Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
Foreign Language Department	ALSS	Catherine Suárez as usual

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.

2. The planning should be for the academic year 2015-2016.

3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

<div align="center">

Rubric INS PPU 15_16

e.g., ESL INS PPU 15_16

</div>

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.

5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.

6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).

7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.

8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Assessment results for French, Italian and Spanish show that more emphasis needs to be made on formal writing and responding to a specific prompt. These three languages will review the scores on these assignments and focus more individually on specific aspects of writing a well-rounded paragraph. I do not have up-to-date information on SLOs from ASL (American Sign Language), although I requested them.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses*.)

Click here to enter text.

N/A

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

I have changed the way in which I have students practice answering writing prompts in my Spanish 1A and 1B classes. We now practice an "entire class" paragraph on one day followed by a small group paragraph on the next day of class. On the third day of class, students write individual paragraphs. I edit them, indicating where changes need to be made, but I do not fix mistakes. Students have an opportunity to re-write their paragraph and then turn it in for a grade. We do this process for each of the six chapters covered in a semester. Another example of how the Spanish Department made a pedagogical change is in the way we use the scope and sequence of the textbook. The Spanish instructors met last spring to review the textbook in order to determine what information from later chapters should really be introduced earlier or in conjunction with concepts found in lessons 1 through 6.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A. When and if we get a language laboratory, I would like to add one more unit to the language classes that would be used as a language lab hour.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☒   NO ☐

If yes, please explain.

We drastically need a language lab. Our students miss out on 18 hours of additional instruction per semester because we do not have a lab. We also need real-life examples (realia) of print writing in different genera. For example, regular access to target language magazines, newspapers, short stories, novels and blogs. To do this we need a budget. The Foreign Language Department has never had a budget. I purchase a lot of the materials myself, use them in my classes and also donate them to the school library so that students from other classes can also use them. This is not a sustainable approach to supplying our students with relevant literature. We also need small tape recorders since we do not have a language lab. For a full class, we would need 15 recorders.

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.   ☐

I write all of the SLOs for Italian, French, Spanish and ASL. When I request assistance or feedback about SLOs from adjunct instructors, I do not receive any. Just this past semester it took two and one half months to have each adjunct email me their writing results. For the record, there is still one adjunct who has not responded to my request. This information does not include ASL. I have never received information from either ASL instructor.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.   ☐

> This is not done in the Foreign Language Program. The program consists of one full-time instructor (me) and 8 adjuncts.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails   ☒
Program meeting minutes/agendas   ☐
Blackboard/other website   ☐
Other (please describe):   ☐

> I meet one-on-one with my SLO mentor, Marilyn Marquez. I take notes during our sessions. I have also met with my dean to work on SLOs and have reviewed SLO work from his previous college.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> Italian had not met the Program-Set Standard for the 2012-2013 academic year or for the 2010-2014 academic year. French did not meet it for the 2012-2013 academic year, but was able to make it for the 2013-2014 academic year. Spanish did not make the Program-Set Standard for the 2013-2014 academic year. I need to review this information with Dr. Miller to dissect the possible causes and create a plan for improvement.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	ASL 78% yes; French 68% no; Italian 55% no; Spanish 61% yes	The standard was met for ASL and Spanish. It was not met for French and Italian.
2013-14	ASL 78% yes; French 65% yes; Italian 53% no; Spanish 61% no	The standard was met for ASL and French. It was not met for Italian and Spanish.

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I need to review this information with my dean, Dr. Miller to have a better understanding of what it actually means and what kind of planning I need to do in the future to make sure that program-set standards are met in each language.

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

All of the course outlines for ASL, French, Italian and Spanish need to be up dated. In the case of Spanish, time is of the essence because I cannot work to complete the CIDD until all

of the required courses are up dated.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Click here to enter text.

N/A

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

N/A

E. Other information pertinent to the program

At the end of this semester we will have a retirement in ASL. We are currently beginning the interview process to replace this adjunct position.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

The Spanish Department met at the end of the spring semester 2014 to talk about the textbook, scope and sequence of the textbook and SLOs. I also met with the Italian Department to review the Italian textbook and to talk about current and future SLOs. WE worked with the publishing company of the Italian textbook on a bundle that includes the first four lessons from the book as well as the workbook, online component and lab manual. Before this change, students were paying more than $200.00 to take Italian.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.

   1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
      - changing number of units/lab hours
      - changing pedagogy/curriculum
      - changing assessments

   When the Foreign Language Department has enough assessments by language to look at trends, we will meet in language groups to discuss possible changes in pedagogy and curriculum. We are currently working on a new SLO that will assess a student's knowledge of irregular verbs in different tenses. This assessment will be done by using a scan-tron-style test. The test will be short, only containing between 20 and 25 multiple choice questions.

   2. Have your assessment results shown a need for new SLOs?   YES   ☒   NO   ☐
      If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written

13	I estimate that new SLOs will be written for French, Italian and Spanish at all levels (1A, 1B, 2A, 2B). This represents 62% of the Foreign language classes.

3. What percentage of courses will your program assess in the next academic year (2015-16)?

We will probably be able to assess 62 % of the courses.

4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
8	It is estimated that a little under 75% of the part-time faculty will participate in the SLO process. I will probably have to meet with groups of adjuncts on different days and at different times, based on their availability. This is difficult and time consuming when there is only one full-time instructor in a discipline.

4. Curriculum

a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

All of the course outlines for all of the languages need to be up dated. The most important up date to complete first is in the Spanish curriculum. One the up-dates have been approved then we will need to transition quickly in to work on the Transfer Model Curriculum for Spanish. If we are able to obtain a language laboratory in the future, we will have to amend the amount of units that classes are worth. For example, a current 5-unit class would become a 6-unit class.

b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

> Yes, the Foreign Language Department would like to work on Service Learning curriculum and a Travel/Study class. We would also like to write the class outlines for Italian 2A and Italian 2B.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

> If the Foreign Language Department is given more FTEF, it would like to add a 2-unit service learning class and a 2-unit travel/study class. In addition. It would like to be able to offer the combined Spanish 2A/2B class every semester. It is currently only offered in the spring. We would like to have a language laboratory, and a hoping that we will have a space for one in the new building. If this does happen, we will need to request an additional unit for each level of each language to allow time for students to work in the language lab. The Spanish Department would like to bring Carlos García and Jesús Sosa to Las Positas. Carlos García is a poet from El Salvador who lives in exile in Spain. Jesús Sosa is a woodworker who creates/carves and paints Alebrijes. He is also a member of the Zapotec indigenous group.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

> We would like to request 12 additional FTEF.

2. Rationale for request(s).

> The additional FTEF would be used to offer a four-unit combined Spanish 2A/2B class in the fall and to offer a 2-unit Travel/Study class as well as a 2-unit Service Learning class.

B. Human Resources

1. Request: New or replacement faculty position(s).

> We will need to replace one adjunct in ASL. We also might possible have to replace a second instructor in ASL and one in French.

2. Rationale for faculty position request(s).

> The one full-time instructor in the department does not have release time, but is the acting coordinator for the Foreign Language Department. The work load is tremendous an unfair. Smaller departments, for example, Viticulture have had 4 units of release time for years. The person who runs the RAW Center has release time. I don't even know what his job description is and I do not understand how some coordinators are worthy of release time while others are expected to do their teaching job well and take care of their department with no additional time allotted to them. If there is no change in the current situation by the end of this academic year, I will no longer serve as the coordinator for the Foreign Language Department. As an Area Chair at the high school where I was employed for 8 years, I received a stipend for my extra work. I recently found out that even student trustees are recognized for their work with the awarding of a stipend. Something is wrong with this picture. The Foreign Language Coordinator needs to coordinate four languages, French, Italian, Spanish and ASL and works with 8 adjuncts. To date, I have spent a total of 6 Saturdays on campus completing

department-related work. Each Saturday I am here for between four and six hours. On the low end of the scale that translates into 24 additional hours that I have spent on campus during non-traditional work hours to complete department-related tasks. This is time that is taken away from my family, namely my two children, ages 9 and 10. The way in which release time is currently distributed is not equal and had no specific formula. One of the ASL instructors will retire at the end of this semester. One of the French instructors is currently on leave and it is not known when she will be able to return to her teaching position. It is possible that a second ASL instructor may have to be replaced if this instructor is given an unsatisfactory review. This situation is currently being reviewed.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

We will need someone to run the Language Lab when it is not being used by instructors.

4. Rationale for classified staff position request(s).

The language lab will need to be open during the day and evening so that language students can have access to the computers to practice language skills.

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

We need a budget. The Foreign Language Department has never had one. I spend my own money, hundreds of dollars a year to support program need.

2. Rationale for financial request(s).

We have never had a budget so our program cannot provide students with a high standard of language acquisition and cultural experience.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

> We will need new software for the language lab.

2. Rationale for technology request(s).

> The Foreign Language Department needs a state-of-the-art language lab to provide its students with basic practice of language acquisition skills. Our students currently spend 18 hours lees time learning language than their peers at Chabot because we do not have access to a language lab.

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

> We would like to request a state-of-the-art language lab and several classrooms dedicated to Foreign Language classes. We would also like to request exterior space where news about the Foreign Language Department could be posted in a hallway or outside of a building where there is a lot of foot traffic.

2. Rationale for facilities request(s).

> Our students are not able to learn at the same rate as their peers who take language classes at Chabot because we do not have a language lab. They miss 18 hours of language acquisition because we do not have a lab. The dedicated classrooms would greatly boost the types of activities that could be done in language classes. As it stands now, instructors have to bring everything they need for whatever activity they want to teach with them back and forth to class. We do not have a room with a set of wall maps, space for reference books, class sets of plays, short stories and novels, newspapers, magazines, and markers, large sheets of paper, scissors, tape, and other such materials. We also currently do not have a place to display student work, grammar and vocabulary charts and other related materials. As an example, this

past week two of my classes completed a project on the differences between SER and ESTAR. The final product for their presentation was written on huge pieces of paper that are similar to sticky notes. After each presentation, the group hung their poster on the wall. Today when I returned to the classroom to teach the same classes, the posters had been taken down and were crumpled up and stuck in the corner of the room behind a set of chairs near the window. I was furious and my students had their feelings hurt. There are currently other projects from other classes hanging on the walls of this classroom. I would never dream of touching them, much less removing them and/or destroying them. In addition, there are two large stacks of papers that have been sitting on a set of stacked chairs for weeks. I would never dispose of those papers or ruin them in any way. It seems that other instructors who SHARE that same room with me feel a stronger sense of ownership for it and the materials inside it. Having dedicated rooms for language classes would allow instructors to keep frequently used material in one place all the time and also allow for displaying student work and other important realia without worrying about it being taken down or harmed in any way. Lastly, the Foreign Language Department needs a dedicated posting area outside on a wall where students could read about department activities, trips, classes and other pertinent information. Many disciplines have had a dedicated are to display important information for years. The Foreign Language Department has never had that opportunity.

3. Request: Upgrading of existing equipment or purchase of new equipment.

We will need a class set of computers with headphones and a fully equipped language lab program and mother board. We will also need chairs, white boards, a projector and screen, up-to-date maps of the Spanish-speaking world, reference materials such as dictionaries, verb books, class sets of plays and novels, pens for the white board, erasers, (tape) recorders and language-specific newspapers and magazines.

4. Rationale for equipment request(s).

> The above mentioned equipment is needed to furnish the language lab and the dedicated language classrooms. Currently we do not have any of the items mentioned above. We will also need someone to run the language lab when instructors are not using it.

5. Request: New supplies

> Magazines, newspapers, dictionaries, verb books, whiteboard pens, erasers, markers, large project paper, sets of plays and novels to be kept in dedicated classroom, file folders, green pens, high liter pens and permanent markers.

6. Rationale for supplies request(s).

> The above supplies are basic requirements for running a successful language program. Since the Foreign Language Department has never had a budget, we basically need everything that we would have been purchasing little by little, had we been given a budget years ago.