

# FOREIGN LANGUAGE PROGRAM REVIEW

2016



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## SELF-STUDY TEMPLATE

**1.1 Introduction.** Introduce the program. Include the *program's catalogue description*, its mission, the degrees and certificates offered, and a brief history of the program. Include the number and names of full-time faculty, adjunct faculty, and classified staff. Discuss any recent changes to the program or degrees (*limit to 2-3 pages max*).

The Foreign Language Program, as stated in our catalogue, “*introduces the fundamentals of language learning (listening, speaking, reading, writing, and culture) with emphasis on language production, grammar, syntax, vocabulary acquisition, and exposure to the culture. This program provides study in more than one language.*”

Degrees and Certificates offered.

The Foreign Language Program at Solano Community College offers introductory and intermediate-level language courses which, depending on the student, can lead to an AA degree in Spanish, French, and/or Foreign Languages, or an AA-T degree in Spanish. Because the College, as is stated in its mission statement, has a commitment to “helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education,” the Foreign Languages Program addresses varied student needs and goals. In addition to providing transfer-level education, our courses also meet the needs of students who wish to enhance their prospects in the work force by building up desirable bilingual skills in order to work in professional areas such as teaching, healthcare and human services, as well as retail and/or specialized business services. Other students wish to improve their foreign language skills for more personal reasons, for example, in order to strengthen their familial and personal relationships. When taking into account the multi-directional mission (and not solely transfer-level education) of the College, the Foreign Language Program fulfills student needs rather successfully. Student successes can be measured not only by the number of students who finish the AA or who transfer to four-year institutions, but also by those who come back to state that their improved language skills have helped them communicate with clients, friends, and family members. These are the success stories that are more difficult to cull and measure, but which are no less important, and which prove that Solano’s multi-faceted mission serves the community well.

The Foreign Language faculty has become adept at addressing these multiple student needs and providing education that develops highly valued skills in oral and written communication, both in the target language, as well as in English; and they cultivate students’ abilities to think creatively and analytically, offering a heightened awareness of cultural diversity and its attendant issues. Foreign Language courses at Solano Community College offer excellent pre-professional training for careers in criminal justice, medicine and other health professions, including counseling, nursing, occupational therapy, and human services; the social sciences, such as linguistics, anthropology, sociology, and communication studies; non-profit sectors, federal service, public policy, and international affairs; business, and finances. Additionally there is a high demand for translators and interpreters in legal, medical, conference, business, and general community environments.

With regard to this last point, the Spanish faculty is currently developing introductory courses in community and healthcare interpreting to meet the needs of the general Solano County community, and the large percentage of heritage Spanish-speaking students who attend Solano.

This will undoubtedly bolster Solano Community College's recent application to the US Department of Education to be designated as a Hispanic-Serving Institution.

### **History of the program.**

The Spanish program at SCC began in 1971 with only three languages: Spanish, French and German. Over time it grew to include Italian, Portuguese, Latin and Japanese with brief offerings of Tagalog Swahili and Russian. The Spanish faculty grew to 4 fulltime in instructors. In 2008, with enrollments falling and the economy in crisis, our Division was cut back to only Spanish, French and German. With the retirement of our fulltime German instructor, Gail Kropp, we continued to offer only the first 2 semesters of German with our adjunct professor Ellie Sturm, until her retirement. Portuguese was offered only as conversation until our long time adjunct teacher retired and we decided not to offer it until our enrollments went up in other languages.

At present, we are anxious to restore the cuts made to our department. To that end we are seeking to restore the German program to its former level as still indicated in our catalogue. We aim to restore the AA degree in German and add the AAT, which requires even more units than the AA. Several qualified candidates for part time hire in German have indicated interest. We would like to hire someone fulltime, as soon as possible. We also hope to reinstate Latin, Italian, and in time, Portuguese in order to restore the variety our Foreign Language Department once boasted. We might consider offering Tagalog again if we can find a candidate with the minimum qualifications.

### ***Foreign Languages, General***

#### **Program Description**

This program introduces the fundamentals of language learning (listening, speaking, reading, writing, and culture) with emphasis on language production, grammar, syntax, vocabulary acquisition, and exposure to the culture. This program provides study in more than one language.

#### **Associate of Art Degree**

The Associate in Arts Degree can be obtained by completing a total of 60 units, including a minimum of 20 units from the courses listed below in at least two different languages, the general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

#### **Program Outcomes**

Students who complete the Foreign Languages, General Associate Degree will be able to:  
1. Read, write, speak, listen, and engage with the target culture in more than one language, at the novice-mid to advanced proficiency levels (depending on course level), as prescribed by the ACTFL Proficiency Guidelines and the ILR Culture Proficiency Guidelines. (Minimum of 20 units)

#### **Required Courses . . . . . units**

##### **French**

FREN 001 First Semester French

*or*

FREN 031 First Semester French, Part 1

**AND**

FREN 032 First Semester French, Part 2	
FREN 002 Second Semester French	
FREN 003 Third Semester French	
FREN 004 Fourth Semester French	
FREN 011 Conversational French	
FREN 012 Intermediate French Conversation	
<b>Spanish</b> . . . . .	<b>units</b>
SPAN 001 First Semester Spanish	
<i>or</i>	
SPAN 031 First Semester Spanish, Part 1	
<i>AND</i>	
SPAN 032 First Semester Spanish, Part 2 . . . . .	3
SPAN 002 Second Semester Spanish . . . . .	5
<i>or</i>	
SPAN 033 Second Semester Spanish, Part 1 . . . . .	3
<i>AND</i>	
SPAN 034 Second Semester Spanish, Part 2 . . . . .	3
SPAN 003 Third Semester Spanish . . . . .	5
SPAN 004 Fourth Semester Spanish . . . . .	5
SPAN 011 Conversational Spanish. . . . .	3
SPAN 012 Intermediate Spanish Conversation. . . . .	3

**REQUIRED COURSES . . . . . units**

SPAN 001 First Semester Spanish . . . . .	5
SPAN 002 Second Semester Spanish . . . . .	5
SPAN 003 Third Semester Spanish . . . . .	5
<i>or</i>	
SPAN 001S Spanish for Spanish Speakers 1 . . . . .	5
SPAN 004 Fourth Semester Spanish . . . . .	5

<i>or</i>	
SPAN 002S Spanish for Spanish Speakers 2 . . . . .	5
Select 3 units from List A. . . . .	3

**List A (Select 3 units) . . . . . units**

HIST 021 Mexican American/Chicano History . . . . .	3
SPAN 011 Conversational Spanish. . . . .	3
SPAN 012 Intermediate Spanish Conversation . . . . .	3
SPAN 025 Introduction to Latin-American Culture: Exploration of Identity Through Essay, Film, and Short Story . . . . .	3
SPAN 026 Spanish Cinema for Conversation. . . . .	3
SOCS 022 Ethnic, Racial and Minority Group Relations in Harmony and Conflict . . . . .	3
SOCS 025 Mexican-American Experience . . . . .	3

**Required Major Total unit . . . . . 23**

**CSU General Education or iGETC Pattern units . 37 - 39**

**CSU Transferable Electives**

**(as needed to reach 60 transferable units)\* . . . . . 7 - 9**

**Total Degree units . . . . . 60**

*\* 9 units may be double counted toward both the major area of emphasis and CSU General Education or IGETC Pattern.*

*Consult with a counselor for more information on completing this degree.*

**REQUIRED COURSES . . . . . units**

**French**

FREN 001 First Semester French . . . . . 5

*or*

FREN 031 First Semester French, Part 1 . . . . . 3

**AND**

FREN 032 First Semester French, Part 2 . . . . . 3

FREN 002 Second Semester French . . . . . 5

FREN 003 Third Semester French . . . . . 5

FREN 004 Fourth Semester French . . . . . 5

FREN 011 Conversational French . . . . . 3

FREN 012 Intermediate French Conversation . . . . . 3

**German**

GRMN 001 First Semester German . . . . . 5

**Spanish . . . . . units**

SPAN 001 First Semester Spanish . . . . . 5

*or*

SPAN 031 First Semester Spanish, Part 1 . . . . . 3

**AND**

SPAN 032 First Semester Spanish, Part 2 . . . . . 3

SPAN 002 Second Semester Spanish . . . . . 5

*or*

SPAN 033 Second Semester Spanish, Part 1 . . . . . 3

**AND**

SPAN 034 Second Semester Spanish, Part 2 . . . . . 3

SPAN 003 Third Semester Spanish . . . . . 5

SPAN 004 Fourth Semester Spanish . . . . . 5

SPAN 011 Conversational Spanish. . . . . 3

SPAN 012 Intermediate Spanish Conversation. . . . . 3

***Foreign Languages, Individual***

**Program Description**

This program introduces the fundamentals of language learning (listening, speaking, reading, writing, and culture) with emphasis on language production, grammar, syntax, vocabulary acquisition, and exposure to the culture. This program requires study be accomplished in one language only.

**Associate in Arts Degree**

The Associate in Arts Degree can be obtained by completing a total of 60 units, including a minimum of 18 units in one of the languages listed below, the general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

**Program Outcomes**

Students who complete the Foreign Languages, Individual Associate Degree will be able to:

1. Read, write, speak, listen, and engage with the target culture at the novice-mid to advanced-low proficiency levels (depending on course level), as prescribed by the ACTFL Proficiency Guidelines and the ILR Culture Proficiency Guidelines.



## REQUIRED COURSES

### Foreign Language, French . . . . . units

FREN 001 First Semester French . . . . .	5
FREN 002 Second Semester French . . . . .	5
FREN 003 Third Semester French . . . . .	5
FREN 004 Fourth Semester French . . . . .	5
FREN 011 Conversational French . . . . .	3
FREN 012 Intermediate French Conversation . . . . .	3
FREN 031 First Semester French, Part 1 . . . . .	3
FREN 032 First Semester French, Part 2 . . . . .	3
FREN 049 French Honors. . . . .	1 - 3

### Foreign Language, Spanish . . . . . units

SPAN 001 First Semester Spanish . . . . .	5
SPAN 002 Second Semester Spanish . . . . .	5
SPAN 003 Third Semester Spanish . . . . .	5
SPAN 004 Fourth Semester Spanish . . . . .	5
SPAN 011 Conversational Spanish. . . . .	3
SPAN 012 Intermediate Spanish Conversation . . . . .	3
SPAN 025 Introduction to Latin-American Culture: An Exploration of Identity Through Essay, Film, and Short Story. . . . .	3
SPAN 031 First Semester Spanish, Part 1 . . . . .	3
SPAN 032 First Semester Spanish, Part 2 . . . . .	3
SPAN 033 Second Semester Spanish, Part 1 . . . . .	3
SPAN 034 Second Semester Spanish, Part 2 . . . . .	3
SPAN 049 Spanish Honors. . . . .	1 - 3
SPAN 001S Spanish for Spanish Speakers 1 . . . . .	5
SPAN 002S Spanish for Spanish Speakers 2 . . . . .	5

### *Associate in Arts in Spanish for Transfer (ADT: A.A.-T)*

#### **Program Description**

The Associate in Arts Degree in Spanish for Transfer (A.A.-T) is for students who intend to complete a bachelor's degree in Spanish at a CSU. Students will take courses in Spanish required for Spanish majors. This program teaches writing, reading, speaking, listening and comprehension in the target language, as well as critical thinking skills in the context of engaging and processing cultural materials, with the intent to heighten cultural awareness and sensitivity to diversity.

#### **Associate in Arts in Spanish for Transfer Degree**

Students who complete this degree will be guaranteed admission with junior status to the California State University system, though not to a particular campus or major. In all cases, students should consult with a counselor for more information on university admission and transfer requirements.

#### **To earn the Associate in Arts in Spanish for Transfer degree, students must:**

1. Complete 60 semester units that are eligible for transfer to the California State University, including both of the following:
  - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements

- b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- 2. Obtain a minimum grade point average of 2.0.

**Program Outcomes**

Students who complete the Associate in Arts in Spanish for Transfer degree, will be able to:

- 1. Build cultural awareness of Spanish-speaking cultures through comparison and contrast of linguistic variances, as well as various customs, societies, and institutions.
- 2. Demonstrate reading, writing, and analysis in Spanish at the intermediate/high to advanced proficiency level based on the ACTFL guidelines.
- 3. Demonstrate oral and aural abilities in Spanish at the intermediate/high to advanced proficiency level based on the ACTFL guidelines.

**Required Courses . . . . . units**

SPAN 001 First Semester Spanish . . . . .	5
SPAN 002 Second Semester Spanish . . . . .	5
SPAN 003 Third Semester Spanish . . . . .	5
<i>or</i>	
SPAN 001S Spanish for Spanish Speakers 1 . . . . .	5
SPAN 004 Fourth Semester Spanish . . . . .	5
<i>or</i>	
SPAN 002S Spanish for Spanish Speakers 2 . . . . .	5
Select 3 units from List A. . . . .	3

**List A (Select 3 units) . . . . . units**

HIST 021 Mexican American/Chicano History . . . . .	3
SPAN 011 Conversational Spanish. . . . .	3
SPAN 012 Intermediate Spanish Conversation . . . . .	3
SPAN 025 Introduction to Latin-American Culture: Exploration of Identity Through Essay, Film, and Short Story . . . . .	3
SPAN 026 Spanish Cinema for Conversation. . . . .	3
SOCS 022 Ethnic, Racial and Minority Group Relations in Harmony and Conflict . . . . .	3
SOCS 025 Mexican-American Experience . . . . .	3

**Required Major Total unit . . . . . 23**

**CSU General Education or iGETC Pattern units . 37 - 39**

**CSU Transferable Electives  
(as needed to reach 60 transferable units)\* . . . . . 7 - 9**

**Total Degree units . . . . . 60**

*\* 9 units may be double counted toward both the major area of emphasis and CSU General Education or IGETC Pattern.*

**Full Time Faculty**

- Margaret Abel-Quintero
- Isaias Jacobo
- Lorna Marlow Muñoz
- Laura Pirott-Quintero

**Solano Spanish Adjuncts**

Gabriela Avila-Tuttle  
Victor Coronado  
Maria de la O Salas  
Rebecca Estes  
Seong “Santiago” Paeng  
Colleen Estes  
Carly Harmon

*1.2 Relationship to College Mission and Strategic Goals.* Describe the program’s relationship to the overall mission of the college: “Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”

**Table 1. SCC’s Strategic Directions and Goals**

**Goal 1: Foster Excellence in Learning**

**Obj. 1.1 Create an environment that is conducive to student learning**

*Program Evidence:* Student evaluations regularly tell us how well we are succeeding in making language learning appealing and successful for them. Our interactive, multifaceted approach incorporating multiple teaching styles to teach culture and language, create a supportive environment in which students help each other in and out of class.

Foreign Languages as a whole lend themselves to creating an atmosphere conducive to learning. We must lower the affective (emotional) filter of our students in order to relax them so that they will talk. The difficulty this presents for students, induces us, as teachers, to find all kinds of effective, hands on ways to engage our students, body and soul, in those few minutes that we have them, so that they will “produce” (begin to speak and read) and learn to listen and read as well. Each class requires that we include listening, speaking, reading, writing and culture. We make use of realia, games (centered around mastery of vocabulary and grammatical concepts); video clips, songs, dialogues, poems, creative ways to act out or practice the language in a multitude of formats and field trips. Some field trips our teachers offer to supplement student learning include outings with French visitors to area sites of interest; trips with Spanish and French students to museums in S.F., Sacramento and Oakland; excursions to ethnic supermarkets and restaurants or neighborhoods such as the Mission District in S.F. for practice reenactments daily life such as shopping, eating out, cooking, dancing, meals, singing of traditional and modern songs. Our French teacher offers the experience a French picnic out on the lawn of the campus, as an example, an annual favorite of her students and a French immersion day in which she invites students from the area high schools to participate in a day of French activities on our campus with the college students. Students often remark that in their foreign language classes they really get to know one another in the process of learning a new language, in a way that makes them feel at home on the campus and more integrated in the life of the campus.

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In our classrooms, we engage our students as individuals while helping them to work in supportive groups. We encourage them to seek out tutoring or to work in study groups. To support our students helping each other, we create study groups that succeed outside of class in helping individuals who have missed something or need more encouragement. We also implement activities around their personal interests and likes so that when they are conversing they get to know each other better and feel less anxious. As an example, if we are doing a lesson on Day of the Dead, it might involve a trip to the Museum in Oakland to see their exhibits and see how the culture expresses love for those they have lost.

Our student comments, in their evaluations and the cards they often give us reflect the positive, memorable qualities and strengths of their teachers in all our classes. We are constantly looking for ways to create or improve the courses to meet the changing needs of our students. In 2015 we created a Student Survey that is helping us track our success as a department in reaching our students. Students repeatedly praised our exemplary teaching and enthusiasm and willingness to go beyond to help our students.

**Obj. 1.3 Optimize student performance on Institutional Core Competencies**

*Program Evidence: See Obj. 2.2.*

**Goal 2: Maximize Student Access & Success**

**Obj. 2.1 Identify and provide appropriate support for underprepared students**

*Program Evidence:* Our core retention figures range between 75% and 89% .

In the academic context, there is concrete proof of the success of the SCC's Foreign Language faculty's approach: consistent placement of SCC foreign language students in upper division foreign language courses upon transfer to four-year institution save prerequisites to help ensure that students are prepared for subsequent courses.

Foreign Language faculty accomplish this by providing information regarding support services (Counseling, DSP, Tutoring Center, Writing lab, Academic Success Center, Student Success Workshops, Financial Aid, cohort programs, etc.) to students via syllabi, postings in the classrooms, email and verbally. Students are referred to support services as appropriate on an ongoing basis. In addition, faculty refer students to provide tutoring in the Academic Success center as well as arrange conversation partners with ESL students interested in honing their skills in English for equal time practicing the foreign languages our English speaker need help in. Study skills are taught as a part of some of the courses.

**Obj. 2.2 Update and strengthen career/technical curricula**

*Program Evidence:* One of our chief goals is to assist our students in developing communicative competence and language proficiency, that is the ability to use language creatively and in culturally appropriate ways for authentic tasks in real-world setting and in accordance with the most recent ACTFL (American Council on the Teaching of Foreign Languages) guidelines. This is accomplished by faculty who maintain a general level of comparability among languages. Spanish teaches a relative content to that of French and German, and evaluates students' proficiency in five areas: listening, speaking, reading, writing and culture. Students from all ages and backgrounds become more fluent in the target

language and increase their understanding and appreciation of new cultures to which they are exposed.

We continually update our materials and textbooks as well as assignments to reflect the changing world and expectations for linguistic and cultural competency within it. Since our textbooks and teaching incorporate the 5 C's : Culture and Connections being among them, students are prepared for the linguistic, social and cultural differences they will face in careers abroad or at home in the global community that is the workplace. We attend workshops on a regular basis to assist in keeping current on the latest innovations in delivering language and resources to our students.

Informally, many students have verbally expressed to instructors their clear understanding of the value that this exposure affords: increased marketability in the workplace, acquisition of "soft skills" in cross-cultural communication that opens doors to management positions, health care services, and other professional arenas. Additionally, many students have told us of how they use their newfound proficiency in foreign languages and cultures to enhance their personal ties to friends and family.

These cross-cultural and cross-disciplinary connections are gratifying outcomes that result from an important course-level SLO for all foreign language courses – that of teaching and developing cultural competency so that students can better function in increasingly globalized environments. In the academic context, there is concrete proof of the success of the SCC's Foreign Language faculty's approach: consistent placement of SCC foreign language courses in upper division foreign language courses upon transfer to four-year institutions save prerequisites to help ensure that students are prepared for subsequent courses.

### **Obj. 2.3 Identify and provide appropriate support for transfer students**

*Program Evidence:* The FL program now offers an AA-T in Spanish. All Spanish courses that are eligible for CI-D approval have been approved indicating that they meet criteria for the California Transfer Model Curriculum. All our foreign language faculty write letters of recommendation on a regular basis for students wishing to transfer to four year institutions. Language courses taught at Solano College are designed to prepare students for success in upper division Foreign Language courses, and faculty regularly hear back from students who have transferred to four-year institutions about how their Spanish, French, German, Italian, Latin (when we had them all) ... education at Solano has benefited them as they further their education and training. Faculty continually consult with students and provide guidance as to what is needed to transfer, information about succeeding after transfer and career opportunities. We now have a poster that visually shows the trajectory from beginning language through the major or AA-T degrees. We also recommend programs abroad, attend students' graduations even beyond SCC graduation and honor those who receive an AA or AA-T degree or major in the languages we offer by hosting a ceremony to honor them ( to which we invite them as well as their family and friends.)

Much of the support we provide for our students is in the classroom. But we also write letters of support when our students apply for scholarships for study beyond SCC. Christopher Landis in Spanish, now in a graduate program in Spanish Linguistics at UC Davis. He tested directly into the majors' level classes upon transfer. Michael Parker, who graduated from UCB during which time he won several awards to pursue his Spanish with the help of his former instructor, Margaret Abel-Quintero. His first was through UCB to study Global Poverty in Chile and his most recent was the prestigious International Rotary Scholarship for an entire

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year of study in Spain for an entire year while a student in Spanish and Global Poverty at UC Berkeley. Please refer back to Section 5.1 for a more thorough list. We have former students as speakers to come and inspire other students to go abroad.

#### **Obj. 2.4 Improve student access to college facilities and services to students**

*Program Evidence:*

We work closely with DSP to make arrangements for testing and extra aides. We really need monies restored for paid assistants to help our students who need note takers and extra supports. Since cutting these services, it has impacted our DSP students in a very negative way. The DSP students have reported less help in the testing arena as well due to lack of staff to offer tests close to when the regular class takes them. We would like to see an increase in monies to DPS to help remedy this.

Announcements regarding services and opportunities are shared with students via email and in class. Faculty have noted that due to limited hours, student services, tutoring and study space is more difficult for students to access in the evening and summer session.

#### **Obj. 2.5 Develop and implement an effective Enrollment Management Plan**

*Program Evidence:* The Foreign Language classes are designed for students of all ages and backgrounds. Since our classes are now mostly taken as strictly electives, we have greater pressure than ever to retain students, many of whom are ill prepared and often academically at risk. Without compromising our own high standards, we encourage struggling students to transfer into or take our 31 – 34 series of classes that slow down a semester long course into two semesters at a slower pace. This is helpful to the students who do this.

We have begun meeting with counselors to assist us in placing students more appropriately and stave off those students at risk of failing if they enroll in a course that moves too quickly for them. As a result we now have a counselor who is assigned specifically to us to help advise our students.

To increase our offerings and enrollments we no longer allow students to test out of our classes preferring that they enroll in them instead. We are hoping this will bolster our numbers in the second year classes needed for completion of the AA and AA-T degrees. We have begun creating schedules that allow students a seamless transition to the next level course at similar times and on similar days on whatever campus they enroll at.

We have implemented a survey and are tracking our students' wishes in scheduling of classes and courses. Faculty work to recognize trends in enrollment in our Foreign Language courses and respond accordingly. We have tried different patterns of scheduling such as offering classes on a 3 or 2 day a week basis later in the afternoon and found that has increased our enrollments. Now with the new block scheduling this will be the norm.

Two faculty members have sought and secured Sabbatical Leaves to rethink and reenergize our programs and offerings. Laura Pirott received a Sabbatical Leave to work on a courses in Translation and Interpretation to assist students seeking careers that require knowledge of Spanish. Margaret Abel-Quintero received a sabbatical leave for Fall of 16 in part to revamp

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our Medical Spanish and our courses in Spanish Cinema as well as others to make them more in line with the emphasis on career readiness and cultural and community relevance.

### Goal 3: Strengthen Community Connections

#### **Obj. 3.1 Respond to community needs**

*Program Evidence:* Our students use their language skills in the jobs they work in in the community: in retail, medical settings, schools and beyond. The Cross Age Teaching class allows students of Spanish, French and German to teach children in area elementary schools for credit and experience. When our Medical Spanish Series was still offered, people from Travis and in the medical field used to sign up for our Medical Spanish to acquire skills they applied directly to their jobs in the hospitals and medical settings surrounding us. Since the beginning, parents and their children have sought us out to learn language skills that they can use with their Spanish, French, German, etc. speaking relatives they could not otherwise communicate with. People from all walks of life come to us and take their learning out into the broader community to forge ties with people from other countries who call our community home. We feel very honored to be a part of that.

Our field trips are another way we forge ties, whether to museums in Oakland, Sacramento and San Francisco, the flea market in Napa, mass in a local Catholic church, area film festivals, eating out or exploring the Mission District, travelling abroad to France, our students are connecting with Spanish and French speaking people and forging bonds in our local communities and beyond.

Our FL Program serves as an important source of teachers, hospital & court interpreters, Military personnel and other jobs that require foreign language skills for the local and state economy as well as internationally. Employers of our recent graduates include Saint Gobain Company in Fairfield, Rancho Cotati School District, United Airlines, Vacaville Unified School District, Solano County Court System, Université d'Orléans, CIA (Culinary Institute, Napa), Fairfield Unified School District, Travis AFB and more.

Our recent participation in the ECH program on campus has been quite a success. They have asked that we provide for 3 sections of 31-34 level classes which all incoming students of that program will begin and continue to take sequentially of their next four semesters. We have offered Spanish and will add French next year.

Laura Pirrot is working to complete courses in Spanish translation and interpretation for submission to Curriculum Committee for the 2016 -17 academic year.

**Please refer to 1.5 below for more on this.**

#### **Obj. 3.2 Expand ties to the community**

*Program Evidence:* Please refer to 3.1 above and 5.1 below.

### Goal 4: Optimize Resources

#### **Obj. 4.1 Develop and manage resources to support institutional effectiveness**

*Program Evidence:* We the FL Dept. use our allotment of funds to support our Foreign Language Night with supplies and refreshments, to host our annual Awards Ceremony to honor our majors and students receiving their AA degrees in our Department, to purchase the occasional supplies for teaching: realia such as clocks, maps as well as videos of films, board

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games and the like. We are trying to get funding for a very necessary training in Oral Proficiency Testing for all our faculty but have been mostly unsuccessful to date. Faculty have applied for a grant to see if we can cover the considerable costs that such training will incur.

#### **Obj. 4.2 Maximize organization efficiency and effectiveness**

*Program Evidence:* F.L. faculty have been working to carefully schedule our courses so that students will have the greatest success and likelihood to continue taking our classes. We have tried scheduling classes on less than our traditional 5 day a week pattern and have seen those sections fill up. To optimize enrollments, we are advocating for better sequencing of classes at the same times on the same days so as to retain students in subsequent semesters. We have advocated for earlier classes to accommodate the students in Middle College. Because of miscommunications between Counseling and our students over placement, we have met (this semester) and will maintain an ongoing dialogue with counseling to remind them that they should send students to us to determine placement (such as those who have some Spanish in their back ground or those who haven't been in a classroom for a while), rather than attempt to decide their levels without our input. We have also worked closely with DSP to better accommodate students with learning disabilities or special needs and now have a designated counselor, specifically assigned to help out with placement of our students.

#### **Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions**

*Program Evidence:* We use smart classrooms and access the web regularly to stream in real time language: concerts, museums, images of the countries where our languages are spoken, the natural and modern wonders, footage of holidays, films, dances, cultural events and more.

Our assignments send our students to the Web to seek out information of a cultural and linguistic nature, to read about current events, to view films and to prepare reports or power point presentations on a variety of subjects. We teach using the web, power point, DVD's , videos in French and Spanish with regularity to support our teaching and open up the world, quite literally to our students.

F.L. textbooks are all supported by web related learning exercises whether in the lab and workbook or extra tutorials, video clips with exercises, drills and lectures on line, songs and more. All faculty have used electronic books and workbooks or lab/activity manuals even though we meet face to face. French students currently have an on line workbook and lab component. Often assignments for presentation or research require extensive use of the Web.

The biggest impediment we have found is that now that we are dependent on these new technologies, we find our class time is often cut into because of the lack of regularly scheduled maintenance on the equipment.

All too often, a class that depends on the technology is disrupted or ruined entirely, because of equipment failure. Filters that overheat and block out the screen on which our lessons are projected, bulbs that burn out, lights that are not set up for viewing a power point or film while enabling note taking at the same time are among the problems we regularly encounter.



Lighting in most rooms is inadequate and inconsistent with the use of technology. There is often no way to keep some lighting for taking notes while viewing a film for example. The lighting configuration in 710 on the Main Campus where 98% of FL classes are taught on that campus, predates the equipment in all the rooms we teach in in the 700 building. This is a problem that needs attention. Even the white boards are not cleaned nor the erasures replaced. At times, we have to abandon a lesson, because equipment fails.

If rooms were regularly cleaned and equipment were properly and regularly maintained to prevent failure, this reduce the amount of loss of teaching time to equipment failure. To this end we would like to see an increase in staffing in IT and also in the Janitorial staff. Both these factors are essential if we are to ensure proper functioning of equipment vulnerable to dirt, dust and debris that is currently the norm in our classrooms.

**1.3 Enrollment.** Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, the full-time equivalent enrollment (FTES), and the WSCH for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

Data in Table 1.3a reflects 2011-2012 academic year to present for scheduled sections, actual sections, FTES and declared Spanish majors.

Table 1.3a	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
Scheduled Sections	19	16	16	15	20	19	18	18	
Actual sections	19	16	16	15	20	19	18	16	
FTES (total)	53.5	53.9	49.9	41.7	51.9	48.4	48.0	48.2	
Headcount	406	393	369	307	399	351	361		
Spanish Degree Seekers headcount									

Enrollment data in Spanish has had a slight decline in recent years. The number of sections offered (ranging between 15-20 sections per semester) has remained relatively constant while FTES has declined. This is somewhat consistent with the College’s overall section count and FTES which has declined slightly over the time period. Some factors that have impacted the number of sections offered and FTES are:

1. Economic factors: As the economy is improving after the recession, college enrollments have declined across the country and state.
2. Accreditation issues: Solano was on “Show Cause” and only recently ((January 2014) has been accredited without sanctions. Concern and misunderstanding of Solano’s accreditation status might have caused students to transfer to other colleges.

3. Cancelled summer classes: Summer classes were cancelled in 2012. Students may have gone to other colleges and institutions during that period to do their studies at those institutions. Some may have decided to stay on rather than face uncertainty over SCC's offerings.
4. Expanded offering at Centers led to an increase in offerings, but these classes have had lower enrollment. Conversely, the implementation of the Middle College High School Program caused the enrollment of newly formed classes at the first year levels to increase.
5. Times and frequency of course offerings. Our decision to try offering more 5 day a week (5 unit) courses on a 3 day a week model to increase enrollments, caused increased enrollments in those classes compared with classes on a 5 day pattern. This change has encouraged us to offer more 3 and now (with the advent of Block Scheduling) two day a week 5 unit courses to better meet students' busy schedule needs and accommodate them. With the new block scheduling, we are offering mostly two-day classes for the bulk of our Spanish 1, Spanish 2, Spanish 3 and Spanish 4 sections.
6. The decision to categorize ASL (American Sign Language) as a foreign language may have hurt (decreased) our enrollments in French and Spanish since going into effect.
7. Hiring freezes and limitations on which languages we could offer, has sent some students off to other Colleges which offer those. Without concrete evidence, it is hard to cite percentage drops, but the lack of variety and breadth of our program has debilitated its standing and caused students to look elsewhere for those other options.

Our numbers have decreased in direct proportion to nationwide decreases since the last program review. As per data released on trends nationwide in FL enrollments, a recent report in the MLA (Modern Language Association Journal) reported that numbers nationwide *...show(s) declines in enrollment in most foreign languages,*” as submitted by Colleen Flaherty , Feb. 11, 2015) According to an article on the most recent data out by the Modern Language, *“ enrollment in foreign language courses is down, way down,”* overall in major European languages including Spanish, since 1995. While Spanish remains the most studied language, the article states that its enrollments are down 8.2 %, while French, the second most studied language is down 8.1 percent and German's popularity has been surpassed by ASL (American Sign Language) for 3<sup>rd</sup> place. Additionally, enrollment in upper Division language courses is down nationwide.

Chinese and Portuguese along with ASL saw increases in enrollment spelling, for some, *“a trend...away from the humanities”* and *“ the liberal arts in general”* across the country. While there has been speculation as to what has caused this drop, the author shared in an email that the decline in enrollments may be tied to *“concern that our students are under increasing pressure to go to college so that they can get a high-paying job upon graduation.”* It suggests that their current pursuit of languages is *“underlying assumptions behind the goal of job placement replacing earlier pursuit of language in the former spirit of attaining a strong liberal arts education that included “strength in the liberal arts, broad disciplines, critical thinking, etc.” or interest in “reading the great works.”* This thinking, the author posits, *“seem(s) to have fallen by the wayside in recent years,”* and has been replaced by interest in languages that *“make students more marketable”* such as Portuguese (up 10.1 %), Chinese, (up 2 %), ASL (up 19 %) and Korean, up a whopping 44.7%. The SCC FL faculty know ,from our own experience, that students who are willing to attend classes 5 days a week is no longer viable for many students and something that most students find incompatible with their current focus on holding a job while attending school – a phenomenon that was not so wide spread in the 80's and 90's.

Suggestions about what to do to reverse this trend followed, which the FL faculty see as a necessary concern to incorporate in our future planning. What was certain, is that concerns

about finding a job outranked students' pursuit of a foreign languages for mere interest's sake or as preparation for travel abroad. This more utilitarian approach to learning has led some departments to refocus their courses to be in ways geared toward specific professions, (law, medicine and the like) with a more community and utilitarian based approach. We are deciding to adopt that strategy as well.

Here at SCC, the downturn in the economy in 2007, hit our enrollments hard across all departments. In light of the college's economic deficits, our football team was disbanded and students on scholarship had to quit ours and all their classes. The administration decided to cull all courses that were deemed "inefficiently enrolled" causing us to lose our Latin, Italian, Portuguese, Japanese, and many of our second year courses in Spanish that would lead to an AA degree (*Cinema for Spanish Conversation, Latin American Culture*) as well as our Medical Spanish series (61M-64 M.). With the shift in emphasis on study for transfer and away from study for personal enrichment, we lost our older population of lifelong learners who regularly populated those classes. The element of "Community" was effectively wiped out of the equation, which changed the character of classes which once had boasted a fair number of educated 30- 80 somethings and lent a wonderful element of real world experience to our classes while enriching our younger students' perspectives on life and learning in general. The students remaining were focused on transfer and told to choose a major right away and to stick to a minimum number of units for transfer. This also hurt us, since many of our students were increasingly in a hurry to meet the minimum requirement for degrees or transfer so that fewer were able to take second year courses in F.L.

The Economy was another huge factor in the dip in enrollments across the curriculum. Many faculty experienced firsthand how the economic hit our students. But while first it was the downturn in the economy, now it is the upswing has caused our students to privilege work schedules over class work. Both factors have hit us hard. Many of our students were not able to attend our classes regularly or buy their books due to economic constraints that compromised their ability to get to class, buy the necessary books, find the time to study and keep up. The Spanish Faculty did address the book issue by customizing our text in a way that saved students 2/3's what they originally paid for the textbook, work book and lab manual. Nonetheless, we still had semesters of unprepared students who did not succeed in our courses in part because of economic hardship. We still have students who find commuting to our 5 day a week classes too costly. Now that the economy is on an upswing, students are looking for classes that meet less frequently and with fewer demands. Many are simply attending fewer classes as in, *they are absent more*, because they now have jobs and cannot afford to turn them down. Many report that they need to work and cannot say no to their bosses when asked to take on extra shifts for fear they will be let go. Others simply stop coming, thinking that getting an F looks better on their transcript than a W or a C that will factor into their G.P.A. Now, they miss because they need to go to work and the appeal for 3 day a week classes is strong. F.L. faculty are limited by competition with other disciplines for that configuration of classes and are losing students who might otherwise take our classes because they cannot or will not come in 5 days a week.

It goes without saying that the decision to add a semester longer requirement of Math to the curriculum hit our second year programs especially hard. Students who were in Spanish 3 no longer found time to enroll in Spanish 4 and those in Spanish 2, decided not to progress to Spanish 3. While Sac State and other schools our students transfer to, used to require 3 semesters of a foreign language, it reduced that to only 2. Since our classes beyond the second semester are generally taken as electives and the math requirement has added to their loads, fewer students are able or inclined to sign up for the 3<sup>rd</sup> semester. This makes the attainment of

an AA out of reach, and lowers enrollments in all the classes that we offer that require a minimum level of Spanish 3 in order to be enrolled in them. STEM classes are another priority and that is affecting us.

We continue to serve a broad spectrum of students in the two Foreign languages we offer and ASL. Students receiving EOPS struggle to meet our requirements because of early disadvantage with their late receiving of funds necessary to buy and begin using the required textbooks and activities manuals. The incompatible school schedules in the surrounding areas with elementary, middle schools and high school, impacts our parents whose children have differing holidays and have to miss our classes and valuable instruction and practice to stay home with children when their schools aren't in session.

In order to increase our enrollments we have been working to offer classes that have a more practical, work-related application.. To that end two faculty members have written and earned sabbatical leaves to rewrite or add new curriculum that is focused in a more vocational direction.

Promising prospective curricular additions will include two new courses in Community and Healthcare Interpretation Spanish/English, tentatively titled "Introduction to Community Interpreting" and "Healthcare Interpreting I," which will be submitted to the Curriculum Committee later this year (2016). These courses are being developed by Laura Pirott, who during her sabbatical in the fall of 2014, researched various Spanish/English interpretation programs by actually enrolling in course programs, including the Agnese Haury University of Arizona Institute in Medical Interpretation, the first semester core class at City College of San Francisco, the Monterey Institute Trainer of Trainers course for Medical interpreters, and Trainer of Trainers Course for Community Interpreting in Columbia, Maryland. The materials and information gathered from these trainings and research will be distilled into two courses that will complement Solano Community College's robust programs in Nursing and Human Services, and help to address a clearly established community need for trained interpreters. Once these courses have been offered and tested, the aim will be to develop a Certificate of Achievement in Spanish/English Community and Healthcare Interpreting at Solano College, similar to the one offered at the City College of San Francisco.

During her sabbatical, Dr. Pirott also worked closely with Human Services Professor, Dr. Saki Cabrera, attended her HS 55 class in order to develop basic materials and teach basic relevant Spanish to students in the Human Services program, so that they are better prepared to help the Spanish-speaking population they will serve. Her collaboration and exchanges with Dr. Cabrera revealed the need to make changes in the focus, naming and content of the "Medical Spanish" course offerings currently "retired" from the active course offerings at Solano College, until rewritten. The suggested plan would be to re-frame and revamp the courses to provide a more community-based emphasis, rather than a largely "medical" focus which would substitute the already existing sequence of Medical Spanish offerings under the Spanish 61 - 64 series. This sequence of classes would continue to cater to the "true beginning students" and would provide an excellent beginning-level track to complement the more advanced-level interpreting track detailed above. Widening the scope of the course content to incorporate Spanish as needed in human services, social services, educational settings, as well as the healthcare fields) at beginning proficiency levels will improve students' marketability and prepare them for relevant work related experiences.

The faculty anticipates that these revamped courses will help to improve enrollments due to their practical, vocational appeal. During her sabbatical leave in the fall of 2016 Dr. Abel-Quintero, among other things, will work to make specific adjustments to the Spanish 61-64 sequence of classes that will become a solid foundation for, it is hoped, a Community and Healthcare Spanish track within the Foreign Languages Program.

The FL faculty wishes to have the languages that were cut from the program reinstated. We recognize that those decisions are in the hands of the College's administration and subject to scope of the vision SCC is plotting for the future course of the College since the cuts were made. We, the faculty will continue to advocate for their restitution and will, for now, work to create a pool of adjunct instructors ready to teach German when we get the green light to begin offering classes again.

With regard to streamlining general course expectations, providing more uniform evaluation of students' aural skills and oral linguistic production, previous program reviews have noted the imminent need for the faculty to receive OPI (Oral Proficiency Interview) Training. Laura Pirott will apply for funding through the College in 2016 with an eye to implementing training through an accredited OPI trainer for the entire Foreign Language Faculty as early as Spring of 2017 or sooner. Our objective with this is to more evenly and systematically evaluate our students' speaking and listening abilities.

**1.4 Population Served.** Utilizing data obtained from Institutional Research and Planning, to analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

#### Statistics for all foreign languages classes

Ethnicity Category		2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Null	% of Headcount		0%	0%	0%		0%
	Headcount		1	1	3		2
Am. Indian or Alaskan Native	% of Headcount	1%	2%	1%	1%	1%	1%
	Headcount	12	16	8	9	7	11
Asian or Pacific Islander	% of Headcount	13%	13%	17%	14%	18%	22%
	Headcount	148	138	129	116	134	164
Black Non-Hispanic	% of Headcount	17%	17%	17%	22%	20%	15%
	Headcount	193	182	128	181	151	111
Hispanic	% of Headcount	19%	23%	24%	26%	29%	29%
	Headcount	223	248	182	217	221	220
Other	% of Headcount	19%	10%	6%	5%	3%	2%
	Headcount	216	103	43	39	23	17
White Non-Hispanic	% of Headcount	31%	35%	35%	32%	30%	30%
	Headcount	364	370	263	270	227	221
Grand Total	% of Headcount	100%	100%	100%	100%	100%	100%
	Headcount	1,156	1,058	754	835	763	746

Gender		2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Null	% of Headcount						0%
	Headcount						1
Female	% of Headcount	56%	59%	59%	62%	59%	58%
	Headcount	648	627	444	514	451	430
Male	% of Headcount	42%	39%	39%	37%	38%	38%
	Headcount	487	416	297	306	287	287
Not Reported	% of Headcount	2%	1%	2%	2%	3%	4%
	Headcount	21	15	13	15	25	28
Grand Total	% of Headcount	100%	100%	100%	100%	100%	100%
	Headcount	1,156	1,058	754	835	763	746

Term	Age (gr.)	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Less than 17	% of Headcount	7%	6%	6%	9%	15%	23%
	Headcount	78	67	43	79	115	170
17-20	% of Headcount	36%	40%	38%	31%	32%	28%
	Headcount	421	422	284	260	246	212
21-25	% of Headcount	25%	26%	26%	27%	25%	24%
	Headcount	285	279	194	222	191	180
26-30	% of Headcount	12%	11%	10%	11%	9%	8%
	Headcount	143	113	79	88	71	63
31-40	% of Headcount	9%	9%	12%	12%	9%	8%
	Headcount	103	91	87	101	70	56
41-50	% of Headcount	7%	5%	5%	5%	5%	4%
	Headcount	77	52	39	42	37	31
51-55	% of Headcount	3%	2%	3%	3%	2%	3%
	Headcount	31	17	22	28	19	22
56-60	% of Headcount	1%	2%	1%	2%	2%	2%
	Headcount	15	21	10	16	14	13
61-65	% of Headcount	1%	0%	0%	1%	1%	0%
	Headcount	9	5	2	7	5	2
66-70	% of Headcount	0%	0%	0%		0%	0%
	Headcount	4	3	1		3	2
71+	% of Headcount	0%	0%		0%	0%	
	Headcount	5	2		1	1	
Grand Total	% of Headcount	100%	100%	100%	100%	100%	100%
	Headcount	1,156	1,058	754	835	763	746

**Age:** In last 2 years we have experienced growth in the under 17 years category with the ECHS Program : up from 7% to 23 %. In the last 5 years we lost overall from 1, 156 students to 746 , a loss of 400, in part due to the loss our entire German Program, and all our languages except Spanish and French: Japanese, Italian, Portuguese and Latin offerings and underenrolled second year Spanish classes that lead to and are needed to fulfill the AA and now AA-T degrees. Students in the 21-25 age range has stayed the same, those in the 26-30 range have decreased by 4%.

**Gender:** An almost even amount of male (37-42) (female (59%-62%). This is traditional that we see more women than men enrolling in F.L. as a whole. These numbers have not fluctuated much over the last 5 years.

**Ethnicity:** We have seen growth in our numbers of Latino students (up 10% from 19% overall) and for Asians students: up from 13% to 22 % in the last 5 years.

*1.5 Status of Progress toward Goals and Recommendations.* Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

Educational Master Plan	Status
1. Target scheduling to meet students' times and needs to bolster enrollment.	The Dean has created more sections of SPAN 1 and 2 that meet 3-days a week, as well as two sections that meet twice a week. These are the most popular sections among students.

<p>2. Continue to expand language offerings at the Centers</p>	<p>Spring 2016 enrollments at the Centers are robust: SPAN 1 at Vallejo is full, and the SPAN 2 section in Vacaville is full; SPAN 31 and 32 sections have healthy enrollments as well.</p>
<p>3. To continue to promote and fund cultural diversity events, such as French Immersion Day, FL Night, recognition awards field trips, etc.</p>	<p>These events continue to be promoted by the FL faculty, and have proven to be very popular among students.</p>
<p>4. Advocate for continuing the German program and for restoring offerings in Japanese, Latin, and Italian</p>	<p>Members of the FL faculty joined the Dean in a search for a German candidate in the Fall of 2015. No eligible candidates were found, and the search remains open. Concrete measures to restore the other languages have been put on hold, pending administrative approval.</p>
<p>5. Advocate for professional development in ACTFL/OPI to ensure uniform assessment criteria for oral, written, and for measuring oral, written, cultural proficiency outcomes in our students</p>	<p>The FL faculty are preparing a proposal for immediate submission to request funding to hire an ACTFL/OPI trainer to provide the necessary training in the Fall 2016</p>

<p>6. Promote the importance of completing AA degrees in FL with annual recognition ceremony</p>	<p>The FL faculty continue to encourage students to pursue the AA degree in each class. A new infographic showing the progression towards the AA will be distributed along with the syllabus at the beginning of each semester to promote the degree(s) even further. The recognition ceremony and Foreign Language Night continue to provide exposure and momentum for the viability of the AA degrees in Foreign Languages.</p>
<p>7. Offer advanced Spanish-language courses for heritage speakers</p>	<p>Faculty have begun the process of creating two new courses for advanced Spanish speakers</p>

Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)	Status
<p>1. Continue to advocate for sequential scheduling of courses that lead to the AA degree and retaining of class offerings in second year that lead to the AA and AA-T degrees. Lower the max enrollment for advanced classes (Spanish 3, 4) and those that require completion of Spanish 3 in order to take them.</p>	<p>We hope with the block scheduling that more students will find it easier to balance attending class and work, life schedules</p>
<p>2. Restore German Program and hire fulltime instructor to replace our retired long time professor Gail Kropp. Begin the restoration of languages cut during the Recession: Japanese, Italian, Latin along with the German.</p>	<p>We have interviewed adjunct instructors but not been given the green light to schedule German classes yet</p>



<p>3. Secure funding for OPI training. We are still working to apply for funding to systematize oral testing so that all instructors will uniformly test the aural/oral skills of students using a collaborative test made up of created and agreed upon questions. We would administer the exam two times per semester as part of students' requirements for completion of all of the Grammar classes.</p>	<p>With faculty being asked to do scheduling of all classes, sections in all centers, and work on Sabbatical leave course development</p>
<p>4. Faculty request release time and funding to create hybrid an or online classes in elementary level Spanish</p>	<p>We realize that research into best methodologies and practices, as well as how to coordinate this with our face to face classes requires time</p>
<p>5. Continue to advocate for sequencing of Spanish classes that would allow students who begin with one instructor every 3 years to continue that sequence for 4 semesters with the same instructor. Instructors would begin their rotations in alternating semesters</p>	<p>We have tried but not succeeded in making this work yet.</p>

### ***1.6 Future Outlook.***

Knowledge of a foreign language continues to be a valuable and desired skill in the general workforce. Whether they are used to complement the skillset required for a specific job in any field, or whether they are used as the primary focus of a job, foreign languages will remain critical to society, and therefore, important offerings in institutions of higher learning across the country. The viability of the foreign language offerings at Solano College will continue as long as instructors are willing to remind students of the various ways foreign language skills can be applied in a variety of professional settings. There will continue to be potential transfer students who will register for foreign language courses because they are "required" for their programs, but there will also be heritage students, and others who see the benefits of strengthening their bilingual skills for general success in the workforce. The task for the foreign languages faculty

will be to strike a balance in addressing the multiple needs and career goals with which students come.

The statistics for growth in foreign languages are very promising. According to the U.S. Bureau of Labor Statistics, the job outlook for interpreters is expected to grow 46% from 2012-2020. The demand for interpreters suggests that knowledge of foreign languages will be vital to the success of society as a whole.

When looking at Labor Market Data from the Employment Development Department of the State of California (EDD) for students earning a degree in a foreign language, we find that wages, projections of employment in different concentration areas and places of employment vary. See [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). However, the overall outlook shows substantial projected growth.

<a href="#">Secondary School Teachers, Except Special and Career/Technical Education</a>	2012 - 2022	88,900	94,700	5,800	6.5	Bachelor`s degree
<a href="#">Foreign Language Teachers, Postsecondary</a>	2012 - 2022	3,700	4,300	600	16.2	Master`s degree
<a href="#">Secondary School Teachers, Except Special and Career/Technical Education</a>	2012 - 2022	88,900	94,700	5,800	6.5	Bachelor`s degree
<a href="#">Interpreters and Translators</a>	2012 - 2022	9,700	13,400	3,700	38.1	Long-term on-the-job training (> 12 months)
<a href="#">Interpreters and Translators</a>	2012 - 2022	9,700	13,400	3,700	38.1	Long-term on-the-job training (> 12 months)

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### Wages for Interpreters and Translators in California

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The median wage in 2015 for Interpreters and Translators in California was \$45,730 annually, or \$21.98 hourly. The median wage for Interpreters and Translators in the East Bay Area was \$50,729 annually, or \$24.39 hourly. The median is the point at which half of the workers earn more and half earn less.

#### [Change to Hourly Wages](#)

Annual Wages for 2015	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	\$32,356	\$45,730	\$66,172
East Bay Area	\$37,334	\$50,729	\$67,084

Source: EDD/LMID [Occupational Employment Statistics Survey, 2015](#) Wages do not reflect self-employment.

The East Bay Area includes Alameda and Contra Costa counties.

## CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

### Program Learning Outcomes

**2.1** Using the chart provided, list the Program Learning Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLO. For example, is there a capstone course (which one), is it a passing grade on certain assignments or exams that demonstrate acquisition of the PLO, is it acquiring specific skills necessary for a licensing exam, completing a portfolio, etc.?

Table 4. Program Learning Outcomes

Program Learning Outcomes	ILO (Core 4)	How PLO is assessed
1. Gain knowledge and awareness of other cultures by comparison and contrast of American and French, Spanish, or German language, customs, societies, institutions, etc.	II. A, C, D III. B, C	Written and oral exams, short readings and compositions, oral and written reports
2. Pursue an AA degree in Foreign Languages (General) or in an individual language (French, German, Spanish), or an AA-T in Spanish, with the intent of entering a major’s program of study at a four-year institution.	IV. A-C	Maintain departmental records of students who are pursuing AA degrees. Communicate regularly with College counselors regarding transfer guidelines and cohesion.
3. Read, write, speak, listen, and engage with the target culture at the novice-mid to advanced-low proficiency levels (depending on course level), as prescribed by the ACTFL Proficiency Guidelines	I. A-D II. A, C, D III. B, C IV. A-C	Depending on class, assessment methods may include written, aural, oral exams, oral and written reports, short readings and compositions

2.2 Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Learning Outcomes

PL02	PL03
I	I
I	I
I	I
D	D
D	D
D	D
D	D
D	D
D	D
D	D
D	D
D	D
D	D

2.3 Utilizing table 6, describe the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.

Table 6. Program Learning Assessments

<b>Program Learning Outcomes</b>	1. Gain knowledge and awareness of other cultures by comparison and contrast of American and French, and Spanish, language, customs, societies, institutions, etc
<b>Date(s) Assessed</b>	Spring, 2015
<b>Results</b>	In an attempt to track the students who complete the AA requirements in one of the Foreign Language Programs, the FL Department instituted a recognition ceremony held at the end of the spring semester to honor students who have completed the AA FL requirements. Beginning with spring 2012, the FL faculty has begun to document the names and number of students who are completing the FL program, what their goals are etc.
<b>Action Plan</b>	To continue holding the annual “recognition ceremony” and possibly to create a Facebook page for Solano Foreign Language students and alumni, to post a vibrant webpage on the Solano site to create greater visibility and potentially to recruit more students to the FL programs. Also, to invite Solano alumni who have completed the FL Program to address the “graduates” during the recognition ceremony

<b>Program Learning Outcomes</b>	2. Pursue an AA degree in Foreign Languages (General) or in an Individual Language (French, German, Spanish) with the intent of entering a major's program of study at a four-year institution.
<b>Assessed</b>	Spring, 2015
<b>Results</b>	In an attempt to track the students who complete the AA requirements in one of the Foreign Language Programs, the FL Department instituted a recognition ceremony held at the end of the spring semester to honor students who have completed the AA FL requirements. Beginning with spring 2012, the FL faculty has begun to document the names and number of students who are completing the FL program, what their goals are etc.
<b>Action Plan</b>	To continue holding the annual "recognition ceremony" and possibly to create a Facebook page for Solano Foreign Language students and alumni, to post a vibrant webpage on the Solano site to create greater visibility and potentially to recruit more students to the FL programs. Also, to invite Solano alumni who have completed the FL Program to address the "graduates" during the recognition ceremony

<b>Program Learning Outcomes</b>	3. Read, write, speak, listen, and engage with the target culture at the novice-mid to advanced-low proficiency levels (depending on course level), as prescribed by the ACTFL Proficiency Guidelines and the ILR Culture Proficiency Guidelines
<b>Assessed</b>	Spring, 2015
<b>Results</b>	<p>The FL program offers a solid foundation for students who wish to learn Spanish or and who enter at novice or intermediate-low level of proficiency—that is as "beginners." Whether students take foreign languages as high school students, to complete their high school requirements, or whether they are aiming to fulfill transfer requirements, the Solano Foreign Language Programs are successful in meeting students' general needs. The faculty who teach French and Spanish have determined that the capstone projects in their respective upper-level Spanish/ French 3 and 4 classes provide a good gauge to assess students in reading, writing, listening, culture. However, as will be noted below under "support needed," the faculty urgently needs OPI training to fine-tune their calibration of ACTFL standards and expectations and apply these to student outcomes in a consistent manner.</p> <p>For students wishing to complete the AA degrees, the Programs provide sound instruction for students to achieve up to an intermediate low to intermediate high level of proficiency by the time they complete their AA degree requirements. Students who transfer to other institutions with AA degrees have been successful in integrating themselves into baccalaureate degree programs in foreign languages and/or linguistics, as well as in other fields where a foreign language is critical—i.e. the health and social sciences.</p> <p>Although the FL faculty believes it has viable programs, there have been some areas of concern. In the last few years, the FL faculty has noticed that a growing number of students are experiencing hardships in meeting their own goals, much less the course-level SLOs, due to delays in receiving EOPS or Veteran funding for critical books and materials needed to establish a solid foundation for success at the beginning of the semester; high absenteeism due to job- or family-related conflicts; conflicting academic calendars with local schools that interfere with regular attendance and performance; transportation issues due to the rising cost of gas. All of these circumstances act in tandem to undermine student success. These difficulties often cause students to have to repeat classes or to create gaps in the sequence of classes they take, compromising their learning. The FL faculty believes that it would be helpful to offer a fuller complement of courses during the summer semester so that students can continue their studies uninterrupted, particularly if they were not able to finish a course due to unforeseen</p>

	<p>circumstances in a previous semester. Students continually have expressed a demand for higher-level courses, such as Conversation (SPAN 11) and SPAN 2.</p> <p>Another important issue that the FL faculty has identified is the FL Programs' weakness in addressing the needs of heritage speakers advance their language skills have been registering for beginning-level speakers. Students who come in as "bilingual" and who wish to advance their language skills have been registering for beginning-level classes which do not fully challenge or motivate them to learn. Conversely, the "true-beginner" students often are intimidated by the seemingly "fluent" heritage speakers, who, in turn, are often not fully engaged, and possibly bored in the classroom. Although there are two courses for heritage speakers listed in the catalogue, these have not been offered in a long while. This has to do with the fact that these courses were not successfully promoted, and that students were not discouraged from enrolling in the regular Spanish courses versus those for heritage speakers.</p>
<p><b>Action Plan</b></p>	<p>The two courses, Spanish for Heritage Speakers 1S and 2S have been revamped in the most recent curriculum review process—and though they are currently "archived"—FL instructors agree that they need to be offered soon and marketed actively. FL faculty will explore regulations that guide college enrollment state-wide of heritage speakers with regard to Spanish classes. This will allow the FL faculty to better articulate the language used to determine how to place students more accurately in the regular Spanish courses versus those for heritage speakers.</p> <p>Also, anecdotally, several heritage and non-heritage students as well as students from the nursing and other health-related programs have expressed a desire to learn Spanish for translation/interpretation purposes. The Foreign Language faculty has been discussing with the Dean the possibility of instituting a Certificate of Spanish courses versus those for heritage speakers.</p> <p>Also, anecdotally, several heritage and non-heritage students as well as students from the nursing and other health-related programs have expressed a desire to learn Spanish for translation/interpretation purposes. The Foreign Language faculty has been discussing with the Dean the possibility of instituting a Certificate of Achievement in Translation/Interpretation, whether with a legal or medical emphasis—this is still being determined. This offering would be another way of addressing the needs of heritage students in particular, as the courses Spanish for Heritage Speakers 1S and 2S could become the prerequisites for the higher-level translation/interpretation courses. Also, a certificate would create cross-discipline pollination with other department such as Nursing, Criminal Justice, etc. This would greatly enhance the Solano community institutionally.</p>

*2.4 Describe any changes made to the program or courses that were a direct result of program learning assessments.*

We decided to implement uniform oral/aural testing across all sections of Spanish grammar classes.

We created a textbook that was customized for each level of First Year Spanish to make it more affordable for students to purchase and hope to increase the numbers of students in our classes who had the required text, and activities manual for the course.

We began administering a department wide student survey.

We have implemented creative scheduling on new formats to break up the majority of 5 day a week classes and accommodate our students busy lives.

We began offering classes to students in the Early College High School Program.

We petitioned and secured two Sabbatical Leaves to work on addressing improvements in courses that needed updating and the addition of new courses with a more practical, less Liberal Arts based emphasis.

### Student Learning Outcomes

*2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary? What is the planned assessment cycle (need to be assessed at least twice during the program review cycle)? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.*

All French classes have been assessed and are being assessed on a regular basis. French 1 and 2 are assessed every other semester and French 3, 4, 11,12, and FL 101 are assessed when they are offered. All Spanish Classes have been assessed with the exception of Spanish 1S, which is no longer being offered.

Because of assessment, we are meeting on a regular basis to discuss department and course matters. Also, more faculty are administering regular oral testing and we are advocating for OPI training to meet current standards. These, we believe, are actions that have resulted from our assessments and the discussions they engendered. Sharing our assessments has encouraged faculty to meet more frequently and share ideas.

*2.6 Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.*

Courses that have been offered recently have been assessed. We have reviewed the SLO's and PLO's

*2.7 Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.*

We have decided to alter the scheduling of classes in order to offer classes on a reduced number of days as opposed to the traditional 5 day a week model for the bulk of our 5 unit classes. We are also offering more classes late in the afternoon and fewer at the once popular 9:00 time slot. We have emphasized oral / aural practice and testing and looked for ways to seek out funding



for OPI training to this end. We are rewriting curriculum on multiple courses to give them a more practical, hands -on ,community based with a mind to preparing students for the workplace. We have made a customized text book for Spanish that will save our students money. We have implemented online (partially hybrid) components to French (the activities manual) and tried it with not so satisfactory results with first year Spanish classes.

### Curricular Offerings

*2.8 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Also state whether a transfer degree has been establish in accordance with SB 1440. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.*

### **Foreign Languages**

#### **French**

##### **FREN 001 5.0 Units**

##### **First Semester French**

*Course Advisory: SCC minimum English standard.*

Introduces the fundamental elements of the language (listening, speaking, reading, writing and culture) with emphasis on language production, grammar, syntax, acquisition of a practical vocabulary, and exposure to the Francophone culture. Exams, quizzes, written and oral assignments and completion of the activities manual will be used to evaluate student progress.

NOTE: Not open for credit to students who have had two or more years of high school French with a minimum grade of B within the last three years or to students who have completed FREN 031 and/or 032.

*Five hours lecture.*

##### **FREN 002 5.0 Units**

##### **Second Semester French**

*Prerequisite: A minimum grad of C in either FREN 001, or FREN 032, or two years of high school French with a minimum grade of C.* Continuation of FREN 001

introducing the fundamentals of French (listening, speaking, reading, writing and culture) with increased emphasis on writing and continued stress on language production, pronunciation, grammar, syntax, acquisition of a practical vocabulary, and exposure to the Francophone culture. Exams, quizzes, written assignments and completion of the activities manual will be used to evaluate student progress. NOTE: Not open to students who have completed FREN 033 and/or 034. Five hours lecture.

**FREN 003 5.0 Units****Third Semester French**

*Prerequisite: A minimum grade of C in either FrEN 002, or FrEN 034, or three years of high school French with a minimum grade of C.* Continuation of FREN 002, that expands the student's knowledge of the language (listening, speaking, reading, writing and culture) with emphasis on language production, grammar, syntax, and acquisition of a practical vocabulary, and exposure to Francophone culture. In addition, students will read and discuss short selections taken from a literary and cultural anthology. Exams, quizzes, written and oral assignments and completion of the activities manual will be used to evaluate student progress. *Five hours lecture.*

**FREN 004 5.0 Units****Fourth Semester French**

*Prerequisite: FREN 003 with a minimum grade of C.* Continuation of French 003. Reviews and expands knowledge of elements previously learned, while introducing new material. Exposure to the culture and thinking of the French-speaking world. Extensive work is done in reading, writing and conversing in French. Regular Quizzes, exams, written and oral assignments required. *Five hours lecture.*

**FREN 011 3.0 Units****Conversational French**

*Prerequisite: A minimum grade of C in either FrEN 002 or FrEN 034.* Designed to promote competency in the oral use of the language and to increase fluency by reinforcing previously learned materials and by expanding vocabulary and patterns of speech. This course emphasizes the practical application of the language, not grammar acquisition or review. *Three hours lecture.*

**FREN 012 3.0 Units****Intermediate French Conversation**

*Prerequisite: FrEN 011 with a minimum grade of C, or the equivalent.* This course is a continuation of FREN 011, and is designed to promote competency in the oral use of the language and to increase fluency by expanding beyond previously learned materials, vocabulary and patterns of speech. The course emphasizes the practical application of the language, not grammar acquisition or review, exposing students to global

awareness through a rich variety of Francophone cultural sources. *Three hours lecture.*

### **FREN 031 3.0 Units**

#### **First Semester French, Part I**

*Course Advisory: SCC minimum English standard.*

Introduces the basic elements of the language (listening, speaking, reading, writing and culture) with emphasis on language production, grammar, syntax, vocabulary building, and exposure to the Francophone culture. Exams, quizzes, written and oral assignments and completion of the activities manual will be used to evaluate student progress. NOTE: In order to fulfill the one semester of French 001 requirement of some universities, transfer students must complete the sequence of FREN 031-032. NOTE: Not open for credit to students who have received credit for FREN 001 or to students who have had two or more years of high school French with a minimum grade of B within the past three years. *Three hours lecture.*

### **FREN 032 3.0 Units**

#### **First Semester French, Part II**

*Prerequisite: FrEN 031 with a minimum grade of C, or one year of high school French with a minimum grade of C.*

Continuation of FREN 031 introducing the fundamental elements of the language (listening, speaking, reading, writing and culture) with continued emphasis on language production, grammar, syntax, vocabulary building, and exposure to the French culture. Exams, quizzes, written assignments and completion of the activities manual will be used to evaluate student progress. NOTE: In order to fulfill the one-semester French 001 requirement of some universities, transfer students must complete the sequence of FREN 031 and 032. NOTE: Not open for credit to students who have completed FREN 001 or who have had two or more years of high school French with a minimum grade of B within the last three years. *Three hours lecture.*

### **FREN 049 1.0 to 3.0 Units**

#### **French Honors**

*Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a minimum grade of B; an ability to work independently; permission of the Division Dean based on instructor availability.* Independent study and research, by arrangement with the instructor, in specified fields of study in French or creative writing in French. *Three*

to nine hours by arrangement with instructor and School Dean.

## ***Spanish***

### **SPAN 001 5.0 Units**

#### **First Semester Spanish**

*Course Advisory: SCC minimum English standard.*  
Introduces the fundamental elements of the language (listening, speaking, reading, writing and culture) with emphasis on language production, grammar, syntax, acquisition of a practical vocabulary, and exposure to the Hispanic culture. The students will interact with authentic language in a cultural context. NOTE: Not open for credit to students who have had two or more years of high school Spanish with a minimum grade of B within the last three years or to students who have completed SPAN 001S, or SPAN 031 and/or 032, or SPAN 061M and/or 062M. C-ID SPAN 100. *Five hours lecture.*

### **SPAN 002 5.0 Units**

#### **Second Semester Spanish**

*Prerequisite: Minimum grade of C in SPAN 001, or SPAN 001S, or SPAN 032, or SPAN 062M, or two years of high school Spanish with a minimum grade of C, or the equivalent. Continuation of SPAN 001.* Continues students' introduction to the fundamentals of Spanish (listening, speaking, reading, writing and culture) with increased emphasis on writing and continued stress on language production, pronunciation, grammar, syntax, acquisition of a practical vocabulary through authentic language in a cultural context. NOTE: Not open to students who have completed SPAN 002S, or SPAN 033 and/or 034, or SPAN 063M and/or 064M. C-ID SPAN 110. *Five hours lecture.*

### **SPAN 003 5.0 Units**

#### **Third Semester Spanish**

*Prerequisite: A minimum grade of C in SPAN 002, or SPAN 002S, or SPAN 034, or SPAN 064M, or three years of high school Spanish with a minimum grade of C.* This course teaches culture and facilitates language acquisition through listening, speaking, reading and writing. Students will continue to interact with authentic language in context and express personal meaning, using different strategies and techniques that go beyond casual conversation, in order to express opinions, make suggestions on familiar topics, discuss

some abstract issues, and make plans. Students will demonstrate the ability to think critically by analyzing linguistic structures and reflecting on and making cross-cultural comparisons. Students will demonstrate an increased awareness of cultural norms, values, and culturally relevant appropriate customs and events. This course will be taught in Spanish. *Five hours lecture.*

### **SPAN 004 5.0 Units**

#### **Fourth Semester Spanish**

*Prerequisite: SPAN 003 with a minimum grade of C or four years of high school Spanish with a minimum grade of C.*

*Continuation of Spanish 003.* This course continues to expand upon culture and facilitate language acquisition through listening, speaking, reading and writing. Students will continue to interact with authentic language in context and express personal meaning, using different strategies and techniques that go beyond casual conversation, in order to express opinions, make suggestions on familiar topics, discuss some abstract issues, and make plans. Students will demonstrate the ability to think critically by analyzing linguistic structures and reflecting on and making cross-cultural comparisons. Students will demonstrate an increased awareness of cultural norms, values, and culturally relevant appropriate customs and events. This course will be taught in Spanish. *Five hours lecture.*

### **SPAN 011 3.0 Units**

#### **Conversational Spanish**

*Prerequisite: A minimum grade of C in SPAN 002, or SPAN 02S, or SPAN 034.* Designed to promote competency in the oral use of the language and to increase fluency by reinforcing previously learned materials and by expanding vocabulary and patterns of speech. This course emphasizes the practical application of the language, not grammar acquisition or review. *Three hours lecture.*

### **SPAN 012 3.0 Units**

#### **Intermediate Spanish Conversation**

*Prerequisite: Spanish 011 with a minimum grade of C.* This course is a continuation of SPAN 011, and is designed to promote competency in the oral use of the language and to increase fluency by expanding beyond previously learned materials, vocabulary, and patterns of speech. The course emphasizes the practical application of the language, not grammar acquisition or review, exposing students to global awareness through a rich variety of Latino cultural sources. *Three*

*lecture hours.*

### **SPAN 031 3.0 Units**

#### **First Semester Spanish, Part I**

*Course Advisory: SCC minimum English standard.*

Introduces the basic elements of the language (listening, speaking, reading, writing and culture) with emphasis on language production, grammar, syntax, vocabulary building, and exposure to the Hispanic culture. Exams, quizzes, written assignments and completion of the activities manual will be used to evaluate student progress. NOTE: In order to fulfill the one-semester Spanish 001 requirement of some universities, transfer students must complete the sequence of Spanish 031 and 032. NOTE: Not open for credit to students who have received credit for SPAN 001, or SPAN 001S, or SPAN 061M, or who have had two or more years of high school Spanish with a minimum grade of B within the last three years. *Three hours lecture.*

### **SPAN 032 3.0 Units**

#### **First Semester Spanish, Part II**

*Prerequisite: A minimum grade of C in either SPAN 031 or SPAN 061M.* Continuation of Spanish 031, presenting the fundamental elements of the language (listening, speaking, reading, writing and culture) with continued emphasis on language production, grammar, syntax, vocabulary building, and exposure to the Hispanic culture. Exams, quizzes, written assignments and completion of the activities manual will be used to evaluate student progress. NOTE: In order to fulfill the one-semester Spanish 001 requirement of some universities, transfer students must complete the sequence of Spanish 031 and 032. NOTE: Not open for credit to students who have received credit for SPAN 001, or SPAN 001S, or SPAN 062M, or who have had two or more years of high school Spanish with a minimum grade of C within the last three years. *Three hours lecture.*

### **SPAN 033 3.0 Units**

#### **Second Semester Spanish, Part I**

*Prerequisite: SPAN 001, or SPAN 001S, or SPAN 032, or SPAN 062M with a grade of C or better.* Continuation of Spanish 001 (or Spanish 032), presenting the fundamentals of Spanish (listening, speaking, reading, writing and culture), with increased emphasis on writing and continued stress on language production,

pronunciation, grammar, syntax, acquisition of a practical vocabulary, and exposure to the Hispanic culture. Exams, quizzes, written assignments and completion of the activities manual will be used to evaluate student progress. NOTE: Not open for credit to students who have received credit for SPAN 002, SPAN 002S, or SPAN 063M. *Three hours lecture.*

### **SPAN 034 3.0 Units**

#### **Second Semester Spanish, Part II**

*Prerequisite: A minimum grade of C in either SPAN 033 or SPAN 063M.* Continuation of Spanish 033, presenting the fundamentals of Spanish (listening, speaking, reading, writing and culture), with increased emphasis on writing and continued stress on language production, pronunciation, grammar, syntax, acquisition of a practical vocabulary, and exposure to the Hispanic culture. Exams, quizzes, written assignments and completion of the activities manual will be used to evaluate student progress. NOTE: Not open for credit to students who have received credit for SPAN 002 or SPAN 002S. *Three hours lecture.*

### **SPAN 049 1.0 to 3.0 Units**

#### **Spanish Honors**

*Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a minimum grade of B; an ability to work independently; permission of the School Dean based on instructor availability.* Independent study and research, by arrangement with the instructor, in specified fields of study in Spanish or creative writing in Spanish. Students may take this course up to the maximum number of units over multiple semesters. *Three to nine hours by arrangement with instructor and School Dean.*

### **FLNG 048 3.0 Units**

#### **Special Topics**

These courses, numbered 048 or 098, depending upon their transferability, are courses of contemporary interest centered on changing, knowledge and important issues in the field. Announcements of Special Topics courses appear in the Schedule of Classes.

### **FLNG 101 2.0 Units**

#### **Cross Age Teaching**

*Corequisite: Concurrent enrollment in 1 unit of oCED 090.*  
*Prerequisite: Students must have completed French 002, German 002, or Spanish 002 with a minimum grade of C.*

Weekly seminars will explore how children learn and develop understanding in French, German and Spanish. Working with a peer partner or partners, students will prepare lesson plans and develop curriculum. Through a co-requisite OCED 090, students will work in elementary school classes in Solano County to provide language instruction based on the lesson plans developed. *Two hours lecture.*

*2.9 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.*

**Table 2.9. Fill rates.** *Discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable).*

		Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Sp. 1	Avg. Fill		105.8	97.5	80.7	70.0		82.7	68.3		72.0	74.2
Sp. 2	Avg. Fill		86.7	84.4	86.7	80.0		60.0	83.3		55.0	58.3
Sp. 3	Avg. Fill		43.3	70.0	80.0	53.3		53.3	63.3		60.0	57.1
Sp. 4	Avg. Fill		30.0			60.0			30.0		43.3	
Sp.11	Avg. Fill		56.7		53.3			73.3			33.3	
Sp.31	Avg. Fill	101.7	95.0	91.3	85.8	67.3	64.2	69.4	52.7	60.8	83.9	59.2
Sp.32	Avg. Fill		82.2	81.7	63.3	61.7		73.3	83.8		70.0	80.0
Sp.33	Avg. Fill		40.0		56.7			36.7				
Sp.34	Avg. Fill								36.7			
Sp.49	Avg. Fill		33.3	40.0				33.3	40.0		36.7	
Sp.61	Avg. Fill		46.7								36.7	
<b>Total</b>		<b>101.7</b>	<b>77.5</b>	<b>85.8</b>	<b>77.3</b>	<b>67.6</b>	<b>64.2</b>	<b>68.3</b>	<b>61.9</b>	<b>60.8</b>	<b>67.6</b>	<b>67.9</b>

The fill rate for all Spanish classes has fluctuated between 60.8% - 101.7%

The low fill rate in Spanish 3 and Spanish 4 is in part due to natural attrition. As students advance through the Spanish program the pool gets smaller and smaller. However, since the 2007, we have seen a steep drop in the numbers of students taking second year classes that lead toward the AA degree: that include Culture, Conversation courses as well. This could be attributed to a number of factors that include: a) a reduction in the classes required for many



majors for transfer which eliminated the 3<sup>rd</sup> and 4<sup>th</sup> semester classes; the economy, which reduced the numbers of students enrolling in languages in the second year as an elective, c) the problems with scheduling in several semesters and d) the enrollment minimums which no longer seem feasible, e) the reduction in language offerings in German.

The maximum of 30 students in second year was completely feasible in the 90's and the first 5 years of 2000. We had enough students to have healthy sections of 3 and 4 and students enrolled in the classes that required Spanish 3 as a prerequisite. We regularly had full sections of 3 and 4 both during the day and at night. Since it has always been pedagogically sound to have fewer students (according to standards agreed upon for Foreign Language classes) and since our numbers aren't what they used to be, it would be prudent to reduce our class maximum in order to increase our chances of the classes we do offer making. When a student's trajectory is interrupted, we often do not get another chance for them to enroll, later on when the class might make.

We have decided on two courses of action to increase the probabilities of our students continuing neither of which was fully implemented during this last period. The first was to rotate the instructors teaching 3 and 4 so that one instructor could take her Spanish 2 students with her without interruption through the sequence, followed by the next fulltime instructor and then the last. This has been known to have worked in the past when there were fewer fulltime instructors and more students (who often preferred taking their classes with the same instructor they had had previously). The second suggestion was to offer these classes on a fewer than 5 day schedule and even on a 2 day one. We feel this would better accommodate the busy schedules of our students.

*2.10 Course sequencing. Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (limit to one or two paragraphs).*

Course sequencing is critical to the foreign language program.

1) There has been an increase attempt to provide course sequencing at all campuses. This has been tricky to follow through on at times in the centers. Students have complained that their Spanish 32 was not followed up with a 33 on a similar schedule. We have worked to correct that.

2) 2-year planning for course offerings has been developed and implemented . We have made a flow chart available to students to see how they can progress towards an AA or AA-T degree. It is now available to students so that students (ostensibly) will know which classes are offered which semester and can schedule accordingly. What remains to be implemented is a commitment to allow the requisite number of classes to be retained (even is numbers drop) to ensure that students may complete that cycle in the set time.

The Foreign Language faculty make sure that every first year language course is offered at multiple times on all three campuses. We also strive to offer the second year Spanish 3 and Spanish 4 classes at least once a semester and to offer our Conversation 11 or 12 or 26 classes on a rotating basis but at least once every two semesters in order to permit our students seeking an AA or AA-T degree to meet the minimum requirements in a timely manner. This has not always

been the case as factors beyond our control have caused our classes to be cancelled before they ever met or to be offered at less than optimum times, thereby decreasing our enrollments and leading to early cancellations.

We have strived to craft a schedule that will better meet our students' needs and have suggested patterns of scheduling we hope will be honored. At present we are pushing for more offerings of 3 day a week classes for our 5 unit classes to enable working students a more affordable opportunity to enroll in our classes. We also would like administration to help us sequence our classes so that our students can continue with their instructors from Spanish 1 through 3 and 4 without interruption on rotating annual or biannual cycles. So far this pattern has not been enacted successfully. Students tend to continue through the second year when they can take the instructor they started with.

Furthermore, efforts are made to offer a variety of courses at the two outlying centers and in the evening. Faculty hold office hours on the main campus as well as at the centers (when teaching there) and in the early evening or by appointment for evening student and give extra hours to counsel, advise, encourage and work with our students who need extra help or to give make up exams.

***2.11 College Preparedness/Basic skills.** Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. If your program doesn't have designated basic skills courses, then explain how your courses support fundamental writing and/or mathematic competencies. Analyze courses with course advisories, prerequisites and/or co-requisites to see whether this level of preparation supports student success.*

Basic Skills training is not applicable for this program. However, students are strongly encouraged to enroll in English courses based on personal assessments. A course advisory for ENGL 001 and SCC minimum Math standard exists for every course ad noted in the course catalogue.

Occasionally we get Heritage Speakers (formerly referred to as Native Speakers) from other countries whose writing skills do not reflect college standards, in which case we address that student individually with advise and referral to counseling.

***2.12 Student Survey.** Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?*

The majority of students surveyed found the classrooms and locations to be adequate and the times as well. We suspect that the many students we didn't capture on our survey would have preferred other times, but we only know from talking to them that this may be the case. We had recommended offering more 2 day and 3 day a week classes but were told we could only do so either early a.m. or after noon. We found those classes the most popular and that they filled easily. We would have liked to have offer more during the more popular times of 9:00 – 12:00, but are certain that the new block scheduling will help us in our effort to offer fewer 5 day a week classes in the future .

We heard repeatedly from students that they want a broader listing of languages, to include those that were cancelled (German, Latin, Italian, Portuguese,) and others as well (Japanese, Russian and more).

Unfortunately, our questions with more detail about preferences in hours and locations did not come through properly when we put them in the Survey Monkey format. Since this was our first survey and the logistics of how to ask and enumerate the questions was trickier than we could have anticipated, we were unable to get the data we wanted in this area. We expect the next survey to give us more accurate answers as we learn how to frame the questions, how many answers to allow and the like.

We feel that the students surveyed do not reflect those whose needs weren't met because of courses that cancelled before they were allowed to make or were offered at times that weren't convenient to our students.

The responses to our instructions were very positive and enthusiastic. Many remarked on the great teachers as our biggest strength, the devotion, and attention given in and out of the classroom and challenging, fun, encouraging, caring way we teach our students.

When surveyed about our language offerings, many requested German, Japanese, Italian, and several more be added or restored.

**2.13 Four-year articulation (if applicable).** *Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (limit to one or two paragraphs).*

We are proud to say that all of our courses articulate with the local four year institutions.

**2.14 High school articulation (if applicable).** *Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (limit to one or two paragraphs).*

We currently are adding classes for the Early High School Middle College program on campus and are quite busy with that. Our advertisement is through them at present.

With the extra added work of Program review, the absence of professor during their sabbatical leaves, the upheavals in scheduling, roll over in management, declining enrollments and the extra efforts to remedy that, we have our plates quite full. It has been difficult to keep abreast of new trends in our field, research, books we might like to consider adopting and course development, which are priorities. That said, we do have a desire to make time for such connections as we bring some of these other projects to a close.

**2.15 Distance Education (if applicable).** *Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio. Then: 1) Discuss your program's plans to expand or contract distance education offerings; 2) State how you ensure your online courses are comparable to in-class offerings.*

We have no Distance Ed . classes, nor do we have plans to offer distance education or online classes at this time or in the near future. Our students have indicated overwhelmingly in our survey a preference for face to face only. We have no current plans to offer online courses. However, we are looking into the possibility of offering a hybrid course for Spanish 1 in the next 2 years after we finish with program review and decide on adoption of our new textbook for all first year language classes.

*2.16 Advisory Boards/Licensing (CTE) (if applicable). Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.*

Not applicable to our program.

## STUDENT EQUITY & SUCCESS

*3.1 Student Success. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc. Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Then, analyze by discipline success by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).*

For examples of how the program works to promote student success see Obj. 2.1 in Table 1, above. For data on student success, see Appendix

Many of our students who don't achieve success for all kinds of reasons are dropped or withdraw from the course. We have a large numbers of failing students from the Fall of 2015 who fell in the category or "not succeeding." Their lack of success was not due to lack of mentoring or encouragement, nor for wont of help with materials. Many had personal impediments that were family, work or health related in large part. Several enrolled in too many units and ended up unable to manage their time sufficiently. In all classes roughly a quarter did not purchase the necessary materials and or do the work assigned in them , leading to failure as the semester progressed.

Tutorial Services were severely curtailed: Often our students need extra outside help that our time in office hours could not completely resolve. In the past, our tutorial services filled in that gap, but starting in Fall of 2015., all that changed. Similarly to the cutbacks in DSP funding for tutors, in class aides for students, we were shocked when the Tutorial Center only hired one tutor for all our students because "Too few students sought out tutoring in the first 2 weeks of the semester." Although h we found out about this change only belatedly and protested this change without any prior communication with us or notification, there was no change in access for our students that year. Generally, students realize after the first 2 weeks to a month that they need extra help: not as early as the first 2 weeks. This was a real blow!

Of course financial constraints and the poor economy caused many of our students to not have their books until after the first 2 chapters of the course (roughly a third of the material we cover).

This is because EOPS funding typically does not arrive until after the first 4-6 weeks of the semester, causing many of our students to be without the proper explanations or materials to do the assignments. Although we supplement those in class with other exercises and handouts, students who are operating without the proper grammar text and our activities manual do not achieve the same level of success as students who have the materials. For purposes of Copyright Laws, the library refuses to have an Activities Manual for copying.

*Provide possible reasons for these trends AND planned action to equalize student success.*

We will work continue to work with the Tutorial Center to encourage more tutoring services be made available throughout the semester.

We will continue to customize text books to enable earlier purchase of books.

**3.2 Degrees/Certificates Awarded (if applicable).** *Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.*

We have seen an increase in the number of French AA degrees and a large decrease in the number of Spanish AA degrees.

Students in Spanish are not opting to go on with the language, as many are pressed to complete their minimum requirements and Spanish is no longer required beyond the 2<sup>nd</sup> semester for transfer to most 4 year colleges. Students who have tried to complete the AA have met with obstacles when classes were cancelled due to low enrollment, or never even allowed to meet before students could enroll. A student driven petition to offer one of those courses (a conversation class) in the summer was turned down due to cutbacks.

Planned actions: to change the maximum number of students needed for classes to be retained in advanced courses that are needed for students to complete the AA and AAT degrees.

**3.3 Transfer (if applicable).** *Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs).*

We don't have raw data as there is so much fluctuation and interruption in the students' progression through our courses. However, in office hours and our conversations with students, we spend hours advising our students about their options and writing letters of recommendation and support for their applications to other schools, recommendations for travel abroad opportunities, work opportunities and schools they might transfer to. This is one of our joys.

**3.4 Career Technical Programs (if applicable).** *For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.*

Not applicable to our program.

## PROGRAM RESOURCES

**4.1 Human Resources.** *Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEs, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.*

Staffing levels are currently sufficient in Spanish and French. We currently have 3 full time Spanish professors and 1 full time French professor as well as a varying pool of Adjunct instructors in Spanish. We have adequate staffing for these two languages but would like to hire a full time German teacher to replace the position left vacant by Gail Kropp's retirement and the adjunct, Elly Sturm's retirement as well. We hope to restore our German program to its former level. Eventually, we wish to bring back all the languages cancelled during the recession. There is now time for Margaret to offer Portuguese once again, should the Dept. consider such an option.

The lack of a German program has reduced our program and caused those students to look elsewhere. We also have had requests from our students in the survey for all the languages we stopped offering: Japanese, Portuguese and Latin as well as for others. We would like to begin offering them again gradually.

**4.2 Current Staffing.** *Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.*

We have created an AA –T degree for transfer.

Two faculty have been awarded Sabbatical Leaves , one recently fulfilled and one that will begin in Fall of 2016.

One of our faculty used her Sabbatical to create a Translation and Interpretation Achievement Certificate, laying the ground work for reinvigorating our Spanish 1S and Spanish 2S courses for Heritage Speakers and including courses that will have direct ties to the workforce.

Three of our Faculty won Presidential Achievement Awards for their teaching under the former President Joel La Guerre.

One of our faculty led a trip to France with students in the summer of 2105.

We all collaborated to host our 7th Annual Foreign Language Night for the College and Community.

**4.3 Equipment.** *Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.*

Most of the college classroom equipment is adequate for teaching. We all use Elmo, Computers, the Web, the DVD and VCR equipment. The biggest problem we have is lack of scheduled maintenance and the amount of time we must expend to put in reports and wait for equipment to be repaired. If we had an IT department that would check, clean and repair and keep an eye on equipment, bulbs, filters and clean and replace things *before* they break down, we wouldn't have the weekly interruptions in usage and disruption to our classes.

Those of us with PC's had new ones installed this past year and software updates. Those with laptops have experienced problems with their equipment that have hampered their work. They could use new equipment.

*4.4 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.*

Our classrooms were equipped with smart equipment, but the lighting is not compatible in any of our rooms, making viewing things very difficult without turning out all the lights, which then interferes with note taking. There needs to be upgraded lighting with faculty input in our classrooms.

The sound panels were installed in the walls between classrooms, making the volume interfere with classes on adjoining sides. This is also an installation or design flaw we did not encounter when we had a equipment on a moveable cart. Those were thrown out.

The configuration of some classrooms makes our need for group work or open spaces for easy movement in real life recreation activities difficult. Our desks are heavy and cumbersome to move in many of our classrooms. We have no say in our classrooms and this makes teaching a challenge. Certain rooms in the centers are equally problematic as they are equipped with non-movable tables intended for computer learning and not for a mobile, active classroom such as our foreign language classes tend to be.

In Spring semester of 2015 we encountered extreme problems with heating and cooling irregularities in our 700 building classrooms. The temperatures were in the hundreds in some rooms with heat streaming out of the door into the hallway for days on end. Students were grumpy and falling asleep and everyone was miserable. Faculty had to move classrooms (one had all 3of her classes scheduled in a particularly awful room and this went on for almost 3 weeks) before the problem was resolved. In the confusion, much instruction time was lost, students were frustrated and the teacher too. When faculty had to teach in those rooms for several days, no fans were provided and little support from facilities who actually reported once that the problem had been fixed and closed the work order when nothing had changed. An outside entity needed to be brought in to complete the job.

That said, the availability of equipment when it is working is very adequate.

With adjustments to lighting and proper maintenance, (see under 4.4 above) we could have a great set up. Even without it, we are still far ahead of many schools.

**4.5 Budget/Fiscal Profile.** Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

N.A. We would like funding for OPI training and have applied for a grant.

We need \$ 100 – \$200 dollars for each year’s Foreign Language Night expenses

We would like \$100 for our FL Recognition Ceremony (refreshments, awards, materials for serving, brochures and or certificates...)

## PROGRAMMATIC GOALS & PLANNING

*This section will be submitted to the governing board as an overview of programmatic strengths and areas of growth.*

**5.1** Summarize what you believe are your program’s strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

### **Our Program’s Majors Strengths and Accomplishments over the last 5 years**

- Our wonderful, successful Foreign Language Night. (This year will mark our 8<sup>th</sup> one!)
- Our Annual Recognition Ceremony for majors and degree earners. (This year will be our 5<sup>th</sup>)
- Bi monthly meetings ,collaboration and valuable exchanges with our Department colleagues.
- The French Programs’ biannual trips to France in the summer
- The two awards earned by our faculty for Sabbatical Leaves and what came out of them.
  - a) A new Certificate Program in Translation and Interpretation .
  - b) The promise of revamped courses for second year in Cinema for Conversation, Medical Spanish, Spanish for Heritage Speakers
- Several Teaching Awards honoring F.L. Faculty from SCC President
- The implementation of a Department wide survey
- Our revised schedule on the New Block Scheduling Grid.
- Cross Age teaching enrollments, outreach and community service.



The proof of how we optimize student performance surfaces in how students do while here but especially in how they do when they transfer to other universities. Some samples of our students successes when they transfer follow:

1. Chris Landes transferred to UC Davis this Fall (2015). He completed Spanish 1-4 and 11 at SCC and was able to take the next course in their lower division sequence. He did not have to repeat any course of theirs to be placed in the majors level classes.
2. Miquella Simmons transferred to UC Davis this Fall (2015). She completed all the French classes at SCC. She took the UC Davis placement exam and was placed in upper division courses. She scored a hundred more points than expected.
3. Maria Alejandra Jaramillo transferred to Wellesley College this Fall (2015). She completed French 1 and 2 at SCC. She was given a placement test and was placed in French 3. She states “ I was very well prepared for this class at SCC.”
4. Catherine Ligioso transferred to UC Berkeley in 2013. She completed French 1-4 and 11 at SCC. She didn’t have to repeat any classes however, many of her new classmates in French at UC Berkeley had to return to French 4 after the first week.
5. Megan Hambright transferred to Sac State in fall 2014. She took French 1-4 and was able to take the first upper division class. She was accepted into the Study Abroad Program is now studying in Quebec this semester. (Fall )2015
6. Jose Martinez transferred to San Jose State in 2014. He completed French 1 and 2 at SCC. He went right into French 3. His SJSU professor recommended him to begin with the first upper division class but he preferred to complete the lower division series. Jose had been accepted to study abroad in France for the Spring semester. Jose Martinez transferred to San Jose State in 2014. He completed French 1 and 2 at SCC. He went right into French 3. His SJSU professor recommended him to begin with the first upper division class but he preferred to complete the lower division series. Jose had been accepted to study abroad in France for the Spring semester.
7. Michael Parker, earned two prestigious scholarships (A Regent’s Scholarship through UCB to work in global poverty in Chile and later Spain (a Rotary). He now organize and interpret for international food conferences in the CIA (Culinary Institute of America ) in Napa, CA . CSUS Professor Elstob is writing us a recommendation to put in our program review.

#### **Areas for Improvement:**

- Student Survey.
- Scheduling: need to better accommodate our students’ preferences and needs
- Tutoring services for our students.
- Training in Canvas
- Training in Oral Testing (to keep us current
- Better outreach and communication with our Part Time Faculty

***5.2 Based on the self-study analysis, prioritize the program’s short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.***

Table 7. Short-Term and Long-Term Goals

Planned Action	Target Date	Person Responsible	Source
Restore German, Hire a full time instructor	2016 to being	Department head in collaboration with other Administrators	DP
Get OPI (Oral Proficiency) training for all FL faculty	Spring 2016	Grant Committee or Deans	SP
Increase our enrollments	2016 on	All F.L. faculty , Fiscal managers, Tutorial Services, DSP	DP
Planned Action	Target Date	Person Responsible	Source
<b>1.</b> Restore languages and courses currently out of catalogue. Latin, Italian and Japanese with Adjunct teachers for first and second semester classes.	2017-2019	Deans	DP
<b>2.</b> Enhance web site.	2017-18	All full time faculty in Foreign Language	NR
<b>3.</b> Bring back <i>Spanish for Heritage Speakers, Culture course and Cinema for Spanish Conversation and Medical Spanish</i> in updated format with new titles	2017-18	Margaret Abel-Quintero	DP
<b>4.</b> Create a travel course in French Conversation to France for SCC credit	2017-2018	Lorna Marlow-Muñoz	DP
<b>5.</b> Create a Hybrid Spanish 1 class	2018	Laura Pirott	NR
<b>6.</b> Restore Heritage Speakers Spanish and make a full two year program	2018-19	Margaret Abel-Quintero with colleagues	DP

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

## Signature Page

6.1 *Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.*

The undersigned faculty in the Foreign Languages program have read and concur with the finding and recommendations in the attached program review self-study, dated

\_\_\_\_\_.

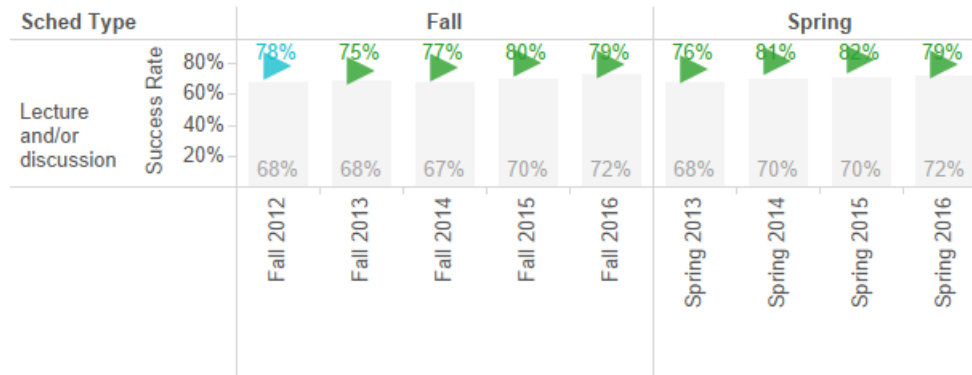
\_\_\_\_\_  
Margaret Abel-Quintero  
\_\_\_\_\_

## APPENDIX A, Student Success Data

### 1. Overall success rates, compared with average success rates in lecture courses at SCC:

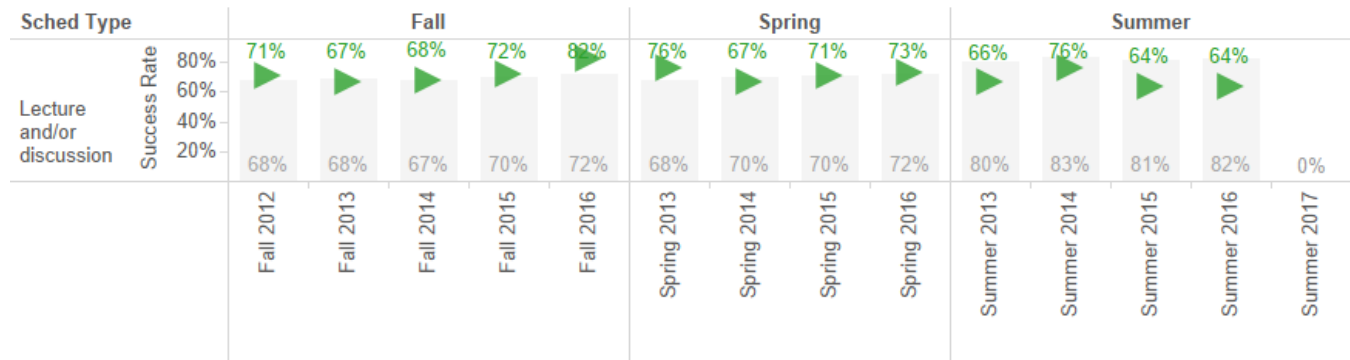
#### Success by Modality (French)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.



#### Success by Modality (Spanish)

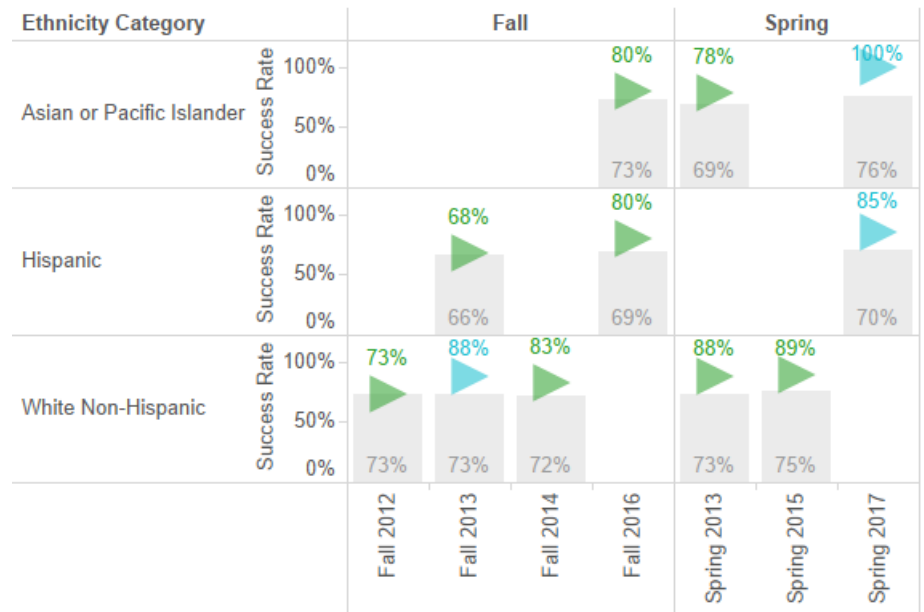
Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.



2. Success rates by ethnicity, compared with average success rates by students of the same ethnicity at SCC:

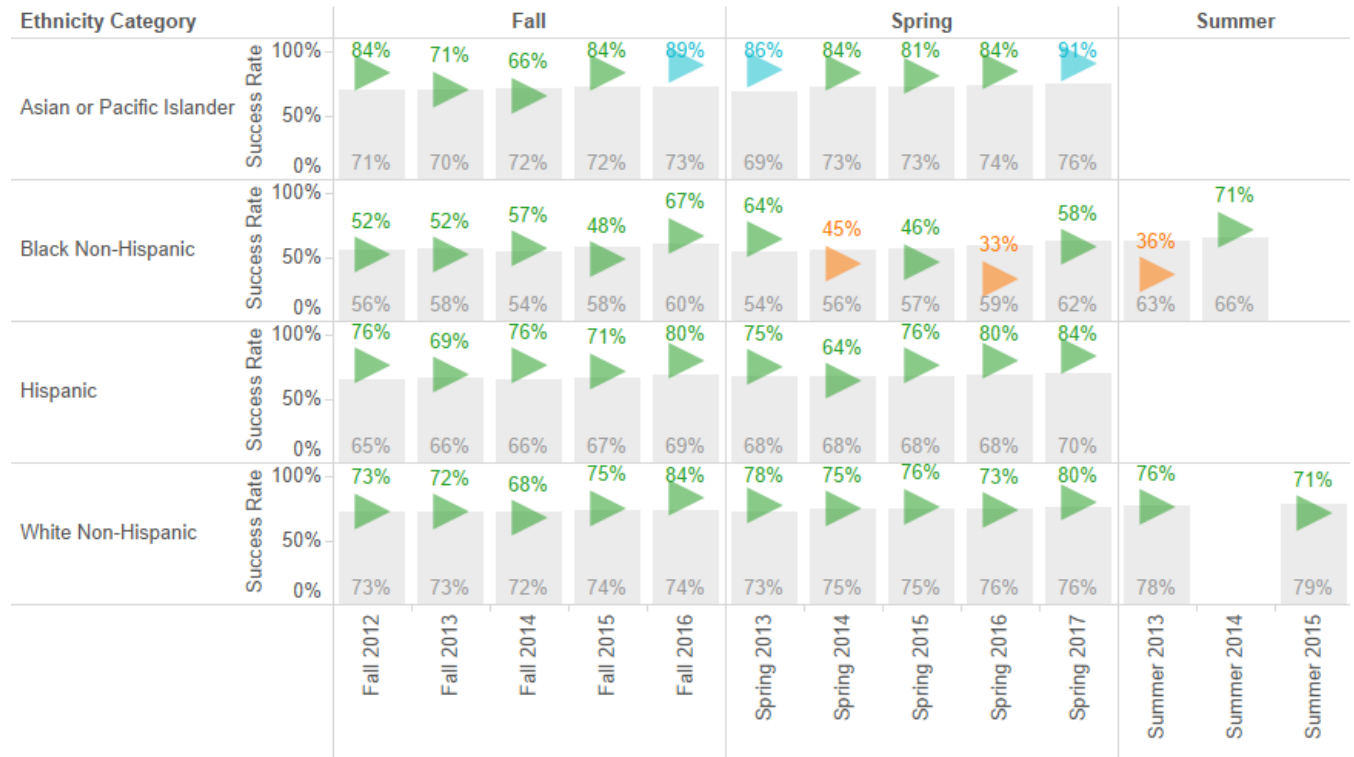
### Success by Ethnicity (French)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 20 students



### Success by Ethnicity (Spanish)

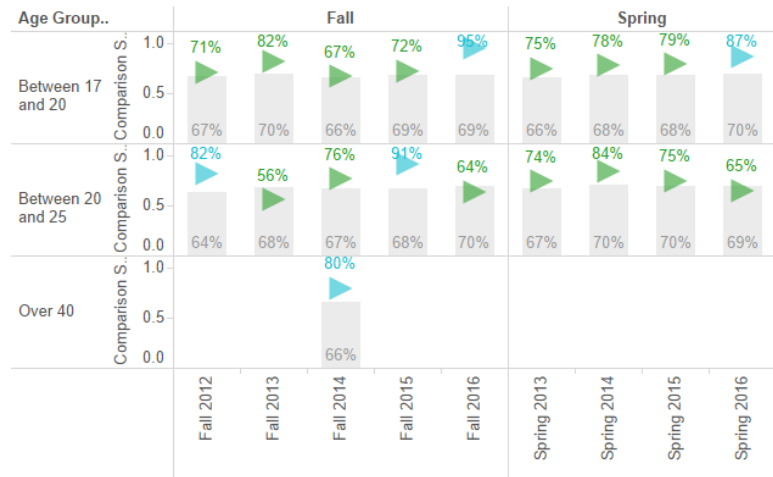
Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 20 students



### 3. Success by age group:

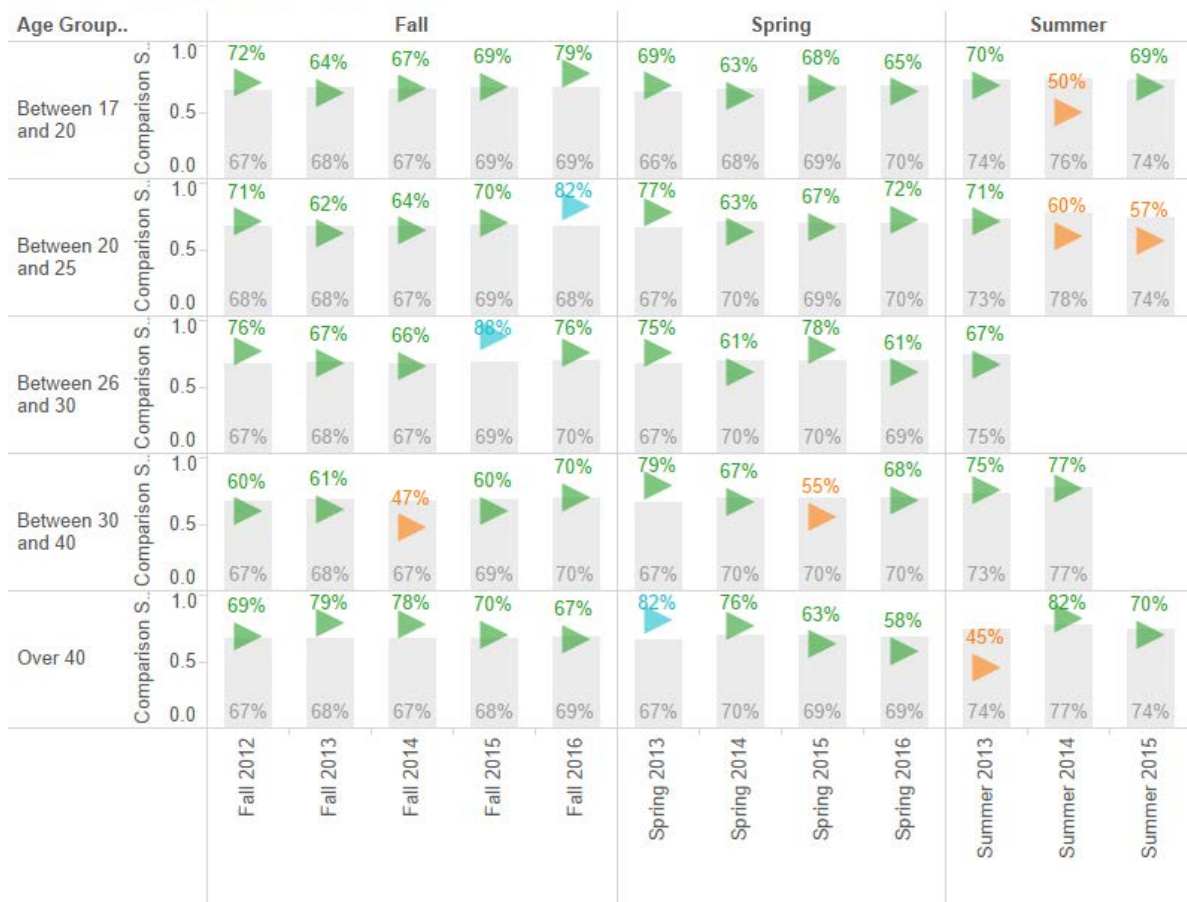
#### Success by Age Group (French)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 9 students



#### Success by Age Group (Spanish)

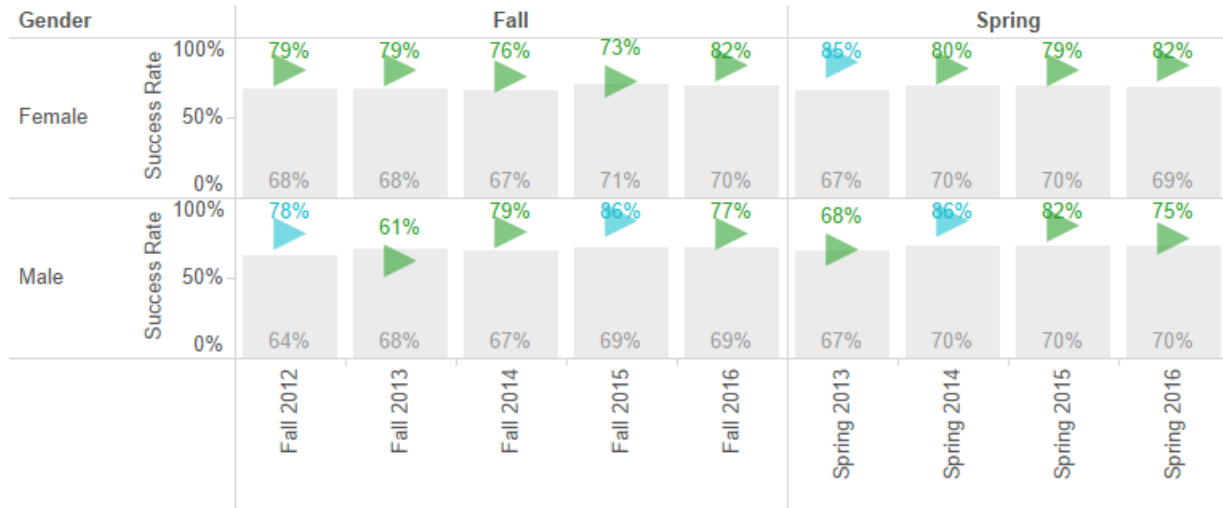
Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 9 students



#### 4. Success by gender:

##### Success by Gender (French)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 9 students



##### Success by Gender (Spanish)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 9 students

