Foreign Languages

1. Description of the Program
   a. Please identify the individuals who participated in the completion of this program review and provide documentation of discussions pertaining to the program review.

   Caroline Kreide
   Mara Colomer-Flores
   Natalie Sobalvarro

   1/13/2015
   1/15/2015
   Please see attached attendance sheet.
   E-mail exchanges

   b. Mission:
      i. Mission Statement:
         The Foreign Language Department at Merced College seeks to provide the learner with in-depth view of a culture and language that will help the student to transcend his or her own cultural boundaries. In an increasingly globalized environment, Foreign Language is the primary tool to unlock cultural differences and facilitate egalitarian communication among nations. The goal is to increase open-mindedness, intellectual curiosity, objectivity, and adaptability – qualities that enable people of diverse cultural and ideological backgrounds to better understand each other. Aside from being a hallmark of any well-educated person, Foreign Language study will also enhance and deepen the student’s understanding of his or her own language.

         ii. How is this mission statement communicated to students and the rest of the campus?

         iii. How does the mission align with the College’s overall mission?
             The college statement of mission and core values aligns with the Department’s vision by…
             a. recognizing the need for globally educated citizens who can function in a multicultural society,
             b. recognizing that education is the “gateway to the future”, which in the case of Foreign Language is provided through its transfer orientation,
             c. and understanding the need to serve a diverse student body.

   c. Program History & Description:
      i. Identify major changes and/or developments, including change or growth in other programs, which have significantly impacted your program.

         Major changes in Foreign Language were prompted by the influx of refugees from Laos and Thailand which gave the impetus to develop Hmong courses, the retirement of John Intardonato which occasioned the demise of Italian offerings, the development of heritage speaker courses for Spanish, and the addition of ASL in recent years.
         In recent years, the threat of losing accreditation if compliance with SLO assessments was low as well as budget reductions has caused cancellation and/or inactivation of courses which have impacted a student’s ability to complete a course sequence in a timely manner.
         Another major change has been the development of the AA-T degree for Spanish. Study of that language has been streamlined with the CSU’s and is expected to facilitate transfer to state universities.
II. Please provide a description of your program.

The six languages currently taught at Merced College are bundled together for the first time in this Comprehensive Program Review. The languages with longest tenure at Merced College are French, German, and Spanish, which go back to the very beginning of Merced College. Merced College later on added other languages, culminating in half a dozen in 1976/77: French, German, Italian, Portuguese, Russian, and Spanish. With the influx of Southeast Asian refugees as a consequence of the Vietnam War, Hmong began to make its appearance on the language scene, as well as Japanese later, replacing Italian and Russian.

Specifically the Hmong courses at Merced College began with Dr. Jonas Vangay who was hired in 1986 by Dr. Luc Jensen, the full-time French instructor, to teach French on a part-time basis. In 1984 the first and largest wave of Hmong refugees started arriving in Merced County and in 1986 the second largest, resulting in a population of 15,000 people by 1987. Since the Hmong population was very young, bilingual classes were introduced at the K-12 level, and Dr. Jensen shortly after prompted Dr. Vangay to develop two Hmong courses at Merced College to provide continuity for those students who had graduated from local high schools. The creation of the Hmong courses at the time was unique to Merced College and County since the language was taught nowhere else in the US. In 1989, Dr. Vangay was hired full time by Merced College, with the understanding that he would be a counselor first and Hmong/French instructor second. Parallel to the development of the Hmong classes (1st and 2nd semester) went the development of a Southeast Asian anthropology course, overseen by Marcus Argüelles.

The full-time French instructor Luc Jensen left the college the end of the 80’s to take another position at Diablo Valley College. Spanish instruction up to that point had been provided in tandem with full-time French instructor Luc Jensen by full-time instructor Serafín Arduengo as well as several part-time instructors. After the departure of Dr. Luc Jensen, a second full-time instructor was hired in the early 90’s, Caroline Kreide, for a German/Spanish position. Shortly after her, another full-time instructor was hired for a French/Spanish position, Charlotte Jackson. However, Charlotte Jackson resigned from her position a few years later, followed by Serafín Arduengo who retired. Caroline Kreide proceeded to develop the heritage speaker courses for Spanish (Span 10 and Span 11) at Merced College in order to accommodate the needs of heritage speakers as well as non-heritage speakers alike.

In the second half of the 90’s, Mara Colomer-Flores and Natalie Sobalvarro were hired as full time Spanish instructors. Natalie Sobalvarro later developed a DE option for Spanish 04 and taught the course several times online. A second DE course was developed by Caroline Kreide, Span 35, a stand-alone course on Spanish accentuation.

Approximately around 2005, the Foreign Language Department welcomed
American Sign Language to its language offerings, since it had been expelled by the English Department.

There has been variation with course units and course content up to 1991, when courses generally had become streamlined with a value of 5 units each (except for Japanese 1A and 1B), representing the four course levels from elementary to intermediate that are currently taught at Merced College.

Only two courses have been taught in the DE modality: Span 04 and Span 35. Both were offered on the main campus.

Other teaching modalities employed are combination classes in French and some German courses.

What concerns language instruction at satellite campuses, it was predominantly performed on a part-time basis and only in Spanish. Still, in the early 90’s, a Spanish/Philosophy position was created for the Los Baños campus, attracting a full-time instructor. Nevertheless, this decision was not free of controversy and pitched the language department, led by Caroline Kreide, against the Equivalency Committee. A Ph.D. in philosophy had been hired for Los Baños, but with minimal to no education in Spanish (MA is normally required). The instructor had spent 5 years in Spain teaching English to Spaniards, which was then sanctioned by the Equivalency Committee as sufficient preparation for the teaching of Spanish, to the great dismay of Foreign Language faculty. However, expediency won over pedagogy and state law, and the instructor was hired. Dr. Peck taught both subjects for a few years, left to take another position in Oregon.

The college currently offers six languages: American Sign Language, French, German, Hmong, Japanese, and Spanish. Three are complete programs (French, German, Spanish) and the remainder are partial sequences.

Current faculty consists of three full time faculty who teach two languages (German and Spanish); the remaining languages are taught by part time faculty.

Sources consulted for above information: College class schedules, Frank Niderkorn, Ron Pirtle, Toni Reintke, Dee Merino, Dr. Jonas Vangay, Dee Near.

d. Resources
   i. Describe the types of facilities and equipment used by the program and the extent to which these resources meet program needs.

   Foreign Language classes require multimedia equipment in the classroom;
Internet access, projectors for presentations and Internet sites/images, document cameras, DVD/Video players, and viable loudspeakers. Classrooms should facilitate interaction between classmates (movable chairs, etc.). Classrooms should provide for simultaneous viewing of whiteboard, pulled down screen, and maps. Currently, the screens as well as map fixtures have been affixed in front of the whiteboard. When the screen is pulled down, no writing on whiteboard is possible without 1. Pulling up screen, 2. Turning off projector light. Poor design! Students require access to tutors in the Tutorial Center as well as to the library, and instructors require the equipment and materials available through the Audio-Visual Department and the library.

ii. Discuss how technology is used to deliver instruction or enhance student learning and the extent to which available technologies meet program needs.

The textbooks used in French, German and Spanish have a virtual language laboratory as well as most ancillary materials (videos, presentations, cultural information) are found online. Furthermore, since Foreign Language courses are considered high information courses and since our students respond best to visual stimuli, it is important for the instructor to deliver material visually wherever feasible. Being able to project images or access Internet sites during class is of utmost importance. It is anticipated that smart whiteboards will be useful to language instruction for easy referencing in high information classes.

e. Staffing

i. Describe how the program is staffed. Include the following:

- FTEF (Full-time Equivalent Faculty), full time faculty
- FTEF, part-time faculty
- # of full-time faculty
- # of part-time faculty
- # of support staff
- # of Coordinators and/or Program Managers (including amount of reassigned time dedicated to each position)
- Organization Chart: If an organizational chart is relevant to your program, please include one as an attachment

The average figure for the last 5 years are...
Productivity: FL 373.20; college 438.36
FTEF: FL 5.39; college 5.01.
PTEF: FL 8.99; college 6.45
Average FTES/ section: FL 3.57; college 3.91
3 FT faculty and 23-29 PT faculty
1 Faculty Lead (1 unit Overload)

Interpretation of above figures:

FL cannot be taught as lecture courses that can admit a large number of students who listen to the instructor’s lecture, but rather require interaction between instructor/student and student/student. Thus, the class cap can never be as high as that of a lecture course, but rather is set at 33. This number in itself is high since the two authoritative organizations for FL study, the American Council on the Teaching of FL (ACTFL), and the Association of Departments of Foreign Language (ADFL) indicate 20 and 15 students respectively as ideal numbers. Furthermore, language courses are sequential, and by the time a student arrives in the 4th semester of a language sequence, he or she belongs to an elite of well prepared,
transfer-ready students. This is in tune with the overall situation at the college, where the enrollments in basic skills courses are bulging, whereas higher level courses manifest a considerable drop off in enrollments. As is well known, the transfer rate for students from MC to a 4 year institution is rather low. Given these circumstances, the gap between the productivity rate of FL and that of the college overall appears to be moderate.

The average FTES/section is not deemed reliable because of the existence of independent studies as well as combination classes, both of which are offered by the department when the need arises. In combination classes two different class levels meet at the same time, but since those courses still need to abide by the maximum class cap, each section will register with a lower FTES per section. Particularly independent studies skew the statistics since those frequently contain only 1 to 3 students per section.

Further factors that impact FTES are that Foreign Language courses generally serve transfer students: those that obtain an AA more frequently than not continue their studies at the university level or they are taking the class because of transfer credit (CSU Breadth or IGETC). Overall, the number of students who transfer from the college to the university is considerably smaller than the huge student population at pre-collegiate level.

f. Professional Development
   i. Discuss the program’s expectations for professional development by faculty (full-time and part-time) and staff and the extent to which faculty and staff engage, or would like to engage, in professional development activities.

   Since there is no funding for professional development, faculty has to engage in professional development on their own. This is a particularly urgent problem with part time instructors who do not have the funds to attend conferences.
   With the advent of SLO assessments that need to be done for our classes, part time instructors in particular need to be familiarized with the norms of the professional organizations. Yet, they are frequently unfamiliar with professional guidelines and require a FT instructor to instruct them. Also, since many of them have little contact with the department due to their schedules, they cannot exchange information easily. The attendance of local conferences would be a cost effective remedy to greatly improve professional development for the department.
   Please see attachments of Flex forms of full-time instructors for the last two years at end of document.

2. External Factors
   a. Identify which external factors have a significant impact on your program, and explain how these factors impact your program. Please consider the following where appropriate:
      • Budgetary constraints or opportunities
      • Service area demographics
      • Requirements of 4-year institutions
      • Requirements of Prospective employers
      • Job Market
      • Developments in the field (both current and future)
      • Competition from other institution
3. **Response to Prior Program Review**  
   No prior review is in the system.

4. **Identification of Outcomes (SLO or SAO)**  
   a. SLO Grid  
      Foreign Language SLO Grids
   b. SLO Assessment Plan  
      - Include a plan for assessing the course and program SLOs you have not assessed at this time.

      Only one course is overdue by one semester with respect to SLO assessments, ASLG 01. All other Foreign Language courses are in a loop for SLO assessments, with only the occasional tardiness by a faculty member. Overall, everybody has been compliant, full as well as part time faculty. The only courses that have not been assessed were those that have not been offered. They are scheduled to be assessed the next time they are offered.

   With respect to program SLO's, faculty will need to develop an assessment instrument to test for the achievement of program SLO's in one of the new capstone courses, Spanish 11. This necessity is detailed in the program goals for Foreign Language at the end of the document. The program SLO's for the other capstone courses (French 4, German 4, Spanish 4) have been assessed.

5. **Review of Data (Quantitative and Qualitative)**  
   a. Student Access:  
      i. Briefly outline which students are served in your program(s). Look at age, gender, and ethnic/racial breakdowns. Compare demographics by site, time, modality, and ultimately, to the district's demographics for the same term.
         - Gender: The majority of students in the FL program as well as the college are female.
         - Age: The majority of students in FL as well as the college are between 19 and 24 years old.
         - Ethnicity: In both, students served are first Hispanic, then Caucasian, third Asian. In both FL as well as the college overall, Black students are disproportionately underrepresented.

      ii. What are total program enrollments and FTES? (Break down by discipline, degree, certificate, or course(s) where appropriate.)
          Average FTES/section:
          - 2009-10 3.54
          - 2010-11 3.73
          - 2011-12 3.53
          - 2012-13 3.59
          - 2013-14 3.46
iii. What is the total number of sections offered? Provide a breakdown of sections by site modalities when appropriate.

   No Distance Education classes

iv. What is the average class size?

   5 Year averages for Average class size: FL 21.57; College 25.23;

v. What is the average percentage of sections filled?

   5 Year average percentage of sections filled:
   FL 71.08; College 70.43.

   LB only Spanish with % filled ranging from 73.7-87.9%

   MC Spanish: 69-77%
   All Languages: 69-73%

   Figures for FL are misleading since some classes are taught as combination as well as independent study classes that have much lower enrollment than traditional classes.

   The fill rates for Spanish courses at the Los Baños campus are noticeably higher than at the main campus

vi. What is the site-based/distance education learning ratio for the program?

   No DE

b. Student Learning Outcomes

   i. Discuss the process used by faculty in identifying course- and program-level student learning outcomes (SLOs) and the type of assessment used to measure those outcomes.

      Fulltime faculty has met to discuss the program level outcomes. Norms established by the American Council on the Teaching of Foreign Languages, the authoritative body on language teaching in the US, have been adopted and program SLO’s have been aligned with those norms in the AA programs as well as the partial programs the department offers.

      The type of assessment used to measure the attainment of the program SLO’s has been an SLO assessment in the capstone course which hitherto has been the fourth semester course in French, German, and Spanish (French 04, German 04, Spanish 04). With respect to Spanish, the implementation of the AA-T has changed the language sequence for the AA in Spanish, having the last course of the heritage speaker courses, Spanish 11, coincide with the former capstone course Spanish 11. It needs to be ascertained that the SLO assessments given in Spanish 11 test for the program SLO’s. Pertinent faculty will work on creating an assessment tool for the 4th capstone course the department offers, Spanish 11 (see goals at end of document).

   ii. Summarize the findings of student learning outcomes assessmetns completed in the last two years, or since the last review.

      1. Course:

         2. Program:

            The program learning outcomes were assessed for the capstone courses in French, German, and Spanish, 4th semester.

            French 04 in 2013: Benchmarks were met. To improve, more listening
and oral activities will be incorporated.

German 04 in 2012: Benchmarks were met, except for Listening SLO (63%). There is uncertainty about whether the listening result was due to the fact that the class as taught as an independent study or due to the students’ nervosity.

Spanish 04 in 2013: Benchmark was met. Further evaluation expected with the arrival of the TMC for Spanish which should change the clientele that is taking that particular course.

c. Other Outcomes and Measures
   i. Required
      1. Success
         For the last 5 years, the average numbers comparing FL and the college have been...

         Success Rate: FL 66.48%; College 67.84%

         2009-10 65.7
         2010-11 69.4
         2011-12 65.1
         2012-13 65.5
         2013-14 66.7

      2. Retention
         For the last 5 years, the average numbers comparing FL and the college have been...

         Retention: FL 82.64%; College 84%

         2009-10 79.3
         2010-11 84.5
         2011-12 82.1
         2012-13 82.9
         2013-14 84.4

      3. Productivity (WSCH/FTEF)
         2009-10 359.94
         2010-11 393
         2011-12 371.15
         2012-13 376.61
         2013-14 365.28

      4. Number of transfers to 4-year college or university

      5. Degrees Awarded
         2009-10 2 AA in Spanish
         2010-11 3 AA in Spanish
         2011-12 7 AA in total, 6 Spanish and 1 German
         2012-13 5 AA in total, 4 Spanish and 1 German
         2013-14 6 AA in total, 5 Spanish and 1 German

   ii. If you have chosen other quantitative or qualitative measures to gauge your program’s effectiveness, please identify them here, and briefly describe the results
6. Analysis of Data and Evaluation
   a. Student Access
      i. What did you learn about access to your program?
      ii. How do your program demographics compare across sites and modalities?
      iii. How do your program demographics compare to the District aggregate?
      iv. Is access equitable across all modalities and sites?
      v. What significant factors could be influencing student access to your courses or program?
      vi. Is there variability in enrollments between fall to spring, spring to fall? What factors could contribute to this trend?
   b. Student Learning Outcomes
      i. How well do your program learning outcomes represent:
         1. The scope and depth of learning appropriate to the following, and how do you know?
            Program SLO’s are directly aligned with the standards established by the authoritative professional organization, so it is expected that norms that have been vetted by other colleagues around the country would reflect the appropriate level. These standards are organized according to language levels, such as elementary, intermediate and advanced. The lower division courses offered at MC correspond to two levels, the elementary and the intermediate levels as defined by the professional organization. Furthermore, the textbooks used at Merced College do subscribe to the professional norms set by ACTFL and thus provide further assurance that our courses provide sufficient depth and scope.
            Anecdotally, one student has reported to Caroline Kreide that a lecturer at CSU Stanislaus considers the students from MC’s Spanish program “well-prepared”.
         2. The degree/certificate program offered?
         3. The standards of your discipline or profession/occupation
            We know that the program learning outcomes represent those since we are using textbooks and testbanks that have been aligned with the national standards provided by the authoritative language organization.
   c. Analyze the results of student learning outcomes assessments.
      i. Courses level:
      ii. Program level:
   d. Other Outcomes and Measures
      i. What did you learn from your evaluation of the other measures identified in section 5.C above?
   e. Overall Program Evaluation and Improvement
      i. What did you learn about your program's strength and weaknesses from your evaluation of Student Access, Student Learning Outcomes, and Other Outcomes and Measures?
      ii. Identify any improvements you have already implemented as a result of your evaluation, and describe briefly how those changes have improved student
learning or program effectiveness, if that information is available yet.

iii. Identify any improvements you plan to implement as a result of your evaluation, and describe briefly how you expect those changes to improve student learning or program effectiveness.

7. Planning for 5 Years

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<thead>
<tr>
<th>Goal Statement 1:</th>
<th>Maintain currency in innovations and developments of the profession</th>
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<tr>
<td><strong>Objectives:</strong></td>
<td>Attend conferences and workshops</td>
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<td><strong>Target Date for Completion:</strong></td>
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<tr>
<td><strong>Person(s) Responsible for Completion:</strong></td>
<td>Part time instructors, Mara Colomer-Flores, Natalie Sobalvarro, Caroline Kreide</td>
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<tr>
<td><strong>Benchmark:</strong></td>
<td>Attendance of conferences</td>
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<td><strong>Program Outcomes:</strong></td>
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<tr>
<td>15. Reading: Understand main ideas.</td>
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**Strategic Planning Goals:**

1. Improve communication throughout the district.

**ISLOs:**

1. Communication
Goal Statement 2: Improve teaching and learning in the FL department

Objectives:

Perform SLO assessments of courses offered as well as the program as a whole

Target Date for Completion:

Person(s) Responsible for Completion: Mara Colomer-Flores, Natalie Sobalvarro, Caroline Kreide, part time instructors

Benchmark: Have all courses currently offered in one of the phases of the assessment cycle

Program Outcomes:

1. Demonstrate the ability to initiate, sustain and close basic communicative tasks. (Speaking)
2. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
3. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
4. Develop an understanding of connected discourse over longer stretches on a number of topics pertaining to different times and places. (Listening Comprehension)
5. Listening: Distill information from such discourse and demonstrate understanding.
6. Listening: Distill information from such discourse and demonstrate understanding.
7. Writing: Compose a simple narrative and meet practical needs.
8. Writing: Compose a simple narrative and meet practical needs.
9. Produce writing focusing on most practical writing needs and limited social demands with an emerging ability to describe and narrate in paragraphs. (Writing)
10. Distinguish consistently pervasive values of the Spanish-Speaking cultures. (Cultural Awareness)
11. Culture: Recognize pervasive values of the culture.
12. Culture: Recognize pervasive values of the culture.
13. Evaluate consistently and with full understanding simple connected texts with an emerging ability to comprehend advanced reading. (Reading Comprehension)
14. Reading: Understand main ideas.
15. Reading: Understand main ideas.

Strategic Planning Goals: None

ISLOs:

1. Communication
2. Global and Community Consciousness and Responsibility

Goal Statement 3: Maintain currency of FL course offerings

Objectives:

Revise courses according to Title 5 guidelines

Target Date for Completion:
Person(s) Responsible for Completion: Mara Colomer-Flores, Natalie Sobalvarro, Caroline Kreide, Part time instructors

Benchmark: Filling in CurricUNET according to review guidelines

Program Outcomes:
1. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
2. Demonstrate the ability to initiate, sustain and close basic communicative tasks. (Speaking)
3. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
4. Develop an understanding of connected discourse over longer stretches on a number of topics pertaining to different times and places. (Listening Comprehension)
5. Listening: Distill information from such discourse and demonstrate understanding.
6. Listening: Distill information from such discourse and demonstrate understanding.
7. Writing: Compose a simple narrative and meet practical needs.
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12. Culture: Recognize pervasive values of the culture.
13. Evaluate consistently and with full understanding simple connected texts with an emerging ability to comprehend advanced reading. (Reading Comprehension)
14. Reading: Understand main ideas.
15. Reading: Understand main ideas.

Strategic Planning Goals: None

ISLOs:
1. Communication
2. Global and Community Consciousness and Responsibility

Goal Statement 4: Improve communication with community

Objectives:
Update information in course catalogue and on college web page of mission statement and align program SLO’s for French, German, and Spanish

Target Date for Completion: 02/01/2016

Person(s) Responsible for Completion: Mara Colomer-Flores, Natalie Sobalvarro, Caroline Kreide

Benchmark: Publication of mission statement as well as aligned program SLO’s in 2016 college catalogue

Program Outcomes:
1. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
2. Demonstrate the ability to initiate, sustain and close basic communicative tasks. (Speaking)
3. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
4. Develop an understanding of connected discourse over longer stretches on a number of topics pertaining to different times and places. (Listening Comprehension)
5. Listening: Distill information from such discourse and demonstrate understanding.
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12. Culture: Recognize pervasive values of the culture.
13. Evaluate consistently and with full understanding simple connected texts with an emerging ability to comprehend advanced reading. (Reading Comprehension)
14. Reading: Understand main ideas.
15. Reading: Understand main ideas.

**Strategic Planning Goals:** None

**ISLOs:**
1. Communication
2. Global and Community Consciousness and Responsibility

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**Goal Statement 5:** Assess program SLO’s

**Objectives:**

Develop an assessment tool for Spanish 11, a new capstone course under the new TMC in Spanish

**Target Date for Completion:**

**Person(s) Responsible for Completion:** Mara Colomer-Flores, Natalie Sobalvarro

**Benchmark:** Using the new tool for the next SLO assessment in Spanish 11

**Program Outcomes:**
1. Develop an understanding of connected discourse over longer stretches on a number of topics pertaining to different times and places. (Listening Comprehension)
2. Produce writing focusing on most practical writing needs and limited social demands with an emerging ability to describe and narrate in paragraphs. (Writing)
3. Distinguish consistently pervasive values of the Spanish-Speaking cultures.
cultures. (Cultural Awareness)
4. Evaluate consistently and with full understanding simple connected texts with an emerging ability to comprehend advanced reading. (Reading Comprehension)

**Strategic Planning Goals:** None

**ISLOS:**
1. Communication
2. Global and Community Consciousness and Responsibility

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**Goal Statement 6:** Promote retention of students in Spanish classes

**Objectives:**
Develop a diagram of the new Spanish TMC

**Target Date for Completion:**

**Person(s) Responsible for Completion:** Caroline Kreide by summer 2016

**Benchmark:** Publication of diagram

**Program Outcomes:** None

**Strategic Planning Goals:** None

**ISLOS:**
1. Communication
2. Global and Community Consciousness and Responsibility

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**Goal Statement 7:** Improve teaching environment

**Objectives:**
Find a classroom or adjust existing classrooms so that screens and maps do not cover the whiteboard

**Target Date for Completion:**

**Person(s) Responsible for Completion:** Caroline Kreide

**Benchmark:** Teaching class in a classroom where screen and whiteboard do not interfere

**Program Outcomes:**
1. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
2. Speaking: Initiate, minimally sustain, and close in a simple way basic communicative tasks.
3. Demonstrate the ability to initiate, sustain and close basic communicative tasks. (Speaking)
4. Develop an understanding of connected discourse over longer stretches on a number of topics pertaining to different times and places. (Listening Comprehension)
5. Listening: Distill information from such discourse and demonstrate understanding.
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understanding.
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8. Writing: Compose a simple narrative and meet practical needs.
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13. Evaluate consistently and with full understanding simple connected texts
    with an emerging ability to comprehend advanced reading. (Reading
    Comprehension)
14. Reading: Understand main ideas.
15. Reading: Understand main ideas.

**Strategic Planning Goals:**
1. Assure student access and success.

**ISLOs:**
1. Communication
2. Global and Community Consciousness and Responsibility

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**Goal Statement 8: Request a Full Time Position for Hmong**

**Objectives:**
Collect data to support request

**Target Date for Completion:**

**Person(s) Responsible for Completion:** Mara Colomer-Flores, Natalie Sobalvarro

**Benchmark:** Submit a request to the selection committee

**Program Outcomes:** None

**Strategic Planning Goals:**
1. Assure student access and success.

**ISLOs:** None