

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Spanish

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

Cañada College Mission: Cañada College engages and empowers students in transforming their lives and communities through quality education.
Cañada College Vision: Can?ada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.
Spanish program description: The Spanish 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.
The Spanish 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. Since Spanish is the only world language available at Cañada, in order to provide access to the offerings in the department, it is important that there be courses available for every Cañada student, regardless of their level of Spanish.
All Spanish courses have a two-fold purpose: increasing students' linguistic abilities as well as their knowledge and awareness of cultural aspects of the Spanish speaking peoples. Improved language skills combined with increased cultural awareness contribute to transforming student lives, by helping students achieve their academic, workforce-related, or personal enrichment goals, while promoting a better understanding of their local and global communities.
In this manner, Spanish courses have a direct alignment with several of the college's values, most notably diversity (within social justice and racial equity), academic excellence ("equipping students with skills that serve them in all domains of their lives"), and cultural empathy (by fostering "empathy, understanding and respect for cultural differences and similarities within, among and between groups").
In summary, the Spanish program contributes to the college's mission, vision and values by offering courses for all of Cañada's students, regardless of the level of Spanish they have or need, and making sure that all of our courses have student learning outcomes that improve multicultural skills. As an HSI, it is particularly important that students have the opportunity to advance not only their language skills, but also their understanding and appreciation for the cultures in which Spanish is spoken.

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."

High schools:
No changes.

Four-year institutions:

The implementation of CalGETC has negatively impacted course enrollments in Spanish courses, because the two areas where Spanish courses used to fit in CSU GE and IGETC have been reduced or eliminated.
CSU: In Area C, CSU GE used to require 3 courses, one in the Arts and one in Humanities, plus one more in either the Arts or the Humanities, but CalGETC requires only one course in the Arts and one course in the Humanities. This reduces the opportunities for using a Spanish course to fulfill the Humanities requirement. Additionally, all Spanish courses were applicable for Area C2 - Humanities in CSU GE, but in CalGETC SPAN 110 and SPAN 120 cannot be applied towards the Humanities requirement, reducing the number of Spanish courses that have any CalGETC "value".
UC: For Area 6 of IGETC, Language other than English (LOTE), students used to be able to apply any of the following Spanish courses: SPAN 110, 120, 122, 131, 132, 140, 145, 162, 220, 230. However, there is no LOTE requirement in CalGETC, so students have no need for Spanish courses as a language courses.
In summary, while with CSU GE students could use any Spanish course to fulfill one or two Humanities requirements and with IGETC they could use any Spanish course to meet the LOTE requirement, in CalGETC only intermediate and advanced Spanish courses compete with all other courses in the Humanities for one slot in the entire transfer pattern. As a result, fewer students need to take Spanish for transfer purposes, which impacts our enrollments.
To comply with the state-wide common course numbering requirement, course numbers in some Spanish courses were changed so as to be in complete alignment with Spanish courses at our sister colleges. Changing the course numbers was only possible once the curriculum in these courses was aligned, which necessitated district-wide conversations among Spanish faculty.

3. Community & 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, its membership, and describe your advisory group's recommendations for your program.

Technology, licensing, accreditation, community needs:
No known changes.

Employment needs:
There is not a significant change in labor needs. Spanish skills continue to be required for a variety of occupations, as reflected in job postings over the last few years. The top occupation with job postings that require bilingual English/Spanish skills is Customer Service Representatives, although this specialized skill is required for about 10% of the postings of September 2026 (84 out of 909). However, possessing bilingual skills is a clear asset for job seekers, as it represents a notable increment of 30% in the hourly rate for the job postings for customer service representatives (from $26.22 to $34.09 for bilinguals Spanish/English). Sources: Job_Posting_Analytics Customer_Service_Representatives_in_7_California_Counties with Bilingual.pdf, Job_Posting_Analytics Customer_Service_Representatives_in_7_California_Counties without Bilingual.pdf
A direct comparison with the labor market conditions at the time of the last comprehensive program review is not possible because the labor report included only three counties then (Santa Clara, San Mateo and San Francisco), and the current one includes seven counties (adding Alameda, Contra Costa, Marin and Santa Cruz). Source: Job Posting Analytics, Lightcast Q4 2026, Specialized skill = Bilingual (English/Spanish).
In what follows, I highlight the main observations from the current labor market report, which was obtained by filtering job postings by "specialized skill = bilingual (English/Spanish) in the seven counties:

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- In September 2026, there were 1418 job postings requiring bilingual skills. This number is higher than in any of the preceding months for several years, going back to July 2022. The number of job postings requiring bilingual skills was highest from the earliest month in the report, October 2021, through July 2022. Since then, there were fewer job postings for this specialized skill until a few months ago. There is a positive trend from June 2026 to the present, showing a sustained increase in job postings requiring bilingual skills. The projected growth for job postings with bilingual skills is 5%.
- From April 2026 through September 2026, the salary for these job postings has increased by 14.5%.
- Half the job postings are concentrated in the larger cities: San Francisco and San Jose. However, there are far more job postings in Alameda and Santa Clara counties, compared to San Francisco, San Mateo and Contra Costa counties (roughly 2:1).
- Almost half of the job postings do not list an education level. Twenty-eight percent require a Bachelor's degree
- Half the jobs do not list any experience requirement
- While the top posted job occupations are Customer Service Representative, and Child, Family and School Social Workers, there are job postings in a wide variety of fields, such as education (preschool teachers, special education teachers, secondary teachers, teaching assistants), sales (retail, wholesale and industry), and medical (nurses, health services, mental health counselors, medical assistants, patient representatives) to name a few.

What I can conclude from these observations is that bilingual skills are in demand in a variety of occupations, half of them at entry level positions with no experience and education requirements. Bilingual skills can be a valuable asset for workers, both because they open the door to more jobs and because they translate into higher wages. Bilingual skills are valued for workers at any point in their career, in a wide variety of fields.

* Note on why the labor market report in the Spanish data packet was not used:

The labor market report originally provided in the data packet for this Spanish Program Review was not used because it did not adequately reflect how Spanish is typically related to employment. It only included one occupation: Interpreters and Translators. While it is true that in order to be an interpreter or translation one must know at least two languages, the report also included job titles that did not require any knowledge of Spanish. In fact, the most common language required by jobs in the report was American Sign Language. None of the sample five job postings required any knowledge of Spanish: three were for sign language interpreters, one for a real-time captioner, and one for someone who could provide support to students on the autism spectrum who may use sounds, gestures, body language, or high-tech devices to express themselves.

In the labor market report from the Spanish data packet, out of 485 job postings, there were comparativley very few which could be identified as requiring any Spanish: 24 for Spanish interpreter, 14 for Spanish interpreter/translator and 6 for Spanish medical interpreter. It is quite likely that other job postings required Spanish skills, but it was not possible to know which ones, or to disaggregate the data by language. Even if we were to focus on job openings for Spanish interpreters and translators, the information in the report could be misleading: for these jobs, there is typically no formal education requirement. Upon seeing that these jobs do not even require a high school diploma, one may think

that anyone who claims to be bilingual would be qualified to work as a court interpreter or medical interpreter, for example. In reality, the language level in both languages must be very high.
In order to become a court interpreter in the state of California, one must pass a state exam consisting of four parts: a written exam to test knowledge of English, court-terminology, ethics and professional conduct, and oral exams for the three modes of interpretation (sight, consecutive and simultaneous).
For medical interpreters in California, a national certification is required. Several years ago, when we considered whether our Spanish courses could prepare students to enter training at SFSU to prepare them for the court interpreter exam, we concluded that the level of both Spanish and English was such that it required lifetime experience in both languages, and it would be impossible to package that experience in a course or sequence of courses. Our Spanish courses do not get students ready for jobs as interpreters or translators, nor do they equip them with the knowledge or skills that are necessary to even enter programs of study designed to help them prepare for state examinations.
In order to perform an employment needs analysis, a different labor market report was requested, one which filtered job openings by "specialized skill = bilingual (Spanish/English).

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

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

Recommendation 1:
Collaborate with BDW programs (Medical/Paralegal/Business). Consider Spanish for Paralegal Services.
Response:
With the number of FTEF allocated to the Spanish department, it is not possible to offer courses for special purposes unless these courses are grant funded or rely on some other external funding. As it is, we do not have enough FTEF to offer even one section of each level of Spanish. What we have to do in order to offer every level of Spanish is that all professors must teach multi-level courses which are concurrently scheduled. This is a pedagogical challenge as well as an increased workload which we undertake for the benefit of students and the Spanish program, but for which we receive no additional compensation. At the current level of FTEF, we cannot offer courses for special purposes (such as Spanish for Medical Professionals, for Business or for Paralegal Services) at the expense of courses that can appeal to all students.
Several years ago, in response to an expressed community need, we developed a two-course sequence in Spanish for Medical Students. Although the courses were successful in meeting the needs of the students who enrolled, by equipping them with the skills to interact in basic Spanish with their patients, the enrollment could not justify continuing to offer these special courses.
For Spring 2027, we have SPAN 220 (Spanish for Heritage Speakers I) which will be offered at a Menlo Park location. This course is part of the Entrepreneurship for Spanish Speakers certificate. This is an exciting opportunity to offer a Spanish course at an off-site location in the community, and it is possible thanks to the Strong Workforce grant managed by the Business, Design and Workforce Division. We are able to add this Spanish offering precisely because it does not impact the number of courses that we can offer in our regular schedule. We welcome more opportunities to offer Spanish for targeted groups or for special purposes as long as they do not impact the number of course offerings available to all students.

Recommendation 2:
Access ACUE training to bolster student engagement on-line

Response:
Spanish faculty have not resorted to ACUE training in particular, which was mentioned only in this program review recommendation. Faculty have completed other types of professional development, including flex programming, online training, and attending conferences. Bolstering student engagement on-line is always a good goal; however, this recommendation was not made in reference to low engagement in on-line modality. For this reason, we have focused our training neither on ACUE nor on online student engagement.

Recommendation 3:
Please continue to market your classes
Response:
We have continued to market our classes in a variety of ways, such as requesting assistance from the marketing department, coordinating with high school counselors to conduct assessments for concurrent enrollment students to place them into our Spanish courses, presenting at counseling department meetings, and sending emails to all counselors about Spanish offerings.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

Goal 1: Address Enrollment Challenges
Progress report:
With the implementation of CalGETC, there are fewer opportunities for Spanish courses to count towards transfer, as compared with the IGETC and CSU GE transfer patterns. In CalGETC there is no Language other than English (LOTE) requirement, students need one fewer Humanities course, and SPAN 110 and SPAN 120 no longer count towards the Humanities requirement. Therefore, fewer transfer students have an academic incentive to take Spanish.
As a result of CalGETC, we have observed a decrease in the number of transfer students taking Spanish courses. We now have more community members taking Spanish courses for personal development, and we know anecdotally that they're spreading the word about our courses, as they've brought relatives and friends to our courses. Another target group is high school students, who typically have a foreign language requirement for graduation. High schools offer foreign language courses, but often they don't have classes specifically designed to meet the needs of Spanish speakers.
We've reached out to high schools to promote our SPAN 220 and SPAN 230 courses, and scheduled Zoom assessments during the students' lunch hour or free period in coordination with high school counselors. By working with high school counselors, as opposed to having individual students reach out to us when interested in taking our courses, we've been able to avoid a problem we experienced in the past, where students were not successful because of unpreparedness or lack of resources and support. Counselors are able to verify that students are in fact ready to take college level courses, that they have the necessary technology that is required for our courses, and that they will have adequate support from their high school.
We are typically able to offer a complete Spanish program, but our schedule is at a bare minimum: two sections of SPAN 110, and only one section of every other course. However, the only way we can afford to offer the intermediate level sequences (SPAN 130 + SPAN 140, and SPAN 220 + SPAN 230) is by combining them; if they were offered as stand-alone courses, they would most likely not meet minimum enrollment, with the exception of SPAN 220. For beginner 5-unit courses (SPAN 110 and SPAN 120), we used to have one concurrently scheduled 3-unit course with each semester-long course. But starting in Spring 2027 we're offering the semester-long SPAN 110 with concurrently scheduled sections of SPAN 111 (first eight weeks) and SPAN 112 (second eight weeks), and similarly SPAN 120 with SPAN 121 and 122, for maximum flexibility for our students; it is our hope that this will

capture more enrollments into our courses. By offering multi-level course combinations we're able to avoid not reaching minimum enrollments required to run courses.
Still, there is more work to be done in order to address enrollment challenges. While more outreach and promotion of the program could help, the major challenge to overcome first is the one encountered by students who have already expressed an interest in enrolling in Spanish courses. All our courses, except for SPAN 110 and SPAN 111, have prerequisites. Since many students come to us with prior knowledge of Spanish, we need to assess their language level and they need to submit a Prerequisite Challenge Petition. The prerequisite challenge petition process needs to be streamlined and improved so that students are able to register for our courses in a timely manner, and not give up due to frustration. This issue is addressed in more detail in section 10.A.

Goal 2: Curriculum - Develop SPAN 220 and SPAN 230 as fully online courses
Progress report:
Up until three years ago, all courses in the Spanish program had a synchronous component, whether they were taught face-to-face, in hybrid modality or via Zoom. We didn't offer any online asynchronous courses, because in order to develop interpersonal oral communication in Spanish it is necessary for students to be able to interact in real time. However, students in Spanish for Heritage Speakers courses are already fluent in Spanish, and they have more opportunities to engage in interpersonal oral communication within the community, so there is not such a need to have a synchronous component in SPAN 220 and SPAN 230.
We developed SPAN 220 and SPAN 230 as fully online courses. They are being well received by students, and enrollment in these courses has improved as a result.
Additionally, in Summer 2026 SPAN 110 was offered as an online asynchronous course for the first time. Enrollment was good, and so was student success. In the Fall 2026 we'll evaluate how students who registered for the following course, SPAN 120, are doing, so as to inform whether adjustments to the online SPAN 110 are needed. An online section of SPAN 110 is scheduled for a regular semester for the first time in Spring 2027. We plan to continue to monitor whether the online modality is appropriate for SPAN 110.

Goal 3: Explore the possibility of converting more courses to ZTC and convert them if appropriate
Progress report:
There is an increased pressure to offer LTC and ZTC courses. We have been teaching SPAN 130 and SPAN 140 as Spanish ZTC already. We could continue to convert more courses to ZTC, if good materials are available and all potential students have access to the necessary technology for LTC and ZTC courses. However, we have received feedback from SPAN 130 and SPAN 140 students in recent semesters about the challenges with ZTC materials, mainly due to the lack of integration with Canvas. Spanish courses are high unit courses (4 or 5 units), and when there are tech issues, it is difficult for both students and the instructor to move through the curriculum at the required fast pace. Given the current challenges and feedback from students, we're not expanding ZTC offerings at the present time, but we will continue to stay informed about improvements in the areas of OER and ZTC so as to expand their use when appropriate.

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

Schedule changes:
There have been no significant changes in scheduling.

Changes in curricular offerings:
We changed the intermediate series from SPAN 131 + SPAN 132 + SPAN 140, each a three-unit course for a total of nine units, to SPAN 130 + 140, where both courses are 4 units, for a total of eight units. This was done so as to have perfect alignment with C-IDs (SPAN 130 = C-ID 200, SPAN 140 = C-ID 210), which should be beneficial for transfer students. Additionally, for the completion of the intermediate sequence all students save one unit (from nine down to eight) and one semester (from three to two). No impact on Associate Degree, other than updating it to reflect the change in courses.

Changes in modality:
SPAN 220 and SPAN 230 (formerly SPAN 150 and SPAN 152) were taught face-to-face or hybrid prior to the Covid 19 pandemic. After the pandemic, we scheduled them face-to-face/hybrid but enrollment was not good, and students requested to continue in synchronous modality. We scheduled them synchronously and enrollment was good for a couple of years, but dropped significantly all of a sudden. We then converted the courses to online asynchronous, and enrollment recovered.
More recently, enrollment in SPAN 220 has been negatively impacted by a factor unrelated to modality: the state-level requirement to add SPAN 120 as its prerequisite; previously, SPAN 220 had no prerequisite, and Spanish speakers could self-place into this course. Even with a simplified prerequisite challenge process for these students, enrollment is impacted, because students can be discouraged from taking the course when they see that it has a prerequisite and never contact us. Although we must include this prerequisite for compliance with the C-ID descriptor, in the professional opinion of Spanish professors at Cañada, from an academic point of view it is neither necessary nor sufficient: Spanish speakers do not need to take SPAN 120 in order to succeed in SPAN 220, and non-Spanish speakers who pass SPAN 120 are not even close to being prepared for SPAN 220.

5B. Program of Study Completability

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

It was possible for students to complete the three programs offered in the Spanish department (Certificate of Bilingualism and Biliteracy (English/Spanish), AA-Spanish Degree, AA-T in Spanish Degree) in two years by taking courses only at Cañada College.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

The program map for the Certificate of Achievement in Bilingualism and Biliteracy in English/Spanish is correct.

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The program map for the AA-T in Spanish needs changes:

1. For Term 3, it is impossible for students to take both [SPAN 130 or SPAN 140] and [SPAN 220 or SPAN 230].
2. The Spanish courses in Term 3 are listed as having 3 units in the program map, but they are all 4 units. The 4 units are correctly noted next to each course.
3. There are two different paths in this program, one for students of Spanish as a foreign language and another one for Spanish-speaking students, and this is not reflected in the current program map. Specifically, students need to complete either [SPAN 130 and SPAN 140] or [SPAN 220 and SPAN 230] and this may be impossible to show in one program map.

A meeting may be necessary to try to figure out how a correct program map can be created for the AA-T in Spanish.

6: Enrollment Trends and Changes

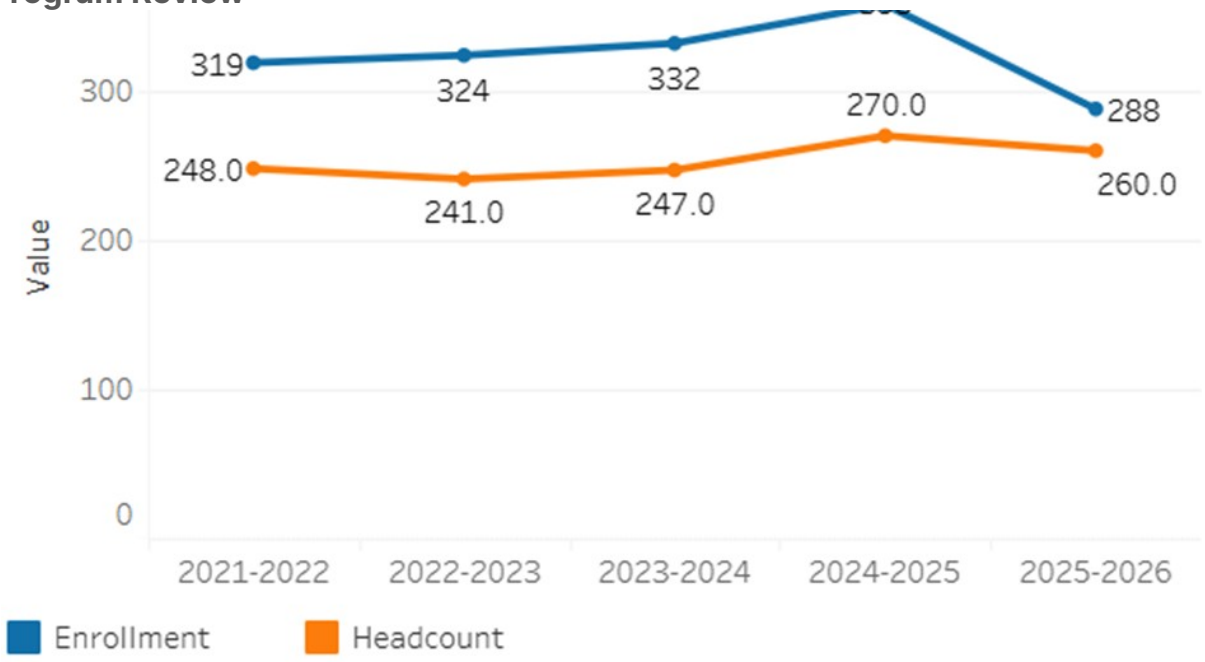
Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

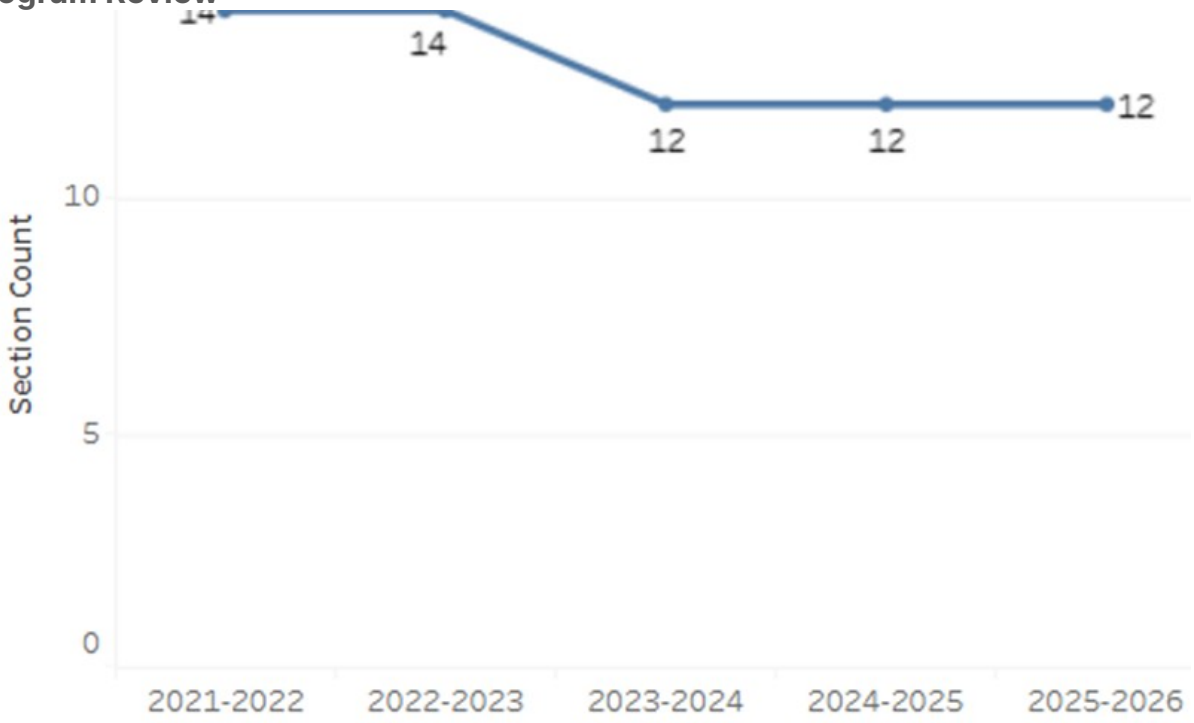
Trends, significant changes, and any disproportionate enrollment impacts in course offerings:

We have not noticed significant changes or disproportionate enrollment impacts in course offerings. While Spanish courses do not fill as well as courses in other disciplines, we're already operating with minimum offerings: only one section of each level (which is only possible by offering multi-level courses), except for the beginner level. Spanish has always been a small program, and we have recently experienced a number of challenges beyond our control (CalGETC pattern and addition of prerequisite for SPAN 220) which continue to impact enrollment in our courses.

Trends in headcount, FTES, and load:



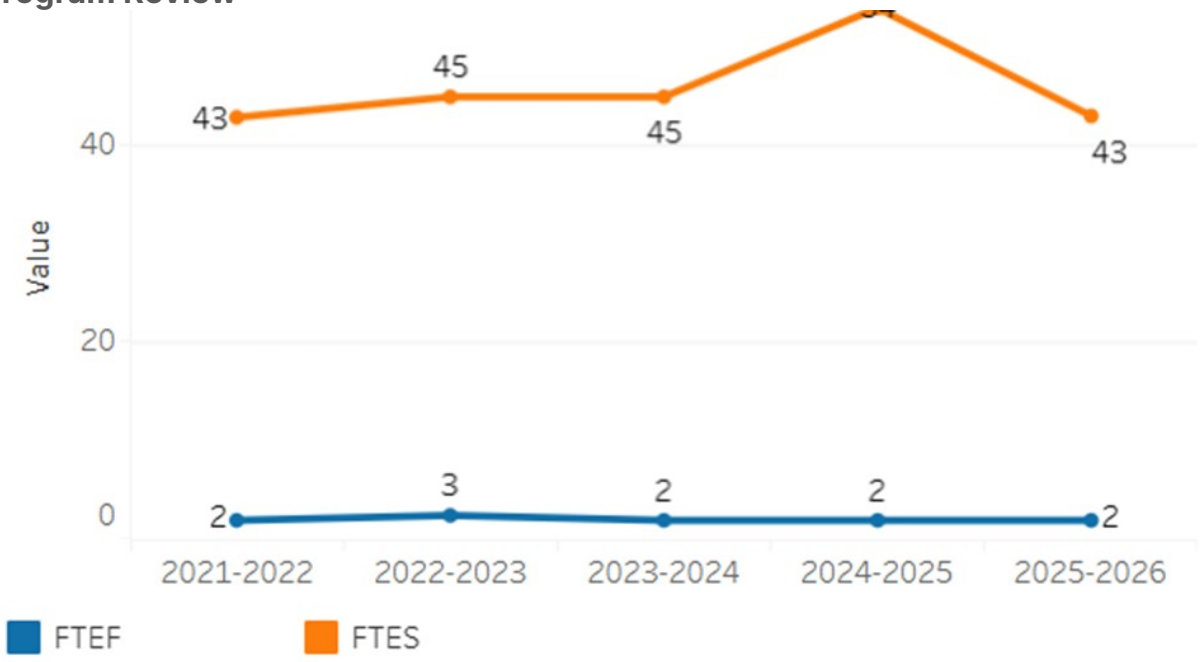
The trend in enrollment shows steady growth that peaked in 2024–2025, followed by a decline in both enrollment and headcount in 2025-26. The drop in enrollment is more noticeable than the drop in headcount; this can be explained by the fact that SPAN 120 was not offered in Spring 2026, and that enrollments in SPAN 130/140 were lower in 2025-2026 than in 2024-2025.



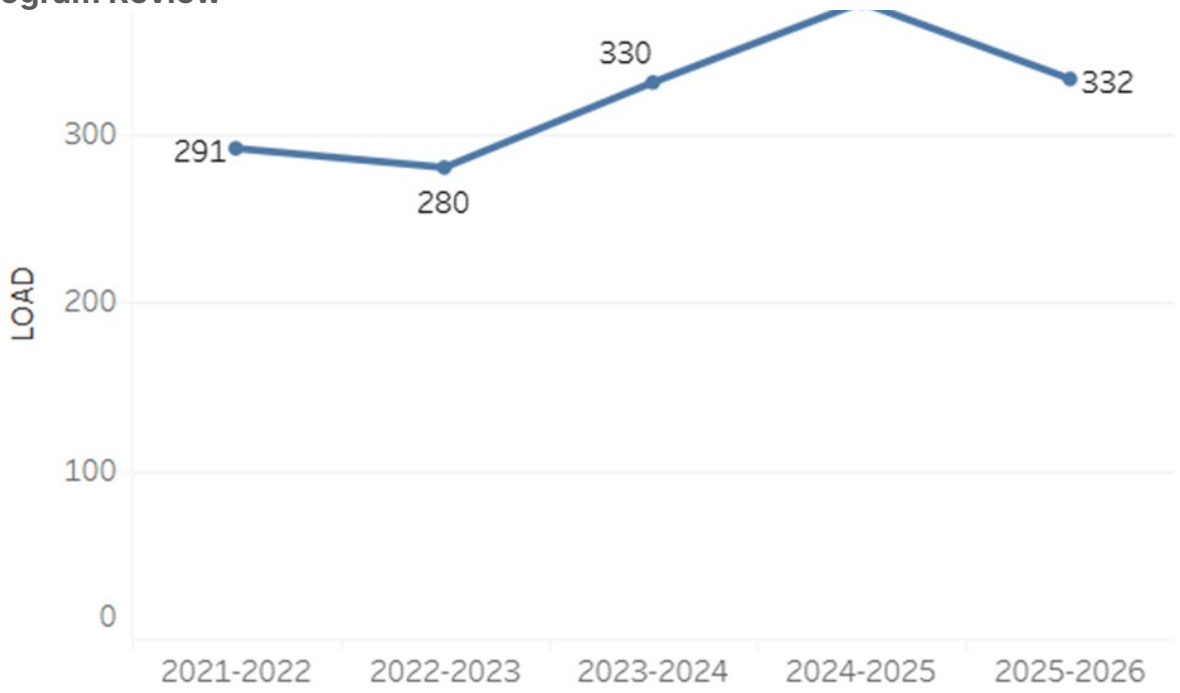
The number of sections offered in Spanish across courses declined slightly over the 5-year period. But the total number of sections is not very informative, because the sections are not stand-alone; most sections are actually combined into concurrently scheduled courses for different levels of Spanish.

What is more important is whether there are any courses in the Spanish sequence that are not offered, because not offering a course in a given semester will necessarily have a negative impact on the following course in the sequence the next semester, and this negative impact will continue in future semesters. For example, in Spring 2026, SPAN 120 was cancelled due to low enrollment. The next semester, Fall 2026, we have only 8 students in SPAN 130 (taught concurrently with SPAN 140), which is low, but we may have had more if our feeder course, SPAN 120, had been offered the previous semester. For this reason, it is crucial that we strive to offer every course in the Spanish sequence every semester.

If a particular course has lower enrollment one semester, in a discipline like Spanish it is not easy to promote that specific course: students need to enroll in the course that best fits their level of Spanish. This makes targeted marketing of low enrolled courses very difficult. As a simple example, if a certain promotion strategy results in 30 additional students for the Spanish program, with 12 sections, it would result in an average increase of only 2.5 students per section. This is definitely helpful overall, but it may still not yield a significant benefit for a low enrolled course. One targeted marketing strategy we can explore for SPAN 220/230 is using Spanish instead of English.



The trend shows FTES steadily growing to a peak in 2024–2025 before declining back to its starting level.
Spanish is a small program, with just one section of each course, except for two sections of SPAN 110 per semester, and two additional sections of SPAN 110 in the summer term. As noted elsewhere in this program review, CalGETC has drastically reduced the number of transfer students who need Spanish courses, we've had challenges with the prerequisite challenge petition that students enrolling in all courses except for SPAN 110 and SPAN 111 need to process, and we've experienced the negative impact of the addition of a prerequisite for SPAN 220. Considering all the negative impacts on our courses, it is actually a nice surprise that we're currently at the same FTES level as in 2021-2022.
Although the chart shows a difference in FTEF through the years, it is mostly due to rounding; FTEF has actually had less variation than the chart shows throughout the entire period.



The trend shows load values rising steadily after a small initial dip, peaking in 2024–2025 before declining in the final academic year. Load is lower than the college average of 435. Setting aside SPAN 110, the only course that has more than one section (two), the entire Spanish program runs with only one section of each course, where different courses are already combined into a multi-level offering. Because of this, it is not possible to increase the fill rate by eliminating sections. Eliminating sections cannot force students to enroll in different courses; it only eliminates different levels of Spanish, thereby jeopardizing the continuity of the Spanish program as a whole.

Could Cañada increase the number of students in the Spanish program, such that FTES and LOAD could improve? We believe that the answer is “no”. Let’s compare it to CSM, the closest community college. CSM serves approximately 13000 students annually, while Cañada serves half that number. CSM offers two sections of SPAN 110 this Fall 2026 semester, the same number as Cañada. So with double the student population, CSM can only manage to capture the same number of beginning students as Cañada does. What about courses for non-beginning Spanish students? Cañada College offers SPAN 120, 121, 122, 130, 140, 220 and 230, which serve both our foreign language learners and our native Spanish speakers. CSM typically offers only SPAN 120, and this Fall 2026 semester their Spanish offerings are limited to one course: SPAN 110. So at CSM students cannot get an AA-T in Spanish, Spanish speakers don’t have the possibility of taking a Spanish class to improve their academic Spanish to prepare them to use the language in a professional setting, and if students know a little bit of Spanish, they have no options at all this semester, and only SPAN 120 other semesters. In contrast, Cañada offers courses for all of these students. At Cañada we had to cancel SPAN 120 due to low enrollment in Spring 2026, and the same happened for

CSM's SPAN 120 this Fall 2026. CSM does not offer any courses for Spanish speakers, and it has not offered SPAN 131/132/140 in a very long time (although it is on their schedule for Spring 2027, at the request of their Middle College program). Comparing Cañada to CSM, which serves twice as many students as we do, it's already quite an accomplishment that at Cañada we manage to offer courses at all levels of Spanish.

Disproportionate enrollments of student subpopulations:
PRIE identified equity gaps in access to Spanish courses between 2021 and 2026 for certain student sub-populations:

Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
Age group 18-22	-11.9%	2024-25
	-12.3%	2025-26
Age group 23-28	-11.6%	2021-22
First Generation	-10.4%	2023-24
Less than Part-time	-8.1%	2024-25
	-13.0%	2025-26

Overall, equity gaps in access to Spanish are fairly isolated and sporadic. In the two most recent years, students ages 18-24 appear to be disproportionately not enrolling in Spanish classes. This may be explained by the fact that transfer students are typically in this age range, and the value of Spanish courses for transfer purposes has been greatly diminished by CalGETC when compared to the IGETC and CSU GE transfer patterns.

7: Retention and Success
• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.
7A. Current Retention and Success Data
Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.
The average success rate and withdrawal rate over the last five academic years in Spanish courses was:
Success Withdrawal

- SPAN 110: 61% 24%
- SPAN 120: 83% 9%
- SPAN 130/131/132: 76% 15%
- SPAN 140: 82% 13%
- SPAN 150/220: 67% 21%
- SPAN 152/230: 94% 3%

- SPAN 162: 90% 7%

The average success rate college-wide over the same period of time was just below 74%, and the average withdrawal rate was 13%

In general, most Spanish courses tend to have a higher success rate than the Cañada average and similar or lower withdrawal rate than the college-wide average.

But there are two courses with success rates lower than the college average: SPAN 110, with 61%, and SPAN 220 (formerly SPAN 150), with 67%. The same courses also have a higher withdrawal rate than the college average: 24% for SPAN 110 and 21% for SPAN 150/220. Both these courses are the first one in the sequence: SPAN 110 is a beginner course for students of Spanish as a foreign language, while SPAN 150/220 is the first course that Spanish-speakers take.

The low average for the success rate and higher withdrawal rate of SPAN 150/220 is explained by a semester when a large number of underprepared high school students, who also lacked support from their high school, enrolled in these courses. Some of these students dropped the course, and others failed it, resulting in a course success rate of 45% and withdrawal rate of 40% for the semester; what happened in this semester contributed to the lower success and higher withdrawal averages for SPAN 150/220.

SPAN 110 is a 5-unit course. Students who enroll in SPAN 110 either had no previous experience learning another language, or know some Spanish, but not enough to enroll in the next course, so their previous language learning experience was either minimal or not successful. Unfortunately, these students often have unrealistic expectations regarding the time and effort that learning a new language at the college level requires. This is compounded with the fact that most other college classes are 3 units, and students wrongly assume that all courses have a similar workload, regardless of the number of units. We do communicate the expectations both orally and in writing, but for some students, this takes time to sink in. By the time they realize what they need to do to be successful in SPAN 110, it's very difficult to make up for lost time and catch up, so students either withdraw from the course or are unable to earn a passing grade. This is the reason why we have a higher withdrawal rate and a lower success rate in SPAN 110.

Is this phenomenon of lower success and higher withdrawal happening only at Cañada? We cannot answer this question directly, because not all colleges publish information about success and retention rates. What we can do is compare the progression in terms of course offerings for the Spanish sequence at different colleges. Success and retention in a beginning course are not the only factor that accounts for enrollments in courses other than beginning level, the other factor being students who place directly into non-beginning courses. However, we do not have access to data for placement of students who did not start the Spanish language journey in a given college.

We look at colleges with large student populations (Mount San Antonio, Los Ángeles CC and CCSF) because in these colleges the number of course sections is a better reflection of student enrollments, together with a closer college (San José). The following table shows the number of sections for each level of Spanish offered by different community colleges this Fall 2026 semester:

CAN / C-ID	Cañada C	CCSF	San José CC	Los Ángeles CC	Mount San Antonio CC
110 / 100	2	6	8	8	21
120 / 110	1	2	1	3	4
130 / 200	0.5	1	0	1	3
140 / 210	0.5	1	0	1	0
220 / 220	0.5	1	0	0	7
230 / 230	0.5	0	0	0	1

Notes:

- If two different levels of courses are scheduled concurrently, the course count for concurrently scheduled courses adds up to one.
- If "half-courses" are offered, a first half and a second half are counted as one section, provided they're offered as stand-alone sections.
- In all cases where a 0 (zero) is entered, it means that no sections are offered, even though these courses exist in the college catalog.

What can be concluded from this table is that persistence is not good in Spanish programs in general. In particular, the most significant dip occurs from the number of first semester sections to the number of second semester sections in community colleges. (Note: this analysis includes only California Community Colleges, although the same happens in colleges and universities in the US.) The drop between the number of first and second semester sections can be explained, at least in part, by low success and retention rates in the first Spanish course in the sequence.

Equity gaps in Course Success rates:

Student Sub-Population	Overall Course Success Rates Equity Gaps	Year of Gap
Asian-Male	-29.5%	2022-23
Hispanic-Male	-16.6%	2021-22
Age Group 29-39	-13.1%	2022-23
Disability	-23.1%	2024-25

The trend here is highly positive. While there were scattered equity gaps in earlier years, every single one of these demographic gaps was completely eliminated by the 2025–2026 academic year.

Equity gaps in Course Withdraw rates:

Student Sub-Population	Overall Course Withdraw Rate Equity Gaps	Year of Gap
Age Group 29-39	-13.1%	2022-23

There are no equity gaps in withdraw rates of concern.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

For the Spanish program as a whole, there were no equity gaps in success when disaggregated by modality.

In retention there was an equity gap for synchronous modality in 2023-2024. The withdraw rate decreased in the following academic years, and it was no longer flagged as an equity gap.

When looking at retention by modality at the course level, we see that the equity gap in retention for synchronous modality in 2023-2024 is present only in SPAN 110. Interestingly, 2023-2024 is the same (and only) year in which there is an equity gap in retention for the same modality college-wide as well.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

Not applicable.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not applicable

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Assessment plan for 2023-2026:

	2023-2024	2024-2025	2025-2026
Fall Semester	SPAN 150 SPAN 152 SPAN 131/132/140	SPAN 150 SPAN 152	SPAN 150 SPAN 152 SPAN130/140
Spring Semester	SPAN 110/111/112 SPAN 145	SPAN120/121/122 SPAN 162	SPAN110/111/112 SPAN 145
Notes			
PLOs Assessed *(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)*	PLO 1 & 2 SPRING 2024	PLO 3 & 4 SPRING 2025	PLO 1 & 2 SPRING 2026
ILOs	• Critical Thinking	• Critical Thinking	• Critical Thinking

Assessed *(ILOs are listed here as a guidance tool to help you choose courses for assessment)*			
	• Community • Communication • Quantitative Reasoning • Creativity	• Community • Communication • Quantitative Reasoning • Creativity	• Community • Communication • Quantitative Reasoning • Creativity

In the three-year assessment plan we list courses instead of SLOs because we assess every SLO in every course, not just one SLO per course. Additionally, each course appears multiple times in the assessment plan because we assess SLOs more often than required; in fact, save for rare exceptions, we assess every SLO every semester for every course even if this is not reflected in the three-year assessment plan.

9B. SLO Assessment - Impact

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

In general, the SLOs have met the criteria for success that we defined. Students who complete Spanish courses successfully attain the SLOs. The only exception is typically SPAN 110, where students sometimes stop engaging in the course, but remain enrolled, and this can negatively impact the overall results for course SLOs.

On the occasions when it was inconclusive whether the criterion for success had been met, or the SLO results were not entered, it was generally due to having very few students in a course; this was often the case with SPAN 111, 112, 121 and 122, which are not stand-alone courses and typically enroll a handful of students per semester, if any.

In past assessment cycles there have been some instances where the cultural SLOs in a course were not met. As a result, we have made it a point to emphasize how important it is to consider cultural aspects of the language that students are learning, so they can use the language in a culturally appropriate manner. In Spanish courses there are two SLOs that are culturally-related: analyze and appreciate aspects of the culture of Spanish-speaking countries covered in the course, and evaluate own values, behaviors and worldviews on the socio-cultural topics presented in the course. An approach that has yielded improvements in attaining these SLOs has been to engage students in an introspective look at their own culture first, then presenting information about the target culture, if possible relying on students who may be familiar with it, and finally circling back to an evaluation of the students' own culture.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The Spanish program has two different paths students can take, depending on whether they are native speakers of the language or not. The level of Spanish that students must have at the end of the program coincides with the completion of the last course for each of these paths: SPAN 140 and SPAN 230 (formerly SPAN 152). Therefore, we use the SLOs for SPAN 140 and SPAN 230 as the PLOs.

Spanish PLOs:
Students completing this program will be able to:

- Produce and understand oral and written communication at an Advanced High level, as defined by the American Council on the Teaching of Foreign Languages (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 art, music, history, socio-economic and political realities.
- 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.

We typically assess every SLO of the last course in the Spanish sequence for each of the two paths that students can take to obtain an Associate Degree.
There has not been an issue meeting cultural SLOs in SPAN 140 and SPAN 230. In particular, SPAN 230 enrolls only heritage speakers of Spanish (with perhaps at most one or two exceptions per semester), and these students take great pride in their culture, and are eager to learn more about the culture of other Spanish-speakers.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections),curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

Are higher enrollments and fill loads closer to 100% possible in the Spanish program?
In what follows, we combine the answer to this question with the some aspects of the next one (10.B), since retention and success in SPAN 110, the course with lower than college average retention and success rates, impact, in large part, enrollment in other Spanish courses.
Let's consider again the comparison of sections offered for each Spanish course by different California community colleges:

CAN / C-ID	Cañada C	CCSF	San José CC	Los Ángeles CC	Mount San Antonio CC
110 / 100	2	6	8	8	21
120 / 110	1	2	1	3	4
130 / 200	0.5	1	0	1	3
140 / 210	0.5	1	0	1	0
220 / 220	0.5	1	0	0	7

230 / 230	0.5	0	0	0	1

The table illustrates an important structural challenge: maintaining a complete sequence of Spanish courses requires offering beginning-level courses that provide the foundation, both academically and in terms of enrollments, for more advanced courses. This is particularly evident at Mt. SAC, which offers 21 sections of SPAN 110 but no sections of SPAN 140, the second semester of second-year college Spanish.

All of the colleges in the table are Hispanic Serving Institutions (HSI). Moreover, the Hispanic/Latino student population in San José CC, Mount SAC and LACC exceeds 50%, far exceeding the 25% requirement for the HSI designation. Yet Los Ángeles CC and San José CC are not offering any Spanish courses specifically designed for heritage speakers, while CCSF is offering only one of the two courses in this sequence.

Cañada College, by contrast, is the only college that offers a complete sequence of Spanish courses, including courses for heritage speakers. We truly serve all students who want to take Spanish, while providing opportunities to progress through the sequence toward a certificate or degree.

But as we can see from the table, it is necessary to have a large number of beginning courses in order to support courses at higher levels of Spanish. It is no wonder then that Cañada's Spanish program struggles to have FTES and LOAD. When we compare Cañada's Spanish program with the programs of other colleges, including much larger ones, we can see that Cañada's efforts to serve all students despite the size of its student population deserves recognition, and it may be unrealistic to expect higher enrollments and better LOAD.

What can also be seen in the table is that colleges make different choices regarding their course offerings. While FTES and LOAD are important factors, they don't necessarily have to be determining factors that guide our scheduling decisions. Whether Spanish courses at all levels are offered or not cannot be informed by enrollments alone. And even intensifying our recruitment efforts may not yield significant improvement. So ultimately the question of whether to continue to offer a complete Spanish program, with the opportunity for our students to earn a certificate and a degree, despite less than ideal enrollment and fill rates should also be informed by our mission, vision and values.

GOAL 1: Meet with Articulation Officer to learn about current UC LOTE graduation requirements and use this information to advertise Spanish courses among UC-bound students

→ Identifying the issue:

In answering question 6 we identified a decrease in the number of students ages 18-24 enrolling in Spanish classes in the last two academic years. This may be explained by the fact that transfer students are typically in this age range, and CalGETC may give the impression that Spanish courses are no longer valued for transfer purposes, as compared with IGETC and the CSU GE transfer patterns.

However, LOTE is still a graduation requirement for UC. And LOTE requirements at UCs have become more complicated, as they vary by UC school and even among colleges within a UC. Some have placed stricter requirements on completeing the college level LOTE, whereas previously UCs accepted three years of high school foreign language.

→ Proposed solution:

Meet with Articulation Officer to gain a better understanding these LOTE requirements at UCs, so that we can use this information to market Spanish courses to students interested in transfering to UC schools. By raising awareness of LOTE requirements for specific UC schools and colleges among students and counselors, students

could take advantage of our Spanish courses before they transfer, which would help with enrollment in our courses.

GOAL 2: Improve the enrollment process for students who need to challenge a prerequisite:
→ Identifying the issue:
In Spanish courses it is very common for students to come to Cañada with prior knowledge of Spanish. Since our courses, other than SPAN 110 and SPAN 111, have prerequisites, we must assess the level of each student in order to recommend the best placement. Doing individual assessments takes time that faculty in other disciplines do not have to spend, and this time is not compensated at all for our part-time faculty. But we do this because it is required so that our students may enroll in our courses.
However, what takes even more time is what happens after we assess a student. The prerequisite challenge process is not simple, it usually takes too long, and it often breaks down. When students cannot register for class in a timely manner, they may not be able to participate, they get behind, or they just give up and do not enroll.
→ The workload:
As a sample of what this entails for just one part-time faculty who is getting paid for two sections, although teaching a total of five concurrently scheduled courses, in Fall 2026, we include a compilation by Spanish adjunct Amira Abedrabbo:

- I assessed 10 Prerequisite Challenge petitions (8 for my sections, 2 for other courses). They took 3 to 15 days from the student's first email to clearance, and 5 had to be redone at least once.
- The PDF itself caused most of the delays:
    - One came back encrypted and I could not sign it.
    - Another was locked, had no CRN, was restarted twice, and I signed it three times.
    - One student sent a photo of the form.
    - One listed the wrong course and CRN.
    - One used a different form that her counselor gave her.
    - One form uploaded on August 11 could not be located on August 19.
    - On one, the approval box could not be ticked.
- Four students were cleared only on August 28, the last day to add a course, and two were cleared after it.
- In total, 17 students in my sections had some problem adding. My emails do not show whether 10 of them ever registered. One wrote "I never heard back" and stayed in a different class.
- The add code instructions changed twice: codes were required before classes had met (August 17), on September 1 we understood they no longer worked, and on September 2 we learned they were valid until September 7.
- The work per student is very high.
    - One form took 30 emails.

- On August 28 Counseling reported 50 emails in 24 hours, 20 of them from Spanish.
- Most of this fell between August 10 and September 2, exactly when we are preparing and starting our classes, and none of that time is recognized or counted.

→ Problems with the procedure and the form for prerequisite challenges:

- The are different versions of the form available: form and form
- The form says it should go to Admissions and Records. The catalog says it must be submitted to the Welcome Center or the Counseling petitions email. In reality, the student needs to send it to the instructor first, then it goes to the Dean, and finally to CounselingPetitions.
- The form requires that the student attach a "formal letter". We find it unnecessary.
- Both the form and the catalog say that the petition must be submitted before the first day of the term. Although this would be ideal, most students reach us later. We don't know how many students don't even reach out because the first day of the term has passed.
- The catalog promises results in 5 to 10 working days, but counseling says that it can take up to 15 days to process a petition.

→ Proposed solutions:
We would like to work collaboratively with everyone involved in or responsible for the prerequisite challenge process, so as to streamline it, avoid errors and frustration, and reduce the time it takes a student to enroll in our courses.
Some proposals:

- Enroll students while the form is being processed. This way, if there are delays, students will not be impacted. If the prerequisite challenge is not approved, the student is dropped.
- Have only form posted anywhere on the web
- Use a form that is filled in electronically and cannot be saved in formats that are unreadable or unmodifiable.
- Have clear instructions regarding where students need to submit the form which reflect the actual process
- Eliminate the requirement of the formal letter
- Since the challenge applies to the prerequisite for a course, students should be able to enroll in any section of the course, not only in a specific CRN

GOAL 3: Explore the possibility of offering SPAN 130/140 through the CVC
→ Identifying the issue:
With only two sections of SPAN 110 and one section of SPAN 120, it's been very challenging to have good enrollment in SPAN 130/140, which are already combined and taught concurrently scheduled.
→ Proposed solution:
Look into the option of offering SPAN 130 and SPAN 140 through the College Virtual Campues, in order to capture more enrollments by serving students who may be taking the lower levels of Spanish at other colleges.

GOAL 4: Remove unnecessary prerequisite
→ Identifying the issue:
Spanish speakers do not need to take SPAN 120 in order to succeed in SPAN 220, and non-Spanish speakers who pass SPAN 120 are not even close to being prepared for SPAN 220. So SPAN 120 should not be a prerequisite for SPAN 220, but it is because it is part of the C-ID descriptor.
→ Proposed solution:
Reach out to those responsible for Spanish C-ID to inquire about the process for making modifications to C-ID descriptors. Engage with Spanish colleagues statewide to consider removing the prerequisite.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

While there were some disproportionately impacted student groups in past years, the groups were not the same over the years and there was no noticeable trend, and we currently have no disproportionately impacted groups.
But there are two courses with lower success rates: SPAN 110 and SPAN 220 (formerly SPAN 150). The same courses also have a higher withdrawal rate than the college average: 24% for SPAN 110 and 21% for SPAN 150/220.
The low average for the success rate and higher withdrawal rate of SPAN 150/220 is explained by a semester when a large number of underprepared high school students, who also lacked support from their high school, enrolled in these courses. Some of these students dropped the course, and others failed it, resulting in a course success rate of 45%; what happened in these two semesters contributed to the lower success and higher withdrawal averages for SPAN 150/220.
We have addressed this issue by working with high school counselors as intermediaries for students who are interested in enrolling in our courses. Instead of students contacting us individually, we coordinate with high school counselors for their placement into SPAN 220. In this manner, students can be screened by counselors who already know them for their readiness to take college courses and support students in their access to the resources they need in order to have the best chance to be successful. We will continue to proactively reach out to our feeder high school counselors to work collaboratively for the benefit of concurrent enrollment students.
SPAN 110 is a 5-unit course, the first one in the Spanish sequence. Students who enroll in SPAN 110 either had no previous experience learning another language, or know some Spanish, but not enough to enroll in the next course, so their previous language learning experience was either minimal or not successful. Unfortunately, these students often have unrealistic expectations regarding the time and effort that learning a new language requires. This is compounded with the fact that most other college classes are 3 units, and many students wrongly assume that all courses have a similar workload, regardless of the number of units.
We do communicate the expectations both orally and in writing, but for some students, this takes time to sink in. Some students withdraw from the course because they realized that the workload is not sustainable. For others, by the time they realize what they need to do to be successful in SPAN 110, it's very difficult to make up for lost time and catch up, so they either withdraw from the course or are unable to earn a passing grade. This is the reason why we have a higher withdrawal rate and a lower success rate in SPAN 110.
Here is a sample of the communications received this semester, showing how students feel in SPAN 110 after several weeks:

FC: “I found the online work all consuming and it affected my ability to learn the information. Too much tasks to meet the deadline and not enough time to fully integrate the lessons into practice.”
AH: “I wanted to reach out because I'm really enjoying the experience of learning Spanish, but I'm struggling with the amount of time required to keep up with the coursework.
I've been pushing myself pretty hard to stay on track with the class, but I'm finding that I'm falling further behind. I'm still struggling with vocabulary and many of the smaller details that go into learning the language. I can make sense of quite a bit when reading Spanish, but I'm nowhere near being able to speak or write correctly without relying heavily on my notes, the textbook, or the internet.
My goal in taking this class was never just to earn a grade or complete a requirement. I genuinely want to learn to speak Spanish, and I feel like I've gained a lot of valuable knowledge so far. I just don't feel that I've had enough time to really absorb and retain everything before moving on to the next chapter.
I wanted to ask whether there might be an option to transfer the work I've completed and receive credit for Spanish 111, which ended after Capítulo 3, rather than continuing with the remainder of this course.
I'd actually love the opportunity to take this class again, starting with the foundation I've developed so far. I think going through the material a second time, with a better understanding of the basics, would help me solidify what I've learned and build the confidence to actually use the language.
I'm not looking for an easy way out. I want to learn this properly, and I'm trying to figure out the best way to do that while balancing my work responsibilities.
I'd really appreciate your thoughts on whether this might be possible or if there are other options you would recommend.
Thank you for your time and understanding.”
It is understandable for students to feel this way: SPAN 110 is a 5-unit, very fast-paced and demanding class. Not only is the course intensive, but it is also questionable whether it is reasonable to expect students to absorb the material and acquire the language so fast. (Judging from both my academic training as well as from my personal experience studying 9 different languages, language acquisition does not happen this fast under the conditions that we teach language courses in college.) Unfortunately, this is the way that language courses are taught in US colleges and universities, and we need to teach them in the same way in order for our courses to be transferable. While “transfer” is not every students’ goal, and we have increasingly more students who do not have this goal for their Spanish learning, our program is small and we are unable to offer two separate tracks.
The lower than college average success and retention rates for SPAN 110 are not exclusive to Cañada, and are, in my opinion, due to a systemic structural issue with the scope and sequence for courses in language programs in US higher education.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Based on the results of SLO and PLO assessment and the fact that we don’t have any disproportionately affected student groups, we are not planning to implement any changes.

Supporting Information

General Supporting Documents

Job_Posting_Analytics_1.pdf;
Job_Posting_Analytics_2.pdf;
Job_Posting_Analytics_3.pdf

Resource Requests

Based on the applied report filters or available data, there are no items to display.