ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

==The deadline for submission of the Annual Program Plan to the IPC is March 31==. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

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Document Map:

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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title: SPANISH   **Date submitted:** 3/28/14

0. Key Findings:
The Spanish Department has been working hard during the last year: updating curriculum, submitting courses for C-ID approval, promoting courses and programs, collaborating with faculty to create a certificate and redesign a degree, complying with SLOAC requirements and obtaining good results in assessments, to name a few. The department has a hardworking faculty who work well with each other as well as interdisciplinarily. There is still a lot of work ahead and it is difficult for the department to do it all with the current level of staffing.

1. Planning Group (include PT& FT faculty, staff, stakeholders)
         List of names and positions:
Alicia Aguirre, Sarah Harmon, Monica Malamud

2. Writing Team and Contact Person:
Alicia Aguirre, Sarah Harmon, Monica Malamud

3. Program Information

      A. Program Personnel
         Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty	PT Faculty
*Alicia Aguirre	Amira Abedrabbo
#Monica Malamud	Joe Amable
	*Tomás Blandino
	Julieta Gómez
	Sarah Harmon

Notes:
*: professors who have not taught in the Spanish Department since Fall 2012
#: professor who did not teach at Cañada College in Fall 2012 and Fall 2013

      B. Program mission and vision
         Include the purpose of the program, the ideals the program strives to attain, and whom the

program serves. The program mission and vision must align with the college's mission
and goals. (200 word limit)

From Cañada College catalog:
"The foreign language department offers Spanish classes at a variety of levels, from beginner to
literature. There are classes for students of Spanish as a foreign language, as well as classes specifically
designed for native Spanish speakers. In addition to improving students' linguistic abilities, all courses
include discussion of aspects of the culture of Spanish speakers."

According to this description found in the college catalog, the program can serve all of Cañada's
students, whether they are studying Spanish as a foreign language or they are heritage speakers of
Spanish. All courses have a twofold purpose: increasing students' linguistic abilities as well as their
knowledge and awareness of cultural aspects of the Spanish speaking peoples. All courses are
transferable to UC/CSU, except for SPAN 680 – Spanish for Medical Professionals, which was designed
to equip health-related workers with the language and culture necessary to better serve Spanish-speaking
patients. The Spanish program is aligned with the College's mission, as it serves "students from diverse
backgrounds" and it "provides an opportunity to achieve their educational goals", whether they be to
transfer or to improve their skills for the workforce.

C. Expected Program Student Learning Outcomes
Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder
and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and
password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment
tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or
significant discipline work and list assessment tools. Can be copied from Tracdat.

Program Learning Outcomes:
Students completing this program will be able to:
• Produce and understand oral and written communication at an Advanced High level, as defined by the
ACTFL.
• Recognize their own errors and self-correct in order to improve accuracy in Spanish grammar and
spelling.
• Compare and contrast cultural aspects of Spanish-speaking countries, including
• Compare and contrast cultural elements from Spanish speaking countries with their own culture, both
within the Latino culture in the United States and American culture in general.

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The following table shows how these PLOs are aligned with course level SLOs for both Program "tracks": Spanish as a Foreign Language and Spanish for Heritage Speakers. Spanish as a Foreign Language track is listed in the first column, Spanish for Spanish Speakers is listed in the second one, and corresponding PLOs are listed in the third column.

1. Production and comprehension		
Spanish 140, SLO 4: Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	Spanish 152, SLO 1: Compose paragraphs with good sentence structure that are appropriate in term of spelling, grammar usage, vocabulary and punctuation.	**Program SLO 1:** Students will be able to produce and understand oral and written communication at an Advanced High level, as defined by the ACTFL.

2. Self-awareness of errors for improved accuracy		
Spanish 140, SLO 3: Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.	Spanish 152, SLO 1: Compose paragraphs with good sentence structure that are appropriate in terms of spelling, grammar usage,vocabulary and punctuation.	**Program SLO 2:** Students will recognize their own errors and self-correction in order to improve accuracy in Spanish grammar and spelling.

3. Spanish-speaking cultures		
Spanish 140, SLO 5: Describe and illustrate aspects of the culture of Spanish speaking countries covered the course. Compare and contrast the similarities and differences among them.	Spanish 152, SLO 3: Describe, compare and contrast the social, political, economic and linguistic aspects of Spanish-speaking countries Latinos in the United States, and American culture, based on a variety of sources, including personal experiences. SLO 4: Examine the influence of prominent figures in Central America and Caribbean Spanish-speaking countries on United States culture and society.	**Program SLO 3:** Students will describe cultural aspects of Spanish-speaking countries, including art, music, history, socio-economic and political realities. Students will compare and contrast among various cultural elements of Spanish-speaking countries.

4. Comparison of Spanish-speaking culture and American culture		
Spanish 140, SLO 6: Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.	Spanish 152, SLO 2: Give examples of different concepts related to literary analysis when reading literature by Central American and Caribbean Spanish speaking authors.	**Program SLO 4:** Students will compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture general.

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Since PLOs are linked with course SLOs, the assessment of the Program Learning Outcomes is completed at the course level, through the completion of specific assignments for Spanish 140 (Spanish as a Foreign Language) and SPAN 152 (Spanish for Heritage Speakers).

4. Response to Previous Annual Program Plan & Review
  Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
  (log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

  List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

  Guideline: Original documents can be linked or attached, as needed.

I.1.   The reference to Basic Skills in the Feedback Form does not seem relevant to our Program.
II.4.   Feedback form notes that there are no statistical results to report on PLOs. The number of students who obtained an AA in Spanish in 2012-2013 is not large enough to merit statistical analysis.
III.1.   The Spanish Department has increased its outreach efforts to high schools in the last year. For example, we had classroom presentations for high school students on Preview Day and we have been in communications with high school teachers and counselors.
IV.d.   Data regarding enrollment that the Spanish Department receives cannot be used to analyze enrollment trends or draw any conclusions because our concurrent courses are listed individually instead of being considered a single section.

The comments on the Feedback Form were quotes taken from our own Annual Program Plan and Review 2012-2013. There were no specific recommendations that we can respond to.

5. Curricular Offerings *(current state of curriculum and SLOAC)*

  All curriculum and SLOAC updates must be completed when planning documents are due.
  SLOAC = Student Learning Outcomes Assessment Cycle
  Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
      Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

    A. Attach the following TracDat and Curriculum data in the appendix:
      • List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

The link does not work. TracDAT information for the Spanish Department can be found online.

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- List courses with COR's over 6 years old (attach documents from Curriculum Committee)

<u>None.</u> All courses have been updated within the last 6 years.

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Offer the following courses every semester:

Daytime offerings:
SPAN 110, with concurrent SPAN 111 and SPAN 112
SPAN 120, with concurrent SPAN 121 and SPAN 122
SPAN 131/132/140 concurrently
Alternate between SPAN 150 and SPAN 152 each semester
Alternate between SPAN 161 and SPAN 162 each semester

Evening offerings:
SPAN 111 – more than one section is needed in order to have a viable evening program
SPAN 112
SPAN 121/122 concurrently
SPAN 131/132/140 concurrently
Either SPAN 150 and SPAN 152 each semester (the opposite of the daytime SPAN 150/152 course)
Either SPAN 161 and SPAN 162 each semester (the opposite of the daytime SPAN 161/162 course)
SPAN 680A and 680B – Spanish for Medical Professionals I and II (at least once a year)

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.
Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

> Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
> - Describe trends in the measured parameters.
> - Reflect and analyze causes of trends.

Student Performance in Spanish (Table 3) shows that success and retention are comparable to the college-wide percentages.

Student Goal Orientation (Table 5) shows that about 50% of the students in Spanish courses expect to transfer, while in the college as a whole the students who have a transfer goal do not reach 20%. This would suggest that students take Spanish courses because they are needed or valuable for transfer. The current offerings in the Spanish Department represent a bare-bones structure, and given that students should enroll in the course that matches their ability level, any reduction of offerings would affect students ability to take the Spanish courses they require for transfer.

With respect to Enrollment Patterns and Course Offerings (Table 1) and Department Efficiency (Table 2), the data for Spanish as found in the data packets posted online is not useful because of the way in which concurrent sections are considered. Spanish offers many courses in a concurrent manner (SPAN 110 + SPAN 111 + SPAN 112, SPAN 131 + SPAN 132 + SPAN 140, SPAN 150 + SPAN 150 Honors, etc), such that all students are in the same classroom at the same time, taught by a single professor. It is not fair to the Spanish department to count each of these courses as a separate section—all concurrent sections should be counted as one section for the purposes of reporting students per section and LOAD, for example.

These data packets show the following Enrollment Patterns and Course Offerings (Table 1) for Spring 13, the last semester listed:

# of Course Offerings	11
# of Section Offerings	14
Ave Enrollment per Section	13.6

How could it be that the Spanish Department had on average only 13.6 students per section, when the college expects at least 20 students in order to run a section? Professors who teach in the Spanish department know that only as an exception will a section be kept if it does not reach 20 students. Professors in the entire college know that sections which do not meet a minimum enrollment of 20 students are generally cancelled. The explanation for the very low average enrollment number (13.6) is that the data as reported is not useful. It is not useful because concurrent sections pull down the average enrollment when counted as separate sections.

Given the manner in which enrollments per section are interpreted and used for calculations in the data packets, it is meaningless to try to describe any trends based on these data, or to draw any conclusions from them.

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LAST MINUTE UPDATE:
The following data was received from Brandon Price on March 26, 2014 in the evening:

Term	CRN	DEPARTMENT_DESC	COURSE_NUMBER	Census enrollment	Time	Days	Combined
Fall 2013	81547	Spanish	111	27	1810	M	**27**
Fall 2013	90294	Spanish	120	11	810	MW	**11**
Fall 2013	91959	Spanish	150	16	1210	MW	**16**
Fall 2013	81546	Spanish	110	23	935	MWF	
Fall 2013	90802	Spanish	111	7	935	MWF	**30**
Fall 2013	91606	Spanish	131	16	1810	T	
Fall 2013	91607	Spanish	132	3	1810	T	
Fall 2013	91608	Spanish	140	7	1810	T	**26**
Fall 2013	90006	Spanish	110	22	835	TR	
Fall 2013	90293	Spanish	112	3	835	TR	**25**
Fall 2013	89456	Spanish	112	12	1800	W	**12**
				13.4			**21**

The chart shows all the Spanish courses and sections taught in Fall 2013. The column titled "Census Enrollment" lists the number of students enrolled in each individual section. However, quite a few of those sections were taught concurrently; this can be verified by looking at the Time and Days for each section. For added ease of identification, all concurrent sections have the same background color in the chart.

Following the methodology used in the data packets, the average enrollments per section are calculated as the total number of students enrolled in all Spanish sections (147) divided by the number of distinct sections, i.e., the number of CRNs (11). In this manner, we obtain a dismal 13.4, which is consistent with what data packets have shown historically (anywhere from 11 to just over 16). However, when we consider concurrent sections as one, and divide the total number of students (147) by 7 (7 groups of students, as shown by the 7 different background colors), then we obtain a significantly higher number as the average enrollments per section in Spanish: 21. This represents an increase of almost 60% compared to the data reported in the packets; the difference is too high to ignore, and we will not be able to make a valid analysis of the data until the data packets report enrollments in concurrent sections in a realistic manner.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:
- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

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1) PLOs

PLOs are aligned with course level SLOs, such that we can measure quality of success of the program based on students' accomplishment of SLOs in required courses.

Overwhelmingly, the assessment results for course level SLOs show that students are meeting the success criteria that we have set. In a few cases, it is inconclusive whether the criterion has been met or not because of the small sample size.

2) AA in LALS and AA in Spanish

The AA in Latin American and Latino/a Studies was redesigned last year. Since then, faculty in the Spanish Department have been collaborating with other faculty in this interdisciplinary program to strenghthen our outreach and recruitment efforts. Although the AA in Spanish and the AA in LALS are separate degrees, we have been emphasizing the fact that students in either of these programs can easily obtain both degrees if they choose their courses strategically.

3) C-ID

We have submitted Spanish courses for C-ID. As soon we hear approval, we will start working on an ADT in Spanish.

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

PLOs are aligned with course level SLOs, such that we can measure quality of success of the program based on students' accomplishment of SLOs in required courses.

Overwhelmingly, the assessment results for course level SLOs show that students are meeting the success criteria that we have set. In a few cases, it is inconclusive whether the criterion has been met or not because of the small sample size; this is sometimes the case in concurrently taught courses.

Action Plan:
For our action plan, we prefer to focus on the big picture, not on SLOs and assessments. Since assessment results are satisfactory, they would not suggest any need for action or changes. Therefore, at this time we feel it is more important to "see the forest as a whole and plan for a healthy and thriving future", not to spend so much time "counting how many leaves each tree has". Also, even if not everything in an action plan can be ultimately accomplished, we believe that it is better to "dream big" and try our best, than to narrowly restrict planning to the improvement of SLOs.

So, with the firm belief that an action plan should give direction to a program in a broader sense, and disregarding the guidelines given for this section, the Spanish Department will focus on:
- Continuing recruitment efforts among Cañada students, high school students, the community at large
- Promoting individual courses as well as degrees and certificates with Spanish courses: AA in Spanish, AA and Certificate in LALS, Certificate of Bilingualism and Biliteracy
- Continuing to evaluate whether hybrid offerings are beneficial from the point of view of student learning
- Designing an AA-T in Spanish once we receive CID designation for Spanish courses
- Exploring opportunities for students to study abroad in Spanish speaking countries
- Designing a course that helps students improve their speaking ability at the high-intermediate/advanced level.
- Re-introducing the idea that Cañada should offer more that 0-1 foreign languages: while Spanish is a foreign language to many of our students, for about one third of our student population (our Spanish speakers) there is no foreign language option.

8. Resource Identification

A. Faculty and Staff hiring requests

> Guidelines:
> - Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
> - Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

The college has one full-timer who teaches only Spanish courses (Monica) and another full-timer whose "home" department is ESL, but who also has FSA in Spanish (Alicia). Although two full-time faculty can teach Spanish, the department has had and will continue to have at best about 1 full-time FTE and at worst zero full-time FTE teaching Spanish courses. Alicia teaches ESL courses, and sometimes Spanish courses as well; she has taught at most 7 units in Spanish in the past, often as overload. She has not taught Spanish in 2012-2013 and 2013-2014; during the last two years, she has been teaching only ESL, receiving reassigned time as Curriculum Chair, and using banked units. Monica was AFT president for 4 years, during which she received .4 FTE of reassigned time. Fall 2012, she taught in Barcelona, and in Fall 2013 she was on leave. Now she is obligated to use banked units, and continues to receive reassigned time for union work. In particular, there was not a single class taught by full-time faculty in Spanish in Fall 2012 and Fall 2013; this is not sustainable for a department, and it is unfair to part-timers and students.

The number of units and FTE taught by full-timers in Spanish in the last three years is as follows:

	2011-2012	2012-2013	2013-2014
Fall:	13	0	0
Spring:	17	18	7
Total:	30	18	7
FTE:	1	.6	.23

Full-time faculty normally teach 15 units per semester. However, in Spanish, the three year average of units taught by full-timers in the last three years is only 9.16, in the last two years it falls to 6.25 units, and for the current academic year it stands at a very low 3.5—this is an average of only 3.5 units per semester taught by a full-time professor in Spanish in 2013-2014.

With 0 to 1 full-time FTE it is extremely difficult to carry out all departmental duties. This situation has been exacerbated lately by the amount of work that faculty are required to do outside of teaching. The increasing demands on faculty that come, for example, in the form of SLOAC reporting, curriculum development and alignment, program promotion and student recruitment, have greatly impacted faculty workload. Since part-time faculty are paid only for contact hours of teaching, plus one office hour per 3 hours of class, these non-teaching activities are expected to be completed by full-time faculty. In the Spanish Department, however, one part-time faculty, Sarah, routinely volunteers to do many of these tasks. Sarah is the TracDat lead in the department, she does a big share of curriculum work, and she led all Spanish 'marketing' activities every semester for the last few years. Two new part-timers hired in the Fall 2012, Julieta and Amira, have integrated seamlessly into the fabric of the department, and they often contribute with their time and ideas too.

But it is not correct to expect a department to sustain this type of workload thanks to the goodness (some would call this 'exploitation') of part-time faculty. New degrees and certificates require a great deal of work: research, design, promotion and student recruitment, teaching new/revised courses, etc.; some of this has been accomplished, but much more remains to be done. The department is still trying to recover from the enrollment blows dealt by the hiatus in the scheduling of intermediate courses, and the unintended consequences of automated pre-requisite blocking. As a Hispanic Serving Institution located in an area with such a high percentage of Latinos, Cañada needs to have a strong Spanish Department, and build an outstanding Program in Latin American and Latino/o Studies (and over half of the offerings in the LALS Program are in the Spanish Department). But with the current staffing situation, it is difficult to keep up with what we must do, let alone embark on new projects.

For the reasons stated in this section, the Spanish Department needs an additional full-time faculty.

B. Professional Development needs

> Guidelines:
> * List faculty and staff professional development activities.
> * Describe faculty and staff professional development plans for next year.
> * Explain how professional development activities improved student learning outcomes.

Professional Development Activities:
- Academic Senate:
  Monica has attended an Academic Senate Plenary every year in the spring. Last spring, Sarah also attended.
- AP Exam:
  Sarah was selected as a Reader for the AP Spanish Language Exam in 2011, 2012, 2013 and 2014 and Monica was also selected for 2013 and 2014.
- AFT National Higher Education Conference:
  Monica attended this conference, where professors from all over the U.S. discussed topics of great relevance to our college/district, such as accreditation, MOOCs, the characteristics of quality public education, (un)affordability of and funding for college education.
- Bay Honors Consortium:
  Sarah has been a member of the Bay Honors Consortium (BHC) since Fall 2011. The BHC puts on an annual symposium (the Bay Honors Research Symposium) every Spring for honors students at community colleges to present their original research, and an annual round table event for faculty and administrators who want to learn more about honors courses and programs. Sarah has participated in those events as an organizer. Additionally, she is the co-editor of the proceedings of the BHRS: Think You?!; this is an online journal of student submissions.
- Sarah is a member of the Modern Language Associate and serves on the Committee for Community Colleges of the MLA.

None of the activities listed above were funded through the Professional Development Program in our district. The typical activities that faculty used to engage in through this program are difficult to pursue, given the stronger emphasis on reporting, accountability, committee work, and other non-teaching responsibilities placed on faculty nowadays. These tasks are now routinely scheduled on Flex Days, and faculty are pressured to participate in these college-sponsored flex activities, contrary to the intent of Flex Days as days in which faculty could pursue professional activities of their choice during flexible time.

C. Classroom & Instructional Equipment requests

Guidelines:
- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

No new requests.

Keep Spanish placement test. It is absolutely necessary now that we have automated pre-requisite blocking. Pre-requisite blocking has greatly affected our enrollments, since most Spanish courses have pre-requisites, and most students come to Cañada with some knowledge of Spanish. The placement test allows us to keep the workload and turn-around of processing of waivers at a reasonable level, in the case of students who take the test, especially in the summer, when faculty are normally not available to schedule an individual interview with a student to determine correct placement. Enrollment is still affected, because some students simply walk away when their enrollment is blocked.

D. Office of Planning, Research & Student Success requests

Guidelines:
- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

Count concurrent sections as one section in the Data Packets. It is not meaningful to draw any conclusions on data that considers concurrent sections separartely. For example, a concurrently scheduled SPAN 131 + SPAN 132 + SPAN 140 with 8, 6 and 7 students respectively in each class currently would give a section average of 7 students but there are actually 21 students being taught by one professor.

This request has been noted in this section of prior Program Review and Plans, but the Data Packets have not changed. At Monica's request, Brandon recently prepared some data for use in this Program Review and Plan. However, we have no consistent historical data which can be useful for analysis. And we need useful data to be available in a timely manner.

E. Facilities requests

Guidelines:
- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

None.

F. Other

If about half of the courses at Cañada are scheduled at night, the College should make sure that in the evening both students and faculty have the same level of support as in the daytime. In order to have evening classes, these are often assigned to part-time faculty.   Full-time faculty in Spanish teach evening courses too; they often have split schedules, for example, they teach 3-4 mornings per week, plus one evening, and engage in collaboration with colleagues or participate in committee meetings in the afternoon. In order for the College to be fully operational at all times when classes are in session, for the benefit of both students and the faculty who are teaching them, classified staff and admininstrators should be required to work in the evening as well. This is necessary especially because such a large number of the faculty and students who are in class in the evening are part-time, so they are less likely to be familiar with all aspects of the college, and they are the ones who are more likely to need a higher level of support. It is not fair to expect part-time evening students and professors to conduct college business during daytime hours only.