View of Toledo, Spain.   Image source: Sara Jácome-Thompson

"Learning another language is not only learning different words for the same things, but learning another way to think about things."
Flora Lewis

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Evergreen Valley College

Spanish Program Review Self-Study

2015-2016

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The EVC Foreign Language Department has its roots back to 1975, beginning with 6 offered courses in French (Elementary, Intermediate and Conversational), German (E,I and C), Greek (C), Japanese (C), Portuguese (C), and Spanish (E, I, and C). These courses were scaled back in 1976 to only French (E, I and C) and Spanish (E, I and C), with a total of 17 sections offered. In French, the courses covered two levels of Language Acquisition, and one level of conversation. In Spanish, the courses covered skills for native and non-native speakers, as well as a course in specific cultures of Spain and Latin America. In 1994, one section of ASL was added to course offerings, although it was not listed as part of the Foreign Language Department (FLD). ASL was integrated into the Foreign Language Department in 2004, and offered introductory and intermediate courses. In 1999, Vietnamese E and C were offered for the very first time at EVC. Lastly, the Spanish Translation and Interpreting Program courses were first offered in spring 2013.Currently, EVC offers 14 sections of Spanish (8 for Spanish 1A, 2 for Spanish 1B, 1 for Spanish speakers, and 3 for the Translation and Interpreting Program) per semester.

Instructional methods in the Foreign Language Department at EVC consistently reflect the current National Standards for Foreign Language Teaching as defined by the American Council for the Teaching of Foreign Languages. Foreign Language course offerings allow students to acquire specific linguistic skills that are coupled with real life classroom and social practices that enrich the students' learning experience.

1. How does your program define effectiveness (success), and what measures have you chosen to gauge it?

Our department defines effectiveness in terms of student proficiency in subject matter, course relevance and quality of delivery, and through Student Learning Outcomes assessment matrices. To measure student proficiency we evaluate Students Learning Outcomes through traditional and non-traditional assessment tools such as exams, quizzes, and rubrics for compositions, interviews, MP3 voice recordings, and debates. To gauge effectiveness as a course, we analyze the results of our SLOs assessment matrices and make the necessary modifications in either the outcome or in our teaching practices. We measure course relevance and quality by staying current with the national teaching

standards and the use of up-to-date technology and software that facilitates student language acquisition and learning.

Typically, IEC recommends that programs arrive at the Program Set Standard to be 92% of the state average (See Fig. 1 below), but that number would be 64.03%, which seems rather low. I have instead, taken the average of our two lowest Success Rates: 65.66 + 72.18) / 2 = 68.92 (See Fig. 2 below). With this in mind, our baseline course success rate will be 68.92%. Should the success rate ever fall below 68.92%, the Spanish Department will need to meet and decide what will be the best course of action for addressing the problem.

	Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	5 Year Average
State Course Success Rate	Enrollment Count	Success Rate	Enrollment Count	Success Rate	Enrollment Count	Success Rate	Enrollment Count	Success Rate	Enrollment Count	Success Rate	
Spanish-1105	57,678	67.98%	54,205	68.81%	50,599	70.71%	50,109	70.55%	47,349	69.85%	69.58%

Fig. 1

		Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	5 Year Average
EVC Course Success Rate		Enrollment Count	Success Rate	Enrollment Count	Success Rate	Enrollment Count	Success Rate	Enrollment Count	Success Rate	Enrollment Count	Success Rate	
	Spanish-1105	297	65.66%	312	73.40%	234	74.79%	289	81.66%	248	72.18%	73.54%

Fig. 2

2. Please summarize the results of any measures you have applied. What do these results mean for your program?

We measure program effectiveness with student retention and success rates. Our student success rate from the fall 2010 to spring 2015 is 73.60% compared to 68.5% from our previous review. Our retention rate has also increased from 81% to 88.8%. This means that student success increased by 5.1% and retention by 7.8 percent. Our goal is to continue increasing student success and course completion by making a more proactive use of intervention programs such as Early Alert, Tutoring center, and our course management system. At this moment we are transitioning from Moodle to Canvas. Our goal is to train all Spanish instructors in Canvas to improve teacher-student communication, offer virtual office

4

hours and allow students to have access to their lessons, assignments, and grades at any time they need them. We are also developing a marketing outreach plan to target bilingual students who would benefit from our Translation and Interpreting Program and our Spanish for Spanish Speakers courses.

3. Where would you like your program to be three years from now?

The Spanish program has grown in course and section offerings. We have added online and translation and interpreting courses. In three years we would like to offer Spanish for Spanish Speakers in hybrid and online versions and include these courses as a prerequisite of the Translation and Interpreting Program, per faculty recommendation. We would also desire to satisfy the need for bilingual law enforcement and healthcare providers by designing and online courses that would fit their busy schedules. We plan to increase student retention and success by increasing instruction quality through peer instructor mentoring, observation, evaluation, and professional development and through a more effective use of intervention programs such as Early Alert, Tutoring center, and our course management system.

1. Please state at least three recent accomplishments for your program which show how it contributes to the College's success.

- Creation of Translation and Interpreting Program. This program was created in response to the demand of translators and interpreters in the area. The first cohort launched in spring 2013 and our third cohort began spring of 2016.
- Spanish 1A and 1B courses are now being offered online. Students with special needs and/or schedule limitations can now take our courses and improve their opportunities of becoming proficient in Spanish and fulfilling transfer requirements.
- High school students are currently fulfilling their foreign language UC and CSU transferring requirements through our Spanish 1A, and 1B courses.

2. State the goals and focus of this program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.

Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. Our program's purpose is not only to help students satisfy admission requirements to either CSU or UC, but to help them become global citizens by learning to communicate in a second language and becoming aware of other cultures and worldviews while increasing their opportunities for professional and personal advancement. Our student population is very diverse, and through our classes we share our distinctive features as well as those qualities that connect us or make us akin to one another.

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   - Access: We make our classes accessible by offering face-to-face, online, morning, evening, and weekend classes.
   - Curriculum and Programs: We have created the Translation and Interpreting program to satisfy the needs of the South San Jose health care, legal, and educational community for English to Spanish and Spanish to English translators and interpreters.

- o Services: we have increased tutoring referrals and services for students to improve retention and success.

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   - o Increase Visibility: we participate in marketing activities for our Translation and Interpreting program via radio, visits to high schools, malls, and Spanish speaking magazines and EVC's website. For our Spanish courses we advertise via posters and email.
   - o Develop Strategic Partnerships: The Foreign Language Department has worked in partnership with institutions and organizations such as San Jose State University, San Jose City College, Santa Clara County Court, California School for the Deaf, and the deaf community to establish a network of partnerships that harvest reciprocal benefits to students and community. The department also provides student field trips to provide real life experiences in the community.
   - o Building Campus Community: The Foreign Language Department encourages students to participate in campus wide activities and events of academic and cultural relevance, such as *Spooktacular, EVC Kicks it Outside, ENLACE*'s 5 de Mayo celebrations and Speaker Series. It also encourages faculty to attend professional development days, workshops and conferences.

3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   - o Student Access: we provide classes at a convenient time for college and high school students that allow them to fulfill foreign language requirements to transfer and graduate. Our Translation and Interpreting Program is offered on evenings and weekends in order to give our working student population the opportunity to obtain their Translation and Interpreting certificate. The Spanish program collaborates with EVC's the Honors, Tutoring, and Disabilities Support Program. Our online courses are being tested for accessibility of every activity, document, assignment and lesson delivery methods.
   - o Employee Development: all faculty members are encouraged to attend PPD, Language Arts Division meetings, department meetings to collaborate and discuss growth and development in and outside of the classroom.

3. Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.

Below are graphs that include statistics for the Spanish Program and the Translating and Interpreting Program. The data was not separated, therefore, it does not accurately reflect the Spanish Program and the Translation and Interpreting Program as two distinct entities. There is an individual Program Review for the T&I Program.

Seat Count by Gender
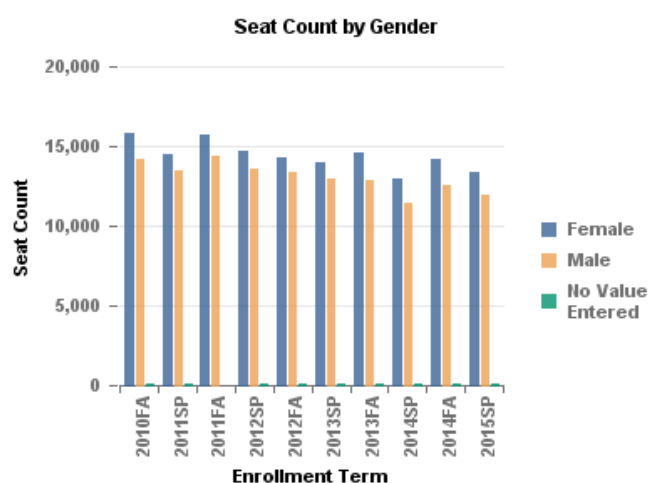
EVC   Spanish Department
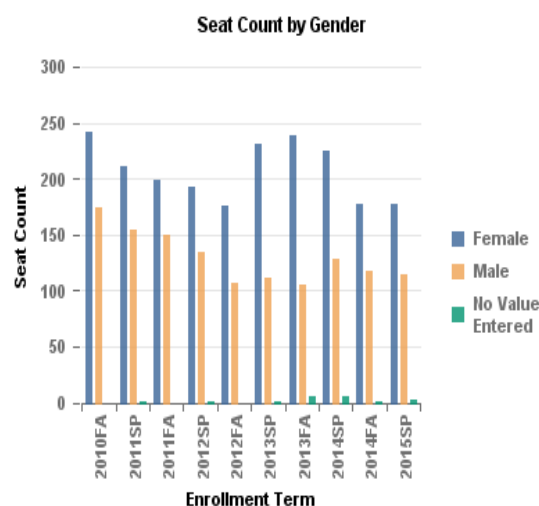
This information indicated that female students in Spanish are consistently a greater percentage (60%) than in EVC as a whole (53%).

Headcount by Gender

EVC   Spanish Department

Headcount by Gender (EVC and Spanish Department charts)
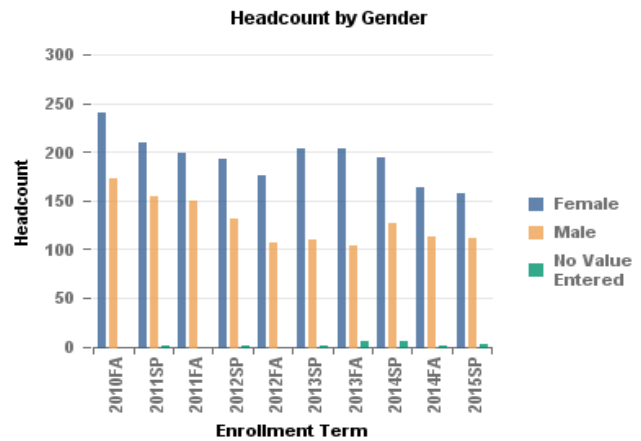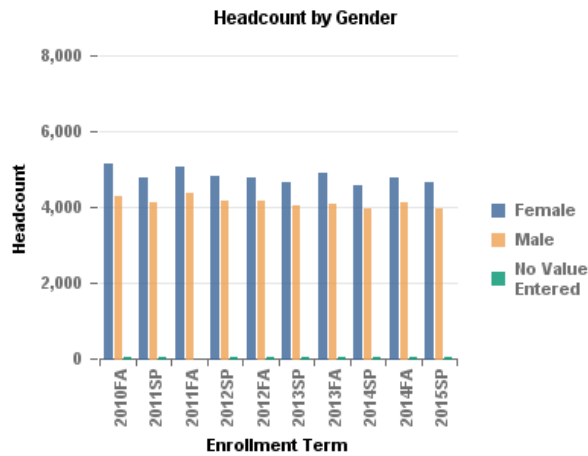
Overall, campus female students are a consistent 10% higher than males. Spanish shows that the male population decreased, being at its lowest proportion of male to female from fall 2012 to fall 2013.

Seat Count by Age
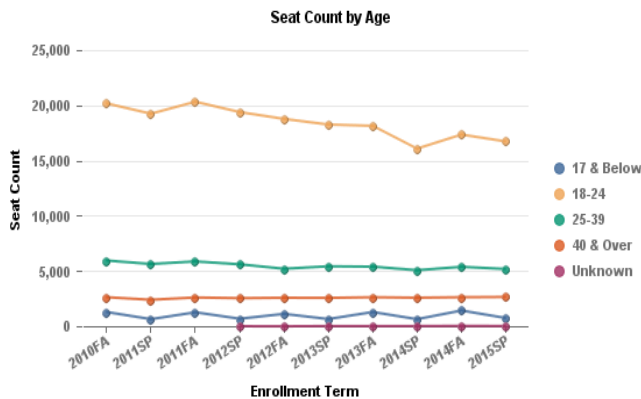
EVC   Spanish Department
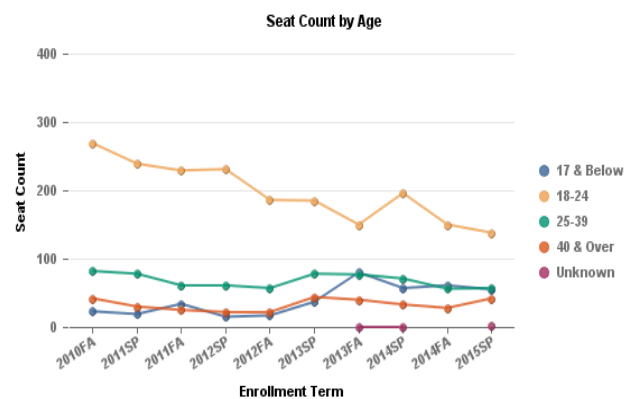
The ages of the students registered in foreign language classes aligned with the college, with the majority of students in the 18-24 age range. In the last 3 years, the number of students 17 and under has increased. Previously at 5 – 9%, our classes are now comprised of 20% of high school students. Traditional age students (18-24) represent just over 50% of our students, compared to about two thirds of the EVC total student count. This enrollment increase has happen thanks to the collaboration between of EVC and San Jose East Side Union School District's College Connection Academy (CCA).

Headcount by Age

EVC
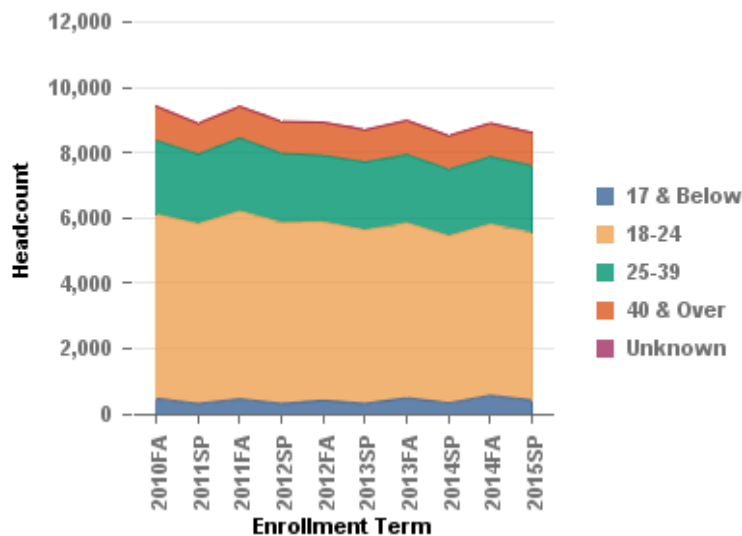
Spanish Department
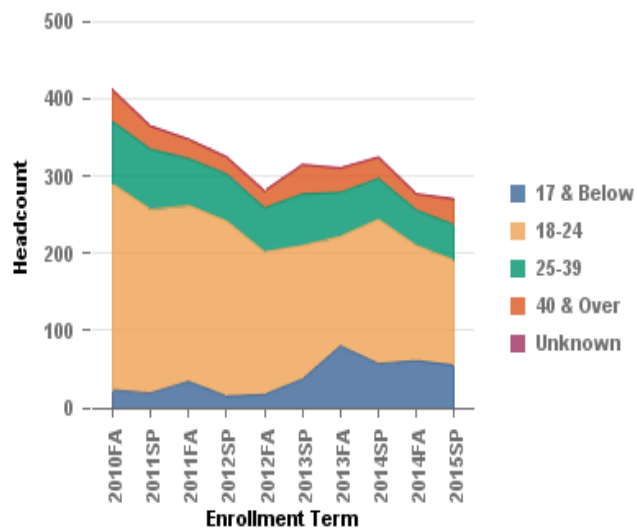
The headcount of the student population for the whole campus remained stable, whereas the Spanish population decreased 25%. The sharpest change occurred from fall 2010 to spring 2012 and continued to decrease. The decrease comes from students 18-24 years of age. Students 17 and below experienced a slight increase in Spanish courses, while the headcount remained stable for the entire campus. The decrease has been stable because the T&I Program is also factored into the statistics and only 20 students can be enrolled at a time in those courses; whereas 35 students can be enrolled in the Spanish courses.

Seat Count by Ethnicity

EVC   Spanish Department

Seat Count by Ethnicity

Seat Count by Ethnicity
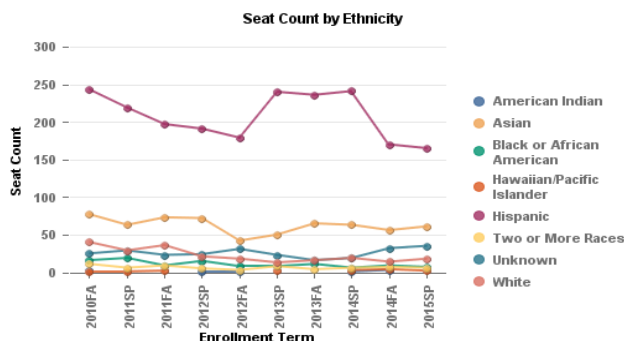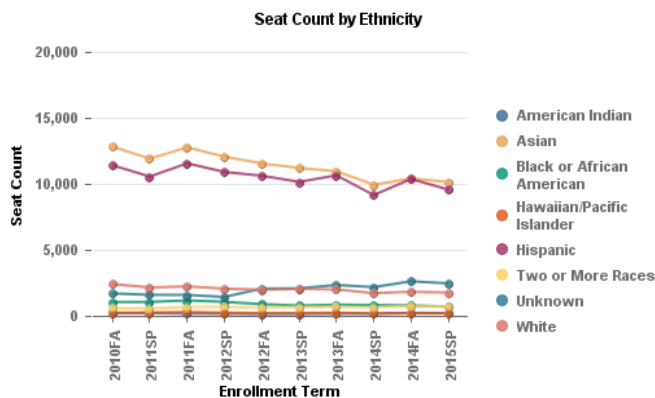
The percentages of ethnic groups represented in the Spanish Department shows the largest percentage of students identifying with the Latino/a (38%), followed by and Asian/Vietnamese (21%) groups.

Headcount by Ethnicity

EVC

Headcount by Ethnicity

Spanish Department

Headcount by Ethnicity
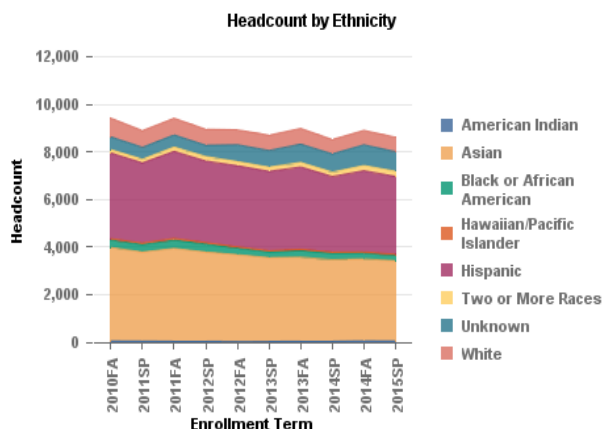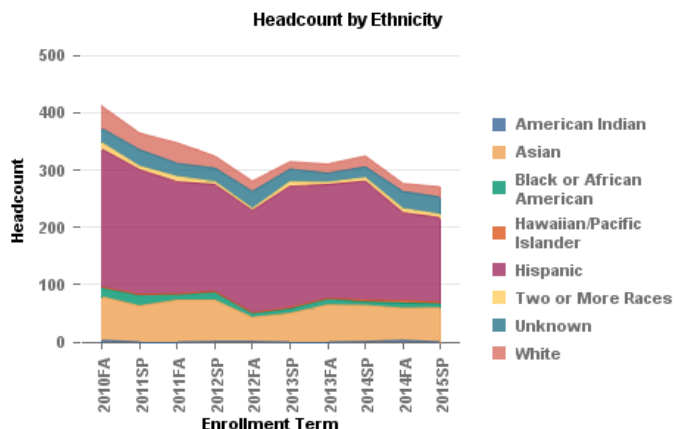
Our larger regular groups at both EVC and the Spanish program are Hispanic and Asian students. At the school level, the proportion of these ethnicity groups remained constant. In the Spanish program, however, the Hispanic population decreased, with less Hispanic students taking Spanish on the spring of 2012 and 2015. Whereas Hispanics comprise 38% of the overall student population, more Hispanic students (61%) are more likely to take Spanish courses. The decrease has been stable because the T&I Program is also factored into the statistics and only 20 students can be enrolled at a time in those courses; whereas 35 students can be enrolled in the Spanish courses.

4. Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

Student Headcount by Day and Evening
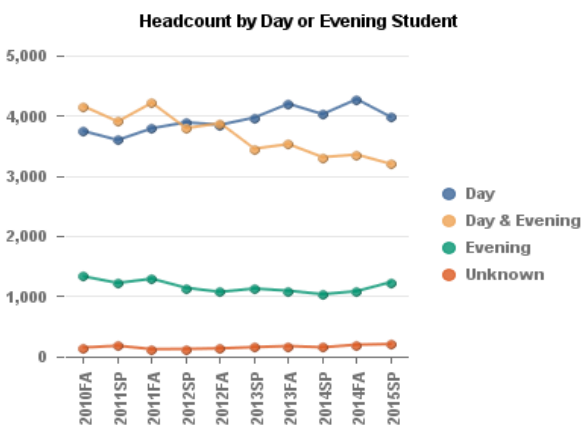
EVC   Spanish Department
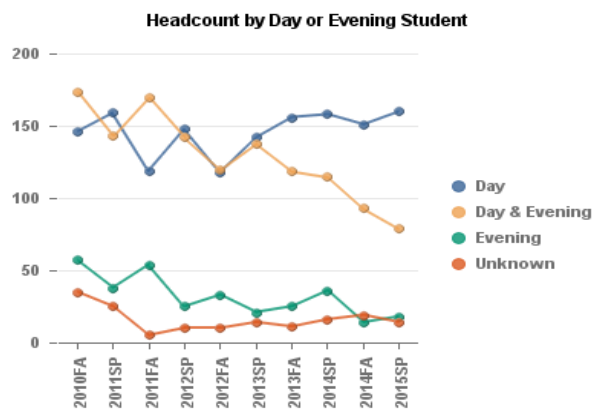
Overall Spanish enrollment has decreased by 41%. This is greater than EVC enrollment decrease of 18.5% over the same period. The greatest decrease has been male students. The decrease has been stable because the T&I Program is also factored into the statistics and only 20 students can be enrolled at a time in those courses; whereas 35 students can be enrolled in the Spanish courses. Most students enrolled in the T&I Program are females.

Campus overall enrollment patterns suffered a slight decrease during day and evening, while it slightly increase during the day. The Spanish department day enrollment has the highest rate: 45.7%. Day and Evening enrollment rate is 39.68%. Day enrollment seems stable since the spring 2013 while Day and Evening enrollment has declined drastically since the same spring 2013. The decrease has been stable because the T&I Program is also factored into the statistics and only 20 students can be enrolled at a time in those courses; whereas 35 students can be enrolled in the Spanish courses. The T & I courses are taught on Saturdays and weekday evenings. A last variable labeled as "unknown" could be in part the Spanish online courses, which present only a 4.83% rate.
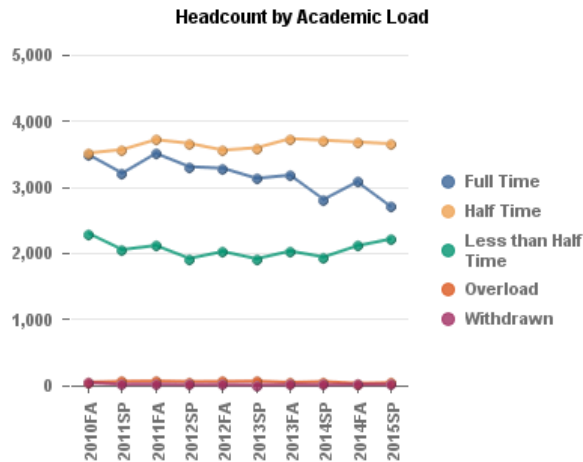
EVC   Spanish Department
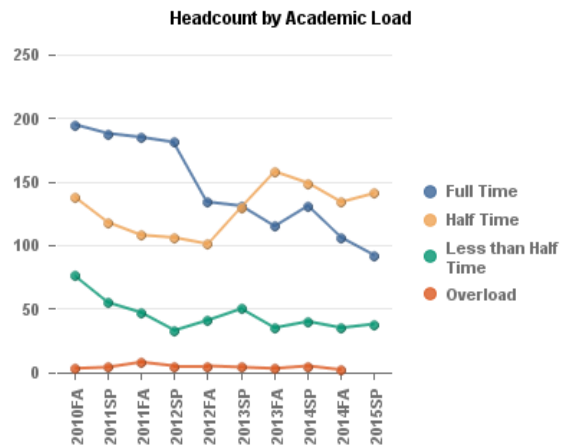
Full time students at the college level suffered a steady decrease, whereas in the Spanish program the decrease is sharper, with two sharpest decreases on the fall 2012 and the spring of 2015. The decrease is due to the fact that the T&I Program is also factored into the statistics and only 20 students can be enrolled at a time in those courses; whereas 35 students can be enrolled in the Spanish courses. Student enrollment in Spanish courses by full time students has the highest rate: 44.62%, followed closely by half time students with 40.37% and whose enrollment increased by almost 15% within a year (fall 2012-fall 2013). Less than half time students represent 13.78%, while the rate of students with academic overload has been steadily low at 1.19%, being nonexistent during the spring of 2015.

5. Identify department/program productivity (WSCH/FTEF).

EVC

Productivity

Spanish Department

Productivity

Capacity Pct
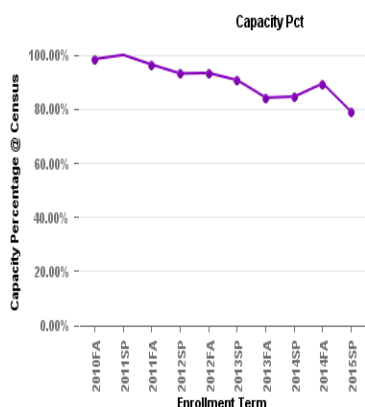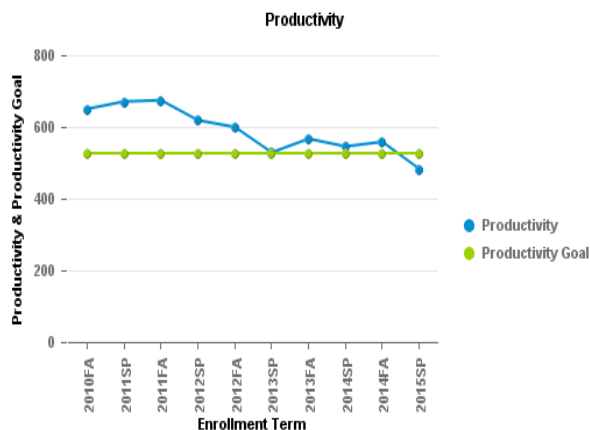
Capacity Pct
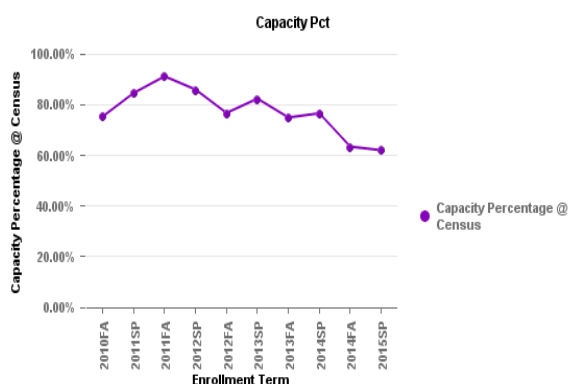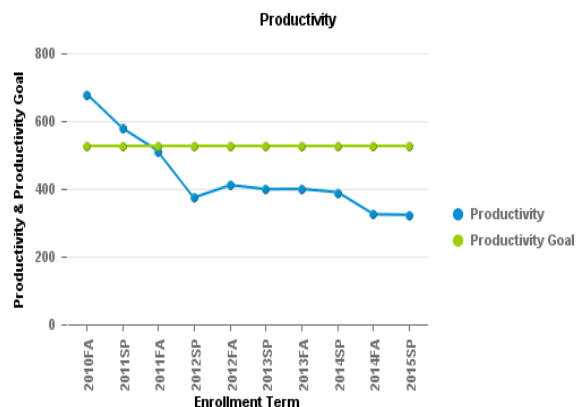
Over the last 5 years, department productivity has dropped from a high of 678 to a low of 322 for the academic year 2014-15. During this time, faculty increased from 3.2 FTEF to 4.6 FTEF. At this faculty level, WSCH would need to increase to 2300 to achieve the stated productivity goal.

We believe three major factors have contributed to this decline. The first factor has to do with the need to maintain open, low enrolled sections of courses such as Spanish for Spanish Speakers and Translation and Interpreting. Once again, the T&I courses are capped at 20 students, whereas the other Spanish courses are capped at 35 students. At the moment the statistics for both programs cannot be separated and therefore the T&I numbers are affecting the Spanish numbers. When a more accurate data is available, the statistics will also be reinterpreted and reanalyzed to express a more accurate data. It should also be noted, that in some cases, the data reflected courses that were not taught and therefore the information does not offer an accurate look at the Department. The second factor is that we no longer offer the Credit by Exam. There is a great student interest in taking the exam but the

college has been in transition with institutionalizing a procedure for the Credit by Exam. Since, fall 2013, the Spanish department has not offered the Exam and students have gone to other colleges that offer that opportunity. We have in return lost students in the Program. Once the college institutionalizes the procedures, the Department will once again revisit offering the exam. The third is that the unemployment rate has decreased and historically and currently, that outcome causes a decrease in student numbers. Trends in employment dictate and fluctuate student enrollment. And lastly, the accreditation process affected the student enrollment in transfer courses such as Spanish. The accreditation warning and probation status of our District, caused student concerns that invited them to other colleges. The District is now in good standing and we hope this will improve student numbers.

6. Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.

<div align="center">EVC   Spanish Department</div>
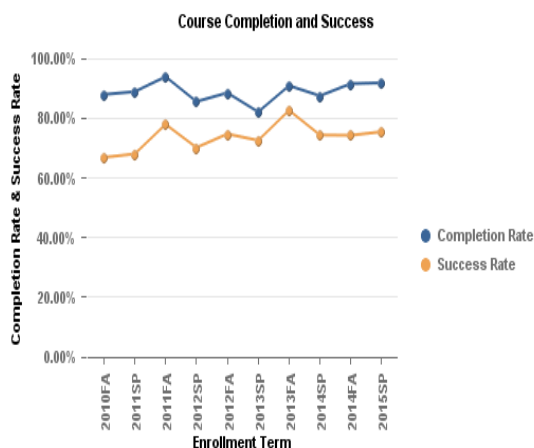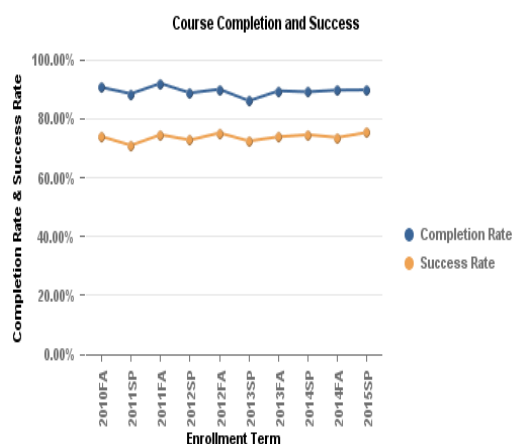
At the college level, student course completion and success rate remain stable. The Spanish Department on the other hand, fluctuated. Course completion increased to 95% during the fall of 2011 but declined to 82% in the spring of 2013. By the fall it began to slightly increase until it reached 88.8%. Our student success rate from the fall 2010 to spring 2015 is 73.60% compared to 68.5% from our previous review. This means that student success increased during this period 5.1 percent and retention increased 8.8 percent. These are overall encouraging numbers that we plan to increase as more training and support is offered to our faculty.

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

The Spanish department does not utilize advisory boards. For a list of Institutions and Advisory Boards for the Translation and Interpreting courses, please refer to the T & I Program Review.

PART B: Curriculum

1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

The Spanish department offers 14 courses designed to help students obtain their general education requirements and a certificate on Translation and Interpreting. All Spanish courses that satisfy General Education requirements are CSU and UC transferable. The courses for the Translation and Interpreting Program are CSU transferable:

COURSE NO.	COURSE TITLE	STUDENT NEED/DISCIPLINE RELEVANCE			
		GENERAL EDUCATION	CSU TRANSFERABLE	UC TRANSFERABLE	EVC CERTIFICATE
SPAN 001A	Spanish 001A Elementary Spanish	Yes	Yes	Yes	No
SPAN 001B	Spanish 001B Elementary Spanish	Yes	Yes	Yes	No
SPAN 02A	Spanish 02A Intermediate Spanish	Yes	Yes	Yes	No
SPAN 02B	Spanish 02B Intermediate Spanish	Yes	Yes	Yes	No
SPAN 20A	Spanish 020A Spanish for Spanish Speakers	Yes	Yes	Yes	No
SPAN 20B	Spanish 020B Spanish for Spanish Speakers	Yes	Yes	Yes	No
SPAN 031	Introduction to Translation and Interpreting	No	Yes	No	Yes
SPAN 032	Spanish Grammar and Composition	No	Yes	No	Yes
SPAN 033	Spanish/English Linguistic Analysis	No	Yes	No	Yes
SPAN 035	Sight Translation	No	Yes	No	Yes
SPAN 036A	Consecutive Interpreting	No	Yes	No	Yes
SPAN 037A	Simultaneous Interpreting	No	Yes	No	Yes
SPAN 036A	Consecutive Interpretation II	No	Yes	No	Yes
SPAN 037B	Simultaneous Interpretation II	No	Yes	No	Yes

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

- Faculty have remained current in the discipline by attending conferences, workshops, and meeting regularly as a department to share and discuss teaching techniques, methods, strategies and approaches.
- We regularly update our courses and curriculum and maintain course articulation with UC's and CSU's
- The textbooks and materials are used and are the most up to date editions.
- All Spanish courses taught at EVC include the required SLOs.
- All Spanish courses taught include ILO's
- All courses adhere to the [American Council of the Teaching of Foreign Languages](#).
- Online courses are currently being updated to comply with the [California Community Colleges Online Education Initiative Standards.](#)

3. All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.

All courses outlines and SLOs are updated and revised as needed or every six years. Two full time instructors are responsible for creating, updating and revising each course and perform SLO evaluations. Below is the list of courses offered by the Spanish Department and their expected dates of revision.

COURSE NO.	COURSE TITLE	LAST UPDATED	EXPECTED DATE OF REVIEW COMPLETION
SPAN 001A	Spanish 001A Elementary Spanish	2012	Analysis will begin September 2016
SPAN 001B	Spanish 001B Elementary Spanish	2012	Analysis will begin September 2016
SPAN 02A	Spanish 02A Intermediate Spanish	2012	Analysis will begin September 2017
SPAN 02B	Spanish 02B Intermediate Spanish	2012	Analysis will begin September 2017
SPAN 20A	Spanish 020A Spanish for Spanish Speakers	2012	Analysis will begin May 2017
SPAN 20B	Spanish 020B Spanish for Spanish Speakers	2012	Analysis will begin May 2017
SPAN 031	Introduction to Translation and Interpreting	2010	Analysis will begin May 2016
SPAN 032	Spanish Grammar and Composition	2010	Analysis will begin May 2016
SPAN 033	Spanish/English Linguistic Analysis	2010	Analysis will begin September 2016
SPAN 035	Sight Translation	2010	Analysis will begin September 2016
SPAN 036A	Consecutive Interpreting	2010	Analysis will begin September 2016
SPAN 037A	Simultaneous Interpreting	2010	Analysis will begin December 2016
SPAN 036A	Consecutive Interpretation II	2010	Analysis will begin December 2016
SPAN 037B	Simultaneous Interpretation II	2010	Analysis will begin December 2016

4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

- Distance Education: We offer online and web enhanced courses to increase student success and retention.
- We strive to maintain constant communication with our students outside of our classroom via email, our CMS Moodle and soon Canvas as well as through face-to-face and virtual office hours through CCCConfernow.
- Spanish instructors meet at least once a month to exchange ideas and collaborate, allowing more uniformity in our goals and students teaching experience.
- We made pedagogy more effective through computer programs and applications such as *Quia Web*, *Conjuguemos*, textbook websites, and CMS activities that will help students improve their grammar and communicative skills and improve instructor's classroom management and lesson delivery in online and face-to-face classes.
- The department has offered courses with Honors contract Options.
- We have developed a systematic assessment of SLO's for Spanish 1A online and face-to-face courses and will be working on a similar mapping for 1B, 20A and 20B.

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.

Future plans for the Spanish Department include an Associate Degree for Transfer, Spanish classes for health and law enforcement and making more of our current courses hybrid or fully online.

6. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

All Foreign Language courses with the exception of conversational courses are articulated with the CSU and UC systems.

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

N/A

PART C: Student Learning Outcomes and Assessment

1. List or describe all assessment mechanisms you are using to evaluate course and/or program student learning outcomes.

All Spanish courses currently have student SLOs that are being evaluated with a final exam. For the Spanish 1A and 1B courses we use **traditional** and **summative assessments** that include the following components: a composition, an oral presentation, a reading paragraph, a listening activity, a map and fact sheet, as well as vocabulary and grammar activities. Summative assessments are graded through rubrics.

For Spanish 20A and 20B, our traditional and summative assessments include the following components: a composition, texts of various genres to be analyzed, paragraphs to be edited, a map and fact sheet, as well as vocabulary and grammar activities. Summative assessments are graded through rubrics.

We assessed all outcomes for Spanish 1A, 1B, 20A and 20B. Spanish 2A and 2B are not being offered at the moment.

2. Since your last program review, summarize SLO assessment results at the course and program level.

COURSE NO.	COURSE TITLE	DATE COMPLETED	RESULTS
SPAN 001A	Spanish 001A Elementary Spanish	Fall 2011	80% student success rate
SPAN 001B	Spanish 001B Elementary Spanish	Fall 2011	86% student success rate
SPAN 02A	Spanish 02A Intermediate Spanish	Currently not offered	N/A
SPAN 02B	Spanish 02B Intermediate Spanish	Currently not offered	N/A
SPAN 20A	Spanish 020A Spanish for Spanish Speakers	Fall 2011	80% student success rate
SPAN 20B	Spanish 020B Spanish for Spanish Speakers	Spring 2012	96% student success rate
SPAN 031	Introduction to Translation and Interpreting		
SPAN 032	Spanish Grammar and Composition		
SPAN 033	Spanish/English Linguistic Analysis	This courses are part of the Translation and Interpreting Program. Please refer to the Translation and Interpreting Program Review Self- Study for results.	
SPAN 035	Sight Translation		
SPAN 036A	Consecutive Interpreting		
SPAN 037A	Simultaneous Interpreting		
SPAN 036A	Consecutive Interpretation II		
SPAN 037B	Simultaneous Interpretation II		

For information on our Program SLOs and their assessment matrices, please access the following link:
Spanish Program SLOs (Language Arts Division).

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

- We currently offer Spanish 1A and 1B online to improve course accessibility to students with schedule difficulties and special needs.
- We are revising our SLOs to improve their measurability.
- We are revising our online courses to comply with C-ID descriptors.
- Online courses are currently being updated to comply with the [California Community Colleges Online Education Initiative Standards](#)
- We are revising our rubrics and adding more summative assessments that provide students more opportunities to practice Spanish and improve their performance.
- We made pedagogy more effective through technology enhancement (textbook websites, software, Moodle CMS activities, and message delivery) that will help students improve their grammar and communicative skills and improve instructor's classroom management and lesson delivery.
- We have developed a systematic assessment of SLO's for Spanish 1A online and face-to-face courses and will be working on a similar mapping for 1B, 20A and 20B.

4. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?

We currently have only two full time faculty members and 8 part-time instructors. The launch of the Translation and Interpreting program meant greater opportunities for bilingual students at EVC but it has also far exceeded the teaching load and increased the amount of responsibilities that come with its design, implementation and growth. In order to satisfy the demands of both the Translation Interpreting program and our regular Spanish courses, the Spanish Department had to rely on an adjunct faculty to help with the Translation Interpreting Program orientation, entrance test design, and proctoring, as well as teaching some of courses. The Spanish Department is, therefore, in need of a full-time faculty member that can provide more continuity and solid support and allow the department to work on other important aspects of both programs, such as the creation of more online sections, the designing of courses related to the teaching of Spanish for public service and law enforcement, and the development of the Associate of Arts in Spanish for Transfer Degree, among other responsibilities.

Moreover, and as more existing courses become available online and or become technologically enhanced, the Spanish and Translation and Interpreting programs are in need of software and scholarly magazine subscriptions, professional development funds to attend conferences, and hardware such as earphones and laptops.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

Full-Time Faculty:

Sara Jácome-Thompson   *M.A. in Spanish, B.A. in Applied Linguistics*

Area of Expertise: Elementary Spanish and Intermediate Spanish; Conversational Spanish for beginners and intermediate students; Elementary and Intermediate Spanish for Heritage Speakers; English to Spanish translator; certified online instructor.

How My Position Contributes to Program Success: For the last five years Professor Jácome-Thompson has contributed to the Spanish Department by teaching most courses offered throughout the day. She has worked closely along with Professor Carmen Solórzano coordinating the schedule for the Spanish Department and the Translation and Interpreting Certificate. She continues to work with other faculty members by mentoring and observing their classes, looking for ways to improve teaching and learning through the use of technology and pedagogy. She is currently working towards her online teaching certification.

Professional Development in the Past Six Years: For the last six years, Professor Jácome-Thompson has worked closely along with Professor Carmen Solórzano and Professor Claudia Schalesky in coordinating the Spanish Department and the Translation and Interpreting Certificate. She has completed the @One Online Teaching Certification Program and taken Vietnamese, MS Office, and Sight Translation courses. Professor Jácome-Thompson has also attended workshops on Applying Online Education Initiative Course Design Rubric, and course management systems such as Moodle and Canvas. She has maintained membership with the Northern California Translators Association and the California Language Teacher Association. She also member of the EVC Distance Education Committee and works

as a freelance Translator. In return she uses her experience to help students become life-long foreign language learners and world citizens.

Carmen Solórzano   *M.A. in Spanish, B.A. in Spanish*

Area of Expertise: Elementary Spanish and Intermediate Spanish; Conversational Spanish for beginners and intermediate levels; Elementary and Intermediate Spanish for Spanish Speakers; Use of various methods of technology in the classroom.

How My Position Contributes to Program Success: For the last five years Professor Solórzano has contributed to the Spanish Program by teaching most courses offered throughout the day. She has worked closely along with Professor Sara Jácome coordinating the schedule for the Spanish Department and with Professor Claudia Schalesky in the Translation and Interpreting Certificate, updating course curriculum and designing new courses. She continues to work with other faculty members by mentoring and observing them in their classes. She has participated in Service Learning projects that have served the global communities. She takes students on fieldtrips in different Spanish communities throughout the Bay Area, allowing students to have real life encounters with the language.

Professional Development in the Past Six Years: Professor Carmen Solórzano took a sabbatical where she completed all interpreting courses in the Translation and Interpreting Program. During her sabbatical, she also took Introduction to Administration of Justice and Introduction to Law and Legal Research that complimented the legal curriculum in the interpreting courses. She also finished the course Electronic Research and the Internet, which has helped and guided her when assisting students in preparing research topics in class. The sabbatical has served as an indispensable tool that has allowed her to observe firsthand the T&I Program in its entirety not only from a professional perspective but from a student one as well. She now possesses the knowledge needed to teach all courses in the T&I Program.

Part-Time Faculty:

Marta Dorman   M.A. in Spanish, B.A. in Spanish and Latin American History

Area of Expertise: Elementary Spanish and Intermediate Spanish; Conversational Spanish for beginners; Elementary Spanish for Spanish Speakers; Advanced Spanish; use of various methods of technology and cultural events in the classroom*.*

How My Position Contributes to Program Success: Professor Dorman comes to the Spanish Program as a native speaker who grew up in a Spanish speaking country. She has taught at the college level for

over sixteen years. She combined her time teaching at Menlo College and Mission College as well as Evergreen College. She brings an unusual cultural perspective to her teaching with her interest in other languages and their cultures. She has traveled extensively throughout Europe and South America and brings that cultural experience to her students.

Professional Development in the Past Six Years: Professor Dorman travels to Ecuador annually where she participates in literary workshops run by the League of Women Writers in Guayaquil, Ecuador. She also attended a workshop at Menlo College on how to service disabled students in the classroom by using different strategies. She participated in a seminar at the Cervantes Language Institute in Madrid, Spain. The seminar focused in major historical events in the 1930's during the Spanish Civil War. This year, she participated in various workshops during International Day at the International Language Institute in Monterey, California. For the past three years, Professor Dorman has taken additional computer courses to strengthen her skills using technology in the classroom. Also, her love of learning other languages, has motivated her to study French at local colleges and she is now a member of *Alliance Francaise* of Silicon Valley.

Blanca Ezquerro   M.A. and B.A. in Spanish with minor in Business Administration from SJSU and A.A. in Business Administration from EVC.

Area of Expertise: Spanish professor at EVC at a novice and intermediate levels in a classroom and online since 1998. Covered California Master Trainer for the Affordable Care Act and Certified Enrollment Counselor since 2012. Community Parent Coach and *Promotora* with the focus on education and health coverage for various profit and non-profit agencies such as Santa Clara Family Health Plan, Stanford Children, Community Health Partnership, among others, and bilingual translator specially in the areas of health prevention and intervention and health coverage programs since 2000.

How My Position Contributes to Program Success: For the last fifteen years Professor Ezquerro has contributed to the Spanish Department by teaching classes on campus and at distance with the Spanish 1A and 1B tele courses; Conversational Spanish classes; Spanish 1A & 1B Independent studies at EVC and at SJCC. Professor Ezquerro also assisted with the transition from the Spanish tele courses to the Spanish online. She has participated in the International Service- Learning in Oaxaca, Mexico 2006 and in El Salvador 2009. She was the Spanish instructor for the International Service-Learning in El Salvador. Her students have participated in several Service Learning projects in their communities.

Professional Development in the Past Six Years: Professor Ezquerro loves to learn and to give back to the community. Her passion is on education and on how the Safety Net works in the Santa Clara County. She has learnt more about the needs and how to educate the community in the areas of education, health and health coverage available in this county throughout these years by participating with the design and coordination of the Healthy Kids Promoter Program at Santa Clara Family Health Plan, founded by the First 5 of Santa Clara County. This program was a key to inform families at risk in Santa Clara County of the resources available to them like free or low cost medical insurance for children 0 to 19 years old, for pregnant women and other childless adults. By promoting and teaching health education classes focusing on prevention and interventions such as a parent behavioral coach for the Packard Pediatric Weight Control Program (PWCP) at Stanford. She also worked with Stanford School of Medicine with translations, cultural appropriate comments, language awareness and usage for their PWCP Spanish Manual and their Stop Light Spanish Food Guide designed at Stanford for the PWCP. She has participated in the Parent Institute of Quality Education Program (PIQE) as a Parent facilitator in middle and high schools in Santa Clara County. She has participated at the Community Health Partnership with the Diabetes Program (STEPS/PASOS) and translating the Community Health's Worker Manual for Cervix and Breast Cancer for the Every Women Counts. Professor Ezquerro has assisted with the implementation of the Affordable Care Act (ACA) here in Santa Clara County; the Primary Care Access Program (PCAP) for the community unable to participate in the ACA (first pilot project for the nation created in this county); the Health for All Kids Project (Medical for all children regardless immigration status. She shares and uses her personal and professional experiences to inform students of language awareness and usage.

Esperanza Outeiriňo-Feijóo   M.A in Spanish, M.A in Applied Linguistics T.E.S.O.L, B.A in English

Areas of expertise: Elementary Spanish, Intermediate Spanish, Conversational Spanish, English as a Second Language.

How My Position Contributes to Program Success: Professor Outeiriňo has been teaching Spanish and ESL at Evergreen Valley College since fall 2014. She has more than seventeen years of experience teaching Spanish and English as a Second Language at different levels in various private and public institutions, including different community colleges. She has in-depth knowledge of the Spanish language and the culture (s) of the Spanish speaking countries from her upbringing in Spain, her education both in Spain and the United States, her professional and personal interaction throughout the years with Spanish speakers from different countries and her personal interest on following cultural, political and artistic events from the diverse Spanish-speaking world. Professor Outeiriňo has been using what she has learned from her teaching experience, education and training both inside and outside the classroom; working collaboratively with colleagues and supervisors on curriculum design, drafting of Student Learning Outcomes and assessment.

Professional Development in the last Six Years: Professor Outeiriňo has participated in training activities on the institutional level and has also taken online instructional seminars by different textbook publishers. These trainings and seminars have helped her to stay current with different technological instructional devices and to continue improving teaching and assessment techniques that can be effective and fair to students coming from diverse backgrounds.

Claudia Schalesky   M.A. in Spanish, B.A. in Spanish and German

Area of Expertise: Elementary Spanish and Intermediate Spanish; Conversational Spanish for beginners and intermediate; Spanish for Spanish Speakers; Advanced Spanish Grammar classes with a focus on Translation and Interpreting; Introductory Course in Spanish Translation and Interpreting; Translation from English to Spanish; Elementary and Intermediate German.

How My Position Contributes to Program Success: Professor Schalesky is a native of Peru and she has been teaching at EVC for the past 8 years as an adjunct faculty member. She has taught extensively all level classes of Spanish that the department offers, including the introductory course in Spanish Translation and Interpreting, as well as, the Advanced Grammar courses in the program. For the past three years, she has worked as the leading instructor for the Spanish Translation and Interpreting Program and she has also performed the role of Program Coordinator.

Professional Development in the Past Six Years: Professor Schalesky has continued to expand her knowledge of the Spanish language and culture by taking all the Spanish Interpreting courses at Evergreen Valley College, and by taking a Spanish Translation and Spanish Film course at San José State University. She has also attended different workshops sponsored by the Northern California Translators Association related to the translation and interpreting fields. In March 2015, she attended the California Healthcare Interpreting Association Annual Conference in Monterey, CA. She is a member of the American Translators Association, the Northern California Translators Association and the California Healthcare Interpreting Association. She is also a freelance translator from English into Spanish. She has shared the knowledge acquired in the classroom with her students.

Julio Valenzuela   M. A. in Spanish

Area of Expertise: Elementary Spanish; Spanish Literature and Latin American culture.

How My Position Contributes to Program Success: Before making the decision to pursue my master's degree in Spanish, I worked for six years in San Diego for an amazing nonprofit organization by the name of Barrio Logan College Institute, where my main task was to support the dreams of first-generation students going to college; meanwhile, also support their families excel through education. Having done my work for that organization and also as a first generation student, I decided to fulfill my own dream by attending graduate school. Once I graduated from San José State University with my Master's degree in Spanish in the year 2014, I was given the opportunity to begin my career as an Adjunct Professor at Evergreen Valley Community College. I'm about to complete two years of teaching. I continue to implement the idea of sowing hope in the lives of students through education. In my first three semesters as an Adjunct Professor I have had the blessing to count with the support of all my colleagues, especially of Professor Carmen Solórzano, whom I'm very grateful. Besides teaching and allowing students to appreciate the richness of the Spanish language and the appreciation of Latin American culture, I also seek and motivate students to continue with their careers and dreams. I have put myself as a resource for them, where I share in class scholarship opportunities and I also have written letters of recommendation for their academic success. Just like I received the support of my teachers in the past, I feel the desire to do the same for students who I serve, thereby strengthening the

values of education, which to me is to teach and motivate young people to use education as a tool to empower the new generations to become better human beings.

Professional Development in the Past Six Years: My experience working with nonprofit organizations and specifically with low-income families, has motivated me to want to continue spreading *esperanza;* (hope) by supporting the needs of my community and others. I recently started another of my dreams, if not the most important dream in my academic life. Working with students from various ethnicities and ages here at Evergreen Valley Community College, motivated me to continue to offer support and resources to families and students in my community. Therefore, I recently started my second master's degree in Counseling Psychology at Santa Clara University. My dream is to become a future counselor to continue to support the dreams and needs of my community. I want to continue to empower families and students, seeking to become an instrument of social justice. Lastly, I'm looking forward for the year 2016 so I am able to participate in educational conferences, in order to continue to grow as a professor.

2. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.

Sara Jácome-Thompson	Keep current in scholarly reading, obtained online teaching certification, attended workshops for distance education, took interpreting and foreign language courses, and has purchased and learned several software applications to develop and enhance online and face-to-face courses. Translated legal and historic documents from Spanish to English, attended Professional Development Day meetings and member of the EVC Distant Education Committee.
Carmen Solórzano	Completed all interpreting courses in the Translation and Interpreting Program, took Introduction to Administration of Justice and Introduction to Law and Legal Research. Finished a course on Electronic Research and the Internet, and attended Professional Development Day meetings.
Marta Dorman	Attended League of Women Writers in Guayaquil, Ecuador. Attended workshops on strategies to help students with disabilities. She participated in a seminar at the Cervantes Language Institute in Madrid, Spain. Participated in various workshops during International Day at the International Language Institute in Monterey, California, has taken additional computer courses to strengthen her skills using technology in the classroom. She is now a member of *Alliance Francaise* of Silicon Valley and attended

	Professional Development Day meetings.
Blanca Ezquerro	Worked with Stanford School of Medicine by helping translate their PWCP Spanish Manual and their Stop Light Spanish Food Guide. Participated in the Parent Institute of Quality Education Program (PIQE) as a Parent facilitator in middle and high schools in Santa Clara County. Participated at the Community Health Partnership with the Diabetes Program (STEPS/PASOS) and translating the Community Health's Worker Manual for Cervix and Breast Cancer for the Every Women Counts. Attended program, division and Professional Development Day meetings.
Esperanza Outeiriňo-Feijóo	Participated in training activities at the institutional level, has taken online instructional seminars by different textbook publishers and has attended program, division, and Professional Development Day meetings.
Claudia Schalesky	Took all Spanish Interpreting courses at Evergreen Valley College; took Spanish Translation and Spanish Film courses at San José State University, attended different workshops sponsored by the Northern California Translators Association, attended the California Healthcare Interpreting Association Annual Conference in Monterey, CA. and has attended program, division and Professional Development Day meetings.
Julio Valenzuela	Started a second master's degree in Counseling Psychology at Santa Clara University and has attended program, division, and Professional Development Day meetings.

3. Identify regular faculty evaluation and adjunct faculty evaluation.

Tenured faculty is evaluated every three years. Faculty must present a Growth and Development Plan be observed by the Language Arts dean and a tenured faculty member. Tenured faculty members attend a post-evaluation meeting towards the end of the semester.   Similar to tenured instructors, part time instructors are observed once every three years and, they also are evaluated by their students towards the middle or end of the semester.

4. Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

New faculty is paired with veteran tenured teachers to help them succeed in their new jobs. Veteran tenured instructors provide support with logistics, classroom management, lesson planning, professional development and observation/evaluation of new faculty.

PART E: Facilities, Equipment, Materials and Maintenance

1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.

The Translation an Interpreting Program has a Sanako Lab with 20 stations that allow interpreting students to record their voices and practice listening comprehension and interpreting activities. With proper training this lab may provide Foreign Language students lab practice outside of the classroom and should increase success rates. The possibility of combining this Translation and Interpreting lab with the Learning Resource Center is being explored to leverage resources. Smart classrooms are currently being allocated to Foreign Language classes to allow use of software that accompanies textbooks.

2. Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.

Our faculty use numerous technologies to improve language learning. Most lectures use audio, video, Power Point presentations, websites, our textbook site and programs such as *Quia Web*, and *Conjuguemos*. All instructors communicate with their students outside of our classroom via email, most through CMS Moodle and soon we will train all of Spanish instructors on Canvas and CCCConfernow.

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

For the Spanish Department as a whole, no support is being received. Please refer to the Translation and Interpreting program for information on this matter.

PART F: Future Needs

1. Current Budget

Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.

Current Budget under fund 10:

The fund 10 budget includes the salaries for 2 fulltime Spanish instructors. Consult with Dean of Language Arts for detailed budget information.

Identify any external (fund 17) funding the department/program receives, and describe its primary use.

There are currently no funds allocated for the Spanish Program.

Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.

None

2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?

N/A

3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes?

Spanish instructors need training in the current CMS. EVC is at present meeting that need by providing ongoing training for all instructors. As previously mentioned, our department current needs include:

- a full-time faculty member for the Translation and Interpreting Department,

- funds for subscriptions to scholarly magazines, software and foreign language related videos

- professional development funds to attend conferences for foreign language, online, and Translation and Interpreting instruction.

- headphones for students

- laptops for online instructors

4. What faculty positions will be needed in the next six years in order to maintain or build the department? What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.

A Translation and Interpreting Instructor or Coordinator and/or time allocation to coordinate the Foreign Language Department.

5. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program's current budget)?

There is no current budget for the Spanish Department.

PART G: Additional Information

1. Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

None at the moment.

PART H: Annual Assessment: Program Faculty and PR Committee

Please attach copies of any Annual Reviews that you have completed in the last six years (if applicable).

None at the moment.

PART I: Resource Allocation Table

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC's Budget and Planning Process.

Item Title	Response
Productivity (WSCH/FTEF)	322
Student Success Rate (Retention Rate)	73.60%
Number of class sections offered by your program	14 sections per semester
Changes in enrollment	-41%
Your Program's Current Budget (from Fund 10)	* $8713 per semester for salary for instructor
Current External Funding (from Fund 17)	None
Future Needs: Faculty (Estimated Additional Cost)	2,500.00* (conferences, software)
Future Needs: Staff (Estimated Additional Cost)	1,200.00* (2-3 laptops)
Future Needs: Facilities (Estimated Additional Cost)	None
Future Needs: Supplies (Estimated Additional Cost)	350.00* (headphones for lab)

Do your program's future needs assume that your program's enrollment will remain stable or do they depend upon enrollment growth? If they depend on growth, please explain the growth projections on which you are basing your assumptions. You may attach any supporting documentation to explain or support assumptions.