Skyline College
Foreign Languages
Program Review
Executive Summary

Short Summary of Findings

Skyline College's Foreign Language Program serves students well in their educational and life goals. It provides needed second language training the Bay Area community job market demands to serve immigrant customers/clients. The program is led by its only full-time instructor Luciana Castro. Besides English, Dr. Castro is fluent in four-languages, Spanish, Portuguese, French, and Italian. She is trained through Title III in current technology and active in professional organizations. Foreign Language adjunct faculty have top-notch preparation and proficiency in multiple languages.

The Foreign Languages Program is a model of Skyline's policy of "Students first." It is up to date, employing the most current pedagogy and learning theory to educate students. It enjoys strong relationships with the rest of the Language Arts Division, especially the English and ESOL departments and The Learning Center. It provides foreign language education to students enrolled in diverse majors, from International Studies to Criminal Justice; it complements the offerings in the rest of the District's Foreign Language Program. Through its core courses, the Foreign Language program is connected to the Honors Transfer Program and hopes to build stronger links to the Puente and Kababayan Programs. We serve a vulnerable population in terms of their preparation for college studies; the rate of enrollment, retention and success our core courses is high. As our students' skills improve in foreign language studies, they gain confidence in language learning, a confidence that should translate to other studies.

Our courses represent the world's languages and heritages: European, Middle-Eastern, Asian, and deaf language and culture. Our students learn about world cultures and perspectives because one best learns a language by learning about the culture in which it is embedded; language and culture are intertwined. Spanish is the strongest of the current offerings; students enroll in Spanish courses to satisfy transfer and graduation requirements. We also offer courses in American Sign Language, Arabic, and Tagalog. We will be offering Chinese in Spring 2003. Budget constraints have required that we cut back on several of our offerings; Italian and Japanese will be reviewed to see if they should be offered in the future or deactivated. (Since the last program review, German and French were deactivated.)

Foreign language faculty design courses depending on the public to be served. For example, within the last two years, Spanish faculty designed and taught several experimental courses, including *Spanish for Travelers*, *Spanish for Health Care Professional*, and *Spanish for Public Safety Officers*. These courses have since become regular courses under the names of *Spanish for Travelers* and *Spanish for Pubic Service*. Spanish 690, independent studies, is often offered by our only fulltime professor to provide students with the right sequence of course materials to continue their education in Spanish when there may not be sufficient enrollment to offer more advanced courses. A second example is in the development of offerings in Arabic. Arabic studies began after the need for more Arabic speakers became apparent because of the US involvement in the Middle East after September 11, 2001. The Division dean and fulltime professor identified a potential instructor and worked with him to designed elementary courses. The courses have been successful; Skyline College is the only community college on the San Francisco Peninsula to offer Arabic.

Three Strengths of the Program

- ▪ Personification of Skyline's policy of "Students First" policy
  - ✓ ✓ offerings (revised outlines, new courses, new area of study) based on students needs
  - ✓ ✓ combination of methods to help students prepare to continue on their education in other institutions

- ✓ ✓   support system through personalized conferences with instructors, tutorials in the Learning Center, language sharing groups in the Learning Center
- ✓ ✓   Mentoring, including Puente and mentoring students who studying for the Spanish major or certificate.
- ✓ ✓   Outreach to students, including letters to students to advertise offerings, posters advertising in the community specific courses such as Spanish for Health Care Professionals, and personal outreach in hospitals, clinics and community centers in San Bruno and South San Francisco

- • •   Innovation
  - ✓ ✓   Development of new courses, both experimental and permanent
  - ✓ ✓   TLC workshops every semester on topics such as "How to keep your Spanish Alive, Vibrant, and Fluent"
  - ✓ ✓   Development of courses in new language: Arabic
  - ✓ ✓   Technology and modern up-to-date audio-visual methods implemented in the classroom instruction where technology available

- • •   **Provides students with perspectives that they might not otherwise see**

- ✓ ✓   Offerings representative of world languages: European, Middle-Eastern, Asian, and the Deaf community
- ✓ ✓   Specific instruction on the cultures of the languages being studied

Three Suggestions for Improvement

- • •   Make progress through the goals suggested in Item 1.A, specific goals for the future:
  - ▪ ▪   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 (use the pyramid model: Three classes of Spanish 110, two classes of Spanish 120, two Spanish 130/220, one Spanish 140 and one Spanish 160 class.
  - ▪ ▪   Build the Arabic program by generating sufficient student interest in current offerings
  - ▪ ▪   Analyze student interest to see if there is sufficient interest to offer Tagalog classes during the day
  - ▪ ▪   Redesign and build the Tagalog program, whenever it is offered.
  - ▪ ▪   Advocate for dedicated space for a language laboratory that could be shared with the ESOL Department.
  - ▪ ▪   Advocate for dedicated space in The Learning Center
  - ▪ ▪   Advocate for better equipped classrooms.
  - ▪ ▪   Advocate for additional fulltime faculty to build both day and evening offerings

- • •   Keep the American Sign Language, Tagalog, Chinese and Arabic courses vibrant through evaluation/revision of the course outlines; revive Japanese and Italian with at least first year courses offerings, budget permitting.

- • •   Seek and obtain more support in advertising offerings; various counseling and administrative offices could offer invaluable support in this regard.

SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

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 has as its focus the following:
- ▪ to serve students by meeting their educational goals of transfer, graduation, preparation for employment, and personal development. Students may enroll in foreign language offerings, all of which are college-level academic courses, to satisfy areas requirements at Skyline College and at transfer institutions. High school students are turning to Skyline in greater numbers as a primary source to complete the foreign language requirements needed to enter higher education; often, because of budget constraints or student interest, the foreign language course that students may want to enroll in are not available in area high schools. The evening American Sign Language courses in particular are a draw to both students and parents who often enroll together and study side by side. Moreover, Skyline College students enroll in foreign language courses to improve fluency and literacy in languages that may be spoken by elders in their homes and communities. Skyline students also enroll to improve proficiency so that they are more competitive applicants to jobs where bilingual skills are a premium. (Some jobs even provide extra pay for bilingual skills.)
    - o Skyline students improve critical thinking skills while engaging in foreign language study. Even the basics of a second, third, or fourth language cannot be acquired without comparing/contrasting, analyzing, and synthesizing what is known about the native language and what is being learned about the target language. Students must be able to engage in higher order thinking skills to learn to appreciate and value the cultures in which the languages are embedded; one cannot truly acquire a second 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 other people from different cultural backgrounds see the world and therefore, they enhance their perspective about all kinds of issues and matters. The language learning skills we teach students are the key foundation for further work in critical thinking. Students are encouraged to think for themselves in the context of a multicultural and rapidly changing world.

- ▪ to serve the community and help fulfill the needs of the Bay area work force by providing employers and employees access to course offerings that may help them better serve their clientele and market their products to bilingual consumers. Skyline College's service area is home to large numbers of immigrant families whose educational, healthcare, and social services needs may be better met in languages the families are fluent in. Further, these immigrants form a large part of the purchasing public. Businesses that can market and sell to them in their native languages can earn a larger market share. The courses we currently offer are relevant to the needs of the Northern Peninsula community (including the city of San Francisco) and the South Bay Area. These courses are enumerated in section B.1.

The Foreign Language program has these specific goals for the future:
- ▪ 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.
- ▪ Build the Arabic program by generating sufficient student interest in current offerings
- ▪ Analyze student interest to see if there is sufficient interest to offer Tagalog classes during the day
- ▪ Redesign and build the Tagalog program, whenever it is offered.
- ▪ Advocate for dedicated space for a language laboratory that could be shared with the ESOL Department.
- ▪ Advocate for dedicated space in The Learning Center
- ▪ Advocate for better equipped classrooms.
- ▪ Advocate for additional fulltime faculty to build both day and evening offerings

The Foreign Languages program contributes to the mission and priorities of the College by offering college-level courses that
- enable students to
  - develop their minds and skills to their full potential
  - foster their ability to perform even better in their own native languages,
  - transfer what they learn about language learning into what they are learning in English
  - achieve transfer, graduation, work preparation, and personal development goals.
- serve the workforce development needs of the neighboring community by providing
  - more potential employees with bilingual skills
  - course work for current employees who want to acquire or sharpen a second language for use in current employment

In addition, the Foreign Language department provided community outreach and service by instructing a Spanish class for three semesters for Redwood City public officials. This offering was coordinated by the district's community service program.

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

The Foreign Languages program coordinates primarily with the English Department (as home to a number of special programs and learning communities), the ESOL Department, The Honors Transfer Program (HTP) , the International Studies major, and with The Learning Center (TLC).
- English department programs, Puente and Kababayan: We have just developed and started teaching a new course, Spanish 220, *Spanish for Spanish-Speakers*, that we hope will be attractive to Puente students; we know that success in one language often translates to further success in another. We hope to begin discussion with both the Puente Program and the Kababayan Program about making a tighter link between Spanish 220 and Puente and between Tagalog and Kababayan.
- ESOL Department: ESL and Foreign Language instruction are closely linked disciplines because both provide instruction to students learning a new language. The Foreign Language Department and ESOL faculty enjoy sharing information about language learning and teaching methodology. Further, some faculty who are qualified in one are also qualified in the other, so the two departments may act as referrals to one another of potential new faculty.

- HTP: Since Fall 2001, Spanish 110 and Spanish 120 have been offered as part of the Honors Transfer Program.
- International Studies major: This new major is housed in the Social Science/ Creative Arts Division. In order to support the goals of this major, additional efforts have been made to increase student interest in the study of Tagalog. Further, new studies in Arabic were launched. Skyline's Foreign Language Department is the only department in the District to offer Arabic; City College of San Francisco refers students who wish to enroll in college-level course work as the only Arabic course CCSF offers is through their community services department. We hope these courses will serve Skyline international studies majors, students who are interested in the new Middle Eastern studies area at San Francisco State, and students who may need to speak Arabic at work or in future careers.
- TLC: Many students enrolled in Foreign Language courses tell their instructors that they are doing so in the hope that they will enhance their ability to find employment after completion of such professional majors as Cosmetology, Criminal Justice and Business. In addition we work closely with The Learning Center (TLC) to provide academic support to students enrolled in foreign language courses through individual and group tutorials, review sessions, and language sharing groups. Felix Perez, TLC Tutor-Coordinator, works with Foreign Language Professor Luciana Castro in identifying, selecting, and hiring tutors to assist students who take Spanish classes in the morning and evening classes. Spanish majors and students who need extra help seek asssistance in The Learning Center to succeed in their exams and graded assignments. Students who wish to improve their basic skills in Spanish also find help in the Media Center; special assistance is available to help students develop listening comprehension abilities. Faculty, especially Spanish Instructors collaborate with the Tutorial Assistance Program and Media Service staff to design assignments. Some assignments require students to take advantage of resources available in Media Service Files and the Learning Center Tutorials.The disabilities specialist also provides help to students who require testing or special accommodations. Foreign Language instructors and tutors coordinate to a lesser degree with the other student services, especially general and EOP&S counselors, and with librarians.

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

The Foreign Language program does not have an advisory board. However, Foreign Language faculty are members of professional organizations such as
- the Northern California Foreign Languages Association,
- the Modern Languages Association,
- Foreign Languages Community Colleges Association,
- 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)
- several linguistics and cultural organizations.

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 our work at IMPAC, we are also hoping to shape the discussion about under-graduate requirements for foreign language majors.

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

We meet the needs of our diverse community, its students and their programs, in a number of ways.

Students: We seek to engage our students with lively texts, videos, CDRoms, videotapes, cassette tapes, siberdictionaries, Internet tutorials that are mainly all content/culture based.   We sellect texts emphasizing reading and viewing sellections across a variety of college discipliines (not solely literature), including materials about popular culture, history, geography, folklore, and journalism.   All of the aforementioned material provides different perspectives about a variety of world cultures.

Further, a new language cannot be learned without learning about the culture in which it is embedded.   It is a truism in foreign language learning that the best language learner is one who values the target language to the same degree as the primary language. Helping students understand, appreciate, and harness this practical aspect of language learning may transfer to other learning about cultures or ways of being that are different from the one with which they are more familiar.

By demonstrating that there are a variety of ways of speaking about everyday life and all of them are good, we show students in a concrete way how they can value what they know and how they can also value something from a different culture. It teaches them to honor and appreciate the subtleties of difference. It may also teach them about the power of language in everyday communication and for both good and ill.

Other Programs: While we infuse our general curriculum with this defintition of diversity, we have also designed foreign language courses to complement other majors.   We have designed and offered Spanish 103, *Spanish for Public Service*, a course that could be offered to complement study in the health professions, in criminal justice, or in education. If relevant,we could offer similar coursework for other majors, such as International Business

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

The last self-study was done some time ago and listed the specific goals below. We assess progress in meeting these goals immediately following each goal.
- ▪ to provide lower division AA degree and transfer programs which prepare students for continued education in baccalaureate colleges and universities.
  - o Response: the program offers degree applicable and transferable courses in American Sign Language
  - o Response: the program offers degree applicable and transferable courses in Arabic
  - o Response: the program offers degree applicable and transferable courses in Chinese

- o   o   Response: the program offers degree applicable and transferable courses in Italian
- o   o   Response: the program offers degree applicable and transferable courses in Japanese
- o   o   Response: the program offers a major and degree applicable and transferable courses in Spanish: Spanish 110, Spanish 120, Spanish 130, Spanish 140, Spanish 161, and Spanish 162.
- o   o   Response: the program offers degree applicable and transferable courses in Tagalog

- ▪   ▪   to provide offerings that will address the needs of businesses and the labor force within that community
  - o   o   Response: the program developed and offered the courses listed below but was unable to continue offering them due to budget constraints.
    - •   •   Japanese 115, *Japanese for Business*
    - •   •   Spanish 101, *Spanish for Public Service I*
    - •   •   Spanish 680, *Spanish for Public Safety Officers* (experimental)
    - •   •   Spanish 680, *Spanish for Health Care Professionals* (experimental)

- ▪   ▪   to provide a variety of foreign languages for traveling or life enhancement
  - o   o   Response: the program developed and offered the course lsited below but was unable to continue offering them due to budget constraints
    - •   •   French 680, *French for Travelers* (experimental)
    - •   •   Italian 680, *Italian for Travelers* (experimental)
    - •   •   Spanish 103, *Spanish for Travelers*
    - •   •   Spanish 680, *Spanish for Travelers* (experimental)

- ▪   ▪   to expose our students to other cultures as they learn the target language; their customs, history, values, music and geography.
  - o   o   Response: current course outlines include an emphasis on culture. They are Chinese 111/112, Spanish 130, Spanish 140, Spanish 161 and 162 (Readings in *Spanish American Literature I and II*). The elementary Spanish courses also include cultural awareness but not with the depth as the more advanced courses.
  - o   o   Response: several course outlines have been rewritten to emphasize culture. They are ASL 112 and Spanish 120.
  - o   o   Response: All new course outlines are written to emphasize culture. They are Arabic 111, Arabic 112, Arabic 121, Arabic 122, Spanish 101, Spanish 103, Spanish 680, Italian 680, French 680,

A number of recommendations were also made; they are listed below together with an evaluation of progress:
- ▪   ▪   Spanish: Continue assessment of needs and staying current with new trends in teaching Spanish.
  - o   o   Response: The program has stayed current with new trends through the efforts of the only fulltime instructor of the program. She atends conferences and meetings and maintains open communication with other foreign language professionals.

- ▪ French: The French program at its present enrollment level could not support hiring a full-time instructor. However, a full-time instructor is needed to maintain, foster and develop interest and functionability of this program. It is recommended that consideration be given to hiring a full-time instructor who has the qualifications to teach both French and Spanish. The Spanish program could support part of the load of a full-time teacher in addition to the existing fulltime position.
    - o o Response: a new full-time instructor qualified to teach in both languages was hired. However, the full-time faculty assigned to teach Spanish only retired and was not replaced resulting in the new fulltimer taking over his prior assignment and not being assigned to teach French. French courses were deactivated in 2000-2001.
- ▪ Italian: Keep an active needs assessment program. Strengthen the available tutorial services and software materials for outside of class practice.
    - o o Responses: This was done to a limited extent before the current year. Due to budget constraints and a changing student demographic, Italian classes were not offered in Spring 2003 and Fall 2003. The program will review these offerings to see if they should be deactivated.
- ▪ Japanese: Keep an active needs assessment in this area.
    - o o Response: Due to budget constraints and a changing student demographic, Japanese classes were not offered in Spring 2003 and Fall 2003. The program will review these offerings to see if they should be deactivated.
- ▪ Tagalog: It is recommended that the Filipino student body be surveyed to establish Tagalog language needs and interest. It is further recommended that courses be designed to addess those needs and interests.
    - o o Response: To our knowledge, a survey was not done. However, additional courses in Tagalog were developed but have not been offered due to budget constraints.
- ▪ Facilities and equipment: It is recommended that some (ten) computers be placed in the area where language cassette tapes are being used for the purpose of listening and oral practice. There is a need for all the foreign language programs to increase or upgrade their software holdings.
    - o o Response: The Learning Center computers that allow students to practice foreigm languages are a limited option due to the noisy location where they are placed. A dedicated foreign language laboratory would and should provide adequate conditions to practice foreign languages.

PART B: 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).

Foreign language courses include
- ASL – American Sign Language (ASL 111, *American Sign Language I*; ASL 112, *American Sign Language II*; ASL 211/122 *Advanced Elementary American Sign Language I and II*
- Arabic (Arabic 111, Elementary Arabic I; Arabic 112, Elementary Arabic II; Arabic 121, Advanced Elementary Arabic I; Arabic 122, Advanced Elementary II)

- Chinese – (Chinese111, *Elementary Chinese I*, Chinese 112, *Elementary Chinese II*)
- Italian – (Italian 111, *Elementary Italian I*; Italian 112, *Elementary Italian II*; Italian 121, *Advanced Elementary Italian I*; Italian 122, *Advanced Elementary Italian II*)
- Japanese – (Japanese 111, *Elementary Japanese I*; Japanese 112, *Elementary Japanese II*; Japanese 115, *Basic Business Japanese*)
- Spanish – (Spanish 111, *Elementary Spanish I*; Spanish 112, *Elementary Spanish II*; Spanish 121, *Advanced Elementary Spanish I*; Spanish 122, *Advanced Elementary Spanish II,* Spanish 130, *Intermediate Spanish*, Spanish 140, *Advanced Intermediate Spanish,* Spanish 161 and 162, *Readings in Spanish American Literature I and II*)
- Tagalog- (Tagalog 111, *Elementary Tagalog I*; Tagalog 112, *Elementary Tagalog II*; Tagalog 121, *Advanced Elementary Tagalog I*; Tagalog 122, *Advanced Elementary Tagalog II,* Tagalog 801 and 802, *Conversational Tagalog I and II*)

The foregoing languages are representative of the world's languages and population. They include two European languages (Italian and Spanish), three Asian Languages (Chinese, Japanese and Tagalog), one Middle Eastern language (Arabic), and one language from the deaf community (American Sign Language.) Students who want to learn about culture and language as a human phenomenon which has a number of ways for expressing word relationships, (i.e, grammar and syntax) have a breadth of different languages with expressly distinct origins from which to choose.

Further, these languages may be of great interest to the students for a number of reasons:
- They come from homes where these languages are spoken by elders. (Large numbers of Skyline students come from Arabic-speaking, Chinese-speaking, Spanish-speaking, and Tagalog-speaking homes.)
- They can get practice in nearby natural settings. There is a fairly large number of businesses, such as restaurants, where the language students are studying is spoken. Media, both print and voice, is widespread in some of the languages, e.g., Chinese, Spanish, Tagalog.
- They can use these languages in work or for travel. For example, there is a pressing need for Arabic translators by the U.S. government because of the world situation.

Faculty and the division dean have made great strides in the area of ascertaining the appropriate mix of course offerings to serve the economy, needs of our constantly changing Bay Area community, and our students. The data about the enrollment retention suggests that this is working.

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

The program remains current in the discipline through its faculty who regularly attend and present at professional meetings and conferences, meet with representatives from other Bay Area community college foreign language departments, discuss language learning theory with colleagues in ESOL and English, and read in the area.

The only fulltime faculty member in the department participated in Title 3 training and shares what she has learned with her adjunct colleagues whenever time permits.

3.   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 and students from countries where Arabic is the official language. The Foreign Language Department has responded by
- Reviewing its curriculum to determine which courses should be deactivated. In 2000-01, all French and German courses were deactivated.
- Continuing to offer Tagalog classes at night, but initiating discussion in Fall 2003 to determine if these courses should be revised for possible scheduling during the day. Further review must proceed, perhaps with a student survey or student focus groups, to ascertain student interest.
- Developing a curriculum in Arabic. To date, the first two courses in the four-course sequence have been scheduled with the thought of building student interest/enrollment that would justify offering additional courses in the sequence.
- Making scheduling decisions based on student interest and availability of courses at neighboring colleges. When the Foreign Language Department was faced with having to offer fewer courses because of budget constraints, the department checked with neighboring schools and decided to focus in on building curriculum and enrollment in four languages: ASL, Arabic, Spanish and Tagalog. The number of students and the amount of interest in Chinese are being reviewed with an eye to further developing this curriculum.

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

The Foreign Language Department has focused its efforts on building curriculum in several key areas: Arabic and Spanish. With only one fulltime faculty member (in Spanish) on staff and a rotating cadre of adjuncts who teach the rest of the languages at night, the program felt that it could not fragment its efforts. Further, the fulltime faculty member has had an irregular schedule for the past year for a variety of personal reasons.

The courses which have been reviewed and modified since the last program review include American Sign Language II, Spanish 120, Spanish 121, Spanish 122.

The courses that still need to be reviewed and the proposed semester for doing so include
- • ASL 111, American Sign Language I, Spring 2004
- • ASL 121 and 122, Advanced American Sign Language I and II, Fall 2004
- • CHIN 111 and 112, Elementary Chinese I and II, Spring 2005
- • SPAN 110, Elementary Spanish, and SPAN 111/112, Elementary Spanish I and II Spring 2004
- • SPAN 130, SPAN 140, Fall 2004
- • SPAN 161/162, Spring 2005
- • TAGA 111 and 112, Elementary Tagalog, Fall 2004
- • TAGA 121 ands 122, Advanced Elementary Tagalog, Spring 2005

This should permit the fulltime faculty member to work with the adjunct faculty to review these courses and submit course revisions well before the need to begin work on the next program review.

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

Not Applicable

6. Discuss plans for future review and program modification.

Future goals were listed in part 1-A. We will assess progress towards these goals over the next five years. We will also be evaluating the viability of two languages, Italian, and Japanese, to see if course outlines should be modified and the courses offered again or if these courses should be deactivated.

PART C: 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.

Luciana Castro, the only fulltime member of the faculty, has participated in the following conferences, presented papers, or otherwise participated in the following staff development activities

- 1998 Latin American Studies Association conference in Guadalajara, Mexico.
- 1998 Spring Flex activity organization on Foreign Languages and how to create better marketing strategies for our district
- Paper: "El corrido de la batalla de Torreon and its historical implications and falacies"
- 1998 Puplished paper in the Smithsonian InstituteJournal of African Studies: " Repente and cordel and its African nuances"
- 1998 American Folklore Society in Portland, Oregon. Paper: " Pablo Neruda's poem on Joaquin Murrieta and the corrido of Joaquin Murrieta, their literary and historical legacy
- 1999 -2000 Title III participant, Daedalus and Plato training
- 1999 American Folklore Society conference in Memphis, Tenessee. Paper presented: "Chulas Fronteras"
- 1999. Aberdeen, Scotland. Paper presented: " El corrido de Joaquin Murrieta and its historical veracity"
- 1999 Northern California Foreign Languages Association Conference attendance
- 2000 Foreign Languages Community Colleges Association attendance
- 2000 Universita Boccone di Milano. Research on Foreign Languages methods for teaching foreign languages with audio-visual equipment
- 2001 Foreign Languages Community Colleges Association attendance. Discussion participation on California Placement tests.
- 2001 McGraw-Hill review of ENTREVISTAS final edition
- 2001 American Folklore Society conference attendance to research Eskimo languages in Anchorage, Alaska.
- 2001 Keynote Speaker on "Educación a los Padres Latinos e Hispanos" at Skyline College
- 2002 College of San Mateo Language Fair
- 2002 Course outline updates

- 2002 Spanish Instructors selection process
- • 2002-2003 IMPAC, Intersegmental Major Preparation Articulated Curriculum as a foreign language discipline representative, current
- • travel to a variety of foreign countries, including Italy, Mexico, and Brazil

Other faculty have also participated in staff development to the extent that their adjunct status permits. Although not frequently, evening and day Foreign Languages faculty meet or are in touch on 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 language instructors are selected, both the sole fulltime faculy member and the division dean provide one-on-one orientation on a variety of matters ranging from the practical to the more theoretical. The Language Arts Staff Assistant also provides assistance. Orientation includes
- • Introduction to Skyline College and its culture, practices and procedures
- • Expectations of Foreign Language faculty, including appropriate preparation of course syllabi, book orders, and classroom content
- • Logistics, such as navigating the campus, securing a parking permit, referring students to academic support services
- • Working with other services, such as Admissions and Records and General counseling
- • Professional responsibilities, such as curriculum preparation

The tutors who work in the Learning Center are selected and interviewed by the Tutor Coordinator working in The Learning Center and the Foreign Language coordinator, the department's only fulltime faculty member. The faculty member does the primary evaluation of experience and potential to be language tutors and instructional aides. The Tutor Coordinator provides the orientation.

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

A number of techniques have worked in the past, including
- • Notifying professional organizations and colleagues of vacancies
- • Contacting graduate schools in the region
- • Asking the District Human Resources Office to highlight openings
- • Contacting deans and department chairs of Foreign Language Departments at other

The division dean and Luciana Castro, the sole fulltime faculty member in Foreign Languages, are the key persons who receive resumes, interview applicants, and select potential candidates for assignments at Skyline College.

PART D: 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.

Not all college classrooms are adequately equipped to hold foreign languages classes. Classrooms usually assigned to foreign language instruction are not wired to the INTERNET, nor do they have effective working audio-visual equipment that should be available in all classrooms in which language instruction occurs. Further, there is not a dedicated language laboratory, a necessity in foreign language learning. **We recommend that such a laboratory be established and that some area in The Learning Center be dedicated to support student practice and acquisition of the foreign language students are studying.** Students lacking access to such support cannot achieve competence to the degree and with the speed and accuracy that students who have such access. Further, having these two spaces would allow students to complete the laboratory hour by arrangement; it is a critical part of the plan to give added support to and serve as a safety net for Skyline students. It would also improve Foreign Language program outcomes in student retention, completion, and success. This is especially so in Spanish.

2. List projected needs.

Projected needs include:
- • A dedicated space for a language laboratory in which classes could be conducted three times a week at a minimum and which students could use at other times for individual practice
- • More chalk or white boards in classrooms
- • Sound-proof walls in classrooms to permit oral practice and small group work
- • Modern, media-equipped classrooms
- • One or more computer stations in Foreign Language classrooms connected to The Learning Center for access to programs such as Plato and other online tutorials

We recommend that the foregoing be implemented during any modernization that should occur at Skyline College.

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

The only Foreign Languages faculty member who is fulltime has exposed students to computer-assisted instruction and modern audio-visual materials and methods after having participated in Title III. As mentioned in section D.1, technology is woefully lacking.

The only fulltime member of the Foreign Language faculty was absent much of last year due to a workplace injury and childcare leave. Despite the limits on her time and the large number of professional demands, she has done her best to keep things current on her website. The Foreign Language website needs further development but may have to wait until she can devote more time to it.

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

Not applicable.

PART E: Budget Request

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

The Foreign Language program is constrained from growing, sustaining a sequence of courses for the Spanish major, and providing instruction in a broader range of classes due to limited resources. Resources needed to maintain a viable program include the following:

- • Electronic, multi-media classrooms in which to provide instruction
- • At least one more classroom during the day in which to offer additional sections of Spanish and in which to offer other foreign language classes now offered only at night. Prime candidates for day instruction are Arabic, Chinese, and Tagalog.
- • A dedicated language laboratory
- • Additional funds to hire adjunct instructors to instruct new sections during the day.
- • Additional funds to hire adjunct instructors to instruct discontinued classes at night, for example, Italian
- • Additional funds to hire adjunct instructors to instruct additional sections of popular classes at night, for example, Chinese, Spanish, and Tagalog
- • Additional funds to hire adjuncts to develop and instruct new courses, such as "Spanish for the Legal Professions"
- • A fulltime instructor to permit the building of both day and evening offerings. The instructor hired should be qualified to teach Spanish and at least one of the other languages which will continue to be offered.
- • Reassigned time for the fulltime faculty member to design and propose
    - o A schedule of offerings to truly serve Spanish majors, for example, a pyramid of Spanish courses that will sustain enrollment through the highest levels of Spanish required for the major
    - o A Spanish certificate program to certify for such possibilities as bilingual pay or court translators
- • Funding to develop additional partnerships, for example, with Kababayan, Puente, and WIT

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

The program could share the following with the Skyline College ESOL Department:
- Dedicated space for a language laboratory
- If qualified to teach both ESOL and a foreign language, a fulltime instructor (Most ESL master's programs require some degree of fluency in two or more languages: proficiency in one and a last one semester in a second.)
- Additional classroom space, depending on how courses are scheduled.

If new partnerships are created, resources could be shared among the partners, for example, between Spanish and Puente or between Tagalog and Kababayan.

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

Weekly Student Contact Hours – WSCH

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

We are reporting information for each set of distinct language offerings in the Foreign Language Program for the 3 previous years, both Fall and Spring.

FALL SEMESTERS

American Sign Language I

Year	*2000*	*2001*	*2002*
WSCH	167	193	283

American Sign Language II

Year	*2000*	*2001*	*2002*	
WSCH				59
		89		
	77			

Elementary Arabic I and Elementary Arabic II

It was still early in the program to get data since it started Fall 2002.

Advanced Elementary Spanish

Year	*2000*	*2001*	*2002*
WSCH	156	132	78

Conversational Spanish 1

Year	*2000*
WSCH	51

Advanced Elementary Spanish

Data Not Available

Elementary Spanish

Year	*2000*	*2001*	*2002*
WSCH	372	180	216

Elementary Spanish Honors

Year	*2000*	*2001*	*2002*
WSCH	279	380	387

Elementary Spanish II

Year	*2000*	*2001*	*2002*
WSCH	44	100	156

Intermediate Spanish

Year			2002
WSCH			44

Intermediate Spanish Honors
Spanish for Public Service I

Data not available

Spanish for Travelers

Data not available

Spanish Special Projects

Year	2000	2001	2002
WSCH	4	15	12

* often offered to students needing to complete requirements for the major when we do not have sufficient enrollment for a class.

Elementary Tagalog I

Year	2000	2001	2002
WSCH	105	148	320

Elementary Tagalog III

Data not available

SPRING SEMESTERS

American Sign Language I

Year	2000	2001	2002
WSCH	160	211	274

American Sign Language II

Year	2000	2001	2002
WSCH	48	80	

Elementary Arabic I

Year			2002
WSCH			124

Elementary Arabic II*

Year			2002
WSCH			4

*offered in the same classroom as ARBC I, but with advanced assignments, to accommodate students who wish to take more Arabic when there is insufficient enrollment to warrant a separate section

Advanced Elementary Spanish- Honors

Year	2000	2001	2002
WSCH		146	

Advanced Elementary Spanish

Year			2002
WSCH			73

Advanced Elementary Spanish II

	2002
Year	2002
WSCH	69

Conversational Spanish I

	2000	2001	2002
Year	2000	2001	2002
WSCH	90	99	

Elementary Spanish

	2000	2001	2002
Year	2000	2001	2002
WSCH	360	198	234

Elementary Spanish Honors

Data not Available

Elementary Spanish I

	2000	2001	2002
Year	2000	2001	2002
WSCH	302	352	298

Elementary Spanish II

	2000	2001	2002
Year	2000		
	2001		
	2002		
WSCH	129	116	104

Intermediate Spanish Honors

Data not available

Spanish for Public Service I

	2002
Year	2002
WSCH	80

Spanish for Travelers

	2002
Year	2002
WSCH	108

Spanish Special Projects

	2000	2001	2002
Year	2000	2001	2002
WSCH	2	3	9

Tagalog I

	2000	2001	2002
Year	2000	2001	2002
WSCH	170	271	168

Tagalog II

	2000	2001	2002
Year	2000	2001	2002
WSCH			100

Please comment on program enrollment and expected tends.

We are unable to comment with as much authority on all languages because except for Spanish, all of the other courses are taught only at night and by a small but dedicated corps of adjunct faculty, many of whom are employed fulltime as foreign language teachers elsewhere during the day.   (Other adjunct faculty are employed fulltime in positions which make use of their bilingual skills.)   We do believe that much of what we observe for Spanish may also be true for the other languages.

Enrollment in the Fall is higher than in the Spring semesters generally in all levels of Spanish. Fall 2000 and 2001 carried consistently high loads whereas Fall 2002 presented a lower enrollment in Spanish because the only full-time faculty member was injured on the first day of the semester.   There was some uncertainty about her return as she tried to continue to work for the sake of the students who wanted to take classes with her in particular. Finally, medical wisdom prevailed and she was out on worker's compensation. There were difficulties in identifying a suitable replacement for her classes on such short notice because of the strong competition from colleges and high schools for Spanish teachers. Suitable replacements were soon identified, but the absence of such a vital member of the faculty took a toll on enrollment.

We expect demand for Spanish courses to grow as the number of speakers of Spanish continues to increase; people who speak and write Spanish will have more to offer to potential employers and employers may ask employees to learn this means of communication with an increasing Latino immigrant population. We expect demand for Tagalog to grow as the Kababayan Program blossoms. If a study abroad program in the Philippines comes to fruition, this may create a demand for daytime study in Tagalog. Three factors may also contribute to increased demand for Arabic classes: continued involvement by the United States in the Middle East, increased interest in Middle Eastern studies, and increased numbers of students at Skyline whose elders speak Arabic. Further, as baby boomers retire and begin to travel, demand for foreign language classes may also grow.

FTE and WSCH/FTE (LOAD)

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

We are reporting information for each set of distinct language offerings in the Foreign Language Program for the 3 previous years, both Fall and Spring.

FALL SEMESTERS

American Sign Language I

Year	*2000*	*2001*	*2002*
FTE	5.6	6.4	9.4
WSCH/FTE	29.7	446	387

American Sign Language II

Year	*2000*	*2001*	*2002*
FTE	2.0	3.0	2.6
WSCH/FTE	297	446	387

Elementary Arabic I and Elementary Arabic II

It was still early in the program to get data since it started Fall 2002.

Advanced Elementary Spanish

Year	2000	2001	2002
FTE	5.2	4.4	2.6
WSCH/FTE	366	280	420

Conversational Spanish 1

Year	2000
FTE	1.7
WSCH/FTE	255

Advanced Elementary Spanish

Data Not Available

Elementary Spanish

Year	2000	2001	2002
FTE	12.4	6.0	7.2
WSCH/FTE	1116	540	648

Elementary Spanish Honors

Year	2000	2001	2002
FTE	9.3	12.7	12.9
WSCH/FTE	1396	1901	1937

Elementary Spanish II

Year	2000	2001	2002
FTE	1.5	3.3	5.2
WSCH/FTE	220	500	780

Intermediate Spanish

Year		2002
FTE		1.5
WSCH/FTE		132

Intermediate Spanish Honors
Spanish for Public Service I

Data not available

Spanish for Travelers

Data not available

Spanish Special Projects

Year	2000	2001	2002
FTE	0.1	0.5	0.4
WSCH/FTE	0	0	0

* often offered to students needing to complete requirements for the major when we do not have sufficient enrollment for a class.

Elementary Tagalog I

Year	2000	2001	2002
FTE	3.5	4.9	10.7

WSCH/FTE	525	740	1599

Elementary Tagalog III

Data not available

SPRING SEMESTERS

American Sign Language I

Year	*2000*	*2001*	*2002*
FTE	5.3	7.0	9.1
WSCH/FTE	799	1054	1371

American Sign Language II

Year	*2000*	*2001*	*2002*
FTE	1.6	2.7	
WSCH/FTE	240	400	

Elementary Arabic I

Year	*2002*
FTE	4.1
WSCH/FTE	620

Elementary Arabic II*

Year	*2002*
FTE	0.1
WSCH/FTE	0

*offered in the same classroom as ARBC I, but with advanced assignments, to accommodate students who wish to take more Arabic when there is insufficient enrollment to warrant a separate section

Advanced Elementary Spanish- Honors

Year	*2000*	*2001*	*2002*
FTE		4.9	
WSCH/FTE		439	

Advanced Elementary Spanish

Year	*2002*
FTE	2.4
WSCH/FTE	731

Advanced Elementary Spanish II

Year	*2002*
FTE	2.3
WSCH/FTE	688

Conversational Spanish I

Year	*2000*	*2001*	*2002*
FTE	3.0	3.3	
WSCH/FTE	450	495	

Elementary Spanish

Year			
2000			
2001			
2002			
FTE	12	6.6	7.8
WSCH/FTE	1080	594	702

Elementary Spanish Honors

Data not Available

Elementary Spanish I

Year			
2000			
2001			
2002			
FTE	10.1	11.7	9.9
WSCH/FTE	1511	1760	1490

Elementary Spanish II

Year	**2000**	**2001**	**2002**
FTE	4.3	3.9	3.5
WSCH/FTE	645	580	520

Intermediate Spanish Honors

Data not available

Spanish for Public Service I

Year	**2002**
FTE	2.7
WSCH/FTE	400

Spanish for Travelers

Year	**2002**
FTE	3.6
WSCH/FTE	540

Spanish Special Projects

Year	**2000**	**2001**	**2002**
FTE	0.1	0.1	0.3
WSCH/FTE	0	19	68

Tagalog I

Year	**2000**	**2001**	**2002**
FTE	5.7	9.0	5.6
WSCH/FTE	850	1355	839

Tagalog II

Year	**2000**	**2001**	**2002**
FTE			3.3
WSCH/FTE			

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

The programs that are reported in Program Review are usually single focus programs divided into classes. However, the Foreign Language Program is an amalgam of disciplines, each discipline a distinct foreign language, under one heading. These disciplines are subdivided into classes that sometimes use the same numbering system, for example, 110, 111, 112,120, 121, 122, and so forth.   This superficial similarity masks the diversity of offerings; each language has its own core of knowledge and linguistic competencies for students to master as well as a distinct cultural legacy that students must be aware of, even if they cannot master all of the nuances.   Reporting and interpreting data for such distinct offerings is difficult; factors that increase student demand (thus load) for one foreign language course, e.g., more speakers of Arabic seek Arabic classes, may contribute to the decline in another, e.g., French, which has already been deactivated. Further, foreign language load may be quite high in those instances where we cannot afford to offer more than one section of a class, e.g., night classes. The teacher's choice is to allow students to enroll in greater numbers than is wise or to deny access completely to the only section that is offered. Moreover, there is no proxy for study in a foreign language unless it is study in another foreign language. (Such proxies may exist for other areas of study. For example, sometimes students can satisfy a critical thinking requirement in more than one discipline; the same may be true for statistics. But substituting Spanish for ASL is often not valid because the two languages are dissimilar in origin, places where spoken, and suitability for transfer or a major.) Finally, while load in foreign languages is quite high, perhaps it should not be so. Perhaps foreign languages should be judged not by how high the load is, but on how moderate it is because foreign language acquisition requires individual student response, practice, and response in class. This cannot happen in large classes.

Retention and Success

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

Skyline						
Foreign Languages						
	Fall 2000		**Fall 2001**		**Fall 2002**	
	%Ret	%Suc	%Ret	%Suc	%Ret	%Suc
ARBC					81%	63%
ASL	77%	75%	85%	85%	76%	70%
SPAN	73%	67%	72%	65%	79%	73%
TAGA	69%	69%	71%	67%	83%	71%
	Spring 2001		**Spring 2002**		**Spring 2003**	
	%Ret	%Suc	%Ret	%Suc	%Ret	%Suc
ARBC					90%	68%
ASL	83%	77%	65%	60%	82%	80%
SPAN	81%	75%	78%	70%	73%	67%
TAGA	70%	65%	68%	67%	68%	65%

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.

We will again comment primarily on Spanish, again, because this is the discipline which we know best and the foreign language with the most extensive offerings at Skyline. The retention rate of the elementary Spanish courses is higher than the higher levels of Spanish because of their transfer status. Students tend to persist more in the elementary levels, unless they wish to major in Spanish, because there may be less apparent complexity at the lower levels. Counselors and professionals from student services, for the most part, advise students to come to Spanish classes. We are seeing more and more high school students take one or two levels of a foreign language class to satisfy college entrance requirements, especially when their high schools may have cut back on foreign language offerings due to budget constraints. Moreover, the Tutorial Assistance Program in The Learning Center (TLC) increases success and retention rates of the program due to the excellent work of Felix Perez and the tutors he supervises in language-sharing and tutorial sessions.

It is important to point out the fact that daily classes sometimes can be counterproductive to enrollment, especially in the retention and success of students. Oftentimes students suggest having classes three to four times a week instead of five times a week because of competition from other classes and needing to work. The Spring 2000 and 2001 semesters had a great success and retention rates because SP 120 was offered only three times a week. The single factor that limits this scheduling is the shortage of classroom space.

In the future it would also help the Spanish program if counselors came to class in the second week of classes and talked about the Transfer Center and therefore worked more closely with faculty to advise students of the transfer possibilities for foreign language classes.