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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Patricia Crespo-Martin Julio Rivera Elvira L. Coffin</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>Our vision is to provide students with language skills to enable them to interact and communicate in an ever changing social and economic environment. Thus to promote understanding among different cultures through language studies.</p> <p>Our mission is to prepare students to be active participants in the socio-economic reality of the United States, by giving them the language skills and the cultural awareness necessary for the pursuit of advanced degrees in the humanities and/or for employment as bilingual workers in any field.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>Communication provides a better understanding of the world around us and increases our responsibilities towards others. It allows for a more efficient and a clear exchange of ideas, the development of critical thinking and effective problem solving.</p>

## II. Department and Program Description & Data

<p>1. What are your hours of operation?</p> <p>2. What types of classes do you offer, at what locations, and at what times?</p> <p>3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>	<p>Our offices open at: Closed for Lunch: <input type="checkbox"/> No <input type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at:</p> <p>Times offered:  <input checked="" type="checkbox"/> Morning (6AM-12PM)  <input checked="" type="checkbox"/> Afternoon (12PM-4PM)  <input checked="" type="checkbox"/> Evening (4PM-10PM)         </p> <p>Locations offered:  <input type="checkbox"/> FH Main Campus  <input type="checkbox"/> Middlefield  <input type="checkbox"/> Off campus         </p> <p>Types Offered:  <input type="checkbox"/> In Person  <input type="checkbox"/> Hybrid  <input type="checkbox"/> Distance         </p> <p>Status Offered:  <input type="checkbox"/> Credit  <input type="checkbox"/> Non-credit         </p>			
<p><b>Faculty Positions by Discipline</b></p>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
Full-time FTEF	1	0	Teaching, program and curriculum review, committee work.	
Full-time FTEF	1	0	Teaching, program and curriculum review, committee work.	
Full-time FTEF	1	0	Teaching, program and curriculum review, committee work.	
PT/Overload FTEF	0	1	teaching	
Position Title	0	0		
Position Title	0	0		
<b>Management and Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>	
Dean	1	0	Manages division, including scheduling and budget.	
Division Assistant	1	0		
	0	0		
Lab Assistant	1	0		
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>	

Position Title	0.00	0		
Position Title	0.00	0		
Position Title	0.00	0		

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>The last three years have seen an increase in productivity. This has resulted in overcrowded course sections which has impacted our students' ability to get individual attention when needed. If this trend continues we will be in need of more course openings, since one key factor that determines our students' success is having smaller classes where their problems, concerns and learning styles can be addressed.</p>	
<p>5. <b>Student Achievement:</b> Given the data, describe the trends in overall <a href="#">success rates</a>, <a href="#">retention rates</a>, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p>	<p>For 2007-08 our retention rate was 88%, our success rate was 81%. However, we have observed a decrease of 4% in retention and 9% in success rate for the last academic year. In the last 6 years we have awarded a total of 45 C. Certificates and 23 Associate Degrees. However, the rate of certificates has decreased during the last 2 years. We must emphasize to students the importance and practicality of a certificate and/or degree in Spanish.</p> <p>We have observed that in student-centered classes a higher student to professor ratio increases the attrition number at all levels. Smaller class sizes are more beneficial for our students since the teacher can pay extra attention to individual needs. Also the faculty needs to employ a wider range of teaching strategies to accommodate the students' learning styles.</p>	
<p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <a href="#">underrepresented students</a>. How will your program address the needs/challenges indicated by the data?</p>	<p>We need to increase our retention efforts by:</p> <p>a) Offering more elementary courses such as 1S and 1T. These slower-paced courses will afford the students the opportunity to complete a 5 Unit course in two quarters.</p> <p>b) Increase the resources available (i.e. tutors and tutorial center) to underachieving students.</p>	
<p>7. Given the data, discuss how the <a href="#">FTEF</a> trends and <a href="#">FTEF/FTES ratio</a> will impact your program. Include any need for</p>	<p>Enrollment increased this quarter?????? if this trend continues we will see the need for a part time pool.</p>	

increasing or reducing your program faculty. What are the implications for your department?		
8. Given the data for <a href="#">distance learning</a> , describe the trends related to <a href="#">success</a> , <a href="#">retention</a> , and <a href="#">student satisfaction</a> . Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	N/A	
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).		
10. Are you seeing <a href="#">trends</a> that are not reflected in the data cited above? If yes, please explain.	<p>The rise for Spanish-speaking residents in the Bay Area means there is high demand for Spanish/English bilingual workers here. In almost every field, ranging from education to health care, there is a need for and a shortage of qualified bilingual professionals. Nationally, the trend is for an extraordinary increase in the Hispanic population in the U.S: “Nearly 67 million people of Hispanic origin [...] would be added to the nation’s population between 2000 and 2050. Their numbers are projected to grow from 35.6 million to 102.6 million, an increase of 188 percent. Their share of the nation’s population would nearly double, from 12.6 percent to 24.4 percent.” (Census Press Release).</p> <p>If we want our students to be competitive in the workforce they will need to speak Spanish. We would like to eliminate the stereotype of language education as being a non-essential. Being bilingual will be the norm rather than the exception in the United States and, therefore, a necessity for any working professional in the future.</p>	

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Smart classrooms	√	√	<input type="checkbox"/>	<input type="checkbox"/>
Internet access in class	√	√	<input type="checkbox"/>	<input type="checkbox"/>
Classroom exclusively for Spanish, equipped with storage facilities.	√	√	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
According to current research done by The Foothill Marketing Office, there is an interest in practical Spanish by the surrounding community of working adults and senior citizens in Los Altos and Palo Alto.	Develop new courses, perhaps in non-traditional times.			
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>		
Smart classrooms	Our program needs to keep up with the national trends in the use of technology in the classroom.			

Classroom exclusively for Spanish, equipped with storage facilities.	We need a dedicated space to store teaching materials, to share and exchange among our faculty. We need to create a space to exhibit realia from the Spanish-speaking world.		

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of <b>diverse learners</b> ?	We use a wide range of teaching techniques and our classroom activities are student centered. We provide different ways for students to meet our laboratory requirements and enhance their language skills (i.e. on-line, campus language laboratory,). For example, a unit on non-verbal communication is learned using a video to watch how people communicate with gestures and body language. The students then reenact what they've watched; a grammatical concept is practiced by listening and singing a song that employs it; students converse and discuss on cultural topics as well as a way to practice grammar points; lab activities that include writing, listening and watching videos can be done online or on paper.
2. How does your curriculum respond to changing community, student, and employer needs?	26% of the population of Santa Clara County is Hispanic. The increase of the Spanish speaking population in our area has created the need for more Spanish trained employees as well as an increased need among native speakers to improve and enhance their language skills. As a result we have offered Spanish for Heritage Speakers and a course for senior citizens in Avenidas senior center in Palo Alto. We have also offered Spanish for Staff. According to current research done by The Foothill Marketing Office, there is an interest in practical Spanish by the surrounding community of working adults and senior citizens in Los Altos and Palo Alto. We intend to develop new courses to address this need.
3. How does your curriculum support the needs of other certificates or majors?	Our Spanish courses can fulfill GE requirements.
4. Do your courses for the major align with transfer institutions?	All our courses are transferable, except Spanish 6 (which is being submitted for revision).

5. Do your courses have appropriate and necessary <b>prerequisites</b> ? Identify any challenges and plans to address the challenges.	Yes. Our courses are offered in sequence.	
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <b>Title V</b> , <b>course deactivation</b> , updated <b>prerequisites</b> , <b>cross-listed courses</b> , measuring <b>student learning outcomes</b> , <b>curriculum sheets</b> , <b>certificates</b> and <b>degrees</b> ).	We wrote the SLO's for all our courses and we evaluated the outcomes for a third of the courses. We intend to measure the SLO outcomes for the rest of the program within the next two quarters. We will revise all our courses to resubmit them for evaluation by the GE committee. Since our courses are offered in sequence, the previous course constitutes the prerequisite.	
7. Does your program offer <b>distance education</b> courses?	No at the moment. In the past we have offered a course ("Spanish for Heritage Speakers") but it was cancelled due to low enrollment and because it was not transferrable at that time. Now that it has been approved as a transferrable course our goal is to offer it again in the near future.	
8. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction between students and faculty.	We communicate through email, announcements, phone and voicemail.	
9. If you offer <b>distance education</b> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Our online classes are discussion-based, with forum and collaborative activities. For example, a group of students work together on wiki-style documents and blogs.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What <b>college skills</b> should a student have before entering your program?		
11. Given the data, comment on the effectiveness of the <b>assessment</b> and <b>placement</b> of college skills students into your program. (For MATH, ENGL and ESL only).		
12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?		
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?		
<i>Program Mapping</i>		

14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	Spanish 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B, 25A, 25B. Our conversation sequence (13A, 13B, 14A, 14B) can be taken at the same time as our second year classes (4, 5, 6 25A, 25B).	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Yes, our courses show a progression in the development of language skills, appropriate for each proficiency level.	
16. If applicable, describe any <a href="#">capstone course, signature assignment</a> (project, <a href="#">service learning</a> , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	An oral interview is administered at the end of each course.	
<i><b>Course Scheduling &amp; Consistency</b></i>		
17. Given available data, describe the <a href="#">trends</a> in the scheduling of <a href="#">morning</a> , <a href="#">afternoon</a> , and <a href="#">evening</a> classes, as well as Friday, <a href="#">Weekend</a> , and <a href="#">distance education</a> classes. Comment on the feasibility of offering classes at non-standard times.	We offer courses during the standard times. According to institutional research, we would benefit from offering courses at other times, like 12:00-2:00, 2:00-4:00, or 4:00-6:00. Unfortunately, due to budgetary reductions, our program has been cut back.	
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <a href="#">prescribed length of time</a> ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	They are scheduled so that a student can complete an AA degree in two years or less. However, some courses are offered only in the evening and some during the day. This represents an obstacle for students to complete their degree if they can only come in the evening or in the morning.	
19. How does the department determine that classes are taught consistently with the <a href="#">course outline of record</a> ?	The criteria for evaluating our students' performance is based on the course outline of record.	
<i><b>Summary of Planning Goals and Action Plans</b></i>		
20. What are your goals with respect to curriculum and how will those goals be measured?	We would like to expand our program by: a) offering more courses at elementary and intermediate levels. b) offering online and hybrid courses. c) offering specialized courses such as Medical Spanish	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	
Smart classroom	To enhance the students' learning experience and to keep up with current trends in teaching methodologies.		
Offering courses at non-traditional times, like 12:00-2:00, 2:00-4:00, or 4:00-6:00.	To allow the community at large to attend classes; to allow students to complete their degree more easily.		

IV. Student Learning Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</p> <p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
A classroom exclusive for Spanish teaching	We need a dedicated space to store teaching materials, to share and exchange among our faculty. We need to create a space to exhibit realia from the Spanish-speaking world.	

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?		
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?		
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	We have offered courses in Avenidas senior center in Palo Alto.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?		
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	We work with the campus articulation officer to ensure that our courses are transferable.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?		
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning</b> .

VI. Professional Development		
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Creative writing, literature, advanced Spanish grammar, translation courses, designing and teaching online courses, attending professional conferences (i.e.: ACTFL, FLANC)	
2. What opportunities does your department take to share professional development experiences with colleagues?	We discuss what we've learned during our departmental meetings.	
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	New teaching methodologies have been incorporated into our lesson plans; redesign of our online courses.	
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?		
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	We would like to train our entire faculty to become more knowledgeable in the design and development of online courses. In general, we need to keep up with new trends in language teaching and the use of technology in our face-to-face courses.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?		
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Funding for conferences	To enhance our teaching methods, exchange ideas with colleagues outside Foothill.	Accommodate the needs of students with different learning styles; keep up with current technologies to meet the demands of our students for technology.

## VI. Professional Development


<b>VII. Support Services</b>		
<i>Support Services</i>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	<u>Yes</u>   No	
2. Are there sufficient college and departmental computer labs available to support this program?	<u>Yes</u>   No	But, rather than centralized computer labs, we need our language classroom to be smart classrooms.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	<u>Yes</u>   No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	<u>Yes</u>   No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes   <u>No</u>	Sometimes classrooms are left uncleaned.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	<u>Yes</u>   No	
7. Are general tutorial services adequate?	<u>Yes</u>   No	The services change from quarter to quarter, and we need, generally, more hours and more tutors.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	<u>Yes</u>   No	
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	<u>Yes</u>   No	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	<u>Yes</u>   No	
<i>Marketing &amp; Outreach</i>		

11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	Study abroad programs have been cancelled. That was a wonderful opportunity to advertise our program and a great opportunity for personal enrichment available to the community. Many adult students who enroll for the first time often react with surprise to the diversity of the student body in terms of age. We feel it reflects a lack of visibility of our department in the community, and that we are not marketing our program to this age group.	
12. What impact does the college or departmental website have on marketing your program?	We do not feel that our program is visible enough.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	We would like to be more visible; we would like to see more initiatives on the part of the marketing department to advertise our program in the surrounding communities.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Visits and presentations at local high schools, and community centers with adult programs.	
<i>Programs, clubs, organizations, and special activities for students</i>		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.		
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.		
<b>Summary of Planning Goals and Action Plans</b>		
17. What are your goals with respect to support services and how will those goals be measured?		
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

<b>VIII. Career and Technical Education Programs</b>	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?		
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?		
11. How does this program prepare students for competitive employment?		
<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.		
13. List the dates and number of members attending of your most recent advisory board meetings.		
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?		
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?		
16. What is the program's accreditation status?		
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.		
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.		

19. What indicators does your program use to determine success of our students after completion?		
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.		
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		
<b>Summary of Planning Goals and Action Plans</b>		
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. How does your <a href="#">PT/FT ratio</a> impact the program?	Due to budgetary cuts, our classes are overcrowded and we cannot provide students with the necessary attention.
2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	In two years, one of our faculty will take a PDL and we will need a replacement.
<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	No. We need more smart classrooms.
5. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online courses and classrooms?	We are in constant coordination with the Adaptive Learning Office to provide students with the special accommodations they need.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	Lately we have not taught our distance course. Etudes has been updated and we are not current on it. One of our faculty will be re-trained on Etudes' new features, as part of her PDL.
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li><b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li><b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li><b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li><b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	

<i><b>Facilities</b></i>		
7. Are your facilities accessible to students with disabilities?	<b>Yes</b>	
8. List needs for upgrades for existing spaces	We would like to have adequate storage for our educational material in our classrooms.	
9. List any new spaces that are needed		
10. Identify any long-term maintenance needs.	Replace outdated media equipment, such as VCR's, TV's, etc.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes	
<i><b>Budget</b></i>		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	In the past, student assistants have proven to be an excellent teaching resource, especially in Intermediate courses. We would like a budget allocation for student assistants in the future.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.		
15. Are there ways to use existing funds differently within your department to meet changing needs?		
<i><b>Summary of Planning Goals and Action Plans</b></i>		
16. What are your goals with respect to resource planning and how will those goals be measured?		
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Smart classrooms	Enhance our teaching; cater to students' with diverse learning styles; provide a window into the culture; expose students to different accents; facilitate students' presentations	


## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

- a) We would like to offer our Spanish for Heritage Speakers course online, at least once a year.
- b) Modify more of our courses to make them hybrid.
- c) Have all of our courses taught in smart classrooms.
- d) Have a dedicated smart classroom reserved exclusively for teaching Spanish.
- e) Offer classes during non-traditional times (i.e. Mondays & Wednesdays, 12:00-2:00).
- f) Increase our visibility in the community.

<p>2. Final Resource Request Summary: <b>When the program planning and review form is online – the section below will automatically fill in with your responses from each section.</b></p>	<p>Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.</p>
<p><b>Resource</b></p>	<p><b>Purpose</b></p>

<p><i>Supervising Administrator Signature</i></p>	<p><i>Completion Date</i></p>
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