



## 2018-19 Program Review- Instructional

### Program Overview

**Please verify the mission statement for your program. If there is no mission statement listed, please add it here.**

There are no changes in the mission statement:

*The mission of the Modern Languages program is to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning.*

### List your Faculty and/or Staff

1. Ana Belén Redondo Campillos – (Spanish)
2. Anne McCormick – (Spanish)
3. Cynthia Barlow – (Spanish)
4. Deolinda Adao – (Spanish and Portuguese)
5. Donna Southard – (Spanish)
6. Duarte Manuel Carvalho Pinheiro – (Portuguese)
7. (Chair) Fabián Banga – (Spanish)
8. Gaye Walton-Price – (Arabic)
9. Kenny Buquen – (French)
10. Patricia Jorgensen – (Spanish)
11. Victoria Robertson – (Spanish)
12. Willy Lizarraga – (Spanish)

**The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.**

*From last APU 10/10/17*

#### **Assessment**

1. Continue developing and implementing assessment processes

#### **Curriculum**

1. Continue offering (based on students' demand) and assessing: Arabic, French, Mandarin, Portuguese and Spanish
2. Explore the possibility of expanding into Ohlone and Japanese.
3. Expand French course offerings to keep up with demand made by students. To meet this goal the department needs to offer numerous courses beyond the existing level of French 1A and French 1B. These new courses will be designed to give students a more in-depth familiarity with the language, culture, and literature of France as well as the French-speaking world.

#### **Instruction**

1. The committee is recommending expansion especially in French since there is a clear student demand. Furthermore, the committee recommends a hiring of a new full-time instructor with expertise in French curriculum.
2. Continue supporting students and instructors with updated technologies in the lab and professional development

#### **Describe your current utilization of facilities, including labs and other space**

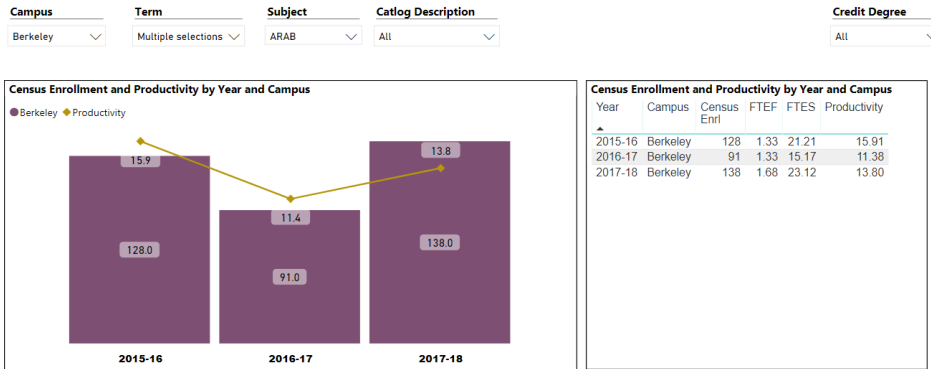
The Modern languages department has a language lab room. A mobile language lab was created in 2013. The lab offers support, learning resources (computers, software) and a space for the students to work on class projects and homework. The lab also has instructors and tutors to help students. The computers have installed an Auralog system. Auralog was a company that produced language education software under a brand called "Tell Me More". It was bought by Rosetta Stone in 2013. Since all book come now with a robust online component, virtual remote materials are incorporated in the classroom curriculum. The lab is also used as classroom space so the mobile language lab can be deployed during the classroom time.

The lab technology and software were updated in fall 2017. The technology in the lab is appropriate and will not need any update until 2020.

# Enrollment Trends

## Arabic:

Figure 1



## Chinese

Figure 2

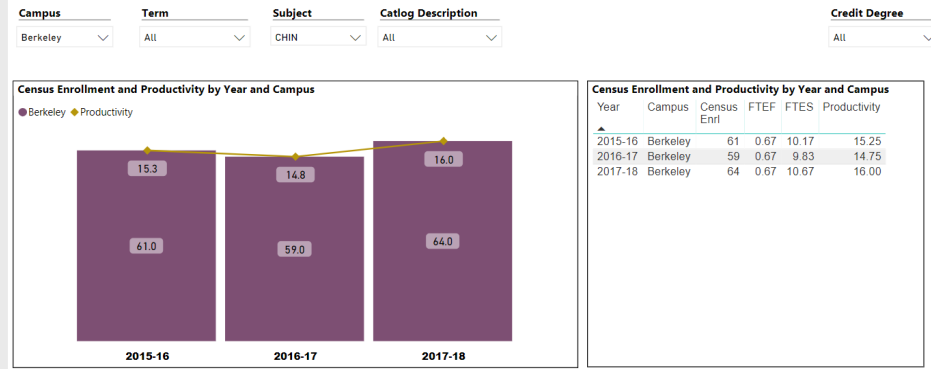
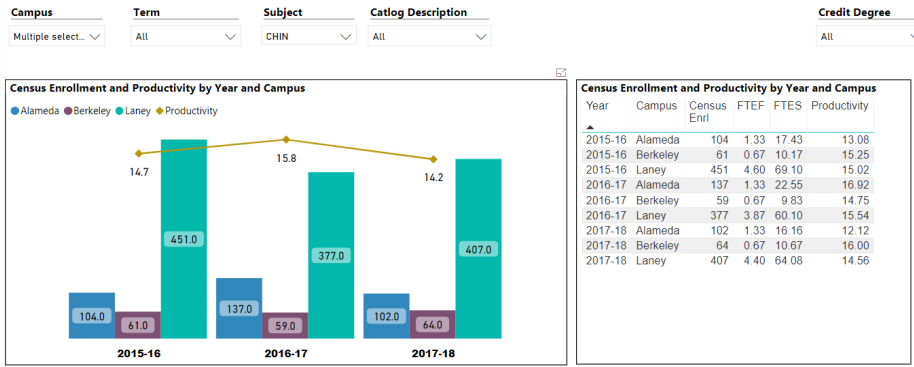
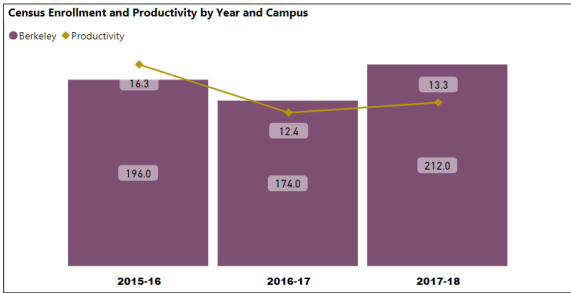


Figure 3:



# French

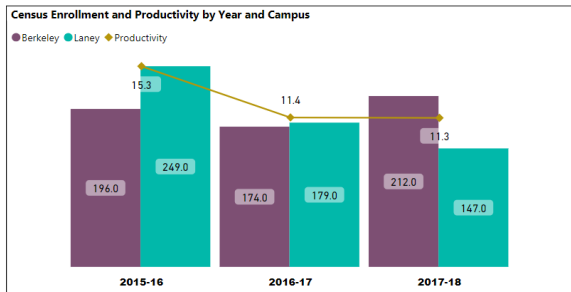
Campus: Berkeley | Term: Multiple selections | Subject: FREN | Catlog Description: All | Credit Degree: All



Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Berkeley	196	2.00	32.67	16.33
2016-17	Berkeley	174	2.33	29.00	12.43
2017-18	Berkeley	212	2.67	35.33	13.25

Figure 5:

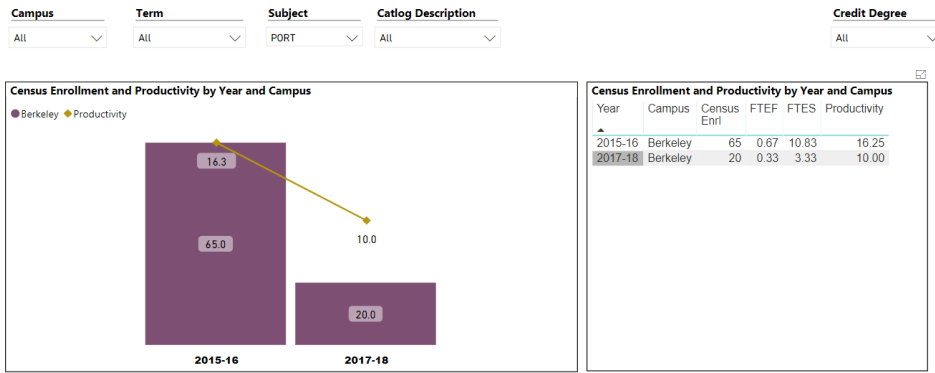
Campus: All | Term: All | Subject: FREN | Catlog Description: All | Credit Degree: All



Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Berkeley	196	2.00	32.67	16.33
2015-16	Laney	249	3.00	43.59	14.53
2016-17	Berkeley	174	2.33	29.00	12.43
2016-17	Laney	179	3.02	31.80	10.53
2017-18	Berkeley	212	2.67	35.33	13.25
2017-18	Laney	147	2.67	25.06	9.40

# Portuguese

Figure 6:



# Spanish

Figure 7:

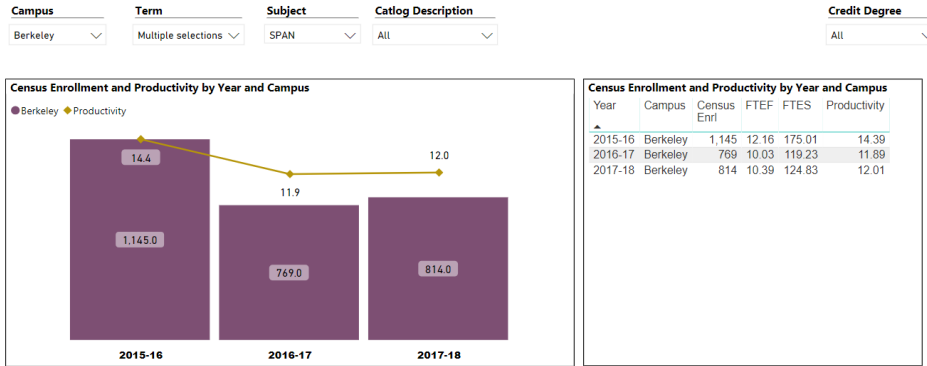
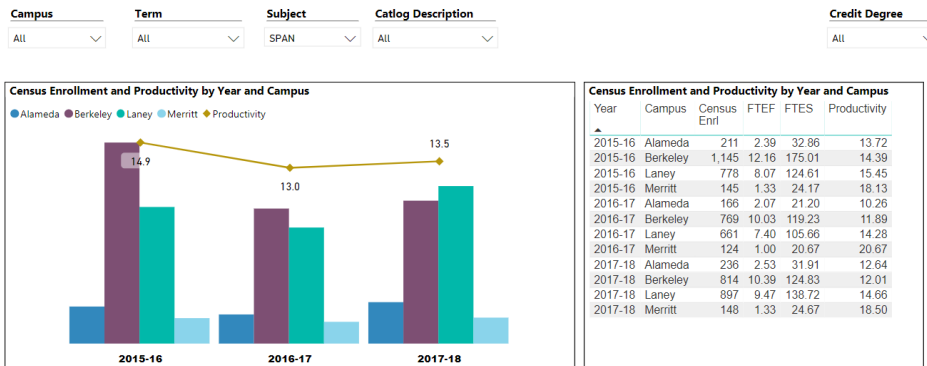


Figure 8:



## All Languages (Arabic, Chinese, French, Portuguese and Spanish):

Figure 8:

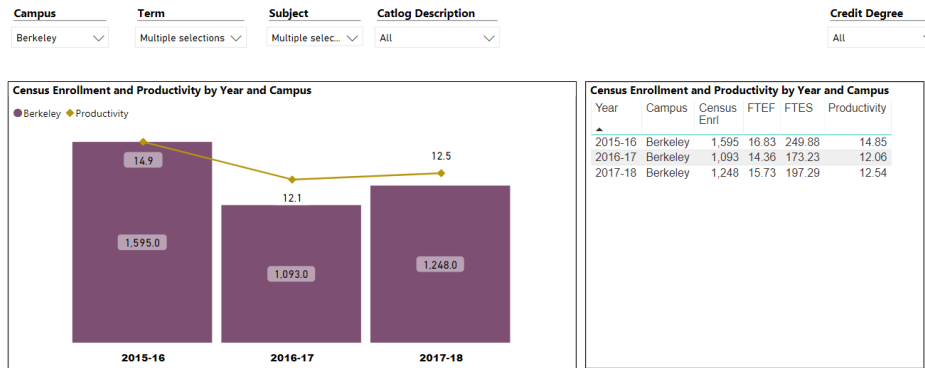
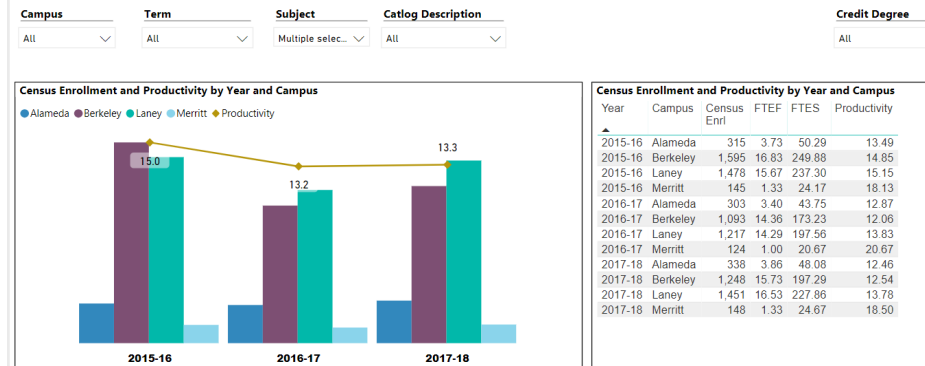


Figure 9:



The program is experiencing what the Peralta District and almost all two-year colleges have been dealing with, a moderate decline of enrollments since 2014. The situation is a symptom of the end of the Great Recession of 2010 and the fall of the national unemployment rate.

See: "No Bottom Yet in 2-Year College Enrollments"

<https://www.insidehighered.com/news/2018/06/21/community-college-enrollment-rates-expected-keep-falling>

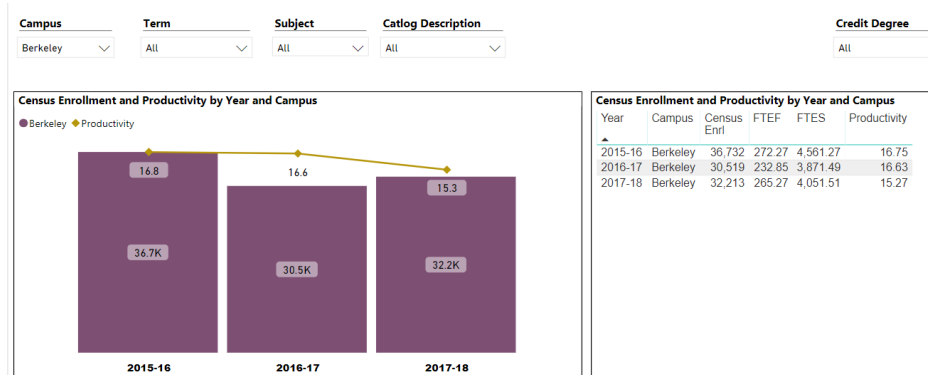
The program could offer more classes, but because of lack of resources and general low enrollment this expansion had been stopped. Evidently, there is more demand for elementary language classes since they fulfill the language other than English requirement at the University of California. Furthermore, the following Spanish courses fulfill the Associate degree general education requirements in humanities: Spanish 1B, 2A, 2B, 35AB, 38 and 40; French, Arabic and Portuguese 1A and 1B and Chinese 1A. For the



California State University General Education Breadth Requirements, Area A (Essential Skills) Foreign Language: Arabic, French, Portuguese and Spanish 1B, Area B (Arts and Literature): SPAN 38 and 40, Area. C—Arts, Literature, Philosophy, Foreign Languages (C-2 – Humanities): Arabic, Chinese, French, Portuguese and Spanish 1AB and Spanish 2AB, 10AB, 30AB, 38 and 40. As expected, productivity is higher in classes like 1A and 1B (all languages) and 22AB and it is lower than the campus productivity rate in classes like 2A, 2B, 38, etc. However, these classes are needed for the AA degrees. The department has reduced the number of classes to increase productivity. In the past, the department offered 12 Spanish 1A courses. In Spring 2019 we are offering only 5.

BCC all subjects:

Figure 9:



To satisfy a diverse population we offer language classes in grammar, conversation and culture in the morning, afternoon and evening so courses are not overlapped in the schedule.

It seems to be more demand for day classes than evening classes. There are more day classes than evening classes and the classes in the evening are not impacted. Furthermore, the courses in the am time are the courses with more students.

### Are courses scheduled in a manner that meets student needs and demands?

#### How do you know?

We are offering courses in 4 block sessions: morning classes, early evening and late evening classes, and night classes (after 6:30 pm) and there is an even equal distribution of students among all these classes. We offer classes 4 days a week (M-W and T-Th sequences) and we have offered classes on Fridays and Saturdays; having these last weekend courses a very low enrollment.

### Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Since the student/teacher ratio cannot be change, the department is working with student tutors to support instructors. Some of these tutors would be ideally in the classroom, especially in very impacted courses like 1As. Having tutors available for these students is also a great help. The implementation of the language lab is also a very important tool for the department. The department needs to hire staff to

keep it open. There are other areas in which students need help, for example, in the area of critical thinking, text analysis, and academic writing. We focus on these specific areas in our classes because they deal with, almost exclusively, reading, and analytical writing about literature: for example, Spanish 2B, 22A and 22B (writing), Spanish 38 and 39 (literature) and Spanish 40 (culture). Fortunately, the challenges in these areas are no different from the challenges faced in other classes in our college. This allows us to benefit from the efforts and progress made on our campus in the areas of basic skills. These challenges are related to ILOs goals: Communication, Critical Thinking, Global Awareness and Valuing Diversity, among others. This is why we need to implement techniques that go beyond our SLOs (second language acquisition) and ensure that, for example, students are in the right classes. This implementation of support for our students at a campus level with the addition of effective techniques in the classroom, such as using combinations of different types of media, diverse thematic focuses and topics related to relevant social issues (postcolonialism, feminism, etc.) with a clear student-centered thematic are beneficial for our students' population.

40 students per class is not a ratio recommended by the American Council on the Teaching of Foreign Languages (ACTFL), the recommended class size is no more than 15 students.

“Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.”

Approved by the ACTFL Board May 22, 2010 - See more at: <https://shar.es/15uzsy>

The department also supports and encourage faculty to engage in scholarly activities. Instructors in the department are active members of the foreign language instructional community at the San Francisco Bay Area. The Chair of the Department was the president the Foreign Language Association of Northern California and also two more members of the department are member of the executive committee of this organization (FLANC). Several instructors are members of the Computer Assisted Language Instruction Consortium (CALICO) and the South West Association for Language Learning Technology (SWALLT). Furthermore, most members of the department are members of FLANC, CALICO, MLA, RMLLA or/and SWALLT or similar organizations. This keeps the members up-to-date with information on all relevant developments in the language acquisition discipline. The program applies several learning techniques base on Tracy D. Terrell's Natural Approach<sup>1</sup> to Language Instruction, James Asher's Total Physical Response (TPR) and Stephen D. Krashen's theoretical model of second-language acquisition. These pedagogical techniques are being used today in universities programs such as the Spanish and

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<sup>1</sup> “The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input.” ([https://en.wikipedia.org/wiki/Natural\\_approach](https://en.wikipedia.org/wiki/Natural_approach))

Portuguese department at UC Berkeley for their effectiveness. The classes are taught completely in the target language so students learn through exposure and by interacting at a level they can understand (comprehensible input). Instructors offer to students audio and visual input to help them understand the materials naturally and without the use of English translations. Furthermore, the department uses the Communicative Approach method, since it is an effective and well-respected technique by promoting acknowledgment of meaning, promoting learning and practicing the structure of the language itself.

### **How is technology used by the discipline, department?**

With the evolution of Moodle and now with the implementation of Canvas, and with the virtual resources incorporated in our books (Ritmos) we as department have the possibility of creating a more interconnected relationship with our students. Resources like videos, audio and new AI technologies are and will enrich the learning experience for our students enormously. In areas like writing, we have the possibility of offering more feedback to our students. This creates a 2.0 interaction that is becoming more and more sophisticated every year. The department need support in our language lab. The department has only two full time instructors; the demands in the area of coordination and assessment are overwhelming with such a small number of permanent faculty. The lab is already finished; it needs staff person to coordinate the lab.

### **How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?**

It is extremely difficult with the limited resources we have.

## Curriculum

**Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.**

All Spanish course outlines have been updated in Fall 2018 and all Arabic, Chinese, French and Portuguese will be updated in Spring 2018

**Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.**

The Department wants to continue offering (based on students' demand) and assessing: Arabic, French, Chinese (Mandarin), Portuguese and Spanish. We did not offer Chinese (Mandarin) in 2018-2019 but will start offering these classes in 2019-2020. We will continue explore the possibility of expanding into Ohlone and Japanese. (the decision will be based on students' demand)

Since there is a clear demand for French classes, we are planning to expand the number of French course offerings. To meet this goal the department needs to offer numerous courses beyond the existing level of French 1A and French 1B. These new courses will be designed to give students a more in-depth familiarity with the language, culture, and literature of France as well as the French-speaking world. we are planning to expand the number of Chinese classes beyond Chinese 1A, adopting 1B. The department

will also explore the possibility to start offering more conversation courses for students that want to take language classes but are not interested in transferring to a four-year institution.

## Assessment – Instructional

Commented [1]: +lizarragawilly@gmail.com  
\_Assigned to Willy Lizarraga\_

### Student Learning Outcomes Assessment

#### List your Student Learning Outcomes

Every class and every level of classes has an SLO. See website.

#### Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

The most difficult aspect is always coordinating the different instructor teaching one class. In this sense, Span1A and Span 1B courses are the most challenging logistically speaking. The problem is only aggravated by the fact that most if not all of those instructors are part-time.

#### What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

We have completed in most cases the third round of assessment of the department. So, all courses have been assessed and currently are being improved by our findings.

#### How has your department worked together on assessment (planning together)? Describe how your department works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

The department has two full-time instructors. Prof. Lizarraga has worked as the Assessment Coordinator for the Modern Languages Department. He has organized and distributed the work among the faculty. The faculty then carried the actual work of assessing. The process works on a vertical level quite efficiently, but when it comes down to coordinating among the faculty it is a bit more challenging given their limitations as part-time instructors. Thus far, however, the Modern Languages Department has an stellar record in assessing its classes.

#### Collaboration

Once the PIE Committee establishes a plan of action, all the members in the Modern Language Department stick to it. The assessments then were collected by Prof. Lizarraga and handed to the PIE Committee.

## **Leadership Roles**

So far, Prof. Willy Lizarraga has been the only person in charge of the assessing process, a process that now includes, Prof. Banga, beginning at the end of las semester.

## **Planning Process**

The planning is done in coordination with the PIE Committee.

## **Dept meetings for Collaboration**

Given the part-time nature of our department, meetings are limited to Prof. Lizarraga and Prof. Banga.

## **Data Analysis**

Prof. Lizarraga and different members of the department and of the PIE Committee have done the analysis of the data.

## **What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.**

Number one: basic grammar structure has and is the most critical challenge, according to our assessment. As a result, we have modified teaching practices and tests to tackle sentence structure and writing as our first priority.

## **Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.**

Through the PIE Committee we are, as a department, an integral part of the Class and Program Assessment conversation.

## **Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.**

Yes. We are enriched by the different changes implemented in other departments as they refine their Institutional Learning Outcomes, which we then apply to our own. At this moment, our classes and our goals as a department have a clearer correspondence.

**What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?**

The administration has been very supportive in our efforts.

**Please verify the mission statement for your program. If there is no mission statement listed, please add it here.**

# Course Completion

## Arabic

Figure 10:

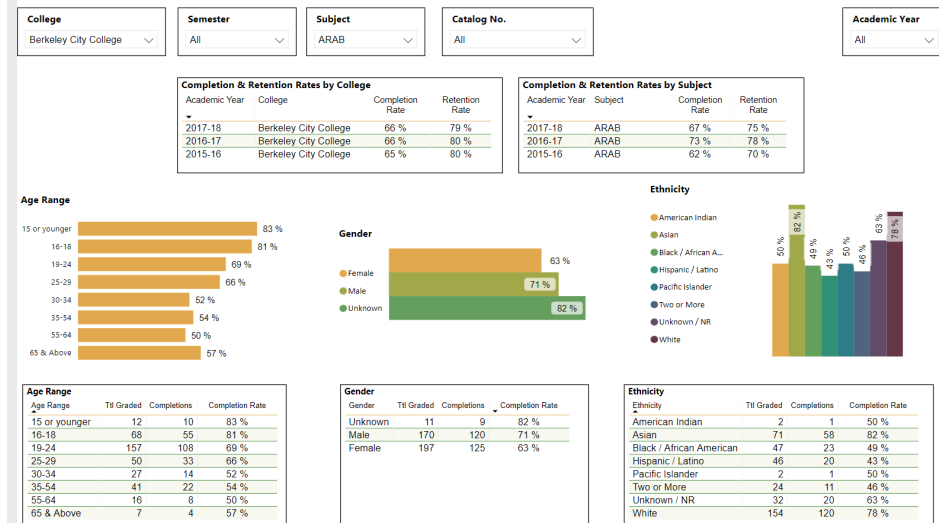


Figure 11:

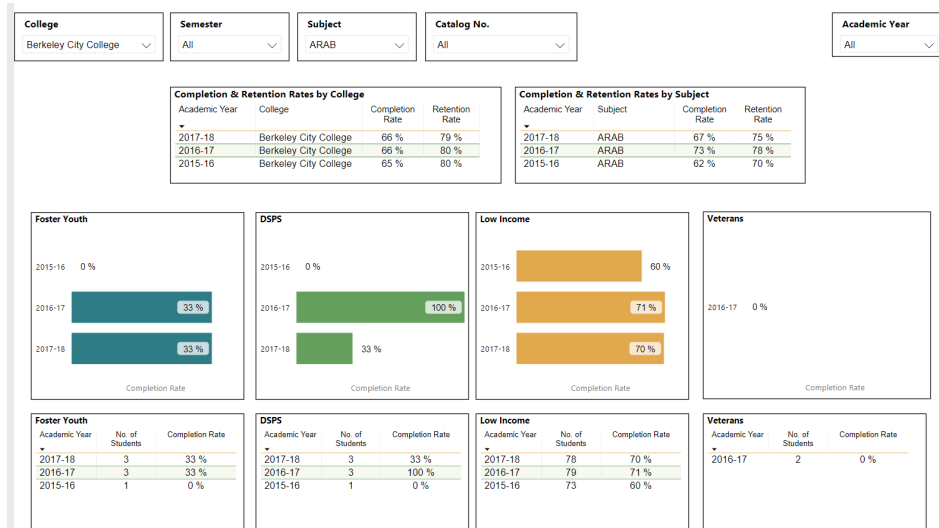




Figure 12:



Chinese

Figure 13:

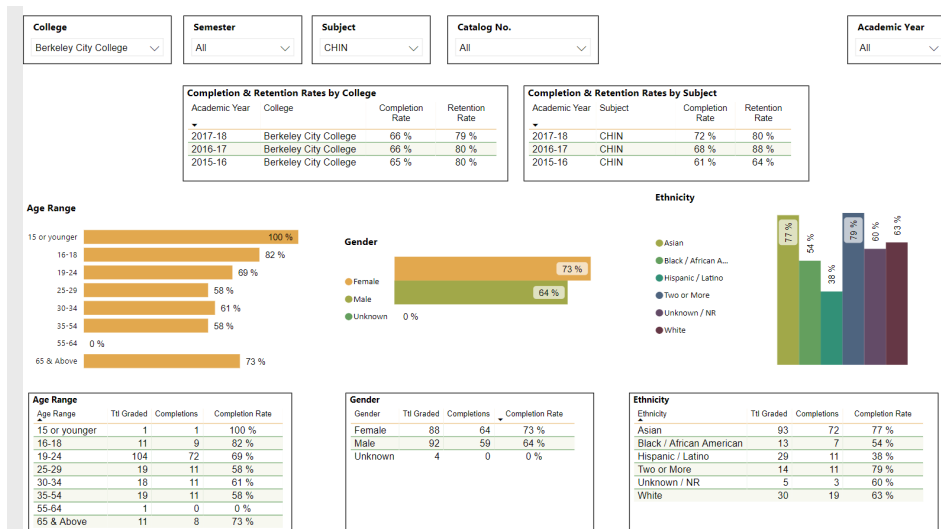


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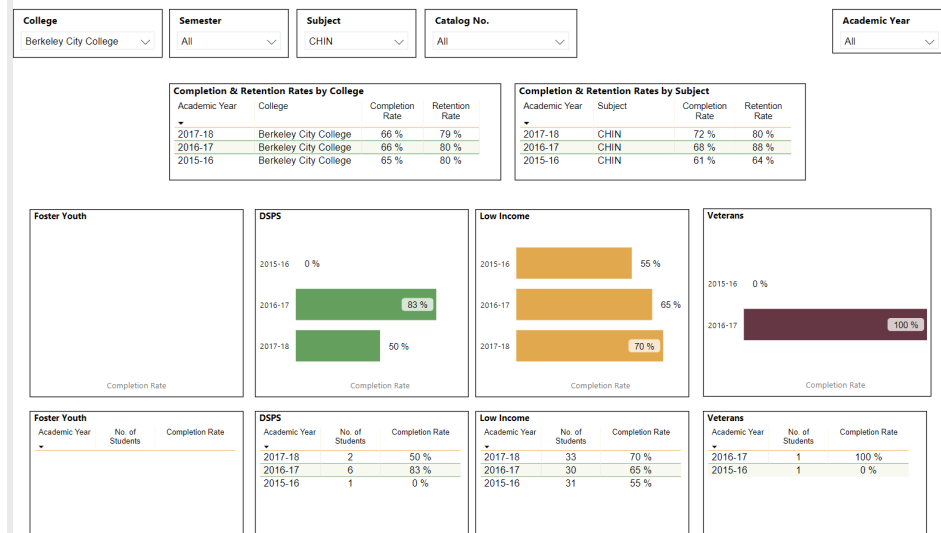
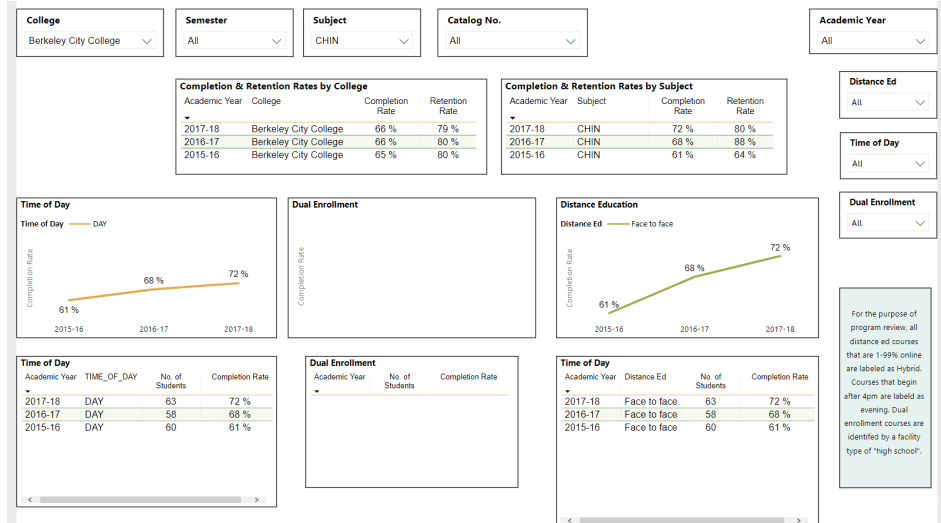


Figure 15:



# French

Figure 16:

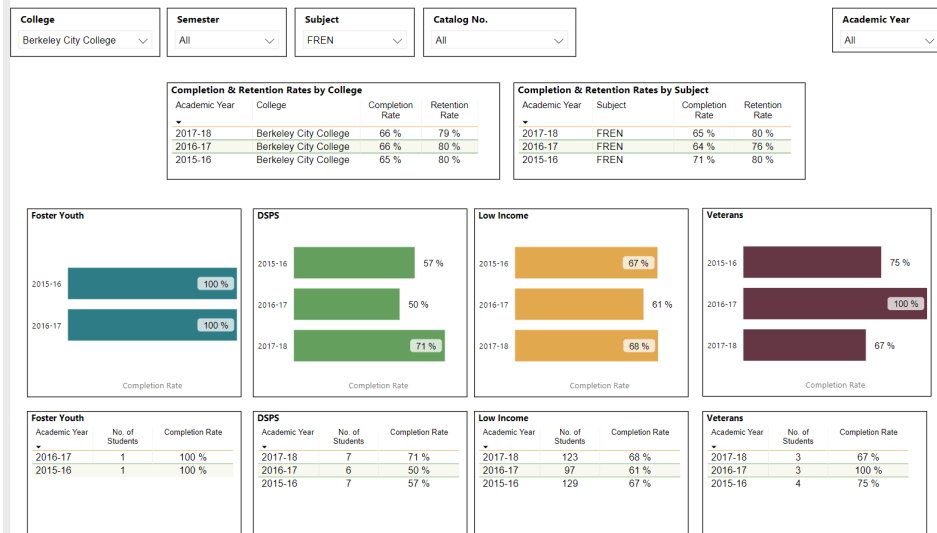
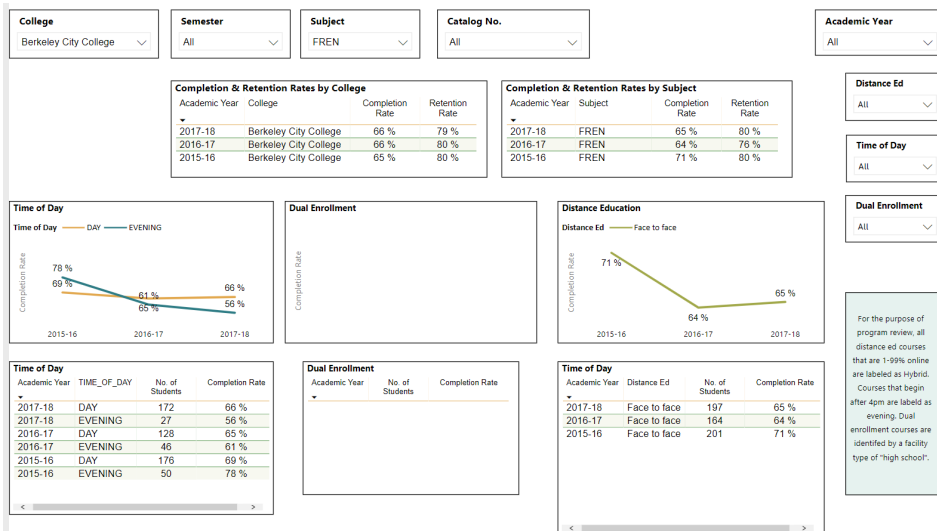


Figure 17:



# Portuguese

Figure 18:

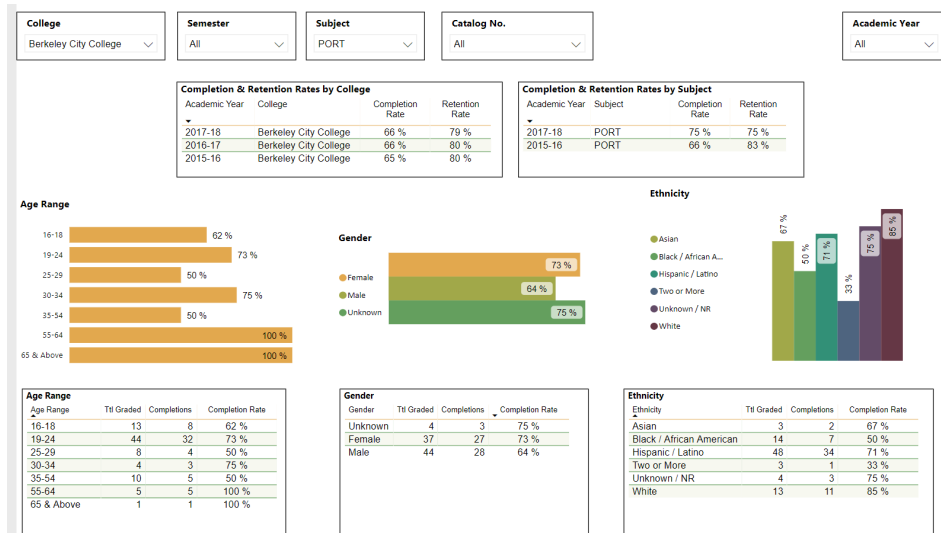


Figure 19:

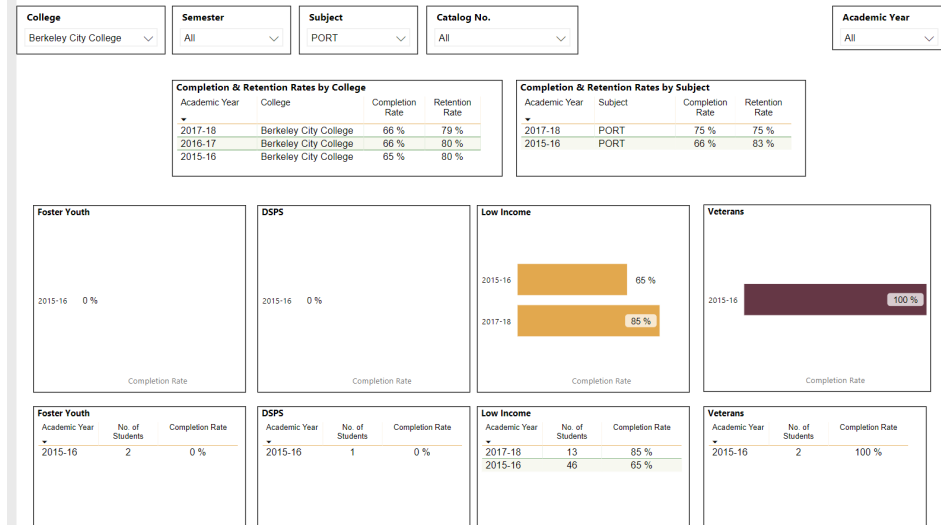
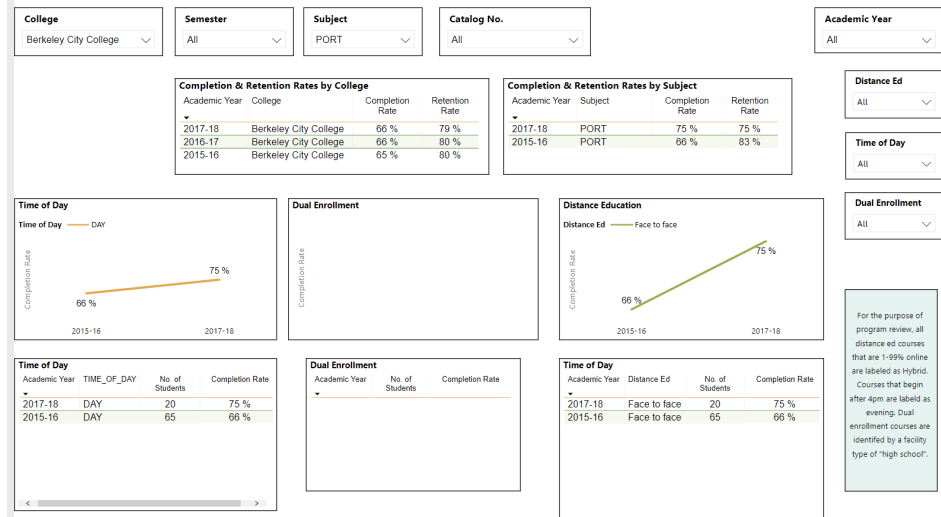


Figure 20:



Spanish

Figure 21:

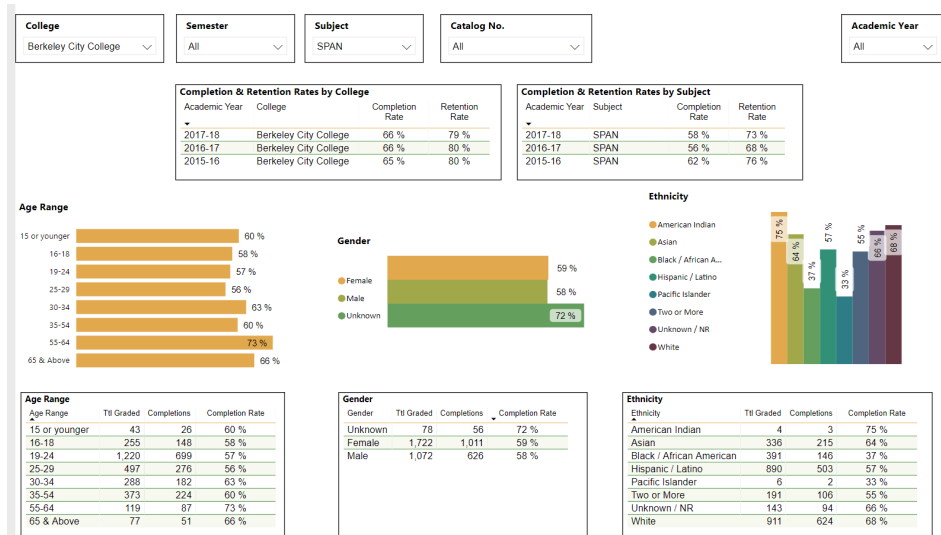


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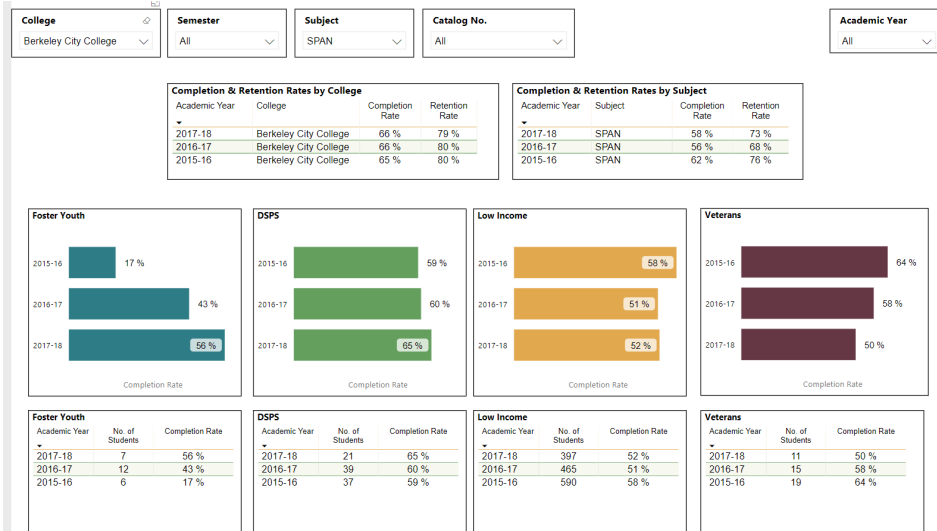
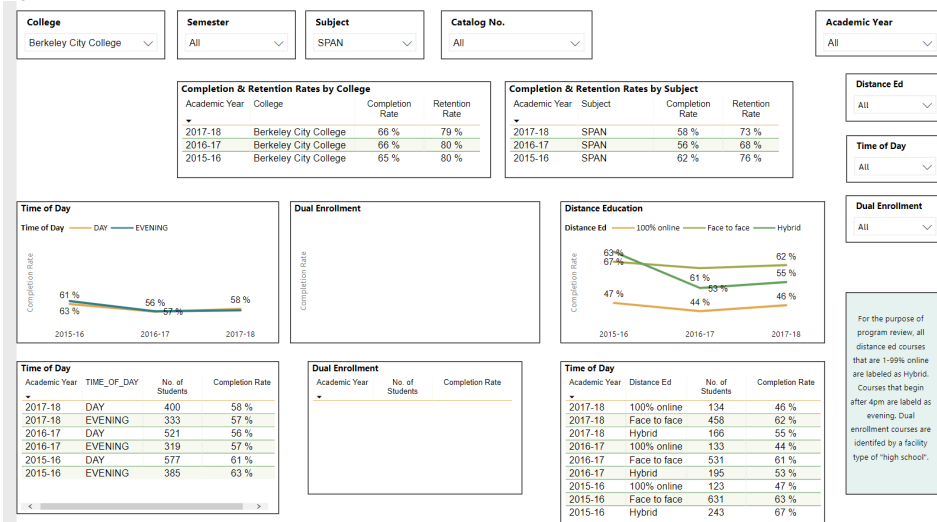


Figure 23:



Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

## **Age, Ethnicity, Gender, Foster Youth Status, Disability Status, Low Income Status, Veteran Status**

- **Arabic:**

The majority of our student population is in the age range between 19-24. Completion rate for the subject was 67%, and for the age range between 19-29 was almost identical, 68%. Younger students have a tendency to have higher completion rate, +80%. Students 30 and about have much lower completion rate, between 52 and 57%. The department is working with the tutoring center to offer more tutoring support for students who need conventional one-on-one academic help. The department is also working on supporting native speakers who are taking this second language acquisition courses and are not successful in the class. At the moment there is no way to prevent native students to take a SLA class so the creation of a class(es) for heritage students can help this population. Visual assessment is showing that many of these native speakers are 40 or above. (The department needs more data).

- **Chinese:**

We do not see any significant difference in completion rate that falls under 3%, the discipline average is 67%. there is a difference for students between 25-34 but the number of students is too small to compare with subject average.

- **French:**

The average for the subject is 67% only students between 30-34 are under this porcentaje (56). But the number of students is too small to compare with subject average, 34 students (5% of the students in the discipline).

- **Portuguese:**

Completion rate in the discipline is 70%. No significant differences among age ranges. There are only two groups (25-29 and 35-54) with 50% CR but the groups are so small they are statistically insignificant

- **Spanish:**

We do not see any significant difference in completion rate that falls under 3%. the discipline average is 59%.

**Consider your course completion rates over the past three years by mode of instruction. What do you observe?**

**How do the course completion rates for your program or discipline compare to your college's Institution Set Standard for course completion?**

There are not significant (or just minimum) differences in course completion rates (CR) in the department compare to BCC college course completion rate. For example, BCC has a completion rate of approximately 67%. Arabic had a 73% (2016-17) and 67% (2017-18) CR. French had a 71% (15-16), 64% (16-17) and 65% (17-18). Portuguese had 66% (15-16) and 75% (17-18). Spanish has always a little lower CR but is not too significant. 63% in (15-16), 61% (16-17) and 62% (17-18)

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	67 %	80 %
2016-17	Berkeley City College	67 %	81 %
2015-16	Berkeley City College	67 %	81 %

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	SPAN	62 %	77 %
2016-17	SPAN	61 %	71 %
2015-16	SPAN	63 %	76 %

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	67 %	80 %
2016-17	Berkeley City College	67 %	81 %
2015-16	Berkeley City College	67 %	81 %

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	FREN	65 %	80 %
2016-17	FREN	64 %	76 %
2015-16	FREN	71 %	80 %

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	67 %	80 %
2016-17	Berkeley City College	67 %	81 %
2015-16	Berkeley City College	67 %	81 %

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	ARAB	67 %	75 %
2016-17	ARAB	73 %	78 %
2015-16	ARAB	62 %	70 %

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	67 %	80 %
2016-17	Berkeley City College	67 %	81 %
2015-16	Berkeley City College	67 %	81 %

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	CHIN	72 %	80 %
2016-17	CHIN	68 %	88 %
2015-16	CHIN	61 %	64 %

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	67 %	80 %
2016-17	Berkeley City College	67 %	81 %
2015-16	Berkeley City College	67 %	81 %

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	PORT	75 %	75 %
2015-16	PORT	66 %	83 %

In the area of online education Spanish is the only subject that offers online and hybrid courses. But the number of online courses offered in the department is too small to compare with subject average. Furthermore, some hybrid and online courses have a completion rate higher than regular F2F courses.



Spanish 22B has a completion rate of 86%. **The department was not doing well in the area of success in fall 2013, however the issue was corrected in spring 2015.** The department dedicated time and resources in the area of training and assigning the right instructors to the courses. Furthermore, the department added lab courses in spring 2016 to support success in hybrid and F2F courses. However, the lab classes had a very low enrollment so many lab classes had to be canceled. Classes during daytime and evening have an identical completion rate

**How do the department's Hybrid course completion rates compare to the college course completion standard?**

Number of courses is too small to compare with subject average. (Only one course)

**Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?**

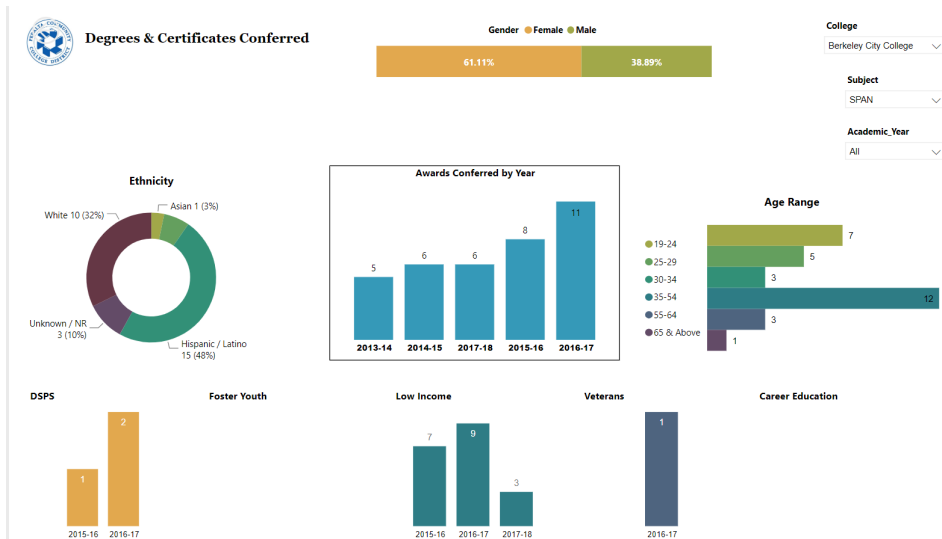
Number of courses is too small to compare with subject average. (Only two course)

**Describe the course retention rates over the last three years. If your college has an Institutional Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?**

**What has the discipline, department, or program done to improve course completion and retention rates?**

Spanish instructors follow course outlines conscientiously so that any student who takes a Spanish course at Berkeley City College will have the same course content and meet the same course objectives regardless of the instructor or time and day of the course or if the course is online or F2F. When the department reviews the course outlines, they review the performance objectives as part of that process and then undergo review by the Curriculum Committee as well. Because most courses are multiple sections, instructors and Department chair meet every semester to ensure consistency. The faculty establishes performance objectives as part of the SLOs and course outline development. Individual instructors assess student work as a normal process in determining a grade for the students in each course. Furthermore, all instructors are evaluated every 3 years. Instructors continue providing evaluations as part of their instruction so that students have some idea about the progress of their learning. Unfortunately, because of the diverse population and limited resources it is very difficult to control this outcome. Instructors are assessing student work in relation to the course objectives, and formal assessment of the courses is in progress. In terms of demonstrating student learning outcomes outside of individual classes, the department is constantly in the process measuring and documenting student learning. The department has created language lab courses. The department will continue supporting the Language Lab, so it has an adequate amount of tutoring hours for students and a budget for instructional assistants and tutors.

#### **Degrees & Certificates Conferred**



**What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.**

The department offers two degrees: Associate of Arts degree in Spanish and a certificate of completion Spanish. The department has offered 25 degrees in the last year. However, it is clear that the majority of the student take language classes because they are a requirement to transfer to UC.

**Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?**

Degrees are not a priority for the department since approximately 80% of the students taking language classes are students trying to transfer to U.C. Berkeley. However, in the last 4 years a small part of this population is pursuing an AAT degree to transfer to CSU. The department will continue offering all the classes that this AAT degree requires.

**What is planned for the next 3 years to increase the number of certificates and degrees awarded?**

The majority of sections of language classes offered at BCC are those classes in the areas of 1A and 1B (beginning) which are required of all students who wish to transfer to the University of California or similar four-year colleges. Furthermore, the department also offers every semester intermediate courses. In the area of Spanish for Heritage Speakers, the department offers two basic classes 22A and 22B and classes in literature (38, 39) and culture (40). The Modern Languages Department will continue offering not only introductory courses in Spanish, Portuguese, Arabic, French and Chinese but also intermediate level courses in Spanish.

## Engagement

**Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that fulltime faculty participate in.**

**Presently, the ratio is nearly 1 full-time per 4 part-time instructors** (22% full-time: 78% part-time), way below the full-time to part-time instructor ratio mandated by the state (75% full-time: 25% part-time). This issue is affecting the quality of the program considering that practically every semester since fall 2013 the approximately FTEF Contr is 1.2 and FTEF Temp is around 7. This makes extremely difficult to keep up with the required:

- development and update of SLOs,
- conduct orientations for students and new faculty,
- assessment of the program and classes,
- updating course outlines,
- recruit, evaluate, train, support and supervise instructors and tutors,
- offer critical support to students and faculty
- develop new classes,
- coordinate curriculum with other department,
- represent the program in college and district committees,
- represent the program in the local Bay Area foreign language community organizations, like FLANC or AATSP
- develop support services
- maintain the language lab

The chair of the department is a member of the he Programmatic and Institutional Effectiveness Committee (PIE)and the Curriculum Committee.

**Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

Instructors in the department are active members of the foreign language instructional community at the San Francisco Bay Area. The Chair of the Department was the president and member of the executive committee of the Foreign Language Association of Northern California (FLANC) for 15 years. He was also member of the Computer Assisted Language Instruction Consortium (CALICO) and the South West Association for Language Learning Technology (SWALLT). Furthermore, most members of the department are members of FLANC, CALICO, RMMLA or/and SWALLT or similar associations. This keeps the members up-to-date with information on all relevant developments in the language acquisition discipline.

**Discuss how adjunct faculty members are included in departmental training, discussions, and decision making.**

PT instructors are members of instructional program review processes and offer feedback during departments meetings. PT instructors are also leading assessment of classes and selecting books for the department classes; since these courses are predominantly offered by adjunct instructors. A PT instructor co-chaired the department for two years (2013-2015). The department needs resources and support from the campus to help faculty to engage in scholarly activity and to expand program curriculum.

#### **Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>
<b>Personnel: Classified Staff</b>				
<b>Personnel: Student Worker</b>				
<b>Personnel: Part Time Faculty</b>				
<b>Personnel: Full Time Faculty</b>				

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Professional Development: Department wide PD needed</b>		
<b>Professional Development: Personal/Individual PD needed</b>		

**Prioritized Resource Requests Summary/Continued**

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

**Prioritized Resource Requests Summary/Continued**

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		