[Plans for Spanish](#) >> 2018 - 2019 Spanish CHC Instructional Annual Plan 2018-2019

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2018 - 2019 Spanish CHC Instructional Annual Plan 2018-2019
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Version: 4
Group: 2018 - 2019
Type: CHC Instructional Annual Plan 2018-2019
Last Modified On: 3/3/2019 3:33:57 PM
Last Modified By: Keith Wurtz
State: Submitted (Finalized)
State By: Keith Wurtz

Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions, the timeline for due dates, and the schedule for the four-year plan schedule.

1. Mission

Updating this Question is Underlined Optional on the Annual Plan!
a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
b. Alignment with the college Mission: **Rubric Item** (Mission Alignment): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**
a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire. The Spanish Program's mission is to provide students with the knowledge and skills necessary to communicate in Spanish at a beginning to intermediate level as well as to promote understanding, awareness, and appreciation for Hispanic-speaking cultures. Our hope is to encourage students to continue their Spanish language study well beyond the two years spent here at Crafton and to ignite a passion for the language and culture that leads to life-long learning.

b. Alignment with the college Mission: The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.   In what ways does your program advance the mission of the college?
The Spanish Program's mission contributes to the college's mission of advancing the educational, career, and personal success of students by providing students with courses needed to meet the GE, IGETC, and CSU transfer requirements. The Spanish program provides a high quality learning environment through skilled instruction and demanding courses that prepare students for the rigor that will be encountered upon transfer to a four-year university. Spanish 101, 102, 103, and 104 are transfer level courses; the first three serve to meet the language requirements for transfer while Spanish 104 serves those students who wish to major in Spanish with an AA or AAT degree and/or transfer into a four-year Spanish major or minor. All the Spanish language courses offered by the Spanish Program, including Spanish 019 and 020, serve the mission of advancing students towards achieving their educational, career, and personal goals rather that be to transfer to a four-year university, prepare for the job market, or for personal growth.

MISSION
The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.
VISION
Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.

2. Description of Program
Updating this Question is <u>Optional</u> on the Annual Plan!
a. Organizational Structure and Staffing
b. Describe any activities in addition to instruction that you provide.
c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.
d. **Rubric Item**: Describe how your curriculum is up-to-date and <u>Needs-Based</u>. Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.
e. **Rubric Item**: Attach your <u>scheduling matrix</u> to show when courses in your area are offered. <u>Click here for sample</u>!
a. Organization (including staffing and structure)
The Spanish Program at Crafton Hills College forms part of the Communication and Language Department which is under the Social, Information, and Natural Sciences Division (SINS).   The Spanish program has two full-time professors of Spanish and currenty has four part-time instructors.
b. Describe any activities in addition to instruction that you provide.
The Spanish Program's full-time faculty work closely with the Assessment Center to properly place students into the program's language courses. In addition, one of the program's full-time faculty members serves as advisor to the Spanish club and the other full-time faculty member serves as the Study Abroad coordinator for the program and the campus at large.   In spring 2017 five CHC students spent a semester in Barcelona, two of which are Spanish majors in our program. The Spanish program recommends exceptional students to the Tutoring Center to

serve as tutors and also has students working in the Supplemental Instruction program.   The Spanish program offers off campus Spanish language classes at the Public Safety Academy in San Bernardino. The full-time faculty promote the program each year during the High School Visitation day. Another important service that the Spanish program offers to students with sufficient knowledge of the language is the possiblity of credit by examination for courses 101, 102, and 103. The Spanish program also helps to inform heritage speakers of Spanish about the options they have: placement out of a course into a higher level through assessment, credit by examination in lieu of the course, or both.

The Spanish language program serves students who wish to transfer to a four-year institution and students who wish to major or minor in a language. The program serves the needs of students who wish to acquire the language skills necessary to work in a multicultural workforce. The program serves a number of professionals, university graduates, and retirees who return to learn a language for personal enrichment and travel opportunities. The Spanish language program also serves Latino students raised in the United States who wish to learn and/or improve their language skills so as to better communicate with relatives. In addition, non-Latino students who have married into Latino families are enrolling in the Spanish courses so as to be able to communicate with their inlaws and to have a better understanding of Latino culture. Demographically, Spanish has consistently served a higher percentage of females and the vast majority are 24 or younger. Based on ethnicity the Spanish language program serves predominantly Hispanics and Caucasians. Since 2010 Hispanics have been the majority enrolled in Spanish courses followed by Caucasians. The next groups are multiple races, Asian, and African American.

C. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.
Classes are scheduled morning, afternoon, and evening. There are MW combinations and TTH combinations. In Fall 2018 there will be a MWF late start 14 week course offered. There are late start 019/020 Spanish for Medical Personnel evening courses. Courses are offered off campus at the Public Safety Academy in San Bernardino. The Spanish Program offers traditional classroom instruction and based on research does not believe that online instruction is an appropriate means for language acquisition.
d. Rubric Item: Describe how your curriculum is up-to-date and Needs-Based. Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.
The Spanish Program's curriculum is up-to-date and offers paths to complete the GE, IGETC, CSU, language requirements as well as to complete an AA-T transfer degree in Spanish. The new 019/020 Spanish for Medical Personnel courses are meeting the needs of students and professionals in the health care services as the community becomes more aware of these offerings; enrollment has increased significantly this fall of 2017.
e. Scheduling matrix:
The Spanish Program currently offers one section of 019 in the fall and one section of 020 in the spring. It is hoped to increase these offerings if the enrollment increases.   Six sections of Spanish 101 are offered each semester and one in the summer.   Two sections of Spanish 102 are

offered in the fall and three in the spring. One section of Spanish 103 is offered each fall and spring. One section of Spanish 104 is offered each spring.

3. External Factors with Significant Impact

Updating this Question is <u>Optional</u> on the Annual Plan!

What external factors have a significant impact on your program? Please include the following as appropriate:

a. Budgetary constraints or opportunities

b. Competition from other institutions

c. Requirements of four-year institutions

d. Requirements imposed by regulations, policies, standards, and other mandates

e. Job market

   i) Requirements of prospective employers

   ii) Developments in the field (both current and future)

a. Budgetary constraints or opportunities

Currently the Spanish Program is not experiencing any budgetary constraints.

b. Competition from other institutions

Spanish for Heritage Speakers of Spanish is offered at other institutions. The CHC Spanish Program created the curriculum for a Spanish for Spanish Speakers track, but due to lack of enrollment, had to stop offering the courses. Heritage speakers will either have to take the non-native speaker courses, opt for the credit by examination, place into a higher level, or attend a neighboring community college.

c. Requirements of four-year institutions

The transfer requirements to a Cal State University is a significant factor for the Spanish language program. There exists the oddity that a high school student needs two years of a foreign language to enter directly into a Cal State University, yet a transfer student does not need any foreign language in order to transfer. Transfer students who wish to avoid the foreign language requirement can take other classes in its place to meet the transfer requirement. However, many Cal State transfer students will need at least one semester of a language once they arrive at a CSU, so many do enrol in Spanish here at Crafton to fulfill the requirement before transfering. Nevertheless, very few (outside of Spanish majors or UC transfer students) continue past Spanish 101. (UC transfer students need two years of foreign language). Due to the high cost of a five unit class ($230.00), enrollment in the higher levels is an on-going battle for the program. Students simply are not taking costly classes that they do not "need" in order to transfer.

d. Requirements imposed by regulations, policies, standards, and other mandates

NA

e. Job market

When out on the job market qualified bilingual candidates have an edge over monolingual candidates especially in areas of medicince, law enforcement, legal work, education, social work, emergency services, national security jobs, and immigration. The Spanish Program provides quality instruction in Spanish language acquisition that prepares students to be more competitive on the job market.

i) Requirements of prospective employers

Many employers continue to seek qualified bilingual employees when it comes to hiring. In some regions, jobs in the following areas require Spanish and English as a minimum

qualification: medicine, law enforcement, legal work, education, social work, construction, national security, and immigration.

ii) Developments in the field (both current and future)

Book publishers are moving towards etexts only which limit options for students and faculty. The cost of a traditional text is considerably more than the etext. Unfortunately, etexts are not an adequate substitute for all learners. Many students do better with a hard copy, but they are inevitably switching to the etext in order to save money.   Students do not come to class with the book, and there appears to be much less familiarity with the textbook and material.

4. Progress on Outcomes Assessment (Annual Question)

Updating this Question is <u>Required</u> on the Annual Plan!

Refer to the <u>SLO Cloud</u> to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.

b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).

c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

NA

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is <u>Required</u> on the Annual Plan!

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item**: Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a <u>Course Completion Rate</u> target and provide an explanation for the target that has been set. **Click <u>HERE</u> to access your program specific data.**

ii) **Rubric Item**: Use OIERP data to set a <u>Course Success Rate</u> target and provide an explanation for the target that has been set. **Click <u>HERE</u> to access your program specific data.**

iii) **Rubric Item**: What is your <u>FT/PT Faculty Ratio</u>, how is it impacting your program, and student success? **Click <u>HERE</u> to access your program specific data.**

iv) **Rubric Item**: Use OIERP data to set a <u>WSCH/FTEF</u> Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Click <u>HERE</u> to access your program specific data.**

v) **Rubric Item**: The <u>Fill rate</u> target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Click <u>HERE</u> to access your program specific data.**

The average <u>completion rate</u> in <u>Spanish 101</u> over the last five years is 85.62%. The completion rate fell 2.3% from 2015/2016 to 2016/2017. Each year the Spanish Program has reached its target of 83% or better.

The average <u>completion rate</u> in <u>Spanish 102</u> over the last five years is 87.92%. The completion rate for the last two years has been 91.7 and 90.1% respectively, well above the target of 83%.

The average completion rate in Spanish 103 over the last five years is 89.48. The completion rate dipped down to 81.3% in 2015/2016 but then shot up to 95.7% in 2016/2017.

The average completion rate in Spanish 104 over the last five years is 90.92%.   The completion rate is well above the target.   The data shows that the completion rates improve with each course level.   This is probably due to the fact that those that continue past Spanish 101 are more invested in learning Spanish and/or may be Spanish majors.

The average success rate for Spanish 101 over the last five years is 69.28%.
The average success rate for Spanish 102 over the last five years is 75.14%.
The average success rate for Spanish 103 over the last five years is 83.26%.
The average success rate for Spanish 104 over the last five years is 79.58%.

The data shows that the success rate improves with each course level until Spanish 104.   These results align with the Spanish Program's expectations.   Most students take Spanish 101 only to satisfy the GE and language transfer requirements and there is not a prerequisite to the course. Most students who take Spanish 102 and Spanish 103 are UC bound students or Spanish majors or those who truly wish to learn the language.   The drop in the success rate for Spanish 104 is not surprising since, as explained above, the course is a dramatic shift from solely focusing on language acquisition to include a study of the Hispanic Literature, History, and Geography. The Spanish Program sets its success rate target at 80% for Spanish 102 through 104 and at an optimistic 75% for Spanish 101. The Spanish program has not reached the target in Spanish 101 nor 102 for the last five years.   The Spanish Program is not surprised by the data since in both Spanish 101 and 102 the majority of the students take the classes solely to satisfy a requirement rather than to learn the material. Rather than lowering the success rate target, the Spanish Program will continue to strive to reach the target in those courses. The target has been met in Spanish 103 and 104, but continued work to raise the percentage of students succeeding will be ongoing.

The average full-time/part-time faculty ratio for the Spanish Program over the last five years is 60.18. The FT/PT faculty ratio dropped dramatically in 2016/2017 due to one FT faculty member being away on the Study Abroad Semester and to the addition of the Spanish 019/020 courses. The Spanish program's ratio is much higher than the college's increasingly dismal ratio of 39.34 on average in the last five years.

The WSCH/FTEF ratio for the Spanish program has dropped steadily for last five years. The average for the last five years is 381. Our target is 488.

The fill rate has dropped from 87.1% in 2012-2013 to 65.9% in 2016-2017. This is due to new courses being offered and not filling: Span. 157, 019, 020.   Span. 157 will no longer be offered due to lack of enrollment. Enrollment has been increasing in 019 and 020. Enrollment has been low in Spanish 102 for the last two years, but looks like it may be up for Spring 2018. The program's fill rate closely mirrors the college's fill rate in that they both have declined in the last five years. Another factor for lower enrollment may be due to the continued improvement in the economy after the 2008 Financial Crisis; more students may be entering the workforce.

6. Other Unit-Specific Quantitative and Qualitative Results

Updating this Question is Optional on the Annual Plan!

a. **Rubric Item**: How do your program student demographics relate to the college demographics? What are the discrepancies? – Click HERE to view program and college demographics by year.

b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees,

certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.) Click <u>HERE</u> to access your program specific data on degrees and certificates.
c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

The Spanish Program's student demographics do not show any significant differences from those of the college. **<u>Race and Ethnicity</u>**: For the 2016/2017 year Hispanics were the largest group served at 57.76% compared to the college's 46.7% and then Caucasians were the next largest group at 30.37% compared to the college's 36.7%. Asian was 4.79% to the college's 5.6% and African-American was 2.97% to the college's 4.21%. **<u>Age</u>**: Age distribution is almost identical to that of the college's: 72.38% are 24 or younger (the college's is 71.85%). **<u>Gender</u>**: 66.28% are female while the college is 54% female for 2016/2017. These percentages do not vary by much over the last five years.

The Spanish Program has awarded 41 Spanish AA degrees in the last five years and 2 Spanish AAT degrees were awarded in 2017. 35 of those degrees have been to women and 8 to men.   There have been Spanish majors from every age bracket listed, from 19 or younger to 50 or older. 27 of the Spanish majors were Hispanic, 13 Caucasian, and 3 Asian. Spanish 019's enrollment has almost doubled since last fall and serves students and professionals in the Medical field.

The Spanish Program will continue to encourage students to consider a major in Spanish.   It may be necessary to reach out to the male population of students in the Spanish classes in order to increase the number of males getting a Spanish major. It would also be nice to see some African-American students continue on to a Spanish major.

7. Evaluation

Updating this Question is <u>Optional</u> on the Annual Plan!
Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

One problem that continues to arise and that predominantly effects Hispanics is what occurs when they are placed into higher levels of Spanish. For instance, a student who speaks Spanish enrolls in Spanish 101. He is then encouraged emphatically by faculty to go through the placement process and to take a higher level. The student places easily into Spanish 102. But now that he is enrolled in Spanish 102, if he does not take the credit by exam for 101 that same semester, he will not be able to declare Spanish as a major. Each year the Spanish Program is approached by Hispanic students who wish to declare themselves Spanish majors after completing Spanish 103 or 104, but they are denied this opportunity because they did not take Spanish 101, and Spanish 101 is needed to be a Spanish major. Currently there are no other

courses that the student can take in place of Spanish 101. This is a disservice that predominantly effects one ethnicity. Here is the sting to the Foreign Language Program: Faculty "kick" the Spanish speaker out of Spanish 101 and by doing so lose a possible Spanish major. It hurts the Spanish Program by lowering the number of students who major in Spanish. Some students will change their major. However, if you are Hispanic and wish to change your major to Spanish without having taken Spanish 101, you can't. These students must make a decision in their first semester: either pay another $230.00 plus a $20.00 processing fee to take the credit by exam for Spanish 101 on the possibility that down the road they decide to major in Spanish; or don't take the credit by exam and forfeit the opportunity to ever declaring themselves Spanish majors while at Crafon. The Spanish Program will need to work with Counseling, Assessment, and perhaps add something to the catalogue in order to address this problem. To address this problem the department will also need to update the AA-T transfer degree by adding additional approved courses that could be taken as substitute courses.

• Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)

The Spanish Language Program has consistently attempted to schedule a variety of course offerings that meet the needs of students. The Spanish Language Program offers classes in the morning, afternoon, and evening. Online classes have been considered inappropriate for the Spanish Language Program based on limited research as to the effectiveness of such courses. The Spanish Language Program does not see online teaching of a language as providing the same level of training as the traditional format.

• Partnerships (internal and external)

The Spanish Program offers classes at the Public Safety Academy of San Bernardino.

• Implementation of best practices

The Spanish Language Program encourages innovation within the classroom and has consistently implemented best practices.

• Staffing

Staffing of classes has been done by the full-time Spanish faculty and in coordination with the the Chair of the Department of Communication and Language and the Dean of Social, Information, and Natural Sciences.

• Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

The unit members of the Spanish Language Program have worked together in all planning and decision-making processes.

• Professional development and training

Professional development and training is encouraged and there is evidence that the Spanish language instructors take advantage of local PD opportunities.

• Innovation

Innovation is encouraged and implemented into the classroom. Examples of this are the incorporation of the internet, music, and technology into the classroom

• Compliance with applicable mandates
The Spanish Language Program has made necessary changes as mandated, such as curriculum changes due to CID requirements and the carrying out the assessments of SLO's, PLO's etc.

8. Vision

Updating this Question is <u>Optional</u> on the Annual Plan!
a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
b. Alignment with the college Vision: **Rubric Item** (<u>Vision Alignment</u>): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance and align with the vision of the college?**
a. Tell us your vision: Where would you like your program to be four years from now?
Four years from now the Spanish Program would like to see an increase in the number of students majoring in Spanish. The Spanish Program would also like to see Spanish 019 and 020 to continue to grow. The Spanish Program hopes to see an increase in persistance from one course level to the next.   The Spanish Program hopes to resolve the problem of students who test out of a course required for the major who are then later denied to major in Spanish for having tested out, by updating the AA-T degree and finding approved substitution courses for Spanish 101 and/or Spanish 102. The Spanish department hopes to develop and offer either a Spanish for Travel or Spanish for Educators and Social Workers course. These courses might be popular to non-majors and the community at large.
b. Alignment with the college Vision.
The Spanish Program advances the college's Vision by offering courses that lead to personal growth and deep learning within a supportive community. Learning a foreign language is a challenging undertaking that requires hard work, discipline, and a good amount of patience. These are qualities that will be needed in any field of study that the student pursues. A Spanish major will leave Crafton with a feeling of accomplishment and with the tools necessary to continue their personal growth, learning, and understanding.   A Spanish major from Crafton Hills is well on the way to fluency and will be much better equipped to communicate with Spanish speakers in the community.

b. Alignment with college Vision: The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.   In what ways does your program advance and align with the vision of the college?

9. Progress on Prior Goals

Updating this Question is <u>Required</u> on the Annual Plan!
Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.
- **1 - Goal - Promote Student Success**

Maintain and promote high-quality instruction in Spanish..
Priority Rank:
1
Objectives:
- o **1.1 - Objective - Provide High-Quality Instruction in the Spanish language**
  Retain and secure highly-qualified Spanish Language instructors
  Priority Rank:
  1
  Original Start Date:
  01/01/2018
  Original End Date:
  05/21/2021
  Revised Start Date:
  01/01/2018
  Revised End Date:
  05/21/2021
  Responsible Person:
  Department
  Strategic Direction:
  3. Develop Teaching and Learning Practices
  Impact Type:
  Department
  Institutional Learning Outcome:
  -- Pick One --
  Actions/Activities:
  - ▪ **1.1.a1 - Interview and hire Spanish languaage instructors**
    Interview and hire highly-qualified Spanish Language instructors.
    Start Date:
    01/01/2018
    End Date:
    05/21/2021
    Responsible Person:
    Department
    Status Code:
    Work is Underway
    Progress Description:
    NA
    Measurements/Documentation of Progress:
    NA
  - ▪ **1.1.a2 - Professional Development**
    Encourage professional development and the sharing of effective teaching strategies among faculty

    Start Date:
    01/01/2018
    End Date:

05/21/2021
Responsible Person:
Department
Status Code:
Work is Underway
Progress Description:
NA
Measurements/Documentation of Progress:
NA

- o **1.2 - Objective - Provide tutoring services for all Spanish courses taught at CHC.**
  Priority Rank:
  2
  Original Start Date:
  01/01/2018
  Original End Date:
  05/21/2021
  Revised Start Date:
  01/01/2018
  Revised End Date:
  05/21/2021
  Responsible Person:
  Department
  <mark>Strategic Direction:</mark>
  <mark>1. Promote Student Success</mark>
  Impact Type:
  Site
  Institutional Learning Outcome:
  -- Pick One --
  Actions/Activities:
    - **1.2.a1 - Recruit Spanish Tutors**
      Seek and recommend qualified tutors to the Learning Center.
      Start Date:
      01/01/2018
      End Date:
      05/21/2021
      Responsible Person:
      Department
      Status Code:
      Work is Planned but not yet firmly scheduled
      Progress Description:
      NA
      Measurements/Documentation of Progress:
      NA
    - **1.2.a2 - Recruit SI leaders**
      Continue to recruit qualified SI leaders for Spanish.

Start Date:
01/01/2018
End Date:
05/21/2021
Responsible Person:
Department
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
NA
Measurements/Documentation of Progress:
NA

- **1.3 - Objective - Increase the number of students majoring in Spanish.**
  Priority Rank:
  3
  Original Start Date:
  01/01/2018
  Original End Date:
  05/21/2021
  Revised Start Date:
  01/01/2018
  Revised End Date:
  05/21/2021
  Responsible Person:
  Department
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Site
  Institutional Learning Outcome:
  -- Pick One --
  Actions/Activities:
    - **1.3.a1 - Update AA-T degree**
      Add additional approved courses to the AA-T transfer degree that students
      can choose from in order to complete the degree. Currently they must take
      Eng 163 and it is rarely offered and is always at risk of being cancelled
      due to lack of enrollment.
      Start Date:
      01/01/2018
      End Date:
      09/30/2018
      Responsible Person:
      Department
      Status Code:
      Work is Planned but not yet firmly scheduled
      Progress Description:

NA
Measurements/Documentation of Progress:
NA

- o **1.4 - Objective - Persistence**
  Priority Rank:
  4
  Original Start Date:
  01/01/2015
  Original End Date:
  05/31/2018
  Revised Start Date:
  01/01/2015
  Revised End Date:
  05/31/2018
  Responsible Person:
  Spanish full-time faculty
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Department
  Institutional Learning Outcome:
  -- Pick One --
  Actions/Activities:
  - ▪ **1.4.a1 - Increase persistence rates**
    Continue to develop strategies to increase persistence rates and encourage students to complete Spanish 101-104.
    Start Date:
    01/01/2018
    End Date:
    05/21/2021
    Responsible Person:
    Department
    Status Code:
    Work is Underway
    Progress Description:
    NA
    Measurements/Documentation of Progress:
    NA
- o **1.5 - Objective - Spanish language Web Page.**
  Priority Rank:
  5
  Original Start Date:
  01/01/2018
  Original End Date:
  05/21/2021
  Revised Start Date:

01/01/2018
Revised End Date:
05/21/2021
Responsible Person:
Spanish full-time faculty
Strategic Direction:
1. Promote Student Success
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --
Actions/Activities:
- **1.5.a1 - Maintain up to date Web Page**
  Continue to update the Spanish department's web page.
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  NA
  Measurements/Documentation of Progress:
  NA
- **1.6 - Objective - SLOs**
  Continue assessment of Student Learning Outcomes
  Priority Rank:
  7
  Original Start Date:
  01/01/2018
  Original End Date:
  05/21/2021
  Revised Start Date:
  01/01/2018
  Revised End Date:
  05/21/2021
  Responsible Person:
  Department
  Strategic Direction:
  3. Develop Teaching and Learning Practices
  Impact Type:
  Division
  Institutional Learning Outcome:
  -- Pick One --

Actions/Activities:

- **1.6.a1 - Assessment Cycle**
  Continue assessment according to established cycle: 101/103 level courses
  in the Fall; 102/104 level courses in the Spring.
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  NA
  Measurements/Documentation of Progress:
  NA

- **1.6.a2 - SLO assessement for 019/020**
  Work with adjunts to begin assessment in new course offerings: Span.
  019/020
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  NA
  Measurements/Documentation of Progress:
  NA

- **2 - Goal - Increase the number of course offerings to students**
  Increase the number of sections of Spanish courses if enrollment will permit it. Create a
  basic Spanish for Travel course.
  Priority Rank:
  2
  Objectives:
    - **2.1 - Objective - Create a Basic Spanish for Travel course**
      Priority Rank:
      6
      Original Start Date:
      01/01/2018
      Original End Date:
      05/21/2021
      Revised Start Date:
      01/01/2018

Revised End Date:
05/21/2021
Responsible Person:
Department
Strategic Direction:
5. Enhance Value to the Surrounding Community
Impact Type:
Site
Institutional Learning Outcome:
-- Pick One --
Status Code:
Work is Planned but not yet firmly scheduled
Progress Description:
NA

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is <u>Required</u> on the Annual Plan!
Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of goals, objectives, actions, and how they work together.)

- **1 - Goal - Promote Student Success**
  Maintain and promote high-quality instruction in Spanish..
  Priority Rank:
  1
  Objectives:
  - **1.1 - Objective - Provide High-Quality Instruction in the Spanish language**
    Retain and secure highly-qualified Spanish Language instructors
    Priority Rank:
    1
    Start Date:
    01/01/2018
    End Date:
    05/21/2021
    Responsible Person:
    Department
    Strategic Direction:
    3. Develop Teaching and Learning Practices
    Impact Type:
    Department
    Institutional Learning Outcome:
    4. Society and Culture

Actions/Activities:
- **1.1.a1 - Interview and hire Spanish languaage instructors**
  Interview and hire highly-qualified Spanish Language instructors.
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department
- **1.1.a2 - Professional Development**
  Encourage professional development and the sharing of effective teaching strategies among faculty

  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department

- **1.2 - Objective - Provide tutoring services for all Spanish courses taught at CHC.**
  Priority Rank:
  2
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Site
  Institutional Learning Outcome:
  4. Society and Culture
  Actions/Activities:
  - **1.2.a1 - Recruit Spanish Tutors**
    Seek and recommend qualified tutors to the Learning Center.
    Start Date:
    01/01/2018
    End Date:
    05/21/2021
    Responsible Person:
    Department
  - **1.2.a2 - Recruit SI leaders**
    Continue to recruit qualified SI leaders for Spanish.

Start Date:
01/01/2018
End Date:
05/21/2021
Responsible Person:
Department

- o **1.3 - Objective - Increase the number of students majoring in Spanish.**
  Priority Rank:
  3
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Site
  Institutional Learning Outcome:
  4. Society and Culture
  Actions/Activities:
    - ▪ **1.3.a1 - Update AA-T degree**
      Add additional approved courses to the AA-T transfer degree that students
      can choose from in order to complete the degree. Currently they must take
      Eng 163 and it is rarely offered and is always at risk of being cancelled
      due to lack of enrollment.
      Start Date:
      01/01/2018
      End Date:
      09/30/2018
      Responsible Person:
      Department
- o **1.4 - Objective - Persistence**
  Priority Rank:
  4
  Start Date:
  01/01/2015
  End Date:
  05/31/2018
  Responsible Person:
  Spanish full-time faculty
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Department

Institutional Learning Outcome:
4. Society and Culture
Actions/Activities:
- ▪ **1.4.a1 - Increase persistence rates**
  Continue to develop strategies to increase persistence rates and encourage
  students to complete Spanish 101-104.
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department

- o **1.5 - Objective - Spanish language Web Page.**
  Priority Rank:
  5
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Spanish full-time faculty
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Department
  Institutional Learning Outcome:
  4. Society and Culture
  Actions/Activities:
  - ▪ **1.5.a1 - Maintain up to date Web Page**
    Continue to update the Spanish department's web page.
    Start Date:
    01/01/2018
    End Date:
    05/21/2021
    Responsible Person:
    Department

- o **1.6 - Objective - SLOs**
  Continue assessment of Student Learning Outcomes
  Priority Rank:
  7
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department

Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Division
Institutional Learning Outcome:
4. Society and Culture
Actions/Activities:

- **1.6.a1 - Assessment Cycle**
  Continue assessment according to established cycle: 101/103 level courses in the Fall; 102/104 level courses in the Spring.
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department
- **1.6.a2 - SLO assessement for 019/020**
  Work with adjunts to begin assessment in new course offerings: Span. 019/020
  Start Date:
  01/01/2018
  End Date:
  05/21/2021
  Responsible Person:
  Department

- **2 - Goal - Increase the number of course offerings to students**
  Increase the number of sections of Spanish courses if enrollment will permit it. Create a basic Spanish for Travel course.
  Priority Rank:
  2
  Objectives:
  - **2.1 - Objective - Create a Basic Spanish for Travel course**
    Priority Rank:
    6
    Start Date:
    01/01/2018
    End Date:
    05/21/2021
    Responsible Person:
    Department
    Strategic Direction:
    5. Enhance Value to the Surrounding Community
    Impact Type:
    Site
    Institutional Learning Outcome:
    2. Written and Oral Communication

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- sched-matrix-Spanish.xlsx