apply to MCL & ASL. However, the Spanish program is an increasingly important partner to SRJC programs serving Latino populations, as well as those in the sectors of public safety, health, and education programs because increasing numbers of employees and service providers need basic Spanish skills as well.

8. Position Mandates

There are no mandates related to this position, although MCL & ASL courses and their faculty contribute to the successful transfer of SRJC students, as well as to various mandated state and institutional measures related to public disclosure, such as curriculum, student learning outcomes, student success, faculty hiring and evaluation, etc.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Spanish Instructor	Our department resources are shrinking and we simply cannot keep up with required administrative responsibilities

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

Existing equipment is adequate

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment, Software, and Technology Requests

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

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	ALL	00	00	Urgent	Emeritus	1525	\$8,000.00	Entrance to language lab: Automatic door opener (hard-wired) plus installation

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

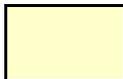
3.2 Serve our Diverse Communities

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.

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 staff are now fully trained in the functioning of our digital lab. Linda Smith in the Emeritus Service Center has undergone to be able to attend to website maintenance.

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

Linda Tracy

3.5 Establish a Culture of Sustainability

None

4.1a Course Student Learning Outcomes Assessment

This year we 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. There is a backlog of courses that have not been recently assessed and we are attempting to quickly catch up.

This year we will conduct assessment in:

ASL is lagging significantly because of the backlog of administrative work already there when our full-time ASL instructor was hired. This year we have updated the COR and SLO's for both ASL 1 and 2. It is our intention to do course assessments for all four core ASL classes (1-4) during the 2014-2015 school year. Since all five languages 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

We offer both a French and a Spanish major. In order to assess these majors, the course assessments for core course must have been completed. We plan on completing assessments for all required courses for these majors by the end of the 2013-2014 school year and will then complete the SLO assessments for both the Spanish and French majors during the 2014-2015 school year.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	ASL 1	N/A	N/A	N/A
Course	ASL 2	N/A	N/A	N/A
Course	ASL 3	N/A	N/A	N/A
Course	ASL 4	N/A	N/A	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	Spring 2010	N/A	N/A
Course	FREN 50C	Spring 2008	Spring 2008	N/A
Course	GERM 1	Fall 2009	N/A	N/A
Course	GERM 2	N/A	N/A	N/A
Course	GERM 3	N/A	N/A	N/A
Course	GERM 4	N/A	N/A	N/A
Course	ITAL 1	N/A	N/A	N/A
Course	ITAL 2	Spring 2008	Spring 2008	N/A
Course	ITAL 3	N/A	N/A	N/A
Course	ITAL 4	N/A	N/A	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	N/A	N/A	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	SPANISH	N/A	N/A	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	
ASL105		X	X	X	X		X	X	X	X	X	X	X	X	X	
ASL106		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 M&CL 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 does not offer a good geographic distribution of classes. 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. All remain suspended. This has impacted our programs, since many student who would attend a class at an off-site location will not/cannot attend that same class on campus. As we begin adding Spanish for Special Purposes classes, we will have to again venture off campus

We don't currently offer any type of alternate delivery in our Department. In this we are quickly falling behind most other institutions teaching language. However, both French and Italian will begin offering hybrid courses in Fall 2014 and, within a year or so, we hope Spanish will follow. Since so much of our current course materials are online, it could be argued that it will not be much of a leap to offer a hybrid Spanish course.

Additionally, in 2013-2014 we continued development of a more efficient program for Heritage Speakers, adding Spanish 2 for Heritage Speakers in Fall 2013. Instructors for the Spanish 2 and 3 classes work together on assessment and curriculum and we have begun the process of moving two new course proposals for Heritage Speakers through the curriculum process. These will correspond to Spanish 2 (temporarily called Spanish 52A) and Spanish 3 (temporarily called Spanish 52B). We have not progressed as we had hoped with a credit for exam program for Spanish 1 and Spanish 2 principally because of a lack of manpower. This needs to be done, for two programs should work symbiotically, offering credits for capable students as well as a potential student pool for our Spanish for Heritage speaker students.

The French program has submitted a proposal for credit by exam and it is currently wending its way through the approval process.

We tried offering a Spanish 1 class on the block, that is, every day for half the semester. We had noted that there is greater retention during the summer when the classes are shorter, and we have been looking at options to increase retention in Spanish 1. But the class simply didn't attract students, so until/if this model becomes desirable to students we have returned to the traditional template of twice a week for two hours per class.

5.2a Enrollment Efficiency

Latest District Average is 91.9% (Fall 11), 91.7% (Spring 12), 85.8 (Summer 12) and 98.1 (Fall 2012) Spring 2013 numbers are not available for our disciplines. However, the others are as follows

ASL is at 100.3% (F2011), 94.2 (S 2012) and 90.7 (F2012)

French is at 103%, 82.1% and 107.9%

German is at 103%, 92.9% and 98.8%.

Italian is at 95.6%, 112.5%, and 91.5%

Spanish is at 99.4%, 94.2% and 96.8%. Add to this Summer 2012 at 100%

Enrollment efficiency is high for all our classes. As a response to the economic downturn, many of our instructors have increased the size of their classes, either through direct enrollment or increased waitlists. This has been their response to the possibility of students' not getting the classes they need. Clearly, it is not pedagogically ideal to have over 100% enrollment in a class. Additionally, we were not permitted to offer any language but Spanish in both summer of 2012 and summer of 2013, despite the historically high efficiency rates of other languages during summer. 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 2013, summer 2012 and Fall 2013

American Sign Language (224.9, n/a, 27.5)

French (30.7, n/a, 29.3)

German (24.4, n/a, 23.0)

Spanish (26.4, 32.7, 26.0)

Italian (25.5, n/a, 24.0)

PETALUMA:

American Sign Language (29.0, n/a, 27.3)

Spanish (23.7, 35.0, 20.3)

French (23.0, n/a, 19.0)

Italian (23.5, n/a, 19)

German (n/a,, n/a, n/a)

District Average Class size in Spring 2013 is 30.8, Summer 2013 is 28.8, and Fall 2013 29.0

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. 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.

We have decided not to offer German in Petaluma because, since we were only offering German 1, there is no way for students to continue with the subsequent class without taking a class in Santa Rosa. French on both campuses has the largest classes. Class size in Spanish continues to be smaller than in Santa Rosa. ASL courses on both campuses consistently fill.

5.3 Instructional Productivity

Productivity Ratio District Wide is

Spring 2013, Summer 2013, Fall 2013

American Sign Language: 12.6, n/a, 13.57

French 18.65, n/a, 17.41

German 114.79, n/a, 14.37

Italian 15.40, n/a, 13.77

Spanish 14.27, 13.65, 13.47

Most significantly, this ratio is impacted by pedagogical limitations. We have a student limit of 28 per classroom. We have all increased our waitlists and French has allowed many more than 28 in classes in order to maintain accessibility despite course cuts. ASL is, as expected, lowest in instructional productivity ratio because there is simply no way to increase the number of students a section can accommodate.

5.4 Curriculum Currency

Spanish: All academic courses are current.
German: All German courses are current
Italian: All four academic courses are current.
French: All four academic courses are current
ASL: ASL 1 is current

5.5 Successful Program Completion

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: 10

2008-2009: 5

2010-2011: 10

2011-2012: 9

2012-2013 18

French 2012-2013 4 degrees

There are tutors in each of our languages available to help students at the tutorial center.

Both Italian and ASL instructors plan on submitting proposals for majors within the next year.

5.6 Student Success

A. District average retention rate sp 2013 77.3, 84.0, 76.3

American Sign Language, at 77.3 , n/a, 75.3%

French, at 69.9, n/a, 62.9

German, at 71.7, n/a, 77.9

Italian, 55.8, n/a, 59.8.

Spanish, at 60.8,89.1,67.9

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 will be having 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 72.8, 80.1, 71.8

MCL completion rates:

American Sign Language 73.3, n/a, 76.7

French: 66.5, n/a, 61.4.

German: 71.7, n/a, 77.9.

Italian: 56.3, n/a, 60.6

Spanish: 64.0, 84.1, 70.8. Again, low Spanish completion rates are in part due to typically high attrition rates in Spanish 1.

C. District average grade point average is: 2.63 (S 2013), 2.50 in Summer, 2.62 in Fall 2013

American Sign Language 2.92, n/a, 2.72

French: 2.31, n/a, 2.32

German: 2.70, n/a, 3.07

Italian: 2.16, n/a, 2.41

Spanish: 2.58, 2.91, 2.72

It is not surprising that Spanish average grade point is low. There is 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

By ethnicity:

19.1% of Spanish students are Hispanic. Interestingly, 18.1% of French students and 27.7.0% 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 will be offering Spanish 4 in Petaluma as well as Santa Rosa in Fall 2013 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. We have re-written 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 of course makes no sense. 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.

5.9a Curriculum Responsiveness

Deep 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.

It is indeed hoped that gradually increasing access to classes will help revitalize all our programs.

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.

In addition, an occasional exchange erupts when it comes to light that an instructor is covering fewer lessons in his class than others. This year these discussions particularly centered on ASL textbooks. Our ASL began reducing the number of textbooks being used to two starting Fall 2013. This began standardizing the body of knowledge taught to students in a particular class.

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
0001	Santa Rosa	03	01	Development of classes for Heritage Speakers	Offer both Spanish 2 and Spanish 3, first under existing online course description and then, reactivating Spanish 2S and writing curriculum for a Spanish 3S	2013-2014	We are now offering one section each of both Spanish 2 and Spanish 3. They are held at the same day and time so proper assessment and pedagogical correlation can take place. The first draft of a new Spanish 2S equivalent course (called Spanish 40) is ready to go to the Curriculum committee and the accompanying equivalent to Spanish 3 isn't far behind
0002	ALL	03	05	Community Outreach	Publicize our growing Spanish for Heritage Speaker program within and without the college community to attract the students for whom these classes are designed		This isn't happening. We simply haven't had the staff resources to do this. We really need someone to attend the HSI committee meetings to dovetail with what they are doing with the Hispanic community
0003	ALL	04	01	Alternate methods of instructional delivery	Explore and begin implementation of online and block options for delivery of language instruction	2013-2015	Both French and Italian will begin offering hybrid courses in Fall 2014. Again because of a lack of faculty resources Spanish has not followed suit. Our text publisher is coming out with an edition specifically for online teaching and we hope to make some progress on this goal next year.
0003	Santa Rosa	00	00	Credit by Exam	To develop credit by exam for Spanish 1 and 2 and French 1. This will enable incoming high school and ongoing students with existing subject expertise to receive credit and will aid in student completion	2013-2014	French has submitted a credit by exam proposal and we have hopes that it will go into effect during 2014-2015. Again, the Spanish credit by exam goal has gone nowhere. It is very important particularly to properly serving the Hispanic student population. There simply haven't been the staff resources to do this.
0004	ALL	04	02	Repurpose 1527C	To turn an under-used storeroom into a conversation area	2013-2014	We have a new computer in that room and plans underway to clean out that room, the instructional materials closet and the adjunct office of extraneous materials, some of which are decades old. We should complete that in Summer of 2014. Meanwhile, students have begun using the room for scheduled small-group conversation practice.
0004	Santa Rosa	02	01	Pedagogy Workshops	Institute best practices workshops across all language disciplines. Understand and efficacious use of technology, assessment and flexible response to changing student population is less than optimum. Need for sharing of individual expertise.	2013-2014	We have had a couple of workshops this year on best practices including a meeting of full-timers on course assessment. ASL has also held cross-training workshops so that instructors using one textbook can successfully substitute for an absent instructor using the other text. This objective

							is was also supported by our language lab training sessions (Rank 6)
0005	ALL	03	01	Strengthening of ASL program	Re-vitalization of ASL club, increas in ASL-related activities, development of ASL major	2012-2014	This has really happened this year. ASL put on both a Hallowe'en party and a Spring picnic. The ASL Club has been re-activated and there are up to 40 people, including members of the deaf community, meeting once a week at Panera for food and conversation
0006	Santa Rosa	04	01	Language Lab Training	Additional training for instructors on how to use the digital lab.	2013-2014	We were able to hold two sessions at no cost to the college. Our publisher's rep conducted one of them and bought in a guest speaker for the second one. Both were very well attended

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	We have indeed re-introduced both Spanish 50A and B as well as French 50C. We also had attempted to re-introduce Italian 50A but it was cut from the schedule. We have a couple of hurdles to face. First of all, several years ago these courses were very popular. It is difficult to re-capture the momentum of those past semesters. The courses are being offered but still do not have the level of enrollment we would like. Another challenge is that pendulum has again shifted away from us so that foreign language is not at present viewed as an important field of study for our students. So our conversation classes do not really have insitutional support. This makes planning for the future difficult
Petaluma	We have added Spanish 4 to the curriculum, both in 2013-14 and in Fall 2014. So far we have been unable to put together a long-term plan on when Spanish 3 and 4 should be offered.. Its inclusion in the schedule has been a result of on-the-spot assessment of iinterested students and, hence, the viability of Spanish 3 vs. 4 in any given semester
ALL	We have been introducing classes into the summer schedule. After several years of only being able to offer a few Spanish classes during the summer, we are now returning to offering Spanish 3, French 1, Italian 1, and two ASL1 classes. We have expectation that those classes will fill. And historically, these summer classes have less attrition than a semester-length course
ALL	We experimented with an accelerated Spanish 1 class (8 weeks) in hopes that we could retain students better if the course was shorter, but that template is not one most students are familiar with and no one signed up. We are trying two more things at present. We have cut two sections in hopes of packing the rooms in the existing sections and ending up with more viable numbers. And we are working on a proposal to require eligibility for English 100 as a prerequisite for Spanish 1. So far that has been stalled, a combination of the software limitations of the district computer system and a delay in this proposal being considered by the curriculum committee

6.2b PRPP Editor Feedback - Optional

In the past year, conversation classes returned, steps were taken to manage attrition in Span 1, hrbrid classes were introduced and alignment among ASL instructors continues to improve. These were all very positive steps. Due to a retirement, the Spanish staff is too small given its centrality to the overall SRJC mission. I strongly recommend that a new Spanish instructor be approved for the 2014-15 academic year, particularly to allow the Heritage program to be developed to accompany our becoming an HSI.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Completion of course assessments and SLO's	We are well on our way to catching up with our course assessments. In 2014-2015 we need to complete those assessments remaining. ASL particularly needs help, as none of the 1-4 level SLO's has gotten through curriculum nor have the 1-4 course assessments been completed	2014-2015	Shared faculty expertise. Because of difficulties of communication and the lack of faculty expertise in this area, we are asking help for the ASL program coordinator to complete these tasks
0002	Santa Rosa	01	01	Development of classes for Heritage Speakers	Now that both Spanish 2 and 3 for Heritage Speaker classes are being offered, and we need to finish writing both courses to reflect the necessary pedagogical differences in those courses as they are being currently taught. This will involve getting them written, through curriculum, and submitted to the state so that they will be both UC and CSU transferable	2014-2015	Staff time
0003	Santa Rosa	01	01	Credit by Exam	To develop credit by exam for Spanish 1 and 2 and complete the process for French 1. This will enable incoming high school and ongoing students with existing subject expertise to receive credit and will aid in student completion. Additionally, the Spanish credit by exam dovetails with both our Heritage Spanish course development and the institutional goals as a Hispanic Serving Institution	2014-2015	Instructor time.
0004	ALL	02	01	Alternate methods of instructional delivery	Assess the success of the French and Italian hybrid courses offered during 2014-2015 and make necessary adjustments. Develop a plan for offering either an online or hybrid Spanish course to be offered by Fall 2015	2014-2015	Mostly staff time, perhaps some remuneration for staff developing online class
0005	ALL	02	01	Update inactivated courses	We have several courses which were inactivated during the economic downturn. 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 Latin 1-4 and Spanish 70, Spanish for Health Professionals, which has been requested by both the District and the Community	2014-2015	Faculty resources,
0006	ALL	02	01	Italian and ASL majors	Complete these two majors and get support and approval from the District	2014-2016	Instructor time
0007	ALL	04	02	Repurpose 1527C	Complete repurposing of 1527C, including cleaning out, putting in furniture morer	2014-2015	Staff time to clean out and rearrange room and \$1000 for instructional materials

					appropriate for its purpose, and purchasing instructional materials.		
0008	ALL	03	05	Community Outreach	Publicize our growing Spanish for Heritage 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	2014-2015	Staff time