



Short Summary of Findings

Offerings in the Foreign Languages Program are representative of the world's languages and serve the needs of the constantly changing Bay Area economy, the community, and our students. They include two European languages (Italian and Spanish), three Asian languages (Filipino, Chinese and Japanese), one language for the hearing impaired (American Sign Language) and one Middle Eastern language (Arabic). The Program embraces Skyline College's mission and goals of academic excellence, student-centered education, appreciation for diversity, lifelong learning, social responsibility, shared governance, open access and community connections. The Foreign Languages Program has stayed current through responding to the changing needs of the discipline and our student population in the areas of curriculum, pedagogy, technology, demographics, and accreditation mandates.

The Foreign Languages Program offers courses in the Puente and Kababayan learning communities, Title VIB Grant, the International Studies Major, the Honors Transfer Program, the concurrent enrollment program, and The Learning Center. The Program also shares teaching and learning strategies with the ESOL Department, and interacts significantly with Student Support Services departments, including Media Services, DSP&S, EOP&S, the Centers for Teaching and Learning (CTL), counselors, the placement office and library faculty and staff.

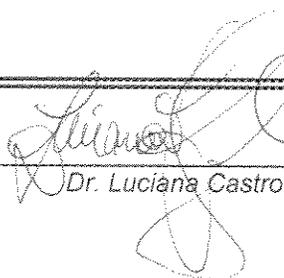
The data show that the Foreign Languages Program is a highly productive program in terms of load and student success and retention rates.

Three Strengths of the Program

- Development, innovation and update of new courses, both experimental and permanent. Interactive methods of instruction that enlighten students about linguistic subtleties and specific instruction on cultures of the languages being studied that are representative of Europe, Asia, Middle East and the Deaf Community.
- Strong commitment to serving diversity: meets diverse educational goals of students; serves workforce development needs of community by providing current and potential employees with bilingual skills; provides instruction in languages spoken in the community and in many students' heritage languages; provides knowledge and appreciation of the cultures in which languages are embedded; encourages students to think critically in the context of a multicultural and rapidly changing society; and provides preparation for students to be competent professionals in a globalized world. Students enrolled in foreign languages classes represent the cultural diversity of our student population; finally, one hundred percent of full-time and adjunct Foreign Languages Program faculty are ethnically and culturally diverse.
- Increased outreach to faculty and students as a way to increase faculty collaboration in competent instruction, awareness of SLOAC materials and processes, and mentoring of Puente and Kababayan students, and significant, successful participation in the concurrent enrollment program.

Three Suggestions for Improvement

- A language laboratory to be shared with the ESOL Department
- More advertising and outreach to improve recruitment of students to our program
- Offer more foreign languages certificates (Spanish, Translation and Interpretation for Criminal Justice Professionals) in addition to more learning community offerings (Latin Dance/Spanish and Paralegal Studies/Spanish) in order to build up the Program and respond to student and community needs.



Dr. Luciana Castro

Full-Time Faculty Signatures

Submitted on: April 1, 2008

SKYLINE COLLEGE PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.

The Foreign Languages Program provides instruction in seven different languages: American Sign Language, Arabic, Chinese, Filipino, Italian, Japanese, and Spanish, helping students meet their educational goals of graduation, transfer, preparation for employment, and personal development. All foreign language courses are college-level academic courses and satisfy area requirements at Skyline College and transfer institutions.

The Foreign Languages Program supports the College and District priorities in the following areas:

- **Academic Excellence**—The study of globally relevant foreign languages enables students to sharpen their critical thinking skills as they analyze, compare/contrast and synthesize knowledge of their native language with the target language. Students improve fluency and literacy in languages that may be spoken in their ethnic communities. Language learning skills enhance fundamental critical thinking skills in all areas. The study of foreign languages provides a basis for intellectual exploration and the discovery of new perspectives.
- **Student-Centered Education**—The Foreign Languages Program puts students first at the center of its focus and efforts. Dedicated faculty and staff strive to serve the changing needs of its students by providing a current, innovative curriculum that prepares students for graduation, transfer, employment, and personal development.
- **Appreciation for Diversity**—As part of acquisition of a foreign language, students learn to appreciate and value the cultures in which the languages are embedded. One cannot truly acquire another language without understanding at a deeper level the values and norms of the people whose language is being studied. Students are encouraged to think about ways people from different cultural backgrounds see the world, and, therefore, they enhance their perspectives about many different issues and matters.
- **Lifelong Learning and Social Responsibility**—The Foreign Languages Program establishes culture as the base content for all of the language courses. Students embrace culture as a source of public interest and controversy. They are encouraged to learn independently and grow intellectually through culture-based lessons across the disciplines. The Program promotes both self and social awareness.
- **Open Access and Community Connections**—The Foreign Languages Program meets students' goals, regardless of ability/disability, level of preparation, gender, socio-economic status, cultural, religious, or ethnic background. The Program serves the community by:
 - Providing concurrent enrollment classes to area feeder high school students in after-school programs at the high school sites to help students complete foreign language requirements needed to enter higher education.

- Serving workforce development needs by providing potential employees with competitive bilingual skills or sharpening second language proficiency for current employees
 - Initiating cultural events and other activities in which community residents are invited to participate.
 - Providing Generation 1.5 students instruction to increase proficiency in their parents' native language.
- **Shared Governance**—The Foreign Languages Program supports the College's core value of shared governance by advocating and facilitating faculty and student participation in establishing and enhancing the Program's course offerings. The sole full-time faculty member in the Program, Professor Luciana Castro, is an active leader in initiating and promoting cultural events on campus and participates fully in department, Division, and college shared governance processes.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Foreign Languages Program coordinates and interacts with several departments and programs in the College:

- **Learning Communities**--Foreign language courses are an integral part of two Learning Communities:
 - Puente—Spanish classes were added to the Puente Program in the Fall 2007 semester. Foreign Languages faculty serve as mentors, contributors, and advocates of the Puente Program.
 - Kababayan—Filipino 110 was added to the Kababayan LC course offerings in the Spring 2007 semester.
- **Title VI B Grant**--Several courses were developed, approved, and offered as part of the Title VI B Grant:
 - Chinese 121 and Chinese 122—Advanced Elementary Chinese I and II
 - Chinese 115—Basic Business Chinese
- **International Studies Major**—Six to ten units of one of the following Foreign Languages are required core courses for this major: Arabic, Chinese, Filipino, Italian, Japanese, Spanish. Skyline College is the only Bay Area community college offering Arabic.
- **Honors Transfer Program**—Spanish courses have been offered as part of the HTP since the inception of the Program. Professor Luciana Castro is an important member of the honors faculty group and an active participant in all Honors activities and events, and coordinated Honors students' panels for the First Annual Community College Honors Research Symposium at Stanford University (2008).
- **ESOL Department**—ESOL and Foreign Languages instruction are closely linked disciplines because both provide instruction to students learning a new language. The Foreign Languages Department and ESOL faculty enjoy sharing information about language learning and teaching methodologies. This sharing of information was facilitated by the recent temporary move of offices in which Professor Castro shares an office with ESOL faculty.
- **Concurrent Enrollment Program**—Foreign Languages courses, Chinese and Filipino, have been offered at local feeder high schools continuously since the Fall 2006 semester.
- **The Learning Center (TLC)**—The Foreign Languages Program works closely with The Learning Center (TLC) to provide academic support to students enrolled in Foreign Languages

courses through individual and group tutorials, review sessions, and language-sharing groups. The Tutorial Assistance Coordinator and the Foreign Languages faculty member work together in identifying, selecting, and hiring tutors to assist students taking Spanish classes.

- **Other Program and Services**—The Foreign Languages Program also coordinates with Media Services, DSP&S, EOP&S, counseling and library faculty and staff, and the Placement Office.

3. Explain how this program meets the needs of our diverse community.

The Foreign Languages Program meets the needs of our diverse community of students in a number of ways.

- The Program provides a wide variety of foreign languages, from beginning to advanced levels, to meet the varied levels of proficiency as well as diverse educational goals of our students. Foreign languages satisfy degree and transfer requirements and fulfill language requirements for the International Studies major. Students can obtain an Associate degree with a major in Spanish.
- The Program also serves the workforce development needs of the neighboring community by providing more potential employees with bilingual skills as well as courses for current employees who want to acquire or sharpen a second language for use in current employment.
- The Program offers concurrent enrollment courses to high school students who wish to fulfill foreign language requirements for entrance to higher education.
- The Program provides instruction in languages spoken in the community and in many students' families, providing literacy in the families' languages of origin.
- Foreign languages are regular offerings in the Kababayan and Puente Learning Communities, and the Honors Transfer Program.
- The study of foreign languages provides knowledge and appreciation of the cultures in which the languages are embedded, and widen student perspectives. Students are encouraged to think critically in the context of a multicultural and rapidly changing society.
- The Program provides preparation and tools for the student to be a competent professional in a globalized world.
- Students enrolled in foreign languages classes represent the cultural diversity of our student population.
- One hundred percent of full-time and adjunct faculty in the Foreign Languages Department are ethnically and culturally diverse.

4. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The last self-study, completed in Fall 2003, listed these specific goals:

- Build enrollment in basic Spanish courses to generate sufficient student interest to warrant the scheduling of the sequence of Spanish courses needed to complete the major.
 - Progress:
 - Offer Spanish 140—Advanced Intermediate Spanish in Fall 2008
 - Offer Spanish 220—Spanish for Spanish Speakers I in Spring 2009
 - Span 161/162—Readings in Spanish American Literature I and II will be offered in the 2009-2010 school year
- Build the Arabic program by generating sufficient student interest in current offerings.
 - Progress:

- Added Arabic 121—Advanced Elementary Arabic I; and Arabic 122-- Advanced Elementary Arabic II
- Analyze student interest to see if there is sufficient interest to offer Tagalog classes during the day.
 - Progress:
 - In the spring of 2007, the newly developed and approved Filipino 110 course (a combination of the formerly titled Tagalog, now Filipino, 111 and 112), was offered for the first time, and again in the Fall 2007. Filipino 110 is offered in the day as part of the Kababayan Learning Community.
 - Foreign languages faculty are currently developing Filipino 120, which will be offered in the day in spring semesters to follow Filipino 110 in fall semesters.
- Redesign and build the Tagalog program, whenever it is offered.
 - Progress:
 - Tagalog courses have been renamed Filipino to acknowledge that Tagalog is only one dialect of Filipino.
 - Filipino 110 has been approved and offered as a day selection.
- Advocate for dedicated space for a language laboratory that could be shared with the ESOL Department.
 - Progress:
 - Both departments continue to advocate for a language laboratory, but this goal has not yet been achieved.
- Advocate for dedicated space in the Learning Center.
 - Progress:
 - Tutorial assistance for the Foreign Languages Program now exists in the Learning Center.
- Advocate for better equipped classrooms.
 - Progress:
 - With the renovation of Building 8 classrooms, most foreign languages classes are now held in SMART classrooms, with adequate access to technology.
 - One portable white board was added to the “foreign languages” classroom (shared with ESOL classes), 8308, at faculty request.
- Advocate for additional full-time faculty to build both day and evening offerings.
 - Progress:
 - The sole full-time faculty member in the department, Professor Luciana Castro, in discussions with the dean, has decided not to pursue an additional full-time position at this time.

PART B: Student Learning Programs and Services

Overview

1. If the program utilizes advisory boards and/or professional organizations, describe their roles.

While it does not utilize an advisory board, the Foreign Languages Program is committed to develop techniques and methodologies to better serve the needs of our diverse student body. The Foreign Languages Program’s sole full-time faculty member, Professor Castro, keeps course offerings current, according to rules and regulations dictated by professional organizations and associations, of which she is a member:

- The Modern Languages Association of America
- The Foreign Languages Association of Northern California

- American Council for the Teaching of Foreign Languages
- IMPAC (an intersegmental body representative of the three academic senates of the public colleges and universities meeting to discuss program articulation between the community colleges and the University of California and the California State University)
- The American Folklore Society
- The Skyline College Student Learning Outcomes Assessment Cycle committee

Professor Luciana Castro is a discipline pioneer for Foreign Languages in the SMCCCD. Full-time and adjunct faculty also attend conferences, workshops, seminars and symposiums every year, locally, nationally and internationally. Through these means, department faculty stay current, learning about new theory, instructional design, new methodology and materials available to enhance success. Through Professor Castro's work at IMPAC and SLOAC, foreign languages faculty are instrumental in shaping the discussion about under-graduate requirements for Foreign Languages majors. Furthermore, the relationship between the Skyline College administration, especially the Division dean, and the Curriculum Committee, foster the quality development of the Foreign Languages Program.

Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

Through a wide variety of foreign languages offerings at levels of proficiency ranging from beginning to advanced intermediate, the Foreign Languages Program meets the diverse needs and educational goals of our students in a number of ways. In addition to providing courses required to satisfy certificate, degree and transfer requirements, the Program offers language courses for specific purposes, including everyday conversation, travel, business, and public service. Spanish offerings include a course for heritage speakers for students who wish to improve their knowledge and command of grammar and other linguistic features. Two courses in Readings in Spanish American literature are offered as part of the Spanish major.

Offerings in the Foreign Languages Program are representative of the world's languages and serve the needs of the constantly changing Bay Area economy, community, and our students. They include two European languages (Italian and Spanish), three Asian languages (Chinese, Filipino, and Japanese), one Middle Eastern language (Arabic), and one language for the hearing-impaired community (American Sign Language).

Specific foreign languages course offerings are:

- **American Sign Language**--ASL 111 and 112, American Sign Language I and II; ASL 121 and 122, Advanced Elementary American Sign Language I and II.
- **Arabic**—Arabic 111 and 112, Elementary Arabic I and II; Arabic 121 and 122, Advanced Elementary Arabic I and II
- **Chinese**—Chinese 111 and 112, Elementary Chinese I and II; Chinese 121 and 122, Advanced Elementary Chinese I and II; Chinese 115, Basic Business Chinese.
- **Filipino (formerly Tagalog)**—Filipino 110, Elementary Filipino; Filipino 111 and 112, Elementary Filipino I and II; Filipino 121 and 122, Advanced Elementary Filipino I and II
- **Italian**—Italian 111 and 112, Elementary Italian I and II; Italian 121 and 122, Advanced Elementary Italian I and II; Italian 103, Italian for Travelers
- **Japanese**—Japanese 111 and 112, Elementary Japanese I and II; Japanese 115, Basic Business Japanese

- **Spanish**—Spanish 101, Spanish for Public Service; Spanish 103, Spanish for Travelers; Spanish 110, Elementary Spanish; Spanish 111 and 112, Elementary Spanish I and II; Spanish 120, Advanced Elementary Spanish; Spanish 121 and 122, Advanced Elementary Spanish I and II; Spanish 130, Intermediate Spanish; Spanish 140, Advanced Intermediate Spanish; Spanish 161 and 162, Readings in Spanish American Literature I and II; Spanish 220, Spanish for Spanish Speakers; Spanish 801, Conversational Spanish

2. *State how the program has remained current in the discipline(s).*

The Foreign Languages Program has stayed current through responding to the changing needs of the discipline and our student population in the areas of curriculum, pedagogy, technology, demographics, and accreditation mandates. In addition, Professor Castro keeps course offerings current, according to rules and regulations dictated by professional organizations and associations, of which she is a member.

- **Curricular changes** since the last Program Review include
 - Added Filipino 110—Elementary Filipino
 - Added Italian 103—Italian for Travelers
 - Added Chinese 121 and 122, Advanced Elementary Chinese I and II
 - Added Chinese 115—Basic Business Chinese
- **Pedagogical changes** include
 - Hosted two Fulbright scholars (2006—2007 and 2007—2008) in the Filipino 110 classrooms, who shared new pedagogy in teaching the language
 - Changes made as a result of incorporating SLOs into each curriculum
 - Utilized more tutorial assistance and closer connection to the Learning Center through language-sharing groups
- **Technological changes** include
 - Instituted the WebCAPE, a Spanish challenge test, administered by the Assessment Office, to respond to the increase in Spanish-speaking students wishing to enroll in Spanish courses
 - Addition of SMART classrooms, which facilitate technological delivery of instruction
 - Purchase of software, such as Rosetta Stone, to enhance language learning
- **Changes to respond to changing demographics** include
 - Added Filipino 110 to respond to the needs of the Kababayan Learning Community
 - First Filipino class to be offered in the day schedule to respond to student needs
 - Added Chinese 121, 122, and 115 as part of the Title VIB grant, which responds to the greater community need for Chinese-language speakers in a business setting
 - Offer concurrent enrollment classes in Chinese and Filipino at area high schools with large numbers of Generation 1.5 students from these cultures
 - Offer Spanish classes at varied times in the schedule, including day, late afternoon, and evening to accommodate increasing enrollment and students' schedules
 - Increased offerings in Spanish in the Honors Transfer Program
- **In response to accreditation and other outside mandates**, faculty have
 - Resubmitted Japanese 111 and 112 to UC Davis for articulation
 - Resubmitted ASL 112, Chinese 121, and Chinese 122 for CSU GE-Breadth C2 requirement
 - Written Student Learning Outcomes for all foreign languages courses
 - Revised Course Outlines to reflect new SLOs and other changes
 - Submitted Chinese 111 and 112 to meet CSU Area C2 requirement

3. If the student population has changed, state how the program is addressing these changes.

The student population at Skyline continues to become increasingly diverse, with larger numbers of Filipino/Filipino-American students. The Foreign Languages Program has responded in these ways:

- Filipino 110 has been created, approved, and offered to meet the demands of the growing Filipino population and the Kababayan Learning Community
- Filipino 120 is in the process of being written for approval.
- The number of American Sign Language classes has increased to meet demand.
- More advanced Chinese courses have been approved and offered to meet requirements for the Title VIB grant and to meet student demand.
- Concurrent enrollment classes in Filipino and Chinese are being offered onsite at local high schools to meet community demand.
- Italian courses have been temporarily suspended as student demand has decreased significantly, possibly because of a thriving Italian program of courses at College of San Mateo.
- Japanese courses have been temporarily suspended due to decreased student demand.

4. All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.

Courses in the Foreign Languages Program have been reviewed for currency and have been modified, as appropriate. Some examples are:

- All foreign languages course outlines have been modified to add Student Learning Outcomes/Assignments/Measurement Criteria.
- Several Course Outlines, including Filipino 110, have been modified to update textbook publication dates.
- All Tagalog courses have been renamed “Filipino,” in response to a request from the Filipino faculty.
- The American Sign Language course description has been modified to delete the words “using the audio-lingual approach” in response to requests from the hearing-impaired faculty.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not applicable.

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

	for assessment	implications	
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Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting course or program modifications.*

Because Student Learning Outcomes have been added so recently, it is too soon to determine any necessary program modifications.

3. *What additional resources are needed to implement the plan?*

With only one full-time faculty member in the Foreign Languages Program, help will be needed to conduct workshops and other kinds of training to integrate and implement SLOs into course outlines and to develop assessment criteria in the five foreign languages currently being taught. Professor Castro is an active participant in the assessment phase of the SLOAC cycle.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

Professor Luciana Castro has participated in the following conferences, conducted research, presented papers, completed a sabbatical project while on sabbatical leave, and participated in the following staff development activities:

- 2002-2003. IMPAC Intersegmental Major Preparation Articulated Curriculum as a foreign language discipline representative. Travel to Italy and Brazil to attend foreign languages and multilingualism workshops
- 2004. Conducted research in Brazil on multilingualism in children and adults 18-40 and presented the papers.
- 2005. Spanish instructors' selection process
- 2005. Presented "How to raise and teach multilingual children another foreign language" as a co-author at the Peninsula Parents' Place
- Fall 2005. Granted Sabbatical leave
- Spring 2006. Submitted sabbatical project report on Tutorial Assistance programs in different area community colleges, a report on Northern Peninsula high school programs, designed a Foreign Languages website and online discussion panel.

- Fall 2006. Organized on-campus event: “Americano as Apple Pie” in celebration of the Hispanic/Latino Culture and History Month
- Fall 2006 and 2007. Organized on-campus event: “Dia de los Muertos”
- 2006. Participation in the Accreditation Standard II Sub-Committee
- 2007. Organized on-campus event: “Cinco de Mayo” Celebration
- 2007. Attended and participated in Department of Education National Foreign Languages Teachers Conference in San Diego.
- 2007. Presented “How to raise and teach multilingual children another foreign language” at Beresford Montessori School in San Mateo
- 2007. Revised all foreign languages course outlines to include Student Learning Outcomes and other Title 5 changes
- 2008. Participated in First Annual Community College Honors Research Symposium at Stanford University

Other Foreign Languages faculty have also participated in staff development to the extent that their adjunct status permits. At least once a semester, Professor Castro conducts a department meeting with both evening and day Foreign Languages faculty to discuss common issues.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

After new foreign languages instructors and tutors are selected, Professor Luciana Castro, the Dean of Language Arts/Learning Center Connie Beringer, and the Tutorial Assistance Program Coordinator Felix Perez provide

- Formal one-on-one training of student assistants
- Informal orientation and training of adjunct faculty carried out by the Dean of Language Arts/Learning Center and Professor Castro, who are the key persons who receive resumes, interview applicants, and select potential candidates for assignments at Skyline College. Orientation includes:
 1. Introduction to Skyline College and its culture, practices and procedures
 2. Expectations of Foreign Languages faculty, including appropriate preparation of course syllabi, book orders, and classroom content
 3. Logistics, such as navigating the campus, securing a parking permit, referring students to academic support services
 4. Working with other services, such as Admissions & Records and General Counseling
 5. Professional responsibilities, such as curriculum preparation

The Tutor Coordinator Felix Perez provides orientation after Professor Castro does the primary evaluation of experience and potential to be language tutors and instructional aides. Both select and interview the potential tutor candidates.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

We are not planning to hire additional full-time Foreign Languages faculty. 100% of full-time and adjunct faculty in the Foreign Languages Department are ethnically and culturally diverse.

However, we do recruit for adjunct faculty positions. A number of techniques have worked in the past, including:

- Obtaining applications submitted to the District Human Resources Department
- Contacting graduate schools in the area
- Contacting deans and department chairs of Foreign Languages departments at area community colleges
- Notifying professional organizations and colleagues of vacancies

Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

The newly renovated and technologically equipped Smart classrooms in Building 8 are excellent aids to teaching and learning. A large portable white board was recently purchased and placed into the “foreign languages” classroom at faculty request. However, because of the large number of foreign languages classes and the relatively small number of Smart classrooms, approximately only one-half of foreign languages classes are currently held in Smart classrooms. Other classrooms do have access to technological equipment through Media Services, and all faculty have access to laptop computers, if desired. Recently, Rosetta Stone software was purchased for use in the Filipino program, and students can access that program in the Learning Center. Students do have equal accessibility to technology and other types of instructional equipment. ADA access is also adequate through use of elevators, ADA desks in every classroom, and other means.

One problem noted in the classroom shared by foreign languages and ESOL instruction, room 8308, is the noisy ventilation system, which in some cases, interferes with instruction. Facilities has checked out this situation, but with no resolution.

2. List projected needs.

Projected needs include:

- A dedicated space for a language laboratory in which classes could be conducted and which students could use at other times for individual practice
- Maintenance and updating of technological equipment
- Training and instructional support for faculty
- More software programs to serve other foreign languages besides Filipino

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

Professor Luciana Castro was trained as part of a Title III grant and exposes students to computer-assisted instruction and other technology-mediated instruction, such as videos, CDs, audio tapes, cyberdictionaries, and internet tutorials, in the Smart classroom.

Other adjunct faculty teaching American Sign Language, Chinese, Filipino, and Spanish utilize audio-visual aids, including software programs. More faculty in the Program, all but one of whom are adjunct, should post web pages for student use.

The new Smart classrooms and increased faculty access to updated, enhanced technology, along with access to training in the campus CTL and at the District, offer all faculty increasing opportunities to use instructional technology. We look forward to more Smart classrooms and

access to innovative technology with the renovation of Building 7 scheduled to be completed Spring 2009.

Available technology is current and comparable to that of other colleges.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Does not apply

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

In the next six years, the Foreign Languages Program will need the following:

- A dedicated language laboratory
- More Smart classrooms
- Language-learning software in more languages offered by the Program
- Reassigned time for the sole full-time faculty member to research and design a language laboratory, develop a Spanish certificate program to certify for workforce development opportunities for bilingual employees, court translators, or health professionals.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

The Foreign Languages Program could share the following resources:

- A dedicated language laboratory
- Additional Smart classrooms
- Outreach efforts in advertising offerings, for example, with Learning Communities, such as Kababayan, Puente, and the Honors Transfer Program
- Full-time instructor, qualified in ESOL and at least one foreign language

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

As the Coordinator of Foreign Languages and the sole fulltime Foreign Languages faculty member, Professor Luciana Castro conducts all adjunct faculty evaluations, reviews all course syllabi and book orders, and acts as resource faculty for all Foreign Languages' adjunct faculty. She represents her department in Division meetings, presents new and revised curricula to the Curriculum Committee, participates in the SLOAC process, and brings many cultural events to the college community. Professor Castro was also a member of the Screening Committee for the current Dean of Language Arts/Learning Center position.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Professor Luciana Castro supports the core value of shared governance. She participated in the Accreditation Committee Self-Study, Standard II , 2006-2007. She has also been an active participant in the SLOAC process since it was introduced on Skyline's campus, representing the Foreign Languages Department and leading that department in the formulation of Student Learning Outcomes for all foreign languages courses and currently in the assessment phase of the cycle.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

By promoting departmental and campuswide cultural events, Professor Luciana Castro and the adjunct foreign languages faculty support and encourage the college's core values of lifelong learning, appreciation for diversity, community connection and especially tolerance and understanding. That is in itself an exercise of initiative/leadership in improving practices and services related to the program. In addition, Professor Castro reaches out to community centers, chambers of commerce, non-profit organizations and learning centers in the San Francisco Bay Area in order to advertise the Skyline College Foreign Languages Program every semester.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*

- Explore plans for designing and implementing a language laboratory, along with ESOL faculty
- Work with Outreach Committee to recruit students for Foreign Languages Program
- Explore possible Learning Communities with
 - Administration of Justice program to prepare court interpreters
 - Paralegal Studies program
 - Dance program in Latin and Kababayan dances
 - Early Childhood Education
- Explore possibility of Spanish certificate program
- Explore opportunities for connecting to public/community agencies to offer Spanish 101, Spanish for Public Service

**Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE
Foreign Languages**

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2005	2006	2007
WSCH	2,120	2,272	2,162

Please comment on program enrollment and expected trends.

From 2004-2005 there was a percentage increase because five more sections were added and that increased the FTEs. From 2005-2006, the increase continued even though one section was cut. In Fall 2007 there was a slight decrease of WSCH, but nothing significant. The numbers are steadily very positive even when compared to numbers across campus.

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2005	2006	2007
FTES	70.66	75.74	72.05
WSCH/FTE	539	609	631

Please comment on the comparison of this program to College trends.

The loads in the FL Department are very healthy and have continued to increase, consistent with the growing enrollment of the college. Productivity numbers in the latest semester far exceed the expected breakeven load number of 535 and are expected to continue to grow, as we increase the number of concurrent enrollment classes and expand the program in other ways, such as added offerings or added sections, particularly in Filipino, ASL, and Spanish

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2004/05	2005/06	2006/07
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Retention	84%	78%	79%
Success	73%	67%	70%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

On average, the Foreign Languages Department success rate is 70%, above college level; and the retention rate 80%, a bit below the overall college average, but overall good. Success and retention rates have held steady for the past several years across the foreign languages currently offered. The dip in 2005 in both success and retention occurred when the sole full-time faculty member was on sabbatical. Through support services provided by the Learning Center, such as language-sharing groups, language-learning software, and the like, students' efforts at language learning are enhanced and strengthened.

What student populations are disproportionately underperforming? Has the department done anything to address these students' needs? If so, what does the department plan to do?

Retention and success rates for African-Americans are significantly below the rates of other ethnic groups and even below overall college rates for African-Americans. Clearly, more work needs to be done to discover why this situation exists and how to address it.

Program Review Course Outline & Prerequisite Checklist

Discipline: Foreign Languages

Semester: Spring 2008

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1: What is the course prefix and number?
- Column 2: What is the course title?
- Column 3: What date was the course outline last reviewed or updated?
- Column 4: If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5: If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6: Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7: Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8: Does the course have SLOs on the official course outline of record?
- Column 9: Does the course have assessment plans?
- Column 10: Has the course implemented their assessment plans?
- Column 11: When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1 Prefix & Number	2 Title	3 Review Date	4 Transfer		5 G.E.	6 Prerequisites, Corequisites, Recommendations	7 Validated	8 SLOs	9 Assessment Plans	10 Implementation	11 Reviewed
			csu	uc & csu							
ASL 111	American Sign Language I	2/07	X		X	None		X			
ASL 112	American Sign Language II	2/07	X		X	ASL 111 or equivalent	X	X			
ASL 121	Advanced Elementary American Sign Language I	7/07	X		X	ASL 110, 112 or equivalent	X	X			
ASL 122	Advanced Elementary American Sign Language II	7/07	X		X	Completion of ASL 121, or equivalent	X	X			
ARBC 111	Elementary Arabic I	6/07	X		X	None		X			
ARBC 112	Elementary Arabic II	6/07	X		X	ARBC 111 or equivalent	X	X			
ARBC 121	Advanced Elementary Arabic I	7/07	X		X	Completion of ARBC 112 with a grade of C or better, or equivalent	X	X			
ARBC 122	Advanced Elementary Arabic II	7/07	X		X	Completion of Arabic 121 with a C grade or better, or equivalent	X	X			
ARBC 801	Standard Spoken Arabic	7/07				None		X			
CHIN 111	Elementary Chinese I	8/07	X		X	None		X			
CHIN 112	Elementary Chinese II	8/07	X		X	CHIN 111 or equivalent	X	X			
CHIN 121	Advanced Elementary Chinese I	8/07	X		X	CHIN 112, Elementary Chinese II, or equivalent	X	X			
CHIN 122	Advanced Elementary Chinese II	8/07	X		X	CHIN 121, or equivalent	X	X			
CHIN 130	Intermediate Chinese	8/07	X		X	CHIN 122, or equivalent	X	X			
CHIN 115	Business Chinese	10/07	X			None					
FILI 110	Elementary Filipino I	6/07	X		X	Recommended Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent	X	X			
FILI 111	Elementary Filipino I	6/07	X		X	Recommended Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent	X	X			

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1 Prefix & Number	2 Title	3 Review Date	4 Transfer		5 G.E.	6 Prerequisites, Corequisites, Recommendations	7 Validated		8 SLOs	9 Assessment Plans	10 Implementation	11 Reviewed
			csu	DC & csu								
FILI 112	Elementary Filipino II	4/07		X	X	FILI 111 or equivalent	X		X			
FILI 121	Advanced Elementary Filipino I	4/07		X	X	FILI 110 or FILI 112 or equivalent	X		X			
FILI 122	Advanced Elementary Filipino II	4/07		X	X	FILI 121 or equivalent	X		X			
ITAL 111	Elementary Italian I	6/07		X	X	Recommended: Eligibility for ENGL 836 or ESOL 400 or equivalent	X		X			
ITAL 112	Elementary Italian II	6/07		X	X	ITAL 111 or equivalent	X		X			
ITAL 121	Advanced Elementary Italian I	6/07		X	X	ITAL 110, 112 or equivalent	X		X			
ITAL 122	Advanced Elementary Italian II	6/07		X	X	ITAL 121 or equivalent	X		X			
ITAL 103	Italian for Travelers	8/07	X		X	None			X			
JAPN 111	Elementary Japanese I	7/07		X	X	Recommended: Eligibility for ENGL 836/846 or ESOL 400 or equivalent	X		X			
JAPN 112	Elementary Japanese II	7/07		X	X	Japanese 111 or equivalent	X		X			
JAPN 115	Basic Business Japanese	7/07	X		X	None			X			
SPAN 101	Spanish for Public Service I	7/07	X		X	None			X			
SPAN 103	Spanish for Travelers	8/07	X		X	None			X			
SPAN 110	Elementary Spanish	6/07		X	X	Recommended: Eligibility for ENGL 836 or ESOL 400	X		X			
SPAN 111	Elementary Spanish I	6/07		X	X	Recommended: Eligibility for ENGL 836 or ESOL 400	X		X			
SPAN 112	Elementary Spanish II	6/07		X	X	Spanish 111 or equivalent	X		X			
SPAN 120	Advanced Elementary Spanish	6/07		X	X	SPAN 110, 112 or equivalent college-level course	X		X			
SPAN 121	Advanced Elementary Spanish I	6/07		X	X	SPAN 110, 112 or equivalent college-level course	X		X			

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

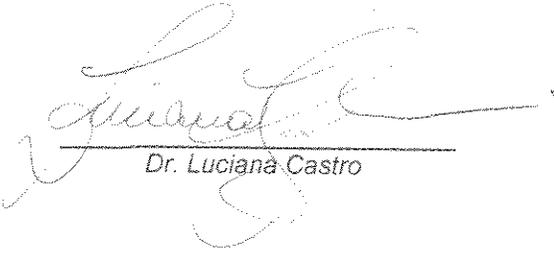
1	Prefix & Number	2	Title	3	Review Date	4		5	6	7	8	9	10	11
						Transfer UC & CSU	G.E.							
	SPAN 122	Advanced Elementary Spanish II		6/07		X	X	X	SPAN 121 or equivalent	X	X			
	SPAN 130	Intermediate Spanish		1/07		X	X	X	Satisfactory completion of SPAN 120 or 122	X	X			
	SPAN 140	Advanced Intermediate Spanish		5/07		X	X	X	Recommended SPAN 130 or equivalent	X	X			
	SPAN 161	Readings in Spanish American Literature I		8/07		X	X	X	Completion of SPAN 140 or equivalent	X	X			
	SPAN 162	Readings in Spanish American Literature II		8/07		X	X	X	Completion of SPAN 161 or equivalent	X	X			
	SPAN 220	Spanish Heritage Speakers I		8/07		X	X	X	Recommended: Completion of SPAN 110 or 112 with a grade of C or better, or equivalent college-level course, or equivalent	X	X			
	SPAN 680	Spanish for Public Safety Officers		3/02		X			None					
	SPAN 801	Conversational Spanish		1/07					None					

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	Prefix & Number	2	Title	3	Review Date	4		5	6	7	8	9	10	11
						Transfer UC & CSU	G.E.							

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures



Dr. Luciana Castro

Date Submitted: April 1, 2008 Division Dean: Ronnie Beizer



Program Review - Resource Needs Summary Table

Program Foreign Languages

	Needs	Notes
Personnel	<ol style="list-style-type: none"> 1. Language Lab instructional aide 2. 3. 4. 	<p>One instructional aide, available to assist students and faculty during lab hours</p>
Equipment	<ol style="list-style-type: none"> 1. Equipment appropriate to instructional technology in a language lab. This would include computers, appropriate audio-visual equipment, and other teaching materials. 2. 3. 	<p>Professor Castro, along with ESOL faculty, will explore the design, staffing, location, technological and other needs of a state-of-the-art language laboratory.</p>
Facilities	<ol style="list-style-type: none"> 1. Language Laboratory to be shared with ESOL 2. 3. 	<p>The Foreign Languages Department would like to share a language laboratory with the ESOL Department, who also provide instruction to students learning a new language.</p>