

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Spanish & LAS

Response Types: All Responses Types

1	<b>Executive Summary</b>
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

## Response Detail

No Response Information to Display

## Narrative

The Spanish Department is reviewing/updating all curriculum this academic year as required by the 5-year cycle established by the Curriculum Committee. All Spanish courses that are eligible for C-ID have already been approved, and the Spanish AA-T has also been approved. Spanish is one of the departments that participates in the LALS program, and faculty have also been working on the LALS program review. SLOs are regularly assessed and results are good. The Spanish program at Cañada is the most comprehensive one among our three colleges, since it offers courses at all levels, including courses specially designed for Spanish Speakers. However, given the smaller student population, the department experiences course cancellations due to low enrollment, and this has affected our students' ability to complete degree and certificate requirements. 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 who also has non-teaching responsibilities at the college and district levels), and adjunct faculty often collaborate beyond their teaching duties and without compensation.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2	<b>Program Context</b>
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

## Response Detail

No Response Information to Display

## Narrative

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. 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 (foreign language requirement for IGETC), improve their skills for the workforce or engage in lifelong learning.

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2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

## Response Detail

No Response Information to Display

## Narrative

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.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

## Response Detail

No Response Information to Display

## Narrative

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. Furthermore, industry is increasingly giving preference to potential employees who are bilingual at a minimum. 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.

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**3 Looking Back**

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

## Response Detail

No Response Information to Display

## Narrative

Since our last program review and plan, we offered SPAN 145 - Spanish Conversation through Cinema. This course is designed with the goal of helping high-intermediate/advanced level students to improve their speaking ability. The course has run once, but is having enrollment issues due to a number of factors. We continue to intensify our promotion efforts, and will be scheduling this course to be offered once per academic year.

All of our first-year courses (SPAN 110/111/112 and SPAN 120/121/122) are offered as hybrid courses, with both day and evening offerings. We used to offer only the 3-unit courses in the evening (SPAN 111, 112, 121, 122), but the sections were being cancelled with regularity, which impacted persistence. We have switched to only offering 5-unit, hybrid versions of our first-year program. Our revised evening schedule has been successful in attracting more students to the 5-unit courses, in order to sustain the first-year program and lead into the Intermediate series. Our daytime schedule continues to address the needs of the students, although we have had to reduce our offerings of SPAN 110 from 2 daytime sections to only 1, which has caused a decline in enrollment in our daytime section of SPAN 120.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

## Response Detail

No Response Information to Display

## Narrative

Overall, we received an 'Effective' rating, which we agree with. The comments made were generally positive, but there were comments requesting more information on the impact of students overall and connections to the community and labor. The comments regarding PLO and SLO impact on students didn't make as much sense to us, since our PLOs and SLOs have been written in accordance to best practices within our discipline, as set out by the American Council for the Teaching of Foreign Languages; they address the progress needed for a student in their acquisition of language. Because our faculty are trained in these best practices, there has not been a real need to make improvements or adjustments, which is what we reflected in our previous Program Review.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

5.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.

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## Response Detail

No Response Information to Display

## Narrative

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 and AA-T (which has been approved since our last Program Review) 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.
- 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. We have continued to support the program when the study abroad location is set to a Spanish-speaking country, such as Barcelona, Spain, and will continue to do so.
- Re-introducing the idea that Cañada should offer more than 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.

## Suggested Follow Ups

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### 6.A. Impact of Resource Allocations

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?".

## Response Detail

No Response Information to Display

## Narrative

Not applicable.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 6.B. Impact of Staffing Changes

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".

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## Response Detail

No Response Information to Display

## Narrative

There have not been any significant staffing levels, so the answer here may be "Not applicable". However, since in the last program review it was noted that reviewers wanted mention of staffing somewhere other than in the Executive Summary, perhaps this is the place for it. The department has had only one full-time faculty since 2001. When the full-time faculty was not on campus (due to medical leave or teaching abroad), the full-time faculty was still required to perform departmental duties, such as submission of courses for C-ID, communication with counselors, assessment and placement of students into Spanish courses, orientation and mentoring of newly-hired adjunct faculty, etc. If the full-time faculty is involved in activities for which she receives reassigned time and would not like to have more than a full-time load, only the teaching portion of the workload is reduced, but not so the departmental functions. So although the department has one full-time faculty, this full-time faculty often does not teach full-time on campus. It is very difficult to manage a department with only one full-time faculty, and even more difficult with less than one full-time faculty or even none present on campus. Part-time faculty often participate in departmental activities such as program review, curriculum updates, program promotion, but they are not compensated for anything other than their contact hours of teaching. Both full-time and part-time faculty are obligated to work beyond the duties and hours for which they receive payment, since refusing to do this additional work is simply not an option.

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No Suggested Follow Ups to Display

4	Current State of the Program
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7	Enrollment Trends
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Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

## Response Detail

No Response Information to Display

## Narrative

### PRODUCTIVITY:

The link for the Spanish Productivity Data Packet actually shows data for the Social Sciences. Since no data packet is available, we cannot complete a thorough examination of enrollments and course offerings. The analysis below is based on the limited productivity data for Spanish courses that is available in the Humanities and Social Sciences Division packet.

It is practically impossible to see any trends in terms of productivity for the Spanish department as a whole, because there is no summary data for the department in the division report. As for productivity of individual courses, the load for courses which are scheduled concurrently with others shows "#INF", and the students in these concurrently scheduled courses are not combined-- they're just "lost". So the load shown for SPAN 131, for example, is quite low, but nowhere does this report show that students enrolled in SPAN 132 and SPAN 140 should be added together with those in SPAN 131, which would give a better picture of productivity, as in fact SPAN 131, SPAN 132 and SPAN 140 are all taught at the same time by the same instructor. Based on low enrollment in SPAN 112 and repeated cancellations of SPAN 121 and SPAN 122 in our evening program, we have decided to offer our regular first year courses (SPAN 110 and SPAN 120) in the evening. Both SPAN 110 and SPAN 120 are offered as hybrid courses in the evening, meeting in the classroom only once a week for three hours. The scheduling option seems appealing to students and we have been able to offer both courses each semester. However, the downside is that the courses are very intensive (5 units per semester), and, with limited face-to-face time, students need to be very organized so as not to fall behind. More importantly, the reduced classroom time means that students do not have much opportunity to develop their oral communication skills, which affects their acquisition of a foreign language.

Headcount in the Spanish program can vary considerably from one semester to the next depending on whether any off-campus classes have been offered for the concurrent enrollment of high school students. Therefore, the fluctuations in total enrollment are due to factors beyond our control, and it is meaningless to discuss them here.

**STUDENT CHARACTERISTICS (based on 2016-2017 data)**

**A. COMPARISONS WITH COLLEGE-WIDE DATA**

Age:	College	Spanish
under 18:	7%	11.7
18-23:	38.2%	26.5
23-28:	23%	23.4
29-39:	16.8%	17.9
40-49:	7.7%	7.7
50-59:	5%	8.6
60+:	2.3%	4

**Educational Goal and Enrollment Status:**

Forty-three percent of students who take Spanish have "transfer" as their goal. College-wide, transfer-bound student represent 52% of the student body. Students who take Spanish are more likely than the college average to take our classes for high school credit (7.4% vs 4.8%) or to update their job skills (6.8% vs 5.5%). Spanish also has a higher percentage of K-12 concurrently enrolled students (14.8% vs 6.9%). First time students represent 11.5% of our enrollment, whereas they represent 17% of the college enrollment.

**Day vs Evening:**

We have more evening students than daytime students.

**Gender:**

In Spanish, 66% of the students are female and 30% are male. In the college, 60% are female and 37.5% are male. The college has a significantly greater number of female students, and the difference between female and male student enrollment is more pronounced in Spanish courses.

**Ethnicity: (only groups that represent more than 10% of the college population are listed here)**

	College	Spanish
Asian	13.2%	4.6%
Hispanic	32%	35%
Multi races	16.6%	13.7%
White non-Hispanic	26%	34.5%

**B. DISCUSSION**

In Spanish courses we have higher percentage of students who take our classes for reasons other than transfer, such as to obtain college credit or for work purposes. College-wide, over half of our students are transfer-bound, but this is not the case in our department-- our students take Spanish for a variety of reasons. The age spread of students in Spanish courses is also wider than for the college as a whole. While the percentage of students between the ages of 23 and 49 mirrors the college distribution, Spanish has markedly fewer students in the 18-23 age band, corresponding also with a lower percentage of first-time college students in our department. In contrast, Spanish has greater percentages of underage students, as well of students who are 50 years and older. This is consistent with the educational goal of our students: proportionally speaking, in Spanish we have more students who take our courses for high school credit, as well as older working adults looking to improve their job opportunities. In particular, the percentage of concurrently enrolled students in Spanish is twice the college-wide rate. Regarding ethnicity, Spanish enrolls fewer Asian students and more white non-Hispanic students. This could be due to the fact that Asian students already speak a language other than English, and may not need to take Spanish as a transfer requirement; however, at this time this is only speculation. We also have a slightly higher percentage of Hispanic students in Spanish courses, which may be explained by the fact that two of our courses are "Spanish for Heritage Speakers"; these courses are designed to further develop literacy in students who are fluent but not fully literate in Spanish.

For a small department, Spanish serves a wider range of students than the college overall. Instead of having mostly transfer students, we have more students with other types of goals. Instead of having a high concentration of 18-23 year-olds, we tend to have more younger as well as older students. These student demographics and goals seem to support a larger evening program, as so many of our students are either taking high school classes or working during the daytime.

Based on this analysis, we do not see a need to conform to "college averages". The fact that Spanish data differs from college-wide data is based on the fact that our department serves a variety of needs in our students. This is no small feat for such a small department, and it may in part account for the difficulties in obtaining high enrollments in our courses, the majority of which have only one section per semester.

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## 8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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## Response Detail

No Response Information to Display

## Narrative

### A. Overall success and retention:

Overall success rate in Spanish courses was 68.5%, while the retention rate was 83.2% in 2016-2017, a little lower than the goals of 70% and 84% respectively. In the Spanish department both success and retention are lower in the first course in the sequence: SPAN 110 (and SPAN 111). This is due to a mismatch between students' attitudes towards a high-unit foreign language course and the reality of a 5-unit Spanish class. Often students do not come to the beginner's class with realistic expectations, both in terms of workload as well as content. Most classes at our college are 3 units, so many students are prepared to put in the work required for a 3-unit class, not a 5-unit class. Additionally, many believe that learning a language must be the opposite of a math class, when in fact learning a foreign language has a lot in common with learning math: course material must be learned in a sequential manner and mastery requires a lot of practice. Even students who are false beginners have difficulty understanding how much time and dedication will be required in a beginner class, because the classes that they took in high school were at a much slower pace than our college courses. We try to proactively address these misconceptions on the first class; however, if students do not take our advice seriously and start falling behind, even as early as the third week in the semester, it may be too difficult for them to catch up unless they can devote a considerable amount of time to Spanish. In most courses, other than SPAN 110 and SPAN 111, both success and retention are typically above the goals of 70% and 84%.

### B. Equity gaps:

#### B.1. Access:

**Male students:** The Spanish program attracts fewer male students than the college average. Or, conversely, it attracts more female students than the college average. We have noticed that among Spanish students we tend to have retired women taking classes for personal enrichment, as well as working women such as teachers (and especially early childhood educators), nurses and others who need to interact in their work with Spanish speakers. Perhaps this helps explain why we have fewer males in Spanish courses. We are happy to be able to serve women who need to learn Spanish. If the imbalance between males and females reflected in our enrollment were, as explained here, due to factors which lead women (and not men) to take Spanish, would it still be a reasonable goal to attract more males? And if so, how?

**Asian students:** Our program enrolls a smaller proportion of students than the college overall. Could it be that these students already speak another language and do not need to take Spanish as a foreign language? Could it be that Asian students are not Spanish-speakers and therefore not eligible for our courses for heritage Spanish speakers? It seems like a program like ours would naturally have skewed enrollment numbers when one considers that the discipline is "Spanish".

#### B.2. Completion:

The groups listed as experiencing an equity gap in terms of course completion are: male, Black non-Hispanic and Filipino students. However, when looking at the detailed tables, it turns out that the number of students in most categories is too low to even list what the equity gap is. The only relevant numbers according to the data presented in the tables are as follows: it takes 5 Black non-Hispanic and 3 multi race males to close the completion equity gaps in our program.

**NOTE 1:** It is intriguing why equity is so narrowly defined in our college, or at least for the purpose of program review-- only gender and "ethnicity" matter when it comes to equity? ("Ethnicity" is in quotes because it's not clear how the different labels were chosen or are defined)

**NOTE 2:** Although this section seems to focus on a negative concept (i.e. equity gap), with the goal of promoting improvement, we feel it is just as important to highlight success. In terms of equity for Hispanics, it should be noted that they do well in our program: the access rate is higher than for the college, and their success in Spanish courses is higher than our program average. For a population that is typically under-prepared and under-served, this is important to highlight, both for students (given that language plays a major role in one's identity and self-worth) and for our college (as a Hispanic Serving Institution).

## Suggested Follow Ups

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## 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

In 2016-2017, Spanish courses not taught online have a success rate of 75%, compared to 58.4% in hybrid courses. This is not at all surprising. In fact, it is to be expected, given the nature of language learning.

There has been a push at our college to offer more hybrid and online courses. Although we did not agree that this move would be beneficial to students in our Spanish courses, we had to follow this directive in order to address both students' preferences and to prevent further cancellations of Spanish courses. Several years ago, we started offering SPAN 120 as a hybrid course. Around 2014, we also started teaching a hybrid SPAN 110 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, and the reduction of class time has had an impact on success. 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.

In case you're interested, here's why language learning requires (or is more successful) with real-time human interaction:

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 capitalized words/phrases in the citation presuppose the existence of an interlocutor in real time.

If one considers what is necessary for language learning to take place, then it becomes obvious that the lack of human interaction in real-time will necessarily impact success.

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No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

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## Response Detail

No Response Information to Display

## Narrative

As evidenced by the attached TracDat report % of SPAN Courses with SLOs assessed.pdf, the entire department measures course SLOs regularly. There is at least one SLO measured in all classes every semester, with the exception of one class. In classes where SLOs are regularly assessed, frequently multiple SLOs, and often all of them, are assessed by all faculty. The lone exception is Spanish 161/162 - Latino Literature; SLO assessment results were reported only once in this course within the last several years. 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 SLOs per course 2010-2018.pdf. The department then discuss results and make adjustments as necessary.

Whether we are supposed to assess courses systematically in a 3-year cycle, whether assessing all SLOs is required or one is enough, and how many SLOs a course is supposed to have are completely arbitrary in our opinion. Language instructors have been defining performance and proficiency outcomes and measuring them with appropriate assessments for many decades. Even before the SLO language came into vogue as a "new thing" in education, foreign language professors were formulating SLOs and assessing them, as this has been the standard in our discipline for a long time, under the guidance of our professional organization, ACTFL (American Council on the Teaching of Foreign Languages).

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

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## Response Detail

No Response Information to Display

## Narrative

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.

Elsewhere in this Program Review, we addressed the question of PLOs, and included a chart showing how our PLOs are assessed via SLO assessment of the highest level language course required for our Associate Degree. In the attached document, you can find the assessment results: PLO Assessment via SLOs 140&152.pdf

Our Spanish PLOs are linked to ILOs. The following attachment shows the relationship between Spanish PLOs and ILOs: PLOs-&-ILOs.pdf

What follows did not come out of SLO assessments, but it is an example of what we do because it is the right thing to do when we care about our teaching and our students, not because SLOs in our courses are defined as a arbitrary number of statements or assessed on any kind of arbitrary rotation schedule:

In order to make our courses more communicative, to teach language as it is used outside the college environment, to integrate cultural aspects of Spanish-speaking countries into language lessons, to be more relevant and updated for today's younger students as well as for working adults, we decided to adopt a new textbook. This textbook also comes with a very robust online component, which is critical for our hybrid courses. These changes were not made because our SLO assessments and their ensuing discussions prompted us to consider alternatives to our past textbook. Our old textbook was all right and our SLO assessment results were just fine. The change was made because we, as language teachers, believed we should seek out a better alternative to our then-current textbook for other reasons. We have done and will continue to do SLO assessments because it is what we believe needs to be done in order to evaluate whether our students are learning Spanish. However, SLOAC is not the answer to all questions, and the reporting of assessments into TracDac continues to be a ridiculous waste of time for us.

This is just one example of how we improve our teaching. We have others. As a general rule, they do not stem from SLO assessments.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10	PLO Assessment
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Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

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No Response Information to Display

## Narrative

All SLOs are measured 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 last course in each series in terms of language skills required for the Associate Degree in Spanish, we have aligned the SLOs in these two courses for measuring the PLOs.

### Spanish Program SLOs

#### 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 terms of spelling, grammar usage, vocabulary and punctuation.

PLO 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. PLO 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 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. PLO 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.

PLO 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.

Assessments of course level SLOs for SPAN 140 and SPAN 152, which are the ones that feed directly into our PLOs for the Spanish Program?, have yielded very good results. Therefore, we see no need to make any modifications.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

# **Search Standards By User**

**Source: IPR**

**Cycle: Instructional Program Review 2017-18**

**User Name: Lead Faculty, Spanish & LAS**

**Response Types: All Responses Types**

# **Search Standards By User**

**Source: IPR**

**Cycle: Instructional Program Review 2017-18**

**User Name: Lead Faculty, Spanish & LAS**

**Response Types: All Responses Types**

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Spanish & LAS

Response Types: All Responses Types

5	Looking Ahead
11	Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

## Response Detail

No Response Information to Display

## Narrative

[I was not able to submit this in the Planning Module, so here it is]

Cañada is an Hispanic Serving Institution. Over 40% of our students are Hispanic. Spanish is the only foreign language offered at Cañada.

For our non-Spanish speakers, there's only one foreign language option: Spanish. Whether they are true beginners or have some knowledge of Spanish, they will need to enroll in the class that matches their level of Spanish.

For students who are quite fluent in Spanish but have not had any formal instruction in the language, there's one option: Spanish for Heritage Speakers.

For students who are fluent and literate in Spanish, there is only one option: Latino Literature.

The Spanish Program at our college is the most comprehensive when compared to our sister colleges in the District -- we need to be able to serve ALL students with our Spanish courses, as Spanish is the only "foreign" language offered. In fact, Spanish speakers cannot even learn a foreign language at Cañada!

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 our college to remain a viable option for transfer students and if we want our students to be able to obtain an Associate Degree in Spanish or in Latin American and Latino/a Studies, or a Certificate of Bilingualism and Biliteracy in English/Spanish, there must be a commitment from the college to keep Spanish courses open even when low-enrolled. Otherwise, our students will not be able to obtain their degrees/certificates or fulfill their IGETC requirement in area 6. And if we don't support the linguistic development of our Spanish-speaking students, can we feel proud of being designated as a Hispanic Serving Institution?

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Spanish & LAS

Response Types: All Responses Types

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

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## Response Detail

No Response Information to Display

## Narrative

There is no Narrative Entered.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display