SPANISH

1. Executive Summary

0. Executive Summary

The Spanish Department has been busy updating curriculum, obtaining C-ID approval for its courses, submitting and getting approval for a Spanish AA-T, promoting courses and programs, collaborating with faculty in the interdisciplinary LALS program, complying with SLOAC requirements and obtaining good results in assessments, to name a few. The department has a hard-working faculty who work well with each other as well as inter-disciplinarily. However, it is very difficult for the department to do all that it is required to do with the current level of staffing (only one full-time professor of Spanish), and adjunct faculty often collaborate beyond their teaching duties and without compensation.

2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

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 strives to serve all of Cañada's students, whether they are studying Spanish as a foreign language or they are heritage speakers of Spanish. This is an important goal of the Spanish program, since Spanish is the only "foreign language" available at Cañada. 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, improve their skills for the workforce or engage in lifelong learning.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

We are not aware of any articulation needs based on changes in curriculum and degree requirements at the high school level.

In terms of articulation with 4-year institutions, we have submitted and received C-ID approval for the following courses:

C-ID Cañada

100 110
100 111+112
110 120

110 121+122
200 130
200 131+132
210 132+140
220 150
230 152

Our Spanish Associate Degree for Transfer (ADT) has also been approved.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

Working knowledge of Spanish continues to be an asset for anyone who deals with residents of our community, due to the large percentage of Spanish-speakers in our area. Therefore, our courses are valuable not only to students who have a transfer goal or need to meet an educational requirement, but also to community members and employees in many occupations.

3. Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Since our last program review and plan, we created a new course: SPAN 145 - Spanish Conversation through Cinema. This course was designed with the goal of helping high-intermediate/advanced level students to improve their speaking ability. However, because the course could not have SPAN 140 (the end of the second year of Spanish) as its prerequisite, we had to redesign it at a slightly lower level, with SPAN 132 instead as the prerequisite. SPAN 145 was scheduled for the first time in Spring 2016. Unfortunately, it was cancelled due to low enrollment. We will intensify our promotion efforts and schedule this course again in Spring 2017.

After piloting web-assisted courses with SPAN 120, we decided to launch this option for SPAN 110 as well. The goal in this case was to be able to offer regular 5-unit Spanish courses in the evening, but still meeting in the classroom for only one night, because students were not interested in courses scheduled on two different evenings. We have been offering a web-assisted section of SPAN 110 on Friday mornings as well. This scheduling option is attractive to students as well, and it does not conflict with too many courses because of our block scheduling.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

Our 2013-2014 Program Review and Plan received no feedback (http://www.canadacollege.edu/programreview/SPAN.php). Therefore we have no response.

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Progress for each action plan from our last program review:
- Continuing recruitment efforts among Cañada students, high school students, the community at large: ongoing effort
- 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: ongoing effort

- Continuing to evaluate whether hybrid offerings are beneficial from the point of view of student learning: there are mixed results. Some students like the web-assisted courses because of the attractive schedule and the flexibility to complete instructional tasks on their own and at their own pace. For other students, meeting only once a week (SPAN 110) is challenging. Overall, there doesn't seem to be a significant difference in student success.
- Designing an AA-T in Spanish once we receive CID designation for Spanish courses: we already designed the AA-T, submitted it, and received approval.
- Exploring opportunities for students to study abroad in Spanish speaking countries: No progress made yet. Given the changes in International Programs at the District, with the relocation of the Study Abroad office from CSM to Skyline, we decided to wait until the Skyline office got established in order to start exploring these options.
- Designing a course that helps students improve their speaking ability at the high-intermediate/advanced level: SPAN 145 was designed by Sarah Harmon and Monica Malamud and it has received curriculum committee approval.

- 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: No progress. Although we have brought this up repeatedly in the past, this idea has not been brought up again within the last two years.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

   N/A

   (B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

   N/A

4. **Current State of the Program**

   7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

   Overall report of the department:
   http://www.canadacollege.edu/programreview/datapackets1415files/E%20A%20Effectiveness%20College-wide%2014-15%209.3.15.pdf
   Load is lower than college average; it tends to be around 350-420, with some courses higher depending on semester. This has led to changing out the concurrent Spanish 121/122 for Spanish 120. We have also added an evening section of Spanish 110. In future, we are looking to bring back 680, but we would combine the 2 sections to create a new course in the 11X series; in this way, we would reach out to Medical Assisting and Radiological Technology students, and would also boost enrollment in 110/111, which serve as the pre-requisite course.
   student characteristics college wide:
   http://www.canadacollege.edu/programreview/datapackets1415files/C%20A%20College%20Wide.pdf

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

Of our 501 students in 2014-2015, almost half (228) are Hispanic. This is a substantial argument for keeping a robust Spanish program, especially considering that Cañada is an Hispanic Serving Institution. Spanish is also the only foreign language offered at Cañada, therefore their only option for meeting area 6 requirement for IGETC. And although one may be tempted to cancel those courses that do not have very healthy enrollments, the problem with doing so is that this affects the whole program for many semesters into the future: as Spanish courses are sequential, the cancellation of one course in the sequence jeopardizes the continuity of the program as a whole. Furthermore, in a discipline like Spanish, it is impossible to recruit for "course X"; we can promote our program and encourage students to take Spanish courses, but which course they enroll in depends on their level of Spanish. Therefore, we believe that if we want to remain a viable option for transfer students, there must be a commitment from the college to keep Spanish courses open, so as to maintain the only option that students have in order to fulfill their IGETC requirements in area 6.

Evening SPAN 112: this course has suffered declining enrollment until it had to be cancelled a couple of semesters. We have recently started offering SPAN 110 as a web assisted course in the evening, which in effect combines SPAN 111 and SPAN 112 into one course.
Evening SPAN 121/122: in the last 10 semesters, these concurrently scheduled courses had a combined enrollment of 19, 19 and 15 students during three semesters, and got cancelled the other 7 semesters. Part of the reason for the low enrollment was that not enough students were enrolled in the previous course (see SPAN 112 above). Now that we are offering a web assisted SPAN 110 in the evening, instead of separate SPAN 111 and SPAN 112, we intend to offer SPAN 120 also in the web assisted format (course will meet for 3 hours in the classroom, with the remaining 40% of instruction being done online).

SPAN 152 - Spanish for Heritage Speakers II: this course underwent a fundamental change in the inclusion of a prerequisite (Spanish 150) in order to obtain C-ID certification, which was crucial for obtaining approval for the ADT in Spanish. Because of this, we no longer could market the course as 'open to all heritage speakers'; despite best efforts to be available to potential students in filling out pre-requisite challenge forms as needed, the course has been cancelled since the inclusion of the prerequisite, regardless of whether it was scheduled in the daytime or in the evening. There needs to be improved marketing for the course, in particular cooperation with the counselors to let them know that we are willing to interview students and approve them for the course as needed. We also need to find other solutions that won't jeopardize C-ID status. For example, we suggest keeping the course open until at least the first class meeting (as opposed to cancelling it before classes start) to allow students to meet the professor and get all the necessary paperwork filled out, since we know that it is difficult for students to get this done during the summer or winter break.
SPAN 161/162 - Latino Literature: These courses have suffered from low enrollment for several years, and they were cancelled in 4 of the last 5 semesters. In a department meeting held in May 2015, with all Spanish professors who teach on campus in attendance, it was decided that Latino

Literature would be offered once a year, instead of every semester. The proposed schedule for the current academic year (2015/2016) has reflected this change.

SPAN 680A and 680B - Spanish for Medical Professionals: The course was offered only twice. There were some scheduling issues, such as the course not making it into the printed schedule. The last time it was offered, 19 students enrolled. The plan is to talk to faculty in MEDA and RADT, especially if there are new hires in these programs, and explore the possibility of making Spanish for Medical Professionals a selective course in their programs. In this case, we would also "re-package" the courses: instead of two 2-unit courses, combine them into a 3-unit course, so that it can potentially be transferable too.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Overall, success in our Spanish courses has been close to the success rate goal of 70%. In prior years it had been under 70%, but in 2014/2015 we had a success rate of 74, higher than the college average of 70.2%. Retention has been closer to the retention rate goal of 84%, hovering between 81 and 84%.

Ethnicity: some of our courses, especially SPAN 150, 152, 161 and 162, enroll mostly Hispanic students. Given that we serve large numbers of Hispanic students, it is worth noting that our success and retention rates for this group are significantly higher than the college average. In 2014/2015, success rate in Spanish courses for this demographic is 83% (compared to a college average of 65.9%) and retention rate in Spanish is 93% (well above the college average of 81.6%).

Gender: in 2014/2015, both males and females had higher success rates in Spanish courses than the college average. As for retention, in the same academic year, females had a retention rate slightly lower than the college average (82% vs 83.9%) while males had higher retention rate compared to the college average (87% vs 83.2%)

Age and enrollment status: success and retention rates seem to vary for each age group from year to year, sometimes being lower and other times higher than college averages. We cannot find any trends, or explanations for this variation.

DE vs non DE: the counts in the data packet do not seem to be correct, so we will not analyze this table. For example, the table lists 418 students taking web assisted courses. This does not seem correct. Perhaps the report considered web-assisted courses as those which had HBAs done online. If this is the case, it does not make sense to compare courses which only had HBAs done online, with the current SPAN 110 and 120 web assisted courses with 60% face-to-face instruction and 40% online.

Basic skills or not: all Spanish courses are non Basic Skills

CTE or not: all Spanish courses are non CTE

Transfer or not: all Spanish courses offered are transferable

Course success and retention by course: we know, and the data show, that there is lower

retention and success in the beginning Spanish course. After the first Spanish course, both retention and success improve. This is due to the fact that students who begin to study a foreign language underestimate the time and effort that language study requires. Another reason is that SPAN 110 is a 5 unit course, which naturally requires more dedication than the 3 unit courses that students are more used to. Although as instructors we go over these characteristics of language study at the beginning of SPAN 110, not all students believe us until they experience the course for themselves (after all, don't all professors say that their course requires time and effort?), while others may not do well and end up dropping the course because their load is simply not manageable for them.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

Online courses:

Spanish faculty do not agree with the implementation of 100% fully online courses. Language learning requires human interaction in real time in order to be effective. We included Distance Education information in our CORs as a way to deliver HBA (hours by arrangement) instruction. However, soon after the implementation of online HBAs, there was a directive from the state specifying that HBAs needed to be conducted within line of sight of discipline faculty. As a result, and in order to be in compliance, we eliminated HBAs.

More recently, we have began to offer first SPAN 120 and now also SPAN 110 as web-assisted courses, with 60% of their instructional time being face-to-face. But we do not believe that we can effectively teach a language class without the face-to-face component. We have no plan to implement courses with a higher percentage of computer-mediated instruction at this time, and the possibility of fully online courses has not been considered, because we do not believe that language can be learned effectively in a fully online manner at this time. Both professional and educational organizations have policy and standards that support our position.

The main function of language is communication. According to the California Content Standards for World Languages (California State Board of Education, http://www.cde.ca.gov/be/st/ss/), communication takes three forms: interpretive (listening, reading), presentational (speaking, signing, writing) and interpersonal (a culturally appropriate shared activity among language users). In online courses, interpersonal communication is practically impossible to achieve, thus depriving students of the acquisition of skills they need in order to communicate effectively. The Proficiency Standards from ACTFL (American Council on the Teaching of Foreign Languages, the professional organization for teachers of foreign languages in the U.S.) also take into account interpersonal communication in the descriptors of each of their standards at every level. For example, at the intermediate high level, their speaking standard states that "Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence [...]" (http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking#intermediate). The underlined words and phrases presuppose the existence of an interlocutor in real time.

Online courses at EPAPA:

Students at East Palo Alto Phoenix Academy (EPAPA) do not understand what an online course entails. Many of them do not regularly log on to the course, sometimes for weeks at a time. They do not complete assignments (for example, only 3 out of 36 students did "Hablando del tema 5B", a speaking assignment,

and 5 students completed "Worksheet 5", a set of written homework, plus one student looked at it but did not submit it). There has not been a single course activity, outside of quizzes or exams, that has been completed by half of the students. Greta Betteo, who has been teaching EPAPA students for a number of years, has offered to help students if they wish. Very few have taken her up on her very kind and generous offer, and some have even responded in an extremely disrespectful manner.

Monica Malamud recently visited the classroom at EPAPA during the school periods that have been set aside for students to work on their online class. The classrooms were strewn with trash on the floor, the seating arrangement was completely random, and not suited for school work. In each class, only 2 students were working on a computer. In one class, 4 students were playing cards. The rest of the students were on their cellphones. Students were speaking to each other across the room. One student's cell phone rang, and he answered it in a loud voice (everyone could hear this phone conversation). The proctor was on her computer during both class periods, and chatting with two students for part of one period. At one point, she started laughing (at the conversation she was having with students) and could not stop laughing for several minutes. One student arrived late, on a skateboard. In the classroom there were several students who were not enrolled in the Spanish online class (this was their study hall). In order to give directions for the student surveys (I was conducting a required Cañada College faculty evaluation), students had to be repeatedly asked to be quiet, pay attention, and behave appropriately. Several students did not follow directions and requested a new evaluation form to start over; others did not follow directions but were unaware of this and turned in surveys incorrectly filled in.

A meeting was held on Wednesday, February 24, with the following EPAPA staff in attendance: Kate (instructional support staff), Disabilities Specialist, Elisa (counselor) and Nandini (proctor). Sarah Harmon (faculty assigned to teach online courses) and Monica Malamud (full-time Spanish faculty) attended for Cañada. At the meeting, the following topics were discussed:

1. registration and placement: some issues have been resolved, but problems remain
2. technology: Chromebooks running Android are not adequate. EPAPA staff assured us that in response to Sarah bringing this up earlier, other computers would be available to the students instead. However, when Monica visited the classroom, students had Chromebooks running Android there.
3. student lack of preparation and support for online class: despite Sarah conducting an orientation at the beginning of the semester, students are not doing the work they need to do for an online class. Many of them are not even logging on to the course at all.
4. IEPs/special accommodations: Sarah did not receive information regarding affected students in a timely manner - she only got this information the day before an exam, and only after repeated requests. The disability counselor at first refused to disclose which students had which accommodations, but upon our insistence, she finally did.

We believe that it is a disservice to EPAPA students to schedule courses for which they are utterly unprepared, and for which the school does not provide adequate support. It is also not good for our college and our Spanish program to have students failing college level courses while in high school. We do not support the scheduling of online courses in general, much less in a setting where students are unprepared and do not have adequate support in place.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you

intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation. /

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

As evidenced by the attached TracDat report, the entire department measures course SLOs regularly. There is at least one SLO measured in all classes but one--and in these classes, frequently multiple SLOs are measured by all faculty. The lone exception is Spanish 161/162; SLOs have not frequently been measured in this course. There needs to be improvement in this area.

Faculty assess their SLOs and then enter their data in a department Google Form; in this way, multiple sections can assess multiple SLOs, and thereby capture as much data as possible. The TracDat lead (Sarah) then enters all data, documentation, and commentary into TracDat, verbatim. The department then discuss results and make adjustments as necessary.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

In general, the stated success criterion for each SLO has been met.
Sometimes, whether the success criterion for a SPAN SLO has been met or not is "inconclusive". In SPAN courses, this is due to the fact that very few students were enrolled in the class, so the results cannot be considered significant or representative, and it would not be appropriate to make modifications based on the assessment of a handful of students. SPAN offers several courses that are concurrently scheduled with others, and for this reason it is often the case that there are just a few students in a given course.
Several years ago, the "cultural" assessments were not as satisfactory as we might have wanted. A concerted effort was made to explain to students that learning the culture(s) of Spanish speakers was an important part of learning the language and being able to use it in a culturally appropriate manner. Culture was intentionally infused into more lessons, assignments and assessments. Currently, assessments of cultural aspects of Spanish courses meet our success criteria for this SLO.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

All SLOs are measures indirectly, and lead to indirect results for the assessments of the PLOs. Since Spanish 140 (for foreign language learners) and 152 (for heritage speakers) is the ultimate course in each series in terms of learning of linguistic skills, we use these two courses for measuring the PLOs.

The PLOs, with links to the respective course SLOs, are as follows:

1. Production and comprehension		
Spanish 140, SLO 4: Produce and interpret oral and written Spanish at approximately an	Spanish 152, SLO 1: Compose paragraphs with good sentence	**Program SLO 1:** Students will be able to produce and understand oral

Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	structure that are appropriate in terms of spelling, grammar usage, vocabulary and punctuation.	and written communication at an Advanced High level, as defined by the ACTFL.
Assessment for Program SLO: Indirect assessment data from the course SLOs are fed into the assessment of the PLO.		
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.
Assessment for Program SLO:Indirect assessment data from the course SLOs are fed into the assessment of the PLO.		
3. Spanish-speaking cultures		
Spanish 140, SLO 5: Describe and illustrate aspects of the culture of Spanish speaking countries covered in 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 American 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.
Assessment for Program SLO:Indirect assessment data from the course SLOs are fed into the assessment of the PLO.		
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 in general.
Assessment for Program SLO:Indirect assessment data from the course SLOs are fed into the assessment of the PLO.		

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

As viewed in the attached document, there is consistent assessment of the PLOs via indirect assessment of the course SLOs for Spanish 140 and Spanish 152. As a result, the data show positive results for the PLOs.

It should be noted that Spanish 152 has been cancelled due to low enrollment the last 2 semesters--regardless of the schedule. This is due to the fact that the course outline of record had to be updated to require Spanish 150 as a pre-requisite for Spanish 152, something that was required in order to obtain C-ID certification, but was out of the intention of the course. It is our belief that the course needs to be promoted to the counselors, and a solution must be found, so that enrollments for Spanish 152 return to their previous levels, so that the PLOs can be adequately measured.

5. Looking Ahead

11. Program Improvement Initiatives:

See Planning Module