

PLANNING/OUTCOMES DOCUMENT

Name of person(s) completing form:		Tracy Chapple		Curriculum/Department:		Social Sciences/Spanish	
Purpose/Mission Statement				Vision Statement (3-5 years)			
<p>The purpose of the Social Sciences Department is to provide a broad-based education that will equip students with oral and written communication skills and teach them to use critical thinking in assessing the historical and contemporary world to better foster an understanding of diverse cultures as well as to evaluate information in a variety of disciplines.</p>				<p>Students who successfully complete social science/Spanish courses will more effectively meet the challenges of a multi-cultural, global workforce. These students will obtain the skills necessary to communicate with clarity and purpose through collaborative learning, practice in applied and written communications, and the use of technology such as computers. Classroom instruction will be enhanced by the use of multi-media resources and research, all directed toward a better appreciation of diverse cultures, schools of thought, and behavior. Students will then successfully pursue degrees at four-year colleges and universities.</p>			
Goal #	Values for Teaching	College Goals	2004-2005 Department Outcomes/Goals	Success Criteria (e.g. outcomes, enrollment increases)	Plan of Action (including resources needed)		
1	2 3 5 6 7 8 9	1 2 3 4 5	Improve use of technology in the classroom to enhance student learning and retention in History classes.	Improved student learning reflected in better grades and improved retention rates in History courses.	To utilize powerpoint more effectively in presenting materials to students. To use sound and video/photographic images and maps better to create a more positive learning environment.		
2	1 2 3 4 5 6 7 8 9	1 2 3 4 5 7	To help students become fluent in Spanish.	After completion of the target Spanish course, and having developed the appropriate oral, listening, and written skill levels in accordance with the American Council of the Foreign Languages (ACFTL), students will be able to convey information, express ideas, and accomplish tasks in Spanish.	To use Spanish extensively and encourage students to do so by establishing an affective climate in which students feel comfortable speaking in Spanish and to teach students explicit language learning strategies and encourage them to assess their own progress by using the daily participation record form.		

3	1	1	To encourage students to become critical thinkers by examining another language within context, in this case Spanish.	Students will do research in order to fulfill their final cultural project by comparing and contrasting their own language and culture, becoming more sensitive towards a linguistically and culturally diverse society.	To incorporate and integrate culture into instruction in order to build a meaningful and authentic language understanding.
	2	2			
	3	3			
	4	4			
	5	5			
	6	7			
	7				
	8				
	9				
4	1	1	To assist new and adjunct psychology faculty in developing and maintaining consistency in course content and presentation.	All psychology faculty (full-time and adjunct) will participate in at least two of three scheduled department meetings each semester.	Hold three meetings each semester to discuss materials, course content, problems encountered, and methods of presentation.
	2	2			
	3	3			
	4	4			
	5	5			
	8				
	9				

Criteria Results Be sure to utilize most current data available	End of Year Analysis (Goals achieved, impact of equipment purchased, improvements to your program, contingencies, etc.) Describe how you used the results to improve your program
Students will do research in order to fulfill their final cultural project by comparing and contrasting their own language and culture, becoming more sensitive towards a linguistically and culturally diverse society.	During the fall semester of 2004, with the help of the Spanish Club and community members, SCC Spanish students had the opportunity to attend a four- week cultural and academic celebration of the Hispanic Heritage Month. In the Spring semester of 2005, students were also invited to attend a week of cultural and academic presentations during the Spanish Language week. In both instances, as per the requirements that I stated in the syllabus, they needed to attend three cultural events and write a one-page self -reflection paper in English. Students were introduced to the concept of "cultural critical thinking" where they examined issues of cultural differences, societal values and relationships in their own culture and values system by comparing and contrasting against the Hispanic culture and language.
Three to four meetings were scheduled each semester for Psychology Faculty. All instructors attended at least two each semester.	The meetings were very helpful and supportive for all the participants. Knowledge about teaching techniques and experiences were shared. Ideas for resources needed, scheduling, and problem solving strategies were also discussed. This helped the department function as a more cohesive unit.