



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Annual Program Plan to the IPC is March 31.** Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

**Cañada College**

**Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

**Vision**

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

**Department/Program Title:** SPANISH

**Date submitted:** 3/29/13

**0. Key Findings:**

The Spanish Department has accomplished a lot in the last year: updating curriculum, promoting courses and programs, collaborating with faculty to create a certificate and redesign a degree, complying with SLOAC requirements and obtaining good results in assessments, to name a few. The department has a hardworking faculty who work well with each other as well as interdisciplinarily. There is still a lot of work ahead and it is difficult for the department to do it all with the current level of staffing.

**1. Planning Group** (include PT& FT faculty, staff, stakeholders)

List of names and positions:

Monica Malamud, Sarah Harmon

**2. Writing Team and Contact Person:**

Monica Malamud

**3. Program Information**

**A. Program Personnel**

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

**FT Faculty**

\*Alicia Aguirre

Monica Malamud

**PT Faculty**

Amira Abedrabbo

Joe Amable

\*Tomás Blandino

Julieta Gómez

Sarah Harmon

Note: professors marked with ‘\*’ have not taught in the Spanish Department in 2012-2013.

**B. Program mission and vision**

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college’s mission and goals. (200 word limit)



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From Cañada College catalog:

“The foreign language department offers Spanish classes at a variety of levels, from beginner to literature. There are classes for students of Spanish as a foreign language, as well as classes specifically designed for native Spanish speakers. In addition to improving students' linguistic abilities, all courses include discussion of aspects of the culture of Spanish speakers.”

According to this description found in the college catalog, the program serves all students, weather they are studying Spanish as a foreign language or they are heritage speakers of Spanish. All courses have a twofold purpose: increasing students’ linguistic abilities as well as their knowledge and awareness of cultural aspects of the Spanish speaking peoples. This aligns with the College’s mission, as the program serves “students from diverse backgrounds” and it “provides an opportunity to achieve their educational goals.”

**C. Expected Program Student Learning Outcomes**

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

Program Learning Outcomes:

Students completing this program will be able to:

- Produce and understand oral and written communication at an Advanced High level, as defined by the ACTFL.
- Recognize their own errors and self-correct in order to improve accuracy in Spanish grammar and spelling.
- Compare and contrast cultural aspects of Spanish-speaking countries, including
- Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

These PLOs are aligned with course level SLOs, as shown in the following table:

<b>1. Production and comprehension</b>		
Spanish 140, SLO 4: Produce and interpret oral and written Spanish at approximately an Advanced High	Spanish 152, SLO 1: Compose paragraphs with good sentence structure that are appropriate in terms	<b>Program SLO 1:</b> Students will be able to produce and understand oral and written communication at an



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level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	of spelling, grammar usage, vocabulary and punctuation.	Advanced High level, as defined by the ACTFL.
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<b>2. Self-awareness of errors for improved accuracy</b>		
Spanish 140, SLO 3: Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.	Spanish 152, SLO 1: Compose paragraphs with good sentence structure that are appropriate in terms of spelling, grammar usage, vocabulary and punctuation.	<b>Program SLO 2:</b> Students will recognize their own errors and self-correction in order to improve accuracy in Spanish grammar and spelling.

<b>3. Spanish-speaking cultures</b>		
Spanish 140, SLO 5: Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.	Spanish 152, SLO 3: Describe, compare and contrast the social, political, economic and linguistic aspects of Spanish-speaking countries, Latinos in the United States, and American culture, based on a variety of sources, including personal experiences.  SLO 4: Examine the influence of prominent figures in Central American and Caribbean Spanish-speaking countries on United States culture and society.	<b>Program SLO 3:</b> Students will describe cultural aspects of Spanish-speaking countries, including art, music, history, socio-economic and political realities. Students will compare and contrast among various cultural elements of Spanish-speaking countries.

<b>4. Comparison of Spanish-speaking culture and American culture</b>		
Spanish 140, SLO 6: Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.	Spanish 152, SLO 2: Give examples of different concepts related to literary analysis when reading literature by Central American and Caribbean Spanish speaking authors.	<b>Program SLO 4:</b> Students will compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

The assessment of the Program Learning Outcomes is completed at the course level, through the completion of specific assignments for both Spanish 140 and 152.

**4. Response to Previous Annual Program Plan & Review**

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>  
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on



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previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

In 2011-2012, the Spanish Program underwent a Comprehensive Program Review. The following recommendations were received:

- a. Spanish Department should expand outreach efforts to local high schools to increase enrollments.
- b. The Spanish Department might also consider hybrid course offerings.
- c. Specific program goals for next cycle need to be articulated, including a plan for addressing program growth.

This is how the Spanish Department has been addressing each one of the recommendations received on March 27, 2012:

- a. Spanish Department should expand outreach efforts to local high schools to increase enrollments
- And
- c. Specific program goals for next cycle need to be articulated, including a plan for addressing program growth.

Regarding the setting of goals, the department does not consider it reasonable to set a quantitative goal in terms of program expansion, because there are a variety of factors beyond faculty control that affect student choices in terms of what classes they enroll in. For example:

- students have different personal education goals
- graduation and transfer requirements often necessarily trump students' preferences, and marketing should not sway students from taking the courses they need in order to graduate and transfer
- we have not heard that there is a growth goal for the college overall; in the absence of such goal, a growth in one department will be at the expense of shrinking another one, and the ultimate goal for the college should be to serve the needs of students, not to pit departments against each other in a competition for student enrollments
- there are state-wide factors that have an effect on student enrollment in California Community Colleges; in the period between the last two Comprehensive Program Reviews for Spanish, enrollment in the CCCs went from around 3 million students, down to 2.4 million in 2011-2012.

But we have the general goal of increasing enrollments and program growth suggested in recommendations (a) and (c). The Spanish Department has been reaching out to our own students, high school students and the community in general in 2012-2013.

The following plan was designed and carried out in Fall 2012:

<b>What?</b>	<b>Who?</b>	<b>When?</b>
Print program flowchart in schedule	David/Roberta	Now



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Design flyer for Spanish Program	Sarah	Now
Email former 131/132/140 students	Sarah	1. Now 2. When schedule comes out 3. When registration starts
Write cover letter for HS counselors Send letter & flyers	Monica/Sarah	September  When schedule comes out
Update flyer for 150/152	Monica	Now
Attend Counseling meeting	Monica Sarah	1. Now –No, not possible for Counseling Dept 2. As soon as schedule is out—either Sarah in person, or Monica sends written info from BCN
Promote 680 (or all SPAN?) in the community	Julie/Martha?	They will schedule this.
Have info table at College Night	Spanish faculty	October 24
Visit 120 to promote 131	Sarah	Between schedule publication and beginning of registration
Promote 150/152 in ESL courses	Alicia	Between schedule publication and registration
Email former 152 students to promote 150	Monica	1. Now 2. When schedule comes out 3. When registration starts

During Spring 2013, the Spanish Department:

- In January/February: Finished design and printed a tri-fold colorful brochure highlighting degrees and certificates. Designed a banner for the Spanish department/program.
  - In March: Participated in Preview Day for high school students, both with a workshop and with an information table; promoted courses for next semester among current students.
  - In April: Will participate in Majors Day, attended Counseling meetings, update all program and course flyers and post around campus and in the community to promote Fall 2013 courses and programs that the Spanish Department participates in.
- b. The Spanish Department might also consider hybrid course offerings:
- Fall 2012 schedule was finalized and in print by the time the Spanish Department received this recommendation. But at the first possible opportunity, Spring 2013, a hybrid section of SPAN 120 was scheduled. The department is proceeding very cautiously with regards to online instruction, because the bulk of class time in language courses is spent on face-to-face interaction among students, and this cannot be easily mirrored in online instruction. The hybrid SPAN 120 is a pilot to see if moving a portion of the unit load for this class is beneficial or at least neutral in terms of student learning. If this is the case, we may consider expanding hybrid modality to other courses. Since this course is still in session as this Program Plan and Review is being written, it is not possible to assess yet whether the pilot has been successful or not, therefore, the same course will be offered again as a hybrid in Fall 2013 as a continuation of the pilot.



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**5. Curricular Offerings (*current state of curriculum and SLOAC*)**

**All curriculum and SLOAC updates must be completed when planning documents are due.**

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Curriculum Committee** <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

**A. Attach the following TracDat and Curriculum data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC)).

Report can be found in:

[https://sharepoint.smccd.edu/SiteDirectory/CANSLOAC/Instruction%20Course%20SLOs/Spanish%20%208SPAN%29/SPAN%20Tracdat%20Reports/SPAN%20Course%20Assessment%20Report%2002\\_12\\_2013.pdf](https://sharepoint.smccd.edu/SiteDirectory/CANSLOAC/Instruction%20Course%20SLOs/Spanish%20%208SPAN%29/SPAN%20Tracdat%20Reports/SPAN%20Course%20Assessment%20Report%2002_12_2013.pdf)

- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/))

None. All courses have been updated within the last 6 years. Last update for each course listed below:

SPAN 110	Spring 2013
SPAN 111	Spring 2013
SPAN 112	Spring 2013
SPAN 120	Spring 2013
SPAN 121	Spring 2013
SPAN 122	Spring 2013
SPAN 131	Spring 2013
SPAN 132	Spring 2013
SPAN 140	Spring 2013
SPAN 150	Spring 2013
SPAN 152	Spring 2013
SPAN 161	Spring 2013
SPAN 162	Spring 2013

**B. Identify Patterns of Curriculum Offerings**

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Offer the following courses every semester:





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Daytime offerings:

SPAN 110, with concurrent SPAN 111 and SPAN 112

SPAN 120, with concurrent SPAN 121 and SPAN 122

SPAN 131/132/140 concurrently

Alternate between SPAN 150 and SPAN 152 each semester

Alternate between SPAN 161 and SPAN 162 each semester

Evening offerings:

SPAN 111 – more than one section is needed in order to have a viable evening program

SPAN 112

When more than one SPAN 111 section is offered (as used to be the case in the past), then we will be able to have enough enrollment for SPAN 121 and SPAN 122

SPAN 131/132/140 concurrently

Either SPAN 150 and SPAN 152 each semester (the opposite of the daytime SPAN 150/152 course)

Either SPAN 161 and SPAN 162 each semester (the opposite of the daytime SPAN 161/162 course)

SPAN 680A and 680B – Spanish for Medical Professionals I and II: offer at least once a year

## 6. Program Level Data

### A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: [http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

Incorrect data was found in the first table of the data packets. For the college's average enrollment per section, the data packet lists "43.2". This is wrong. According to the information packets posted online, there is not a single department or program in the entire college which has over 40 students per section on average. Therefore, it is mathematically impossible for the the college average to be at 43.2 students per section.

The data for Spanish is not useful because of the way in which concurrent sections are considered. Spanish offers many courses in a concurrent manner (SPAN 110 + SPAN 111 + SPAN 112, SPAN 120 + SPAN 121 + SPAN 122, SPAN 131 + SPAN 132 + SPAN 140), such that all students are in the same classroom at the same time, taught by a single professor. It is not fair to the Spanish department to count each of these courses as a separate section—they should all be counted as one section for the purposes of reporting students per section and LOAD, for example.



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Given the errors found in the data packets and the way that enrollments per section are calculated for Spanish, it is meaningless to try to describe any trends based on unreliable data, or to draw any conclusions from them.

**B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Tool: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

1) PLOs

PLOs are aligned with course level SLOs, such that we can measure quality of success of the program based on students' accomplishment of SLOs in required courses.

Overwhelmingly, the assessment results for course level SLOs show that students are meeting the success criteria that we have set. In a few cases, it is inconclusive whether the criterion has been met or not because of the small sample size; this is sometimes the case in concurrently taught courses.

2) Scheduling

Scheduling issues have impacted and continue to impact enrollment in Spanish courses. As we strive to improve enrollment in our courses, Spanish faculty are available and willing to provide their insight regarding scheduling factors that have affected and continue to affect enrollment in the program. For example, the fact that the Intermediate Spanish classes were not offered for a few semesters, has impacted the ability of students to complete an Associate Degree, or continue studying Spanish at higher levels. Simply offering those courses again does not bring students back—recruitment efforts need to be intensified to recover from this unfortunate scheduling situation. Secondly, scheduling courses that the faculty (based on historical data) can predict will not make minimum enrollment and eventually need to be cancelled takes away from being able to offer different courses in the Spanish Department or in other departments. Finally, if all faculty were offered their teaching assignments before the schedule goes to print, then the schedule could be more accurate, since any changes in assignments could be reflected in the printed schedule and mistakes could be corrected before the schedule goes to print.



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3) New Certificate/Redesigned Degree

Spanish faculty have worked with faculty in other disciplines to create a new certificate. Spanish faculty have also participated in the redesign a fairly new interdisciplinary AA to better meet the needs of students and to adjust to the realities of a small college that cannot offer every class every semester.

The Certificate of Bilingualism and Biliteracy in English and Spanish was created in order to recognize students who demonstrate a college level proficiency in these two languages. Students can obtain this certificate by completing the following four courses:

SPAN 161 – Latino Literature I

SPAN 162 – Latino Literature II

ENGL 100 – Reading and Composition

ENGL 200 or LING 200 – Introduction to Linguistics

This Certificate can be viewed as a college level continuation of the recently established Seal of Biliteracy that high school students get on their transcript upon graduation, if they demonstrate biliteracy in English and another language at the high school level.

The Associate of Arts in Latin American Studies is being redesigned this semester so as to provide students with greater flexibility in the course selection in order to earn this degree. It is also being renamed: AA in Latin American and Latino Studies (LALS). This degree requires that the student complete SPAN 120 or higher, in order to demonstrate a minimum level of proficiency in Spanish. Additionally, SPAN 161 and SPAN 162 can be taken to meet the “Art/Culture/Literature” requirement for the degree. And finally, students may use any Spanish course higher than the SPAN 120 level as selectives.

We expect that the Certificate of Bilingualism and Biliteracy and the AA in LALS will increase the visibility of Spanish as a discipline in the college. Students pursuing this certificate and degree will be taking Spanish courses, therefore helping us increase enrollment. The Certificate of Bilingualism and Biliteracy can be a first step that encourages to continue their work towards and Associate Degree. Students who want to focus on Spanish language as well as Latin American and Latino Studies can be advised to pursue a double major.

**7. Action Plan**

Include details of planning as a result of reflection, analysis and interpretation of data.

**Guidelines:**

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.



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- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

PLOs are aligned with course level SLOs, such that we can measure quality of success of the program based on students' accomplishment of SLOs in required courses.

Overwhelmingly, the assessment results for course level SLOs show that students are meeting the success criteria that we have set. In a few cases, it is inconclusive whether the criterion has been met or not because of the small sample size; this is sometimes the case in concurrently taught courses.

Action Plan:

For our action plan, we prefer to focus on the big picture, not on SLOs and assessments. We are happy with the results we are obtaining in that area, so at this time we feel it is more important to “see the forest as a whole and plan for a healthy and thriving future”, not spend so much time “counting how many leaves each tree has”. Also, even if not everything in an action plan can be ultimately accomplished, it is better to “dream big” and try our best, than to narrowly restrict planning to the improvement of SLOs.

So, with the firm belief that an action plan should give direction to a program in a broader sense, and disregarding the guidelines given for this section, the Spanish Department will focus on:

- Continuing recruitment efforts among Cañada students, high school students, the community at large
- Promoting individual courses as well as degrees and certificates with Spanish courses: AA in Spanish, AA in LALS, Certificate of Bilingualism and Biliteracy
- Evaluating whether hybrid offerings are beneficial from the point of view of student learning
- Designing an AA-T in Spanish and obtaining CID designation for Spanish courses
- Increasing opportunities for students to study abroad in Spanish speaking countries
- Exploring the viability/need for additional courses in Spanish for Special Purposes (such as Law Enforcement Personnel, Legal Interpretation, Business, etc)
- Re-introducing the idea that Cañada should offer more than 0-1 foreign languages (Spanish is a foreign language to many of our students, but for about one third of our student population, there is no foreign language option)

## **8. Resource Identification**

### **A. Faculty and Staff hiring requests**

**Guidelines:**

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.



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- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

Although the college has two full-time faculty who can teach Spanish, the department has had and will continue to have at best about 1 full-time FTE and at worst zero full-time FTE teaching Spanish courses. Monica and Alicia are the two full-timers who teach Spanish. Alicia has taught at most 7 units in Spanish in past semesters, with the rest of her load in ESL, her 'home' discipline. She has not taught Spanish in 2012-2013 and will not teach Spanish in Fall 2013; during these semesters, she is teaching only ESL, receiving reassigned time as Curriculum Chair, and using banked units. Monica was AFT president for 4 years, during which she received .4 FTE of reassigned time. Last semester, she taught in Barcelona. In the near future, she will have to use banked units, and will likely receive reassigned time for other duties. So, the general pattern in Spanish is that neither full-timer can teach a full load in Spanish. Last semester, for example, there was not a single class taught by full-time faculty in Spanish.

With 0 to 1 full-time FTE it is extremely difficult to carry out all departmental duties. This situation has been exacerbated lately by the amount of work that faculty are required to do outside of teaching. The increasing demands on faculty that come, for example, in the form of SLOAC reporting, curriculum development and alignment, program promotion and student recruitment, have greatly impacted faculty workload. Since part-time faculty are paid only for contact hours of teaching, plus one office hour per 3 hours of class, these non-teaching activities are expected to be completed by full-time faculty. In the Spanish Department, however, one part-time faculty, Sarah, routinely volunteers to do many of these tasks. Sarah is the TracDat lead in the department, she does a big share of curriculum work, and she led all Spanish 'marketing' activities in the fall 2013, when we had no full-timers teaching any Spanish courses. Two new part-timers hired in the Fall 2012, Julieta and Amira, have integrated seamlessly into the fabric of the department, and they often contribute with their time and ideas too.

But it is not correct to expect a department to sustain this type of workload thanks to the goodness (some would call this 'exploitation') of part-time faculty. New degrees and certificates require a great deal of work: research, design, promotion and student recruitment, teaching new/revised courses, etc.; some of this has been accomplished, but much more remains to be done. The department is still trying to recover from the enrollment blows dealt by the hiatus in the scheduling of intermediate courses, and the unintended consequences of automated pre-requisite blocking. As a Hispanic Serving Institution located in an area with such a high percentage of Latinos, Cañada needs to have a strong Spanish Department. But with the current staffing situation, it is difficult to keep up with what we must do, let alone embark on new projects.

For the reasons stated in this section, the Spanish Department needs an additional full-time faculty.

### **B. Professional Development needs**

**Guidelines:**

- List faculty and staff professional development activities.



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- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

**Professional Development Activities:**

- **Academic Senate:**  
Monica has attended an Academic Senate Plenary every year in the spring. This spring, Sarah and Monica will attend.
- **AP Exam:**  
Sarah was selected as a Reader for the AP Spanish Language Exam in 2011, 2012 and 2013. She participated in 2011 and 2012, and is planning to participate again this year. Monica received the invitation to be an AP Reader in 2012, but could not attend for personal reasons.
- **AFT National Higher Education Conference:**  
Monica attended this conference, where professors from all over the U.S. discussed topics of great relevance to our college/district, such as accreditation, MOOCs, the characteristics of quality public education, (un)affordability of and funding for college education.
- **Study Abroad in Barcelona:**  
Monica taught in the SMCCCD Study Abroad Program in Fall 2012. Although not designed as a professional activity, this experience definitely has a professional development aspect. Living in Spain for three months affords a faculty member the unique opportunity to be immersed in and learn about the language and culture of another country, in this case, Spanish language and Spanish culture, which are the subject matter of the courses taught in the Spanish Department.
- **Bay Honors Consortium:**  
Sarah has been a member of the Bay Honors Consortium (BHC) since Fall 2011. The BHC puts on an annual symposium (the Bay Honors Research Symposium) every Spring for honors students at community colleges to present their original research, and an annual round table event for faculty and administrators who want to learn more about honors courses and programs. Sarah has participated in those events as an organizer. Additionally, she is the co-editor of the proceedings of the BHRS: Think You?!; this is an online journal of student submissions.

None of the activities listed above were funded through the Professional Development Program in our district. The typical activities that faculty used to engage in through this program are difficult to pursue, given the stronger emphasis on reporting, accountability, committee work, and other non-teaching responsibilities placed on faculty nowadays. These tasks are now routinely scheduled on Flex Days, and faculty are pressured to participate in these college-sponsored flex activities, contrary to the intent of Flex Days as days in which faculty could pursue professional activities of their choice during flexible time.

**C. Classroom & Instructional Equipment requests**

**Guidelines:**

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.



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- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

No new requests.

Keep Spanish placement test. It is absolutely necessary now that we have automated pre-requisite blocking. Pre-requisite blocking has greatly affected our enrollments, since most Spanish courses have pre-requisites, and most students come to Cañada with some knowledge of Spanish. The placement test allows us to keep the workload and turn-around of processing of waivers at a reasonable level, in the case of students who take the test, especially in the summer, when faculty are normally not available to schedule an individual interview with a student to determine correct placement. Enrollment is still affected, because some students simply walk away when their enrollment is blocked.

**D. Office of Planning, Research & Student Success requests**

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

Count concurrent sections as one section in the Data Packets. It is not meaningful to draw any conclusions on data that considers concurrent sections separately. For example, a concurrently scheduled SPAN 131 + SPAN 132 + SPAN 140 with 8, 6 and 7 students respectively in each class currently would give a section average of 7 students but there are actually 21 students being taught by one professor.

**E. Facilities requests**

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

None.

**F. Other**

If about half of the courses at Cañada are scheduled at night, the College should make sure that in the evening both students and faculty have the same level of support as in the daytime. In order to have evening classes, these are often assigned to part-time faculty. Full-time faculty teach evening courses too; they often have split schedules, for example, they teach 3-4 mornings per week, plus one evening, and



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engage in collaboration with colleagues or participate in committee meetings in the afternoon. In order for the College to be fully operational at all times when classes are in session, for the benefit of both students and the faculty who are teaching them, classified staff and administrators should be required to work in the evening as well. This is necessary especially because such a large number of the faculty and students who are in class in the evening are part-time, so they are less likely to be familiar with all aspects of the college, and they are the ones who are more likely to need a higher level of support.