

Santa Rosa Junior College

Program Resource Planning Process

Modern and Classical Languages 2015

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 hope to begin the offering of specific needs classes (such as Spanish for Health Professionals, for Educators, and for Agriculture) in 2016-17 if the FTEF is allocated. These courses are being requested both within SRJC and by the community.

As a Hispanic-Serving institution, we are developing curriculum to service this demographic. For example, we have begun to schedule SPAN 1 and SPAN 2 classes, for example, at the same day and time and in the same approximate location so that students with prior knowledge of the language can be assessed at the first class meeting and then immediately moved to the higher level based on the assessment. In addition, in 2015 the first course in the Spanish for Heritage Speakers was approved by the College and the UC system. We are proud and happy with this achievement, but now we need to complete the other 2 courses for the sequence, and need additional faculty resources to do so.

This year we also awarded approval of a credit by exam option for Spanish 1 and 2, which 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.

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 working on an ASL major this year, now that all but one class has been updated and our only FT ASL faculty is in his 4th year of tenure. (NOTE: When ASL was an independent department, there were 2 FT faculty in addition to many adjuncts. However one of those faculty retired and the other left the college, so only 1 position was replaced. This is beginning to pose problems, as there's too much work in curriculum development and updating, program planning and scheduling, SLO development and assessment, faculty evaluation and other FT faculty job duties for just one full-timer. Also, we're experiencing increasing difficulty in covering some of the classes, particularly as the average age of ASL adjuncts is c. 60, most live out of county, and no one to date is available to help us meet demand for ASL classes on High School sites such as Windsor and Healdsburg, which have been specifically requesting such classes.)

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	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 reinstaed, 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 (.47 % release time)	17.50	10.00	Manage schedule, instructor hiring, class assignments, curriculum development and student issues. Release time for MCL was 44% before ASL (which had 20% chair release time) was dissolved and integrated into MCL. MCL chair only got 3% increase, which is inadequate for what is now the second largest program within the departmnet and needs review for increase.

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

We have a Laboratory Assistant III (has assignment for study abroad and MCL 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
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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. Our Petaluma instructor will be sharing the Chair position beginning in Fall 2014, continuing through Spring 2017; this impacts Petaluma SPAN offerings. One of the

	<p>full-time Santa Rosa Spanish instructors began pre-retirement reduced load (50%) during the 2014-2015 school year; they are only available for Fall assignments. The German faculty began 20% pre-retirement reduced load F15.</p> <p>Two other departmental faculty are considering retirement/ pre-retirement reduction within the next 2-3 years.</p>
1 French position	Anchor of French program who teaches entirely in Santa Rosa; is 60+
1 Italian position	Anchor of Italian program who teaches in Petaluma and Santa Rosa; is 55+
1 German position	Anchor of German program who teaches entirely in Santa Rosa; is 55+ and in pre-retirement reduction
1 ASL position	Anchor of ASL program teaching entirely in Santa Rosa; is in 4th year of tenure and head of a rapidly-growing program (see section 1.2 for background)

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
ASL	1.0000	35.0000	2.2100	65.0000	ASL contract teaching is significantly below district average
French	1.0000	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	0.8000	67.0000	0.5300	33.0000	Faculty is on 20% pre-retirement reduction.
Italian	1.0000	50.0000	1.0700	50.0000	Half of the program-- ie, conversation courses-- has been cut from the Italian schedule, leaving half of the classes to be taught by contract faculty. In Spring and Fall 15 the program was approved to add one section back into the schedule to buiild up enrollments, particularly in the older adult demographic, and re-establish a "feeder" mechanism for grammar/ UC transfer courses.
Spanish	3.5000	29.0000	7.2900	71.0000	Program is at a standstill without more contract faculty. LT is on 50% phased-in retirement. Reduced loads occasiional on 2 FT faculty.

2.3c Faculty Within Retirement Range

3 of 7 full-time faculty members are in their 60s, with a 4th one arriving there in 2016.

1 Spanish instructor has begun reduced load, and only teaches Fall semester. The German faculty began pre-retirement reduction of 20% this year, in 2015, and it is probable that 1-2 additional instructors will either retire or move to reduced load within the next 2-3years. 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 French/Arabic, Chinese or other Pacific-rim 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.

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. 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.

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. 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 (CBE) program. While certainly not limited to Heritage Speakers, CBE would particularly impact the Heritage Spanish student population, offering 4 units to students for existing linguistic expertise. The combination of CBE 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 CBE 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.

Dr. Chong and the administration have stated that they are dedicated to replacing retirements. SPANISH had a retirement Spring 2013 (not replaced). 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 last full-time hire, to cover our Petaluma program, was in Fall 2007. Of our remaining four, one is full-time in Petaluma began a 3-year Department Co-Chair term in Fall 2014. Another began 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, offered three people to become part of the pool, and hired one.

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. 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.

There is no question that, without a full-time hire for the 2016-2017 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%

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.

Position Requested: The Modern & Classical Languages and ASL Department requests a FT **Spanish** faculty assigned to the SR campus to provide instruction and expansion of existing programs, with special focus on *Health Interpreter's Certificate Program, Spanish for Heritage Speakers, Spanish for Specialized/Vocational Purposes*, etc.). This position has been in our PRPP since 2007, and will help replace the loss of 2.5 FT faculty due to retirements (Messina, Montoya, Tracy). This position is especially needful for the College now that SRJC is an officially recognized Hispanic Serving Institution serving increasingly greater numbers of the Latino and Latino-serving populations, such as the public safety, health, agriculture, and education sectors.

1) Current Contract Faculty: On paper the dept. has eight full-time faculty: one for each language program (ASL, FREN, GERM, and ITAL) and four in Spanish. The last FT dept. hire was in 2006; almost a decade later there's increasing instability within FT faculty as 50% are 55+, Tracy and Wasson are on phased-in retirement (50% and 20%), and others in the planning stage. In short, there are too few FT faculty left to continue to perform curricular innovation and revision, SLO assessment and improvement, evaluations, etc., especially since the dissolution of the entire ASL dept. and its inclusion into MCL in 2011.

- Within Spanish the picture is even more alarming: in addition to 2 retirements never refilled, the remaining 3.5 FT faculty have experienced significant disruption such as extended medical leaves and frequent reassigned time for Chair and Study Abroad assignments. These factors exacerbate its already debilitated condition.
- Quite simply, both program and dept. 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 SRJC's increasing number of Latino/Heritage Speaker students and those needing Spanish for the workplace. Loss of faculty = loss of students and FTES.

2) Adjunct Faculty: Approximately 30 adjuncts provide about 75% of the department's instruction; in Spanish there are a dozen or so active adjuncts, so this number is around 71% PT FTEF. In addition, the average age of adjuncts is around 60+, and we are seeing an increase in medical emergencies, leaves, and retirements in their ranks as well.

- All disciplines have pools open, with particular challenges finding ASL and FREN faculty.
- While 3 new adjuncts in Spanish were hired in December, we're finding very limited availability to cover our range of scheduled courses, particularly evenings and off-campus.

3) Instructional Impact: The MCL & ASL Department is a critical partner and resource in the College's fulfillment of its mission as a Hispanic Serving Institution. This position is entirely instructional, and its focus will be lead faculty for the Spanish for Heritage Speakers and Spanish for Specialized/Vocational Purposes programs, as well as teaching advanced and specialized Spanish courses in the newly approved Health Interpreter's Certificate Program. Expertise in online courses is preferred, so that they can help provide mentorship to other dept. faculty.

- The Spanish program consistently shows an average class size over the max of 28 and efficiency higher than the district average; its enrollments will grow once the full course sequence for Heritage Speakers is completed and the Health Interpreter's program begins.

- The department serves a higher than average number of Hispanic students—c. 37% of students in Italian and 32% in French, for example—and contains a pool of expertise in language acquisition, communication as critical thinking, differentiated learning, etc. Additional expertise in Spanish for academic and vocational purposes is now essential.
- The dept. has the resources to support this position, including a state-of-the art language lab and seasoned “teacher scholar” colleagues (three have published their own textbooks, and two use innovative approaches, such as flipped and hybrid courses).

4. District and Departmental Need and Goals: This position is a top priority for the College as it concretely demonstrates the College’s commitment to Strategic Plan goals. Most particularly: A. Support Student Success~ it directly assists Latino students in developing their critical foundation for educational and life goal progress; B. Foster Learning and Academic Excellence~ it provides key skills/experience to support teaching excellence in the college’s World Language offerings, particularly use of alternative methods such as online and hybrid so that student access and learning success/ persistence of diverse students can be supported; F. Cultivate a Healthy Organization~ it tangibly supports faculty who are increasingly overwhelmed by institutional and state-based demands that only FT faculty can fulfill. The health/wellness of its staff and the retention/progress of its students are being negatively impact by too few doing too much; G. Develop Financial Resources ~ it establishes a foundation for increasing essential curriculum for Heritage Speakers and Spanish for vocational/specialized purposes, therefore increasing apportionment and educational attainment measures, and provides another person to help the us pursue outside funding (in the past MCL faculty have successfully written major grants--one was approved for \$176k, but not funded due to budget cuts). Finally and most importantly, it publically demonstrates SRJC “walking the talk” of its new identity and commitment to being a Hispanic Serving Institution and a more diverse, supportive member of the larger community, as articulated in H. Improve Institutional Effectiveness.

- The Departmental need is acute; see sections 1 and 2, and Goal F, above.

5. Degrees, Certificates, Prerequisites, or General Education: Almost all MCL & ASL courses are core to university transfer, as part of the General Education pattern and as fulfillment of 4-year institutions’ language requirement. In addition, the Department currently offers three majors: Spanish for Transfer, Spanish, and French, with a combined total of 97 graduates to date. Core language courses also appear in various major/certificate programs, 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*), etc.

COPY OF NARRATIVE SUMMARY FOR SPANISH POSITION (Oct 2014):

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 several 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, offered three to become part of the pool, 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	Number of faculty in department declining and impacting instructional, student, institutional, and HSI responsibilities, such as Heritage Speakers programs, Healthcare Interpreter Program, and Spanish for Specialized and Vocational Purposes (eg, medical, legal, agricultural, education, general workforce). Our department resources are shrinking and we simply cannot keep up with required administrative responsibilities, include SLO course and major assessments, curriculum development and revision, development of alternative course formats such as hybrid/ online, faculty evaluations, committee service, etc.
0001	Santa Rosa	02	01	Spanish Instructor	Number of faculty in department declining and impacting instructional, student, institutional, and HSI responsibilities, such as Heritage Speakers programs

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

GENERAL MCL NEEDS:

Existing equipment is increasingly slow and outdated due to lack of memory and software upgrades in the Language Lab and faculty computers at both campuses. This is impacting timely responsiveness, efficiency, and productivity at all levels and in all aspects of the student, classified, and faculty endeavors.

Also, there are a variety of add-ons and/or programs that cannot be used from our textbook providers and internet resources because of the inadequacy of our workstations.

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			
0000	ALL	00	00		0	\$0.00	\$0.00			
0001	Santa Rosa	01	01	Mac laptop for the F/T ASL faculty	1	\$2,000.00	\$2,000.00	Frongia	Emeritus 1525	Rehkop

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

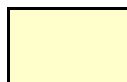
3.2 Serve our Diverse Communities

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. Also, due to the high percentage of Latino students enrolled in many of our language classes-- latest data shows 37% in Italian and 32% in French-- 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 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.

That said, the lack of adequate numbers of FT faculty and the impending group of retirements is resulting in a decrease in health and morale, and an increase in burn out of faculty and staff, with resultant negative impacts on students and contributions to college affairs. There are just not enough of us to go around....

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

Last 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. By Spring 2015 all of the courses still being offered have been assessed.

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

The M&CL Department has two majors.

The Spanish major was assessed Fall 2014 and the French in Spring 2015.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	ASL 1	Fall 2014	Fall 2014	N/A
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	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 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.

Currently only FT faculty in French and Italian offer an alternate delivery format (hybrid) in our Department, and therefore we feel that we are quickly falling behind most other institutions teaching language. Quite simply, many of our existing faculty are not very tech-savvy, and the two FT innovators are already over-committed in time and energy as program coordinators, dept. co-chair, and instructors that they are unable to mentor or train others. 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. (In S15, An adjunct instructor applied to develop a Spanish-hybrid course, but ultimately could not make the committment to progress).

Additionally, in 2014 we continued development of a more efficient program for Heritage Speakers, adding Spanish 2 for Heritage Speakers in Fall 2013; the course was approved by UC for transfer in Fall 2014. The comparable course for Spanish 3 is being written and will be submitted for approval this year. Instructors for the Spanish 2 and 3 classes work together on assessment and curriculum. In Spring 2015 a Credit By Exam option for SPAN 1 was approved and already has one student enrolling for it in Sept. 2015.

The French program also has an approved Credit by Exam, which students have benefited from.

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.

Both a Spanish 1 and an Italian 1 course have been offered in the Petaluma Transfer Track accelerated program (14.5 wks) since the Track began last year. Both have been successful, and the department is in consultation with the Dean to expand the offerings, both in other languages- such as ASL-- and at the next level for the courses already offered.

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 93.6% (F 2013), 87.9% (S 2014) and 96.4 (F 2014)/ Summer 2014: 94.8%

French is at 84.4%, 73.3% and 68.7%/ Summer 2014: 100%

German is at 82.1%, 78.1% and 84.3%

Italian is at 80.6%, 73.2%, and 92.3%/ Summer 2014: 57.1% (the shifting of the course to a different time than in past was not as successful as expected)

Spanish is at 86.9%, 80.9% and 92.4%/ Summer 2014: 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 2014, summer 2014 and Fall 2014

American Sign Language: 25.2, 27, 28

French: 25.9, 28, 21.1

German: 21.9, n/a, 23.6

Italian: 21.4, 16, 27.2

Spanish: 23.1, 29.3, 27.1

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. 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

Productivity Ratio District Wide is

Spring 2014, Summer 2014, Fall 2014

American Sign Language: 11.9, 12.65, 13.18

French: 15.76, 14.85, 14.82

German: 13.44, n/a, 12.18

Italian: 12.81, 12.01, 19.57

Spanish: 14.27, 21.92, 16.10

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, due to the fully visual nature of the discipline and the need for a unique classroom space configuration in which all students and faculty can see each other all the time.

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 and 2 are current; ASL 3 is before the CRC; ASL 4 is in process of revision.

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: 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

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: 66.5, 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

GPA's 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

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. 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.

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 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 (Fr) and 2015 (It).

In addition to new Heritage Speaker courses at the SPAN 2 and 3 levels, the dept has also helped develop a Healthcare Interpreter Program, which is slated to begin Summer 2016.

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	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	Assessment of at least one Student Learning Outcome for every course in the department - a major feat that was completed for the first time for MCL/ASL.
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	Creation of COR for new course: SPAN 40 (Spanish for Spanish Speakers). This class will replace the SPAN 2 class designed for heritage speakers. The second class is in progress.
0003	Santa Rosa	01	01	Credit by Exam	To develop credit by exam for Spanish 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	Credit by Exam for Spanish 1 was approved in the Spring 2015.
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	Hybrid courses offered for select French and Italian courses
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	Updated SPAN 70 prepared for fall 2015 CRC submission
0006	ALL	02	01	Italian and ASL majors	Complete these two majors and get support and approval from the District	2014-2016	Prep work done for submission of both majors by spring 2016.
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	Internal recruiting underway through collaboration with counselors

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 to the schedule, but outreach to students needs to be improved since several sections had to be cancelled. Great progress has been made on COR updating and SLO assessment. In the year ahead, the department should turn its attention to completing the credit by exam instrument for Spanish 2 and the revisions to the Spanish for heritage speakers syllabi.

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	Regularly complete course assessments and revise COR's per Departmental Curric. Office timetables/rotation plans	2015-2016	Instructor Time
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	2015-2016	Approval of new course: SPAN 40 (Spanish for Heritage Speakers). This class will replace the Span 2 class designed for heritage speakers. Course to be proposed in the fall 2015.
0003	Santa Rosa	01	01	Credit by Exam	To develop credit by exam for Spanish 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	2015-2016	Proposal of a new "Credit by Exam" process for Spanish 2.
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 2016	2015-2016	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	2015-2016	Faculty resources,
0006	ALL	02	01	Italian and ASL majors	Complete these two majors and get support and approval from the District	2015-2016	Instructor time
0007	ALL	04	02	Repurpose 1527C	Complete repurposing of 1527C, including cleaning out, putting in furniture more appropriate for its purpose, and purchasing instructional materials.	2015-2016	Staff time to clean out and rearrange room and \$1000 for instructional materials
0008	ALL	03	05	Community Outreach	Publicize our growing Spanish for Heritage Speaker program within and without the	2015-2016	Outreach to promote the Spanish for Heritage Speakers in collaboration with the Outreach

					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		Program, HEP, and the Adelante Program is needed.
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