PROGRAM REVIEW

SPANISH

March 30, 2006

Review Committee Chair: Monica Malamud

Review Committee Members: Monica Malamud

CAÑADA COLLEGE
Comprehensive Program Review Checklist

√   Comprehensive Program Review Self-Study Document

√   All Bi-Annual State of the Department Documents since last Program Review

√   Executive Summary

√   Completed Evaluation of the Comprehensive Program Review Process Form

√   Additional data as necessary: attachments I, II and III

Date: March 30, 2006

Program Name: Spanish

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CAÑADA COLLEGE
COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PROGRAM NAME:

SPANISH

PART A: Overview of Program

1. **If the program has completed a previous self-study, evaluate the progress made toward previous goals.**

The previous self-study was completed in 1994. It is not available.

2. **State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

The program goals are summarized in the Cañada College catalog, quoted here:
"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."

The mission of the district includes "career development". A skill that many employers currently look for is the employee's ability to speak Spanish. The Spanish program contributes towards this goal and this is also stated in the catalog description:
"The ability to speak another language is an important advantage in today's world. In particular, given the demographics in California, knowledge of Spanish is a plus in any occupation, especially in those that involve interaction with the public. […] A working knowledge of Spanish is a valuable skill for those wishing to pursue careers in business, international relations, social work, health services and tourism."

Objectives of the program in terms of course offerings include:
● to provide transferable courses at a variety of levels: beginning Spanish (first year), intermediate Spanish (second year) and Literature (for advanced students and native speakers of Spanish);

● to provide transferable courses specifically designed to meet the Spanish language needs of the Cañada's significant number of heritage speakers of Spanish;
● to offer courses that are appropriate for students who need to learn Spanish or improve their language skills, but do not have a transfer goal;
● to provide instruction in the cultures of Spanish-speakers, including US Latino cultures in all courses.

The first two objectives provide "quality instruction in transfer […] courses", which is part of the college's mission and "lower division programs that enable students to transfer to baccalaureate institutions", which is part of the district's mission. All of the Spanish courses currently being offered are transferable to the University of California and to the California State University systems and contribute towards General Education requirements; except for the first semester Spanish course and its equivalents, all Spanish courses contribute towards fulfillment of IGETC requirements.

The third objective attempts to "serv[e] the community's diverse needs for lifelong enrichment", which is part of the college's mission. However, this was better accomplished through the SPAN 800 series, which is not currently being offered.

The fourth objective is aligned with the district's mission, in that it helps "celebrate the community's rich cultural diversity". In particular, SPAN 161 and SPAN 162 (Readings in Spanish Literature I and II) meet the Ethnic Studies requirement for the Associate Degree.

3. **If the student population has changed, state how the program is addressing these changes. Document the demographic trends.**

● There are usually some Middle College students (ages 15-17) in almost every Spanish class, and even younger students (as young as 13) occasionally. However, Spanish courses tend to have an older student population when compared to the college average and other departments. The mean age of Spanish students is in the 30-34 range. In English courses, for example, 51% of the students are 18-20 years old, and only 18% are in the 30-59 range. In contrast, in Spanish courses, these percentages are reversed: 50% of the students are 30-59 years old, while 18-20 year olds account for only 15% of the total.

As a result of the age spread of students in a class, the content of the courses and the situations used for role-playing are adapted so that they appeal to learners of different ages, as opposed to just the (stereo)typical college-age student. For example, topics in the intermediate courses include, among others, human rights, environmental issues, show business, social issues (such as drug use and gangs), careers and occupations, personal finances, international trade, spare-time activities and sports.

● Cañada has a very significant student population at night, slightly higher than the daytime student population. The percentage of students who attend classes at night is around 41%, daytime students are close at 38%, and the remaining 20% attend both day and evening classes.

There are always Spanish courses offered in the evening. The only full-time instructor often teaches in the evening, and is available on campus for evening students as well. However, the evening courses offered are limited to beginner level (1st year). The needs of evening students need to be more fully addressed in the future.

● A great number of our students at Cañada have other responsibilities in their life (work, family); about 80% of them attend part-time while others manage to juggle their schedule and carry a full-time course load. The proportion of full-time versus part-time students in Spanish courses reflects this college-wide trend.

The scheduling of Spanish courses takes into account the needs of part-time students. Although foreign language courses at the college level are typically offered in an every day format, at Cañada our five unit courses meet on Monday/Wednesday/Friday, with 85 minutes per class meeting. This makes it much easier for students with schedule constraints to attend a 5 unit class. When students are informally polled about their preference for MTWRF vs. MWF schedule, they invariably favor the three-day format.

● In the last few years, there has been a dramatic increase in the number of heritage speakers of Spanish enrolled at Cañada College. Currently, 44% of the students at Cañada are Latino/Hispanic (roughly twice as many as in 2000), and one third of the student body declares Spanish as their first language.

In response to this change in student population:
-   two new courses were developed: Spanish for Heritage Speakers I and II (SPAN 150 and SPAN 152). As stated in the catalog, each of these courses "builds on linguistic and cultural knowledge that students already possess, and expands and strengthens their skills";
-   the Associate Degree in Spanish has been updated to include these courses as a more meaningful path for heritage speakers pursuing such degree;
-   many of the readings in SPAN 161 and SPAN 162 are chosen so that they reflect the Latino experience in the U.S.; as a result, students find these readings more personally relevant, and increase their self-esteem and pride in their cultural heritage.
-   first year courses of Spanish as a foreign language include more discussion of Latinos in the US and their linguistic variants.

4. **If the program utilizes advisory boards and/or professional organizations, describe their roles.**

N/A.

PART B: Curriculum

1. **Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).**

Levels:
Despite the small size of our program, we offer classes at all levels:
● beginner (SPAN 110, SPAN 111, SPAN 112, SPAN 120, SPAN 121, SPAN 122)
● intermediate (SPAN 131, SPAN 132, SPAN 140)
● advanced/literature (SPAN 161, SPAN 162)
● for heritage speakers of Spanish (SPAN 150, SPAN 152)

<u>Associate degree</u>:
● Spanish courses may be taken to satisfy the General Education Area C (Humanities) requirement for the AA/AS Degree. In addition, SPAN 161 and SPAN 162 (Readings in Spanish Literature I and II) fulfill the General Education Area E (Ethnic Studies) requirement for the AA/AS Degree.

● We offer an Associate in Arts in Spanish. An AA in Spanish is an excellent foundation for students planning to pursue a degree in Spanish, Latin American Studies, Linguistics or Comparative Literature. It is also useful for those who will be enrolling in a Bilingual Teaching Credential Program.
The associate degree offers two different paths for the completion of core courses:
- for learners of Spanish as a foreign language
- for heritage speakers of Spanish

<u>Transferability</u>:
● All of the courses currently offered in Spanish are transferable to the UC and CSU systems: SPAN 110, SPAN 111, SPAN 112, SPAN 120, SPAN 121, SPAN 122, SPAN 131, SPAN 132, SPAN 140, SPAN 150, SPAN 152, SPAN 161 and SPAN 162.

● Students may or may not need a foreign language to transfer to a college or university, but almost all four-year institutions require a foreign language for graduation. Normally, foreign language is one of the requirements that students who pursue a Bachelor Degree try to fulfill as part of their lower division preparation.

<u>Schedule</u>:
Since our program is very small, we currently offer only one section of most courses. For this reason, it is very important that courses be scheduled very carefully. We have done some experimentation, including offering courses in the afternoon so that they would not conflict with others; this did not prove to be a successful strategy, and, in addition, it precluded Middle College students from taking these courses.

Students in Spanish courses have expressed a preference for more "compact" schedules, and this is consistent with the fact that many of our students have other responsibilities which impose many constraints on their time and that 80% of the students college-wide and in Spanish courses attend on a part-time basis. As a result, we schedule three unit classes either in the evening or as Tuesday/Thursday classes, and we offer five unit classes in a Monday/Wednesday/Friday format, instead of the more traditional five day format used by most colleges.

Although we do offer courses in the evening, these are limited to beginner (first year) level. In the future, we need to carefully assess the needs of evening students and address these needs by teaching more advanced courses in the evening as well.

<u>Spanish for the job market</u>:
Knowledge of a foreign language is becoming increasingly important in today's world.
Particularly in California, knowledge of Spanish is a highly valued skill in many occupations.

The Cañada College catalog gives examples of occupations for students pursuing a major in Spanish, as well as for those who plan to work in many other fields.

● English-Spanish bilinguals can work as bilingual teachers or teachers of Spanish. There is also great demand for translators and interpreters (especially in the legal and medical fields).

● In many careers, such as business, international relations and tourism, a working knowledge of Spanish is a valuable skill and it gives students an advantage over those who do not speak other languages.

● Given the growing Spanish-speaking population in the U.S., and in particular in California, knowledge of Spanish is a plus in any occupation, especially those that involve interaction with the public, such as social work, health services, retail and the service industry.

2. State how the program has remained current in the discipline(s).
● Since Monica's hiring as full-time faculty less than five years ago, 20 course revisions (for 14 courses) have been brought to, and approved by, the Curriculum Committee. The revisions for all 14 courses involved considerable modifications in all aspects of the course outlines, to reflect current methodology, content and practices in foreign language courses. In particular, in addition to the linguistic component, there is now a socio-cultural component in all classes as well.

● Course design and content, as well as student assessment, are aligned with nationally recognized guidelines, such as the National Standards for Foreign Language Learning and the ACTFL (American Council for the Teaching of Foreign Languages) guidelines for listening, speaking, reading and writing.

● The Associate Degree in Spanish has been modified to provide transfer students with adequate preparation by:
- increasing the level of proficiency of graduates, as defined by the core courses required,
- including a path for heritage speakers, and
- replacing selective courses that did not directly relate to this degree with more relevant ones.

● In response to the change in student demographics at Cañada, where one third of the students declare Spanish as their home language, two new courses have been designed (SPAN 150 and SPAN 152) to meet the needs of heritage speakers. In addition, these courses have been incorporated as core courses for the Associate Degree in Spanish, as a meaningful path for heritage students pursuing this degree.

● We continue to increase the use technology to enhance learning, both in the classroom and outside the classroom. The availability of "smart classrooms" has made it much easier to use different media in the classroom. Effective uses of technology include:
- authentic language samples for listening comprehension practice
- videos
- cultural information from Internet sources
- online practice (websites)
- online verb "conjugators" and dictionaries
- newspapers from Latin American countries
- music
- editing/revision of compositions

● Instructors attend workshops, conferences and seminars in order to stay current in their discipline and exchange ideas with colleagues from other institutions.

● Monica has participated in IMPAC meetings, in order to stay informed about and contribute to articulation matters and program alignment with the UC and CSU segments of higher education in California.

3. **All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.**

Since Monica's hiring as full-time faculty less than five years ago, there have been 20 course revisions and two new courses:
- Conversation courses (SPAN 801, SPAN 802, SPAN 803, SPAN 804) were revised in December 2002.
- All first year courses (SPAN 110, SPAN 111, SPAN 112, SPAN 120, SPAN 121, SPAN 122) were revised twice, most recently in December 2004.
- All second year courses (SPAN 130, SPAN 131, SPAN 132, SPAN 140) were revised between May and September 2005.
- Two courses for heritage speakers, SPAN 150 and SPAN 152, were developed last year and approved by the Curriculum Committee in May and September 2005 respectively.

Only two courses have not been recently reviewed: SPAN 161 and162.
There has been a considerable effort on the part of the only full-time faculty to update the curriculum in the program. This year, the curriculum focus is on this program review.   Other responsibilities of the only full-time faculty (currently College Council chair, Budget and Planning Committee member, Academic Senate Governing Council member, Accreditation Steering Committee member) make it impossible to undertake additional curriculum development activities at this time. SPAN 161 and 162 will be reviewed as time permits.

4. **If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

5. **Describe how your program is articulated with similar departments within SMCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

● All Spanish offerings within the SMCCD have common numbers.

● Spanish courses have been articulated with CSU and UC. First and second year courses have CANs that make it simple to find equivalent courses at other public institutions of higher education in the state. All Spanish courses currently offered are CSU and UC transferable and may be used to satisfy CSU general education requirements.   Most Spanish courses satisfy IGETC.

● There is no "official" articulation with the Sequoia High School District, although course equivalences and articulation have been discussed at joint meetings.

6. **Discuss plans for future curricular development and/or program modification.**

● There is no plan for major curricular development and/or program modification in Spanish, since courses have been recently updated and the AA in Spanish was modified last semester, effective Fall 2006. This modification included:
- changes in the list of core courses (foreign language path) to be in alignment with the preparation required of students upon transfer;
- changes in the list of core courses to include a meaningful path that heritage speakers of Spanish can take when pursuing this degree;
- addition of selectives that are more directly relevant to the discipline and elimination of selectives that were not directly relevant.

● Future curricular development in Spanish includes a transferable course that focuses on conversation at the intermediate level, since this is the area in which students need the most practice in order to move on to advanced level courses. (Note: SPAN 801, 802, 803 and 804 conversation courses that are not currently being offered are at the beginner level and non-transferable).

● An area that needs to be explored is Spanish for special purposes. These courses would be particularly useful in the following Cañada programs:
- Early Childhood Education (with an emphasis on children's literature and bi-literacy development),
- Medical Assisting
- Nursing

● The program being reviewed in this document is "Spanish", as opposed to "Foreign Languages", its earlier denomination. This is because Spanish is Cañada's only foreign language at this time.
Students who intend to transfer to a 4-year institution will almost certainly have to fulfill a foreign language requirement in order to graduate with a Bachelor's degree. Our Spanish speaking students, about one third of our enrollment at Cañada, are not able to work on this requirement while completing their lower division college work in preparation for transfer. For them, Cañada offers no "foreign language" options.
The addition of a second language, especially one that will be appealing to Spanish speakers, needs to be seriously considered.

PART C: Student Outcomes

1. **Please attach all Bi-Annual State of the Department reports from the past six years.**

The bi-annual State of the Department report has not been produced before.
The current report for the last two years accompanies this Comprehensive Program Review.

2. **Update any analysis to include a summary of all years. Attach student learning outcomes here.**

Since there is only one Bi-annual State of the Department (the current one), there is no summary analysis.
See attachments I and II for Student Learning Outcomes.

PART D: Faculty and Staff

1. **List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

- Joseph Amable: B.A. and M.A. in Spanish (San José State U.). At Cañada since 1989.

- Gabriella Boehme: B.A. in Spanish, M.A. in English/TESOL (San Francisco State U.).

- Elena Kozak: Teaching Credential in Spanish (Notre Dame de Namur U., spring 2006), Ph.D. in Biochemistry (Cornell U.).

- Monica Malamud: Ph.D. in Applied Linguistics (Boston U.). M.S. in Computer Science (Western Michigan U.). M.S. in Information Systems Engineering, B.S. in Systems Analysis (Universidad Tecnológica Nacional, Argentina). Special interests: foreign language acquisition, bilingualism, sociolinguistics.

- Elizabeth Schwartz: M.A. in Latin American Literature (U. of Texas, Austin), B.A. in Spanish/English (Stanford U.). Expertise in literature contributes to cultural knowledge and ability to teach culture in language classes.

2. **List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.**

Monica Malamud
● Presentations:
Self-assessment and Language Learning Perception, IV Symposium on Applied Linguistics, Puebla, Mexico. May 1999.
Inferential Discourse Markers in Spanish: a Comprehensive Analysis, Third Hispanic Linguistics Symposium, Georgetown University, Washington DC. October 1999.
Inferential Discourse Markers in Spanish, 97th Pacific Ancient and Modern Languages Association Conference, Portland, OR. November 1999.
Students' Expectations and Language Learning Perception in L2A, Southeast Conference on Foreign Languages and Literatures, Orlando, Florida. March 2000.
Student Expectations in Foreign Language Classes, V Conference on Applied Linguistics, Puebla, Mexico. May 2000.
Contrastive Discourse Markers in Spanish: beyond Contrast, 29th Linguistic Symposium on Romance Languages. In: Cresti, D., T. Satterfield and C. Tortora, eds., *Current Issues in Linguistics Theory: Selected Papers from the XXIXth Linguistic Symposium on Romance Languages*, Amsterdam: John Benjamins, 2000.
Motivating Learners, 2nd Annual Why Teach Conference, Redwood City, CA. February 2003.

Students' Language Learning Perceptions, Expectations and Motivation in the L2 Classroom, CATESOL Northern California Regional Conference, Redwood City, CA. November 2003.

Using Contrastive Analysis to Understand Why Non-native Speakers of English Make Certain Mistakes (Language Arts Project, with Lisa Palmer and Anniqua Rana), Title V Series, Cañada College. March 2004.

Argentina today, Stanford University, Stanford. May 2004.

On Critical Thinking: definitions, assessment, language and thought, Humanities Division Retreat, Cañada College. August 2004.

A Community Outreach Project: Improving Language Skills while Building Bridges to the Hispanic Community, 102nd Pacific Ancient and Modern Language Association Conference, Portland, OR. November 2004.

Everything you ever wanted to ask about bilingual education but were afraid to ask (panelist), Palo Alto, CA. November 2004.

I'm Trilingual: hablo español, inglés y spanglish, Latina Leadership Network Conference, Redwood City, CA. March 2005.

The Role of U.S. Hispanic Literature in Higher Education, 103rd Pacific Ancient and Modern Language Conference, Santa Monica, CA. November 2005.

● Workshops and Conferences attended by Monica:

Boot up camp 2001, 2002
Museum of Tolerance 2002
Teaching Academy 2002
Summer Faculty Leadership Conference 2003
CATESOL 2003
PAMLA 1999. 2004, 2005
IMPAC meetings 2005, 2006
Several Title V events
Symposium on Portuguese for Spanish Speakers 2006
Several Workshops on Student Learning Outcomes and Assessment 2005, 2006

● Other professional development activities by Monica:

- Language Arts Project:

Monica was one of three faculty coordinators of the Language Arts Project. The goal of the Language Arts Project was to determine what students need in terms of language abilities, in order to succeed in college work and beyond, and to provide guidance to all college faculty so that they could adjust curriculum and teaching practices accordingly. As a project funded by a Title V grant, the focus was on non-native and generation 1.5 students.

- Humanities Division Retreats:

Monica was in the organizing committee with Anniqua Rana and Lisa Palmer in 2003, when the topic of the retreat was the Language Arts Project. In 2004, Monica was again a member of the organizing committee, with David Clay, Susan Gangel and Anniqua Rana, and presented on the theoretic concepts related to Critical Thinking, the focus of the retreat.

- Two week scholarship to study in Paris:

Monica was awarded a scholarship by the International Education Council, in collaboration with the Chancellor's office (CA Department of Education). This scholarship allowed her to take foreign language methodology courses in Paris, while immersing in French and having the experience of being a foreign language learner herself once again.

Elizabeth Schwartz
● Workshops attended:
Learning Communities
Learning Styles
Creating an Instructional Website
Teaching Online Using ETUDES

● Professional membership:
MLA Committee on Community Colleges, which aims to bring community college issues to the attention of MLA members and departments.

What development is needed:
- One area in which we would greatly benefit is training in Oral Proficiency Interview (OPI), so as to be able to place students into the most appropriate course after conducting an oral interview. If face-to-face interaction is not feasible or practical, the SOPI variant (Simulated Oral Proficiency Interview) can be used by having a student record answers to oral prompts.

- Adequate funding so as to be able to take advantage of professional development opportunities. The travel stipend maximum of $200 per year does not even cover a single in-state trip. Without incurring in out-of-pocket expenses, we can only attend conferences within driving distance that do not require over-night stays.

3. **Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

Full-time:
None in addition to the orientation provided by the college.

Adjunct Faculty:
Adjunct faculty meet with full-time faculty and receive an overview of the program.   For their specific teaching assignments adjunct faculty receive their textbooks, the course outline, sample syllabi, general guidelines for their class, assessment guidelines to insure consistency across sections and courses.

Tutors:
Orientation for Spanish tutors needs improvement.
Current situation:
Spanish tutors in the Language Center are not students who have completed our Spanish courses and passed with a "B", as is the case for other disciplines. They are normally native speakers of Spanish, and most of them have not received any formal education in Spanish. This makes it difficult for them to adequately assist students enrolled in our Spanish classes. While tutors are an excellent resource for the student who wants to practice conversation in a free-flowing manner, they are not as helpful to the student who needs help specifically with course material. Tutors tend to correct students only; they are generally not able to produce explanations that will help students in their learning process. Research in foreign language education has shown that correction does not necessarily benefit learning. In addition to not contributing to students' learning, occasionally the actions of tutors have been detrimental: when "helping" Spanish students with assignments that are turned in for a grade, violations of the Academic Integrity Policy have occurred.

PART E: Facilities, Equipment, Materials and Maintenance

1. **Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.**

● Facilities:
Language instruction involves a considerable amount of group-work and pair-work among the students. In order to facilitate this, the most suitable facilities for language classes are those that allow for flexible seating configurations and ease of reconfiguration during the class period. Fixed seating, and in particular "stadium-style", is not suited for foreign language classes. Some of the new furniture purchased recently by the college is not easy to reconfigure and does not lend itself to anything other than "lecturing", which is not the focus of language courses. Judging from the ubiquitous signs instructing us not to "rearrange the furniture", lecture style courses must be the norm across the college; it would be a welcome change if we had a teaching and learning environment more accepting of different styles.
Textbook and notebook are frequently used by the students, so table space must be adequately large.

● Equipment:
"Smart classrooms" have made it much easier to incorporate audio, video and internet resources into our language classes. This has resulted in an important benefit from two perspectives:
1. Students benefit from exposure to authentic materials in the language class. This allows the instructor to make a better connection between the classroom and "the real world".
2. Students benefit from variety in the forms of presentation of the materials. Students with different learning modalities are not at a disadvantage due to materials being presented only in "book form" or by "instructor lecture".
However, only instructors who have a laptop computer can truly benefit from "smart classrooms". Those who do not, still need to make a request for equipment in advance, which is not always convenient for adjunct instructors, nor is it transporting large media equipment to their classroom.

● Materials:
- Textbook: textbooks are expensive. Foreign language textbooks are designed to be used for a whole academic year, so there is a considerable one-time cost for the student. The rental program is a welcome addition.
- Audio: the availability of audio for listening comprehension exercises on-line has made it easier for many students to complete their homework. This has resulted in decreased use of the Learning Center.
- Placement test: a placement test would make it possible to better advice students about the class that best suits their needs and abilities. Placement test are customarily used in language courses, as well as in math courses, given the sequential nature of the content in these classes. At Cañada, there are placement tests for English, ESL and Math. But there is no placement test for Spanish courses. As a result, most students self-place, often incorrectly. Some seek an instructor's advice. Given the number of students, the instructor's assessment is limited to a short conversation in English about the student's prior experience with Spanish, and a short conversation in Spanish to roughly assess the student's proficiency and suggest placement. This system is not consistent due to the instructors' lack of training to perform this type of testing, and it is not fair to the students because it cannot be offered to all.

2. Describe the use and currency of technology. List projected needs.

We continue to increase the use technology to enhance learning, both in the classroom and outside the classroom. The availability of "smart classrooms" has made it much easier to use different media in the classroom. Effective uses of technology include:
- authentic language samples for listening comprehension practice
- videos
- cultural information from Internet sources
- online practice (websites)
- online verb "conjugators" and dictionaries
- newspapers from Latin American countries
- music
- editing/revision of compositions

For SPAN 161 and SPAN 162 – Readings in Spanish Literature I and II, it would be helpful to purchase software that assesses a variety of reading selections. It is important for students in a Literature class to be able to self-select some of their readings, so that they may be able to start to make their own choices, read texts that appeal to them and start to explore the world of literature on their own. Currently, while students are allowed to make some reading choices on their own, the instructor is not able to satisfactorily assess students individually on different readings. Software that aids in the assessment of self-selected reading would be a valuable addition to this component of the course.

See "Equipment" above (E.1), for use of smart classrooms.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?
N/A

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?
It is estimated that once all Spanish classes are scheduled on a regular basis (the new courses SPAN 150 and SPAN 152 have not been taught yet), and we evaluate the needs of evening students and schedule more classes in the evening, a second full-time position in Spanish will be needed.
If another language is introduced, we will need to either hire adjunct faculty or make sure that the full-time new hire is qualified to teach this language.

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?
None.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Availability of laptop computers for adjunct instructors.

4. What facilities will be needed in the next six years in order to maintain or build the department?

None.

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

● SPAN 801, SPAN 802, SPAN 803, SPAN 804 – Spanish Conversation Courses:
We used to offer these courses in the evening and they had adequate enrollments. For example, from fall 1999 until the courses were discontinued, there were 37 sections offered. Thirty of them had at least 20 students, and fifteen courses had over 30 students.
A decision to no longer offer conversation courses was made when budget cuts forced the college to focus on transfer courses. Conversation courses were not transferable. Still, Spanish conversation courses are aligned with the institutional mission of "serving the community's diverse needs for lifelong learning."
In an attempt to serve the community members that do not have a transfer goal, and offer more flexibility in our transfer program, the grade option in transfer courses was changed to allow for Pass/No credit. The idea behind this was two-fold:
- it would benefit non-transfer students: since our transferable courses already focus on conversation in the classroom, without the pressure of a grade, students looking for conversation courses would probably enroll in these transfer courses;
- it would benefit transfer students: the idea was to continue to offer the same number of sections, but with transferable courses only, instead of a mix of transferable and non-transferable courses. Thus, transfer students would have more sections to choose from.
Unfortunately, the results were not as expected. What actually happened was that when potential non-transfer students of Spanish looked at the schedule and did not see "conversation" in the course title, they went elsewhere. We know this based on those who did approach us and inquired why Cañada didn't offer any conversation courses (many of these people are Cañada employees). Additionally, the conversation courses were not replaced with transferable courses in the schedule: they were phased out and ultimately eliminated, and the Spanish program shrank.

Recommendation:
We would like to see this situation reversed by offering conversation courses once again, since they do fulfill an important aspect of the college's mission.
If there are reasons why the whole sequence of conversation courses could not be offered again, a reasonable compromise might be to offer the first course in the sequence (SPAN 801) only. This would allow us to capture the "conversation" students, and while they're enrolled in their first semester we would instruct them on what courses to take next.

● Program structure:
Starting fall 2003, we began to offer intermediate level courses in Spanish (SPAN 131, SPAN 132, SPAN 140). Before that, the program had a rather unusual structure: first year courses (beginning level) or literature (advanced level). Given the lack of intermediate courses, the only

students who were able to take advanced level courses were native Spanish speakers. For foreign language learners, after the first year, there was nowhere to go.

Since we began offering the intermediate level, courses have been struggling with low enrollment (the average over six semesters is 16 students). Even the first year second semester course (SPAN 120) has struggled to have decent enrollment, and it was not scheduled in fall 2005. As might be expected, a missing link (SPAN 120) in the sequence has a negative impact on the following class (SPAN 131) the next semester. If a class is not offered, a "negative bubble" of students goes on to adversely affect enrollments in all courses that follow in the sequence.

It is easy to see why it has been so hard to attain healthy enrollments: in order to be self-sustaining, a foreign language program needs to have a very wide base, that is, many sections of the first course in the sequence are needed so that the program will not disappear at upper levels.

A quick look at some of our neighboring institutions reveals that this is in fact what they do in their language programs. Here are a few comparisons, including community colleges, a CSU campus and a private university, based on their current schedules:

	1st course/1st year [A]	last course/2nd year [B]	A/B
Cabrillo (S 06)	15	2	7.5
San Jose State (S 06)	4	1/2*	8
Foothill (F 05)	6	1/3*	18
Stanford (F 05)	20	2	10
City College of SF (F 05)	20	1	20

* Fractions indicate concurrent courses

At Cañada, until spring 2005, we were only offering one beginning course (SPAN 110) during the day (evening students are not likely to attend day classes, and thus cannot be counted towards supporting the daytime program). The difference between our ratio of 1st course of 1st year to last course of 2nd year and that of the colleges in the table above was dismal. No wonder we had low enrollments in every course after the first one! We now offer two sections instead of one; this is an improvement, but not a significant one.

Recommendation:
If a foreign language program is to survive, there must be a commitment to offer several sections of the first course in the sequence.

ATTACHMENT I

Student Learning Outcomes
SPANISH – 1ˢᵗ year courses

By the end of each course, the student will be able to…

SPAN 111

1. Communicate in Spanish in every day situations such as:
• greetings
• asking questions
• describing people, places and things (at home, work, school)
• talking about daily schedule
• shopping
• simple likes and preferences

2. Produce and interpret oral and written Spanish at approximately a Novice High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

3. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

4. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 112

1. Communicate in Spanish in every day situations such as:

• talking in detail about daily routines (at home, work, school)
• expressing likes and preferences
• describing weather and seasons
• ordering food
• giving and following instructions
• recognizing and describing holidays and celebrations
• talking about household chores, sports, spare time activities, vacations
• giving a sequence of events in the past

2. Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

3. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
4. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 110

1. Communicate in Spanish in every day situations such as:

• greetings
• asking questions
• describing people, places and things
• shopping
• talking in detail about daily routines (at home, work, school)
• expressing likes and preferences
• describing weather and seasons
• ordering food
• giving and following instructions
• recognizing and describing holidays and celebrations
• talking about household chores, sports, spare time activities, vacations
• giving a sequence of events in the past

2. Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

3. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
4. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 121

1. Communicate in Spanish on a variety of topics that affect their quality of life, such as:
• health
• conveniences of modern life
• stress and pressures
• arts and folklore

2. Narrate stories in the past in Spanish, including background information, description and sequence of events.

3. Express emotion, opinion, advice, doubt, requests and uncertainty in Spanish using the subjunctive mood.

4. Recognize his/her own errors in writing and use self-correction as a strategy to use Spanish more accurately.

5. Produce and interpret oral and written Spanish at approximately an Intermediate Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

6. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

7. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 122

1. Communicate in Spanish on a variety of topics such as:

• the environment
• social life and personal relationships
• the workplace (professions, positions, applying for a job)
• personal finances
• government and civic responsibilities
• traveling and accommodations

2. Narrate stories in the past in Spanish using a variety of verb tenses.

3. Express contingency, purpose and non-existence in Spanish using the subjunctive mood.

4. Talk about likely, unlikely and impossible hypothetical situations in Spanish.

5. Recognize his/her own errors in writing and use self-correction as a strategy to use Spanish more accurately.

6. Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

7. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

8. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 120

1. Communicate in Spanish on a variety of topics such as:

• health
• conveniences of modern life
• stress and pressures
• arts and folklore
• the environment
• social life and personal relationships
• the workplace (professions, positions, applying for a job)
• personal finances
• government and civic responsibilities
• traveling and accommodations

2. Narrate stories in the past in Spanish, including background information, description and sequence of events using a variety of verb tenses.

3. Express emotion, opinion, advice, doubt, requests, uncertainty, contingency, purpose and non-existence in Spanish using the subjunctive mood.

4. Talk about likely, unlikely and impossible hypothetical situations in Spanish.

5. Recognize his/her own errors in writing and use self-correction as a strategy to use Spanish more accurately.

6. Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

7. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

8. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

ATTACHMENT II

Student Learning Outcomes
SPANISH – 2nd year courses

By the end of each course, the student will be able to do the following in Spanish:

SPAN 131

1. Participate in conversations about topics such as:
• the environment
• inventions and innovations of the 20th century
• human and civil rights
• personality; human emotions and behaviors

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
• discussing interests and plans for the future
• describing things and people (physical and personality aspects)
• narrating and describing in the past
• expressing hope, emotion, opinion, doubt and denial using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

SPAN 132

1. Participate in conversations about topics such as:
• diversity and discrimination
• personal relationships
• show business
• food and nutrition

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
• speculating about the future and hypothetical situations
• giving directions and instructions
• expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood

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3. Produce and interpret oral and written Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

SPAN 130

1. Participate in conversations about topics such as:
• the environment
• inventions and innovations of the 20th century
• human and civil rights
• personality; human emotions and behaviors
• diversity and discrimination
• personal relationships
• show business
• food and nutrition

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
• discussing interests and plans for the future
• describing things and people (physical and personality aspects)
• narrating and describing in the past
• expressing hope, emotion, opinion, doubt and denial using the subjunctive mood
• speculating about the future and hypothetical situations
• giving directions and instructions
• expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

SPAN 140

1. Participate in conversations about topics such as:
• social problems (for example crime, gangs, drugs and alcohol use)
• economic issues at the personal, national and international levels
• leisure-time activities, sports, celebrations
• breakthroughs in technology and medicine

2. Use the following communicative functions:
• clarifying information through the use of relative pronouns and adjectives
• speculating about hypothetical past situations
• making impersonal and indefinite statements using, among other strategies, the passive voice
• reporting on what others said using indirect speech

3. 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).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

CAÑADA COLLEGE
BI-ANNUAL STATE OF THE DEPARTMENT
DATA COLLECTION DOCUMENT

Program Name: Spanish

I. Program goals and objectives:

Program goals are summarized in the following statement, quoted from the Cañada 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."

Our students have diverse educational goals, which include transferring to a four-year college, developing skills that will improve their work performance or allow them to advance in their careers, and pursuing life-long learning for personal enrichment.
In order to help our students succeed in accomplishing their educational goals, the objectives of the program, in terms of course offerings, are:
● to provide transferable courses at a variety of levels: beginning Spanish (first year), intermediate Spanish (second year) and Literature (for advanced students and native speakers of Spanish);
● to provide transferable courses specifically designed to meet the Spanish language needs of the Cañada's significant number of heritage speakers of Spanish;
● to offer courses that are appropriate for students who need to learn Spanish or improve their language skills, but do not have a transfer goal;
● to provide instruction in the cultures of Spanish-speakers, including US Latino cultures in all courses.

The objectives for the program, in terms of program development, are:
● to continue to develop and update student learning outcomes and assessment tools for each of our courses, providing a means for clearly assessing student progress and teaching effectiveness;
● to continue to follow nationally recognized guidelines and standards for foreign language teaching and learning, especially those of the ACTFL (American Council on the Teaching of Foreign Languages) and the National Standards for Foreign Language Learning, which are the result of a collaboration among nine professional organizations in the field, sponsored by the US Department of Education and the National Endowment for the Humanities;
● to continue to enhance learning through the use of technology and authentic language materials;
● to offer courses (in terms of quantity and schedule) in such a way that the program can be self-sustaining. (Note: in language programs, where a prescribed sequence must be followed, it is extremely difficult to "recruit" students into specific courses);
● to consider the addition of another language besides Spanish, in particular, given that Spanish speakers at Cañada have no foreign language options.

As for faculty development, the objectives are:
● to encourage faculty development thorough attendance at workshops, seminars, conferences, etc.
● to add a full-time faculty in order to meet the program needs in terms of teaching and advising, as well as program development.

II. Student Learning Outcomes:

A.   List all identified program student learning outcomes:
Program student learning outcomes have not been identified yet. Student learning outcomes at the course level have been identified for all 1st and 2nd year Spanish courses (SPAN 110, 111, 112, 120, 121, 122, 130, 131, 132, 140).

Listed below are the SLOs for SPAN 140, the highest level course among core courses in the AA in Spanish (foreign language path), which may serve as the basis for program learning outcomes:

By the end of the course the student will be able to…
1. Participate in conversations about topics such as:
• social problems (for example crime, gangs, drugs and alcohol use)
• economic issues at the personal, national and international levels
• leisure-time activities, sports, celebrations
• breakthroughs in technology and medicine

2. Use the following communicative functions:
• clarifying information through the use of relative pronouns and adjectives
• speculating about hypothetical past situations
• making impersonal and indefinite statements using, among other strategies, the passive voice
• reporting on what others said using indirect speech

3. 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).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

B.   Attach correlated assessment tools and relevant data:

Since SLOs at the program level have not been identified yet, there are no correlated assessment tools and data to report at this time. Sample assessment tools at the course level are listed in II.D below.

C.   List a sample of course level student learning outcomes:
Student learning outcomes at the course level have been identified for all 1st year courses (SPAN 110, 111, 112, 120, 121, 122). See Attachment I.
Student learning outcomes have also been identified for all 2nd year Spanish courses (SPAN 130, 131, 132, 140). See Attachment II.

D.   **Attach correlated assessment documents and relevant data:**

Assessment tools normally used within courses in the program include:
- Quizzes: fill in the blank, answer questions, listening comprehension, reading comprehension, writing (from sentences and paragraphs at the beginner level, to essays in advanced courses); multiple choice exercises are very rarely used.
- Oral presentation: length increases as student progresses through course sequence (5' for SPAN 110, 20' for SPAN 140)
- Homework: outside-of-class practice with written language (workbook exercises) and oral language (laboratory manual exercises)
- Compositions: topics assigned in alignment with course content. Length and language sophistication increase as student progresses through course sequence.
- Final exam: a comprehensive exam including all the course content, similar to chapter quizzes in format.

For sample rubrics, see Attachment III, used for providing feedback to students and grading compositions at the intermediate level and above.

III. Curricular offerings:

A. New, deleted, "banked" and "unbanked" in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
SPAN	150	Spanish for Heritage Speakers I	X				?	?	X		
SPAN	152	Spanish for Heritage Speakers II	X				?	?	X		

B. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
SPAN	110	Elementary Spanish	X		X			12/14/04
SPAN	111	Elementary Spanish I	X		X			12/14/04
SPAN	112	Elementary Spanish II	X		X			12/14/04
SPAN	120	Advanced Elementary Spanish	X	X	X			12/14/04
SPAN	121	Advanced Elementary Spanish I	X	X*	X			12/14/04
SPAN	122	Advanced Elementary Spanish II	X	X*	X			12/14/04
SPAN	130	Intermediate Spanish	X	X	X			5/10/05
SPAN	131	Intermediate Spanish I	X	X	X			5/10/05
SPAN	132	Intermediate Spanish II	X	X	X			5/10/05

SPAN	140	Advanced Intermediate Spanish	X	X	X			9/26/05
SPAN	161	Readings in Spanish Literature I	X	X	X			?
SPAN	162	Readings in Spanish Literature II	X	X	X			?
SPAN	801	Conversational Spanish I						12/10/02
SPAN	802	Conversational Spanish II						12/10/02
SPAN	803	Conversational Spanish III						12/10/02
SPAN	804	Conversational Spanish IV						12/10/02

*Both must be taken for IGETC certification

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
A course that focuses on conversation at the intermediate level	X	X	X		
Courses in a language other than Spanish	X	X	X		

IV. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES
Report the 2 previous Fall semesters with the most recent on the right.

Year	2003	2004
WSCH	910	906
FTES	30340	30193

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD
Report the 2 previous Fall semesters with the most recent on the right.

Year	2003	2004
FTE	2.07	1.87
LOAD	440	484

C. Retention and Success (If applicable).
Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2003	2004
Retention	70.3%	78.2%
Success	67.0%	64.7%

D. Certificate, degree, and transfer status (If applicable)
Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2003	2004
Certificates	*	*
Degrees	*	*
Transfer	*	*

*Data not available.

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

Fall 2000 is used as the baseline; in Fall 2001, full-time faculty was hired in Spanish.

● Overall staffing and number of offerings for Spanish courses (FTE) have not changed significantly in the last few years, however:

● The mix of courses and the scheduling has changed significantly:
- in Fall 2003, the intermediate courses were introduced. Before then, students had no options after their first year here at Cañada;
- first year daytime courses in the regular college level format (5 units per semester) have been offered starting Fall 2002. Before then, only "half-speed" (3 unit) courses were offered in the daytime, so it would take a student twice as long to complete foreign language courses;
- beginning in Fall 2004, non-transferable SPAN 800 series courses started to be phased out, due to budget constraints and a stronger focus on transfer education. As a result, the Spanish program lost the FTES generated by these courses, which had traditionally enjoyed healthy enrollments. In addition, and beyond what can be said in terms of enrollment "numbers", the program is currently not serving those students who wish to learn Spanish in order to better their job opportunities or for personal growth in general. The "responsibility for serving the community's diverse needs for lifelong enrichment", stated in the college's mission, is not being adequately fulfilled as it refers to this program.

● Total enrollment in the program has grown and the program has become more "efficient" in terms of enrollment:
- FTES went from under 20000 in Fall 2000 to over 30000 in Fall 2003 and Fall 2004
- WSCH went from 584 in Fall 2000 to over 900 in Fall 2003 and Fall 2004
- LOAD went from 324 in Fall 2000 to 484 in Fall 2004.

● Success and retention rates are similar to those of the ESL program at Cañada, which, in terms of subject matter, is somewhat comparable to Spanish.

V. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed
Spanish Instructor	A justification will be written when there is a realistic chance of hiring, so that it will be current at the time.

B. List adjunct faculty requests and attach formal justification

- Funding to pay adjuncts for participating in meetings and holding office hours.

Position	Areas of expertise needed

C. List staff requests and attach formal justification

Position	Areas of expertise needed

D. List professional development needs:

The current level of funding for travel expenses ($200) is insufficient for participation in professional development activities that are not local. It is not realistic to expect that professional development needs can be met with such a geographic limitation.

VI. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit
Placement test (advisory): Brigham-Young's	About $1000 for a license (unlimited use)

B. List facilities needs:

New	Maintenance

ATTACHMENT I

Student Learning Outcomes
SPANISH – 1st year courses

By the end of each course, the student will be able to…

SPAN 111

1. Communicate in Spanish in every day situations such as:
• greetings
• asking questions
• describing people, places and things (at home, work, school)
• talking about daily schedule
• shopping
• simple likes and preferences

2. Produce and interpret oral and written Spanish at approximately a Novice High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

3. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

4. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 112

1. Communicate in Spanish in every day situations such as:

• talking in detail about daily routines (at home, work, school)
• expressing likes and preferences
• describing weather and seasons
• ordering food
• giving and following instructions
• recognizing and describing holidays and celebrations
• talking about household chores, sports, spare time activities, vacations
• giving a sequence of events in the past

2. Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

3. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

4. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 110

1. Communicate in Spanish in every day situations such as:

• greetings
• asking questions
• describing people, places and things
• shopping
• talking in detail about daily routines (at home, work, school)
• expressing likes and preferences
• describing weather and seasons
• ordering food
• giving and following instructions
• recognizing and describing holidays and celebrations
• talking about household chores, sports, spare time activities, vacations
• giving a sequence of events in the past

2. Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

3. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

4. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 121

1. Communicate in Spanish on a variety of topics that affect their quality of life, such as:
• health
• conveniences of modern life
• stress and pressures
• arts and folklore

2. Narrate stories in the past in Spanish, including background information, description and sequence of events.

3. Express emotion, opinion, advice, doubt, requests and uncertainty in Spanish using the subjunctive mood.

4. Recognize his/her own errors in writing and use self-correction as a strategy to use Spanish more accurately.

5. Produce and interpret oral and written Spanish at approximately an Intermediate Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

6. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

7. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 122

1. Communicate in Spanish on a variety of topics such as:

• the environment
• social life and personal relationships
• the workplace (professions, positions, applying for a job)
• personal finances
• government and civic responsibilities
• traveling and accommodations

2. Narrate stories in the past in Spanish using a variety of verb tenses.

3. Express contingency, purpose and non-existence in Spanish using the subjunctive mood.

4. Talk about likely, unlikely and impossible hypothetical situations in Spanish.

5. Recognize his/her own errors in writing and use self-correction as a strategy to use Spanish more accurately.

6. Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

7. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

8. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

SPAN 120

1. Communicate in Spanish on a variety of topics such as:

• health
• conveniences of modern life
• stress and pressures
• arts and folklore
• the environment
• social life and personal relationships
• the workplace (professions, positions, applying for a job)
• personal finances
• government and civic responsibilities
• traveling and accommodations

2. Narrate stories in the past in Spanish, including background information, description and sequence of events using a variety of verb tenses.

3. Express emotion, opinion, advice, doubt, requests, uncertainty, contingency, purpose and non-existence in Spanish using the subjunctive mood.

4. Talk about likely, unlikely and impossible hypothetical situations in Spanish.

5. Recognize his/her own errors in writing and use self-correction as a strategy to use Spanish more accurately.

6. Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

7. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

8. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

ATTACHMENT II

Student Learning Outcomes
SPANISH – 2nd year courses

By the end of each course, the student will be able to do the following in Spanish:

SPAN 131

1. Participate in conversations about topics such as:
• the environment
• inventions and innovations of the 20th century
• human and civil rights
• personality; human emotions and behaviors

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
• discussing interests and plans for the future
• describing things and people (physical and personality aspects)
• narrating and describing in the past
• expressing hope, emotion, opinion, doubt and denial using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

SPAN 132

1. Participate in conversations about topics such as:
• diversity and discrimination
• personal relationships
• show business
• food and nutrition

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
• speculating about the future and hypothetical situations
• giving directions and instructions
• expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

SPAN 130

1. Participate in conversations about topics such as:
• the environment
• inventions and innovations of the 20th century
• human and civil rights
• personality; human emotions and behaviors
• diversity and discrimination
• personal relationships
• show business
• food and nutrition

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
• discussing interests and plans for the future
• describing things and people (physical and personality aspects)
• narrating and describing in the past
• expressing hope, emotion, opinion, doubt and denial using the subjunctive mood
• speculating about the future and hypothetical situations
• giving directions and instructions
• expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

SPAN 140

1. Participate in conversations about topics such as:
• social problems (for example crime, gangs, drugs and alcohol use)
• economic issues at the personal, national and international levels
• leisure-time activities, sports, celebrations
• breakthroughs in technology and medicine

2. Use the following communicative functions:
• clarifying information through the use of relative pronouns and adjectives
• speculating about hypothetical past situations
• making impersonal and indefinite statements using, among other strategies, the passive voice
• reporting on what others said using indirect speech

3. 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).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. 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.

Rubric for assessment of essays

A. Language:
Sentence structure, word order, agreement, tense, mood. Use of articles, pronouns, prepositions.

30 Excellent	complex constructions effectively used, sentence variety,
28 Very good	very few errors in agreement, tense, mood and use of articles, pronouns, prepositions
-----------------------	
25 Good	appropriate but simple/not varied constructions, some problems with
22 Barely passing	complex constructions, frequent errors in […] but meaning conveyed
-----------------------	
20 Fair	major/frequent problems in sentence structure, incomplete
17 Poor	sentences, repetitive structure, very frequent errors in […], meaning obscured
-----------------------	
≤ 15 Very poor	lack of sentence structure, plagued with errors, not understandable

B. Vocabulary:
Word choice.

10 Excellent	rich variety, synonyms, appropriate register, knowledge of idioms
9 Very good	
-----------------------	
8 Good	adequate vocabulary, good choices but not best,
7 Barely passing	some false cognates, few/no idioms, meaning conveyed
-----------------------	
6 Fair	many repetitions, basic simplistic vocabulary, limited range,
5 Poor	errors in word choice, meaning obscured

≤ 4 Very poor	word-for-word translation without considering context, made-up words, use of English, not understandable

C. Content:
Ideas: relevant, developed, supported.

30 Excellent	insightful, richly developed, extensive supporting details, focused,
28 Very good	solid arguments, relevant to the topic/thesis
-----------------------	
25 Good	knowledge of the subject, details are generally adequate/relevant,
22 Barely passing	limited development lacks depth/breadth
-----------------------	
20 Fair	limited knowledge, thinly/inadequately developed, not fluent,

17 Poor   too repetitive or too general

≤ 15 Very poor   not developed, irrelevant details, no substance, not understandable

D. Organization:
Logical order. Use of paragraphs. Cohesion.

20 Excellent   fluent, logical sequencing, clear focus, good introduction,
18 Very good   good conclusion, cohesive, appropriate transitions, paragraphs ok
----
16 Good   loosely organized, poor introduction or conclusion, a little choppy,
14 Barely passing   mostly logical order, limited use of transitions
----
12 Fair   not fluent, disconnected, very poor transitions, no paragraphing,
10 Poor   lacks introduction/conclusion, sequencing not logical
----
 ≤ 9 Very poor   confused, lack of focus, no organization, a "dump" of ideas

E. Mechanics:
Spelling. Capitalization. Sentence internal punctuation.

10 Excellent   no errors
9 Very good   minimal errors
----
8 Good   some errors
7 Barely passing   frequent errors, meaning sometimes confused due to errors
----
6 Fair   many errors, meaning often confused due to errors
5 Poor   plagued with errors, meaning obscured

≤ 4 Very poor   no mastery of conventions, no punctuation, no accents, no capitals

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Adapted from a variety of sources through many years.

SPANISH

CAÑADA COLLEGE
COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY

Short Summary of Findings

Considering its small size, Spanish manages to offer a very comprehensive program as far as proficiency levels are concerned. The program has been thoroughly revised and courses reflect current methodology and content. With the inclusion of intermediate level courses, students now have the possibility to move through a cohesive program, attaining high levels of proficiency by their third year. However, only day students can fully benefit from the Spanish program, since courses offered in the evening are limited to beginner level.

In response to the change in Cañada's student population, new courses have been developed to meet the needs of heritage speakers of Spanish. The addition of these courses will allow Spanish speakers to become fully bilingual and bi-literate. For these students, however, Cañada still needs to offer a foreign language option.

Faculty keep up with current trends in their field, are dedicated to their students and make an important contribution to the program. But a program cannot thrive relying on several adjuncts and a single full-time faculty. The only full-time faculty cannot be expected to continue to teach a full-time load, engage in significant program development and other program activities, serve the college in a variety of committees and keep current in the field, at the expense of her personal time and health.

Three Strengths of the Program

1.   Full-time faculty's dedication, commitment and time investment to the program and professional development.

2.   Existing curriculum thoroughly revised and up-to-date, reflecting current practices in the field and in alignment with national guidelines.

3.   New courses and modification of the Associate Degree in Spanish in response to changing student demographics.

Three Suggestions for Improvement

1.   A department with a single full-time faculty member cannot sustain the desired level of excellence. More full-time faculty.

2.   Meeting the needs of evening students by scheduling courses beyond beginner level at night.

3.   The addition of a second foreign language, which would be the first and only foreign language option for Spanish speakers, who currently have none.

CAÑADA COLLEGE
EVALUATION OF THE
COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Name: Spanish

Estimate the total number of hours to complete your Program Review:
56.

Was the time frame for completion of Program Review adequate? If not, explain.
No. There is no time for Program Review, after you take into account all the departmental, division, college and professional development activities in which an instructor of a department with a single full-time faculty is already engaged.

Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
Clear and understandable. Generally easy to use.

Were the questions relevant? If not, please explain and offer specific suggestions.
They were relevant to a program review process. They were not relevant to me, in that I did not have to be asked those questions and spend so many hours writing the answers in order to work on the program, engage in curriculum development or decide what to work on next, for example.
There was some repetition in the questions. When asked the same question, I simply copied/pasted.

Did you find the Program Review process to have value? If not, please explain and offer suggestions.
NO. I see no use in spending my personal time on this. However, the purposes of the program review process are many, and my only hope is that the report will be of value to someone else, and my time will not have been completely wasted.

Was the data you received from administration complete and presented in a clear format? Would you like additional data?
I used the data that were available on-line. Since program review is a routine process, data should be readily available and faculty should not need to ask for the data that the program review documents require. Data were not complete and I was not able to complete some of the tables. Documents with previous program review were not available.

I would like to have more comprehensive demographic information on my program. Also, the program review document requests that we document demographic trends, but only two years of data are available online. A change from one year to the next cannot be used to infer a trend.

Please offer any comments that could improve and/or streamline Program Review!
I found it useless to engage in this process. Other programs who have done program review found the process to give them an opportunity to exchange ideas. As the single full-time faculty in the program, I found the program review process unnecessary to engage in a monologue with myself. I invited part-time faculty to participate; their participation was minimal, which is absolutely reasonable and to be expected.