

Basic Program Information

Department Name:

SPANISH DEPARTMENT

Division Name:

LANGUAGE ARTS

Program Mission(s):

Our mission is to prepare students in the use of Spanish to be active participants in the socio-economic reality of the United States, by giving them the language skills and the cultural awareness necessary for the pursuit of advanced degrees in the humanities and/or for employment as bilingual workers in any field.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
ELVIRA COFFIN	SPANISH	FULL-TIME INSTRUCTOR
JULIO RIVERA-MONTANEZ	SPANISH	FULL-TIME INSTRUCTOR
PATRICIA CRESPO-MARTIN	SPANISH	FULL-TIME INSTRUCTOR

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	1

Please list all existing Classified positions:

Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
AA SPANISH		X	

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
AA IN SPANISH	1	3	2	

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate				
N/A				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

N/A

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2013-14: 535)	393	351	404	15.2%
Success	61	71	75	4%
Full-time FTEF	3	3	3	1.2%
Part-time FTEF	0.3	0.6	0.2	-65.5%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
X	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Overall enrollment has declined in the last two years. However, enrollment for Spanish 1 increased 15% in the academic year 2013-2014. There are two reasons for this: accessibility of online courses warranties a broader pool of students and the instructor admitted all the students that were waitlisted to ensure that the courses were not canceled.

Nevertheless, and as a result of this decline, we decreased our course offerings for the current Fall 2014. Spanish 3 has not been offered and thus we lost those students. The absence of this course has further contributed to poor enrollment numbers this fall. More importantly, not offering Spanish 3 this quarter may impact enrollment for Spanish 4 next Winter quarter. Our program is based on course sequencing and not offering pre-required courses any given quarter impact overall enrollment in subsequent quarters.

This fall quarter should be contrasted with last year's. A year ago, Spanish 1 was offered as an online course for the first time. As already mentioned, all waitlisted students were admitted. We were close to cap to ensure that the course was offered. However, this Fall we did not admit students over cap and the difference in numbers can be noted.

On the other hand, since pre-requisite block was implemented two years ago many students, particularly Hispanics and those who had enrolled Spanish before, have been discouraged from enrolling in Spanish 2 and above. Despite our efforts and requests, it seems impossible to change this in Banner. The Spanish faculty has agreed to be available year around for those students who encounter the block, in order to assess them and place them in the right course level. Our conversations courses (Spanish 10A/10B and Spanish 114A/114B) have been severely impacted by this new enrollment norm and now we offer them once a year only. These courses were offered once last year and were cancelled due to poor enrollment. This year, they will be offered once again in the Winter quarter at a new time block.

However, it must be stressed that frequent schedule changes and lack of consistent offerings affects the students' expectations that a class will be available. This in turn is another issue that must be factored in when discussing the causes for low enrollment.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The students who enroll in Spanish courses tend to be older than the average within the Language Arts Division. The other division departments enroll students in the 19 – 24 age range while ours tend to be in the 20 – 30+ range. We also enroll a larger number of women (61%) and students with degrees (16%). The female population should be targeted as potential enrollees since they constitute more than half of our student figures.

With our newly created Elementary Spanish Conversation sequence (Spanish 110 and Spanish 111) we hope to attract members of the community at large. These courses will be offered in the academic year 2015-2016. We may not be able to evaluate their enrollment success until the year 2016-2017.

f. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

We have the best productivity within Language Arts, 404, up 15% from last year.

We are currently offering fewer courses than before in order to fill the existing sections. We plan to offer a new course on Spanish for Health Care Workers in the Spring 2015 as an extra effort to increase enrollment. As already mentioned, our online courses tend to fill quickly and have been quite successful.

Three newly created courses have been submitted for curricular approval: Elementary Spanish Conversation I & II (Spanish 110 and 111), and Training for Spanish Tutors (Spanish 192).

We need to mention that we are caught in a bind between innovation and productivity. We wish to grow as a department, but it will be a limited growth if we keep our course offerings to the minimum required for our three full time faculty to have a full load. This quarter, only nine courses were offered as part of our Dean's plan to warranty that all faculty remains on campus. Two new courses will be offered in the near future (Spanish for Health Care Workers and Elementary Spanish Conversation), but still as part of the nine-course arrangement that we agreed with our Dean. Offering these new innovation courses will obviously reduce the number of traditional courses offered within our program (Spanish 1, 2, 3, etc.)

Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Offering fewer sections per quarter has meant that students have fewer scheduling alternatives. This year, due to a scheduling mistake, we offered a late evening Spanish 1 course at 7:30 pm. It filled quicker than any other course. So we have discovered that is a good idea to offer Spanish evening courses at a later time of the evening, around 7:00 pm 7:30 pm.

Spanish Conversation and Spanish 3 are only offered once a year now. We are experimenting with the schedule, and we hope to find one that works soon. Right now, Conversation is being offered in the Winter and Spanish 3 in the Spring.

g. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All CORs are reviewed for Title 5 compliance at least every five years and all prerequisites and co-requisites undergo content review every five years.

We review all our SLO's every year: a third of the courses offered are reviewed each quarter.

h. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

We are members of ACTFL. We conduct periodic meetings to discuss new teaching methodologies. We are currently questioning the use of commercial textbooks. Due to the student's concerns with their high cost, we are considering the possibility of discarding their use, or only using workbooks.

i. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

1. As already mentioned, 20% of our course offerings are now online.
2. Over the years we have been aware of the need for Spanish tutors at the Learning Center. We have created a new, one-credit course called "Training for Spanish Tutors" (Spanish 192) to train our advanced students to be effective tutors to elementary level students. We currently have four second-year students working as tyutors with funding provided by the Language Arts Division. This initiative, however, faces its own challenges: eliminating advanced courses like Spanish 3 will not allow us to sustain a steady pool of tutors throughout the academic year.
3. Our second-year students have created a Spanish club which meets regularly on campus.
4. Our ADT in Spanish has received state approval. [We need to decide if we want to have an academic program, with students who are global citizens (as the College mission states) or if we prefer to have a program that focuses only on Spanish 1 and 2. If the ADT and the global mission is paramount then the college needs to be aware and support our lower-enrolled classes which are part of the sequence.]
5. Two new conversation courses, aimed at the community at large, have received curricular approval: Elementary Spanish Conversation I & II.
6. We are also planning to create a new course called "Spanish for Community Leadership" to incorporate it as part of the college's Leadership Program if the administration supports our being part of it.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Our completion rate has been steadily increasing from 69% to 72% to 73%, while the withdrawal rate has remained steady at 18% in the last three years.

Our success rate breaks down as follows: an increase success rate in every ethnicity except in the Asian population. Most noticeable is the increase success rate among African-Americans, from 43% in 2011-2012 to 66% in 2013-2014, and in the Latino population from 64% to 78%.

In general, success rates are higher in the more advanced courses. Span 4: 76%, Span 5: 82%, Span 6: 100% in 2013-2014.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Last year, two students graduated with an AA in Spanish.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

We do not offer certificates. We may, in the future; however, this year, in accordance with the action plan discussed with the division Dean, we cannot offer more than nine courses per quarter. We are open to the discussion on how to sustain the transfer program as we develop specialized certificates, and any input from other disciplines is welcome.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

We have served 837 students during academic year 2013-2014. Of those, 641 come from Spanish 1 and 2. We have helped all of them fulfill their foreign language requirement for transfer to the UC and CSU because our courses are fully articulated. Part of the college mission includes transfer and we are an integral part of it.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

Our program is not part of the Basic Skills Program but we have students who are in the Basic Skills Program.

Students in our classes learn basic skills in the areas of reading and writing, but we don't have measurable data on how the skills they learn in our classes "translate" into their basic skills classes. We would like to have data about those students.

b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

We have served 837 students during academic year 2013-2014. Of those, 641 come from Spanish 1 and 2. We have helped all of them fulfill their foreign language requirement for transfer to the UC and CSU because our courses are fully articulated. Part of the college mission includes transfer and we are an integral part of it. Our ADT has just been approved.

d. Please analyze and discuss Articulation data regarding this program.

Our courses are fully articulated with CSU and UC systems.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

We created a Spanish course for Health Care Workers intended for the student population of the Allied Health Program. It will be offered at Spring 2014.

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

N/A

g. Discuss any job placement and/or salary data available for your students after graduation.

N/A

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

N/A

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

N/A

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

N/A

k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

N/A

I. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

N/A

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed. attached

b. **Attach 2013-2014 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

attached

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

1. At beginner level, pronunciation and spelling have been closely monitored to ensure a higher degree of accuracy. We have achieved this through many dictation activities, written assignments and more emphasis on oral communication.
2. On our second year students we are placing more emphasis on peer reviewing. We have accomplished this by insisting that students correct each other during oral communication activities.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The SLO's are based on the National Proficiency Standards established by the American Council on the Teaching of Foreign Languages (ACTFL). They emphasize the four major language skills (reading, writing, speaking and listening) needed for successful communication. Students who go through our courses are following a sequence. When they graduate they have met the target of the previous target SLO's. Our classes are aligned with the college objectives of: 1. communication; 2. creative and analytical thinking and 3. community and global consciousness and responsibility. We are aligned with the college mission of transfer and career preparation and enhancement (being bilingual is an asset at the workplace). We also prepare students to be global citizens, because after taking our courses, not only do they know the language but also the history and culture of the Spanish-speaking world.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

Since our courses are part of a sequence, students have to reach the SLO of a course before moving on to the subsequent level.
We offer a transfer degree. It has been approved this Fall.
We receive students from other colleges and after spending two years with us, our they reach the program SLO's and are confident Spanish speakers and writers.

d. If your program has other outcomes assessments at the program level, comment on the findings.

none

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

We conduct weekly meetings to discuss topics related to our program such as course materials, teaching methodologies as well as emerging concerns and ideas about our SLO's findings.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

We have included more collaborative learning and student-centered activities in our second year classes. As part of the trend towards online classes, 20% of our classes are online. In order to offer more student support we have organized a group of volunteer tutors also from the second year. Also, we have followed up on forming a club to encourage students to know and support each other from different sections and levels.

g. What summative findings can be gathered from the Program Level Assessments?

All our students who finish all the classes in our program with a “C” or higher reach the target. They can have a spontaneous conversation on unfamiliar topics. They use the appropriate register for the situation. Their mistakes at this level have to do with the influence of their native language on their pronunciation and grammatical structures but they are sufficiently aware of such influence as to pay extra attention to what they recognize as problematic sounds or structures. They have confidence that they can be exposed to different accents and different topics, and they will be able to carry a conversation or comprehend and write comfortably.

Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?	
The student will be able to communicate with native speakers of Spanish, using the appropriate language for any given situation.	Students who graduate from the program have been doing presentations throughout their intermediate classes. They are well versed on a range of cultural topics from the Spanish-speaking world. Presentations are edited and revised at home, but this does not mean that students cannot answer or ask questions spontaneously using sophisticated vocabulary. Also, at this level students are aware about conversation fillers, periphrasis, and pronunciation pitfalls to avoid.	Transfer / Workforce	Our students have met our PLO's. By doing presentations, collaborative learning and field/online research they demonstrate their proficiency and ability to use their language tools to communicate efficiently and accurately. The SLO's in place will be used to assess the effectiveness of our newly created courses: Spanish for Health Care Workers and Elementary Spanish Conversation (I and II)	

	This does not mean that they use them all the time, but their speech is accurate and understandable			
The student will, by presenting research, demonstrate knowledge of Hispanic society, culture, and politics.	Students met the target. Students who reach this level are highly motivated. Their research demonstrates cultural sensitivity and an advanced command of Spanish. By peer editing they learn about cultural aspects that may be outside their immediate interest. Also, students who have gone through the intermediate and advanced classes have been exposed to a wide range of cultural topics. At the early intermediate classes they may present on a topic they are familiar with, but as they progress through the levels, their research gains in depth and breath.			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Spanish 10A	Y, offered in Spring 2014	Y	We would like to offer it again but we can only offer a new class if we cancel classes that are part of the ADT sequence.
2. Spanish for Health Care Workers.	Y, to be offered Spring 2015		
3. Elementary Conversation Classes	Y, in C3MS, pending approval		To be offered 2015-2016.
4. Creative Writing	N	N	
5. Certificate in Medical Interpretation	N	Y	We are going to offer one class on Spanish for Health Care Workers. We are still considering if this would be a viable certificate. Any input is welcome.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Develop a tutor base with new Tutor Training classes and/or encourage advanced students to volunteer.	2-3 years	Provide support, increase retention, address equity (to help first-generation students). Also, transfer students who want to include service as part of their curriculum.	
2. Encourage and support a Spanish club	2-3 years	Students feel more connected to the college and more likely to be successful if they have a group of peers with similar interests.	
3. Offer new Elementary Conversation classes	1-2 years	Provide simple conversation classes for the community. We seem to have a larger number of students with degrees than other departments, and we hope this class will be attractive to them. Any research from the college is welcome.	

Section 7: Program Resources and Support

Using the tables below, summarize your program's **unfunded** resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
N/A			

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) NO	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) NO	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
We have received some B-Budget money to buy books for students with few resources, or while they wait for their EOPS money. We would like to request additional funds for			

online books.			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
We have obtained some funding from the Language Arts Division for flyers to inform potential students on how to lift the pre-requisite blocks.			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
We have requested a dedicated room in the past for several reasons: --To make it a hub for Spanish so that students will always know where to go if they have questions about Spanish or to meet other Spanish students. --To make it a more traditional language class, decorated with realia and posters related to the Hispanic world (common vocabulary, question words, etc). Last year we did not request a dedicated room but we would like to do so this year.			

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a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Last year we received money for books. For students who are waiting for EOPS money, this has been very useful, but unfortunately, we do not have any data to support this other than anecdotal evidence from our students.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Add word “Spanish” to mission.	“Spanish” added
2. Include all available data	Data included (we talked about Paul Starer and Andrew Lamanque about the missing data, especially transfer data, from the previous program review.)
3. Possibility of load not being met and having faculty teach at Foothill and De Anza.	Discussed below.

a. After reviewing the data, what would you like to highlight about your program?

There are two issues at stake. One is about academics. Academically, all the students who complete our program are highly successful (all of them reach our SLO's). If you want to communicate in Spanish (which means not just the ability to read and write but to be well informed about the culture and history of the Spanish-speaking world) Foothill is the place to come. We are very proud of our program, and many community members can attest to the high quality teaching that we offer.

The other issue is numbers. Our enrollment has declined 5% (like the general college enrollment has declined in the last three years, particularly in those areas not associated with STEM), but keep in mind that our numbers are small in general. Factors like repeatability, pre-requisite block, and the frequent schedule changes may have affected our enrollment, and we are working both to overcome those obstacles and to increase our numbers.

The results of our offering new classes and choosing a permanent schedule that works will only be measurable two or three years from now, unfortunately, which is not as quickly as we would like, part of the reason being that writing new curriculum and getting it approved takes a year and including a new class in the schedule takes another year.

We have also worked very hard to develop new course offerings:

1. Spanish for Native Speakers has not been offered recently, but we revised the curriculum and hope to offer it again, and advertise it more.
2. We have Spanish for Health Care workers has been approved and is ready to be taught next Spring 2015.
3. Two new Elementary Conversation courses (Spanish 110 and 111 are currently being evaluated by our curriculum committee and soon will be approved for Summer 2015, to be taught in 2015-2016.
4. A short seminar on Training for Spanish Tutors (Spanish 192) has also been created and is pending curricular approval.
5. All the faculty will be Etudes-Certified.

We had plans to create a certificate program in Creative Writing and Spanish Translation but those two ideas had to be discarded because if we offer any new classes we have to even further decrease the regular offerings in our program sequence. We hope to attract more students with fewer classes at fewer times. Once again, our division must be aware that we may not have enough students for Spanish 3 or Conversation class in the next two quarters of the current year. The problem is that we can not offer the ADT without these courses. We would like to know if the campus would support an ADT, albeit small, or a program that focuses on Spanish 1 and 2, and some second year classes. We are also aware that there is a possibility that we might have to teach occasionally at De Anza to make full load.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The Spanish program and the Spanish faculty remain an important and necessary part of the Language Arts division and its curricular and degree offerings. In the face of steadily declining enrollment, the Spanish faculty and I have worked to develop strategies to preserve the core curricular offerings while exploring and developing new curriculum that would serve students in new and different ways. The development of the Spanish for healthcare workers course is emblematic of these efforts.

Additionally, we have begun offering our Spanish 1 and 2 classes online and the response to this has been quite positive, with enrollments robust and demand strong. The plan to have all Spanish faculty ETUDES certified and prepared to teach online will enhance this success. It is also worth noting that our Spanish intensive program in the summer continues to draw strong enrollment and interest on the part of the community.

I want to, also, acknowledge how hard the faculty have worked to respond to the decline in enrollments in Spanish. They have been very receptive to suggestions about scheduling and curriculum and remained conscientious and professional during the challenges of addressing the seriousness of these declines.

b. Areas of concern, if any:

Even though we have worked to consolidate the scheduling of classes and even with the introduction of online Spanish 1 and 2 classes, enrollment in the program has continued to decline for the last several years. Enrollment in the fall of 2014 was down 8% over the fall 2013 and the enrollment in the fall 2013 was down 6% over the fall 2012. And since enrollment trends in the fall tend to roll through the year, the enrollment for winter 2015 is already showing that it is down 8% over winter 2014.

Declining enrollment trends like these are not sustainable and make it impossible to schedule and run enough sections of Spanish to sustain the load of three full-time faculty. At census in the fall of 2014 only the online Spanish 1 had reached the maximum seat count. We ran seven sections of Spanish 1 in the fall with enrollments ranging from 23-31 students. And the enrollment declines are even more pronounced in the upper level classes; there was a combined total of 27 students in the two sections of Spanish 2 we offered in the fall 2014.

c. Recommendations for improvement:

While I am supportive of the faculty's efforts to address enrollment declines through curriculum development and I am appreciative of their willingness to work with me on scheduling classes in a stable and predictable way, when I consider the enrollment declines and look ahead at the next couple of years, I cannot imagine we will be able to field enough classes to support full load for three full-time classes. I therefore recommend that some FTE be shifted or shared with De Anza.

Perhaps new classes and more faculty available to teach online will obviate this need, but it is prudent to prepare for the shift now and to plan accordingly.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The faculty have made significant efforts to revise and add curriculum in efforts to better serve the community and increase enrollment. Adding online sections and the addition of a course for health care professionals are examples of these efforts.

e. Areas of concern, if any:

The enrollment decline is the primary concern, and is evidenced by the fact that there are no adjunct assignments, other than as backfill when one FT faculty was on PDL.

f. Recommendations for improvement:

The dean, the faculty and the Vice President need to review the remediation plan to determine the next course of action, along with feedback from PRC and PaRC.

g. Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College Department - Spanish (SPAN)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Spanish (SPAN) - SPAN 1 - ELEMENTARY SPANISH I - SLO 1 - Simple sentences - Understand and maintain a conversation about daily activities and upcoming plans using simple sentences. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: small group conversational activities in Spanish</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 75% of students will demonstrate competency at the novice level in conversation</p>	<p>10/08/2014 - This last year we added online versions of our classes. Students in the online classes regularly participate in partner chat activities, but the issue of group activities is still pending a good technology tool. Students in the f2f classes carry out group work regularly, and have no problem meeting the target at this level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Spanish (SPAN) - SPAN 1 - ELEMENTARY SPANISH I - SLO 2 - descriptions - Understand and write 1-2 paragraphs describing self and family and narrating daily routine, using the present and the periphrastic future. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take written exams, with multiple choice questions, short compositions, reading comprehension questions and grammar sections.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Eighty percent of the students who finish this class with a C or higher will reach the SLO.</p>	<p>10/08/2014 - There were no significant differences between the students in the online classes and the f2f classes regarding this SLO. There is, perhaps, a gap in some students' previous knowledge of grammar and / or experience taking language tests, but given enough practice, students reach the target by the end of the quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Spanish (SPAN) - SPAN 13A - INTERMEDIATE CONVERSATION I - SLO 1 - Simple conversations - Initiate and maintain simple conversations in the present, past and future, on familiar topics.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication (Created By Department - Spanish (SPAN))</p>	<p>Assessment Method: Class discussions based on assignments.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students can start and participate in a conversation, with errors that do not interfere with comprehensibility.</p> <p>Assessment Method: Students will enact dialogues and make presentations, and will answer questions</p>		

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Course-Level SLO Status: Active	<p>about them.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: The vocabulary will be specific to the topic and students should be able to answer questions on the spot.</p>		
	<p>Assessment Method: Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a passing grade on exams.</p> <p>Assessment Method: Weekly responses (orally or in writing) to assignments, which may range from literary essays to news and articles, films, blogs, etc.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Successful students will incorporate new vocabulary (gained from their readings) into their responses, and will expand their cultural knowledge of the Spanish-speaking world.</p>		
Department - Spanish (SPAN) - SPAN 13A - INTERMEDIATE CONVERSATION I - SLO 2 - Speaking with fluency - Speak with some fluency, and a pronunciation that is understandable to natives used to interacting with foreigners.	<p>Assessment Method: Record or interview students, making sure common pronunciation errors are avoided and linking of sounds is taking place.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students are aware of their pronunciation habits and self-correct.</p>		

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Course-Level SLO Status: Active	Assessment Method: Class discussions based on assignments. Assessment Method Type: Discussion/Participation Target for Success: Students will start and participate in conversations with a few hesitations and some errors, but they will not interfere with communication. All students should be able to guess meaning from context.		
Department - Spanish (SPAN) - SPAN 13B - INTERMEDIATE CONVERSATION II - SLO 1 - intermediate language usage - Initiate and maintain conversations on topics beyond the most immediate needs, tailoring the language to formal and informal situations. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN))	Assessment Method: Students will enact dialogues and make presentations, and will answer questions about them. Assessment Method Type: Presentation/Performance Target for Success: Vocabulary used is specific to the topic and students are able to give expanded answers to questions posed on the spot, signaling good preparation.		
Course-Level SLO Status: Active	Assessment Method: Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students will score a passing grade or higher on exams.	Assessment Method: Weekly responses (orally or in writing) to assignments. Assessment Method Type: Essay/Journal Target for Success: Students will incorporate new vocabulary	

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	<p>into their responses (learned from their readings and class discussions). If in writing, their responses will reflect a higher degree of formality.</p>		
<p>Department - Spanish (SPAN) - SPAN 13B - INTERMEDIATE CONVERSATION II - SLO 2 - Speaking with fluency - Speak with increased fluency, and a pronunciation that is understandable to native speakers used to interacting with foreigners.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication (Created By Department - Spanish (SPAN))</p>	<p>Assessment Method: Record and /or interview students, making sure common pronunciation errors are avoided and linking of sounds is taking place. Care is taken to identify individual problems and work on them.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students are aware of their pronunciation habits and self-correct.</p>		
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students present on a cultural topic of their choice and / or are responsible for directing a conversation in a small group.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Comprehensibility and fluency for most of their speech. Ability to self-correct.</p>		
<p>Department - Spanish (SPAN) - SPAN 14A - ADVANCED CONVERSATION I - SLO 1 - Oral summary skill - Express agreement and disagreement on various topics and orally summarize previous discussions or readings.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Class presentations on a cultural topic.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: None of the students hesitate during their presentations. Topic is well researched and vocabulary is specific to the topic.</p> <p>Assessment Method: Class discussion in small groups, based on out of class assignments.</p> <p>Assessment Method Type: Discussion/Participation</p>		

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Active	<p>Target for Success: Students are well prepared but can talk about unfamiliar topics easily. They can express agreement and disagreement, and know various ways of expressing an idea.</p> <p>Assessment Method: Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: At this level, all the students should pass the tests.</p> <p>Assessment Method: Weekly out of class writing assignments, ranging from summaries of news and blogs, to opinion pieces to narratives. Students have the option to record themselves.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: All students write or speak consistently well: they do not confuse tenses. There are only minor errors in advanced grammatical points (past subjunctive or preterite vs imperfect).</p>		
<p>Department - Spanish (SPAN) - SPAN 14A - ADVANCED CONVERSATION I - SLO 2- Interacting with native speakers - Speak with fluency and pronunciation that is understandable to native speakers not used to interacting with foreigners.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: In-class discussions.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Ninety per cent of the students use common fillers and expressions. Their pauses do not sound unnatural.</p> <p>Assessment Method: Presentations on cultural topics.</p> <p>Assessment Method Type: Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Target for Success: Most students (ninety per cent) use common expressions, fillers and a clear pronunciation (understandable to native speakers not used to interacting with foreigners).</p>		
Department - Spanish (SPAN) - SPAN 14B - ADVANCED CONVERSATION II - SLO 1 - React and hypothesize - React and hypothesize on a wide range of topics. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN)) Course-Level SLO Status: Active	<p>Assessment Method: The students will analyze a wide series of real-life material about the Hispanic world (newspaper, newsreels, literary works, etc) and will be required to express their opinions through class discussions, presentations or written papers.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students are well prepared but can talk about unfamiliar topics easily. They can express agreement and disagreement, can react and hypothesize, and know various ways of expressing an idea.</p> <p>Assessment Method: Class presentation on a cultural topic.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Most of the students (90%) are fluent during their presentations. Topic is well researched and vocabulary is specific to the topic.</p> <p>Assessment Method: Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: All students at this level pass the exams.</p> <p>Assessment Method: Weekly out of class writing assignments,</p>		

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	<p>ranging from summaries of news and blogs, to opinion pieces to narratives. Students have the option to record themselves.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: All students write or speak consistently well: they do not confuse tenses. There are only minor errors in advanced grammatical points (past subjunctive or preterite vs imperfect).</p>		
<p>Department - Spanish (SPAN) - SPAN 14B - ADVANCED CONVERSATION II - SLO 2 - Speaking with fluency - Speak with fluency and pronunciation that is understandable to native speakers not used to interacting with foreigners.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class discussions</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Ninety per cent of the students use common fillers and expressions. Their pauses do not sound unnatural.</p> <p>Assessment Method: Presentations on cultural topics.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Most students (ninety per cent) use common expressions, fillers and a clear pronunciation (understandable to native speakers not used to interacting with foreigners).</p>		
<p>Department - Spanish (SPAN) - SPAN 2 - ELEMENTARY SPANISH II - SLO 1 - short conversations - Understand and conduct short conversations, asking questions and giving information, about themselves and personal experiences, in the present, past and future. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Small group conversational activities in Spanish 75% of students will demonstrate competency at the novice level in conversation.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>10/08/2014 - As the grammar gets more complicated students have more difficulty memorizing the new verb forms. However, the past tenses are introduced early on in the quarter so that there is ample time for practice. In the two online classes last year, we felt student needed more exposure to the past tenses used together. However, if assessed separately (asked to talk about what happened at a given time using the preterite and then asked to talk about what used to happen at a point in their past using the</p>	

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		<p>imperfect), the students had no problem meeting the target.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Spanish (SPAN) - SPAN 2 - ELEMENTARY SPANISH II - SLO 2 - expressing the past - Understand and produce paragraphs and shorts narrations about past experiences including childhood, youth and recent personal events, using the past + present and future. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Written exams and listening comprehension activities in Spanish 75% of students will demonstrate competency at the novice level in conversation using the simple past tense.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80-85% of students</p>	<p>10/08/2014 - Written activities are not spontaneous. Students can edit and revise. This means that with enough exposure and practice, they have no problem producing narrations in the preterite and / or the imperfect. Narrations that combine both tenses are a little trickier, and are introduced now, to be practiced at length in Spanish 3.</p> <p>Native speakers generally have problems with accents in both tenses. Specific exercises are used so they can identify the tenses and use accents in the verb forms that require them.</p> <p>Native speakers who took the class online benefitted in particular from that format, as the computer automatically marked them as incorrect whenever they missed an accent on a computer-graded exercise. Since they get several attempts per activity, they self corrected often enough to make a difference.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Spanish (SPAN) - SPAN 25A - ADVANCED COMPOSITION & READING I - SLO 1 - Writing with precision and detail - Demonstrates a developed ability to write with some precision and in some detail about a wide range of literary and non-literary topics. (Created By Department - Spanish (SPAN))</p>	<p>Assessment Method: The students were assigned a series of readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).</p>	<p>10/15/2014 - The students were more understanding and open minded regarding the problems of the Hispanic people while doing the critical analysis. They discussed the readings from the Hispanic point of view and compared them with their own opinions. In terms of grammar, vocabulary and fluency, they reach the target without a problem. All students pass the exams,</p>	<p>10/15/2014 - The students should have time every class to discuss topics not personally interesting to them, and peer and self-correct their writings.</p>

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Course-Level SLO Status: Active	<p>We requested from students (5) 3-4 page written assignments.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who get a C or better will reach the SLO.</p>	<p>but they still make small errors in their writings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Self-correction has to be encouraged.</p>	
<p>Department - Spanish (SPAN) - SPAN 25A - ADVANCED COMPOSITION & READING I - SLO 2 - critical analysis of texts - Demonstrates a developed ability to edit and criticize literary, non-literary and peer-written texts. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The students conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.). The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors.</p> <p>Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students who get a C or better will reach the SLO.</p>	<p>10/13/2014 - Students who feel they belong to the group do so much better. In second year Spanish where 90% of activities are student centered. Student chemistry is very important. The group has been together for three quarters. They bring the best from each other.</p> <p>Students perform better when feel they belong to the group. They speak with more fluency when they are comfortable. They also feel more comfortable having their peers to review their writings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Peer evaluations and text editing need to be conducted regularly.</p>	<p>10/13/2014 - Give the students the opportunity to get to know each other outside the classroom. Form a Spanish Club.</p>
<p>Department - Spanish (SPAN) - SPAN 25B - ADVANCED COMPOSITION & READING II - SLO 1 - Comprehension of formal and informal writing - Able to understand the written language effectively in most formal and informal written exchanges to produce literary and non-literary texts. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The students were assigned a series of readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).</p> <p>We requested from students (5) 3-4 page written assignments. Our exams include an extensive written component.</p>	<p>10/13/2014 - Since the students have time to write at home, their assignments are thorough and specific. Even when writing about topics not particularly interesting to them, the students tend to write longer than required because they want to present their topic at length. All students pass the exams, but they still make errors in their writings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/15/2014 - The teacher should let the students discussed the reading by themselves most of the time. They should be encouraged to discuss topics not personally interesting to them and self-correct.</p> <p>10/15/2014 - Self-correction has to be encouraged.</p>

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	<p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who get a C or better will reach the SLO.</p>	<p>GE/IL-SLO Reflection: Self-correction is very important. It has to be encouraged.</p>	
<p>Department - Spanish (SPAN) - SPAN 25B - ADVANCED COMPOSITION & READING II - SLO 2 - advanced comprehension of written Spanish - Ability to understand the written language in a wider range of literary genres and in a variety of self developed styles. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The students were assigned a series of readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.). We requested from students (5) 3-4 page written assignments. Our exams include an extensive written component. The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors. Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who get a C or better will reach the SLO.</p>	<p>10/15/2014 - The students at this level are independent learners. They are very interested in the hispanic culture and language. In terms of grammar, vocabulary and fluency, they reach the target without a problem and they understand all the readings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
	<p>Assessment Method: Individual and group oral presentations in which the students will present their point of view regarding a pre-assigned topic of investigation.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>09/19/2014 - When students present to the class, they are well prepared. Their grammar has been revised and edited, and show only expected errors in the use of the preterite vs imperfect, and the subjunctive. When we do group discussions and they have strong opinions, it's hard for them to remember to use the subjunctive if the sentence</p>	<p>09/19/2014 - A good solution would be to have a handout that limits the sentences that can precede their opinions, and make clear which ones are always followed by the subjunctive.</p>

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<p>language and simple sentences with some repetition and errors. (Created By Department - Spanish (SPAN))</p> <p>Start Date: 04/22/2012</p> <p>End Date: 04/22/2013</p> <p>Course-Level SLO Status: Active</p>		<p>requires it.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Spanish (SPAN) - SPAN 3 - ELEMENTARY SPANISH III - SLO 2- Express written opinions - Express written opinions, identify key points of a short narration and react to them using supporting arguments. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Written exams, compositions and small written reports in which the students will present their point of view regarding a pre-assigned topic of investigation.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85%</p>	<p>09/19/2014 - It's easier for students to meet the goal and reduce the number of errors the more controlled the situation is. For example, in an exam, fill in the blank sentences under a section on the subjunctive will have fewer errors than a composition on when should countries intervene in the affairs of other countries (just to mention an example from a test). That is to be expected. Talking about the past using the preterite and the imperfect together, and using the subjunctive for a variety of situations are hard concepts that are explained and practiced in Spanish 3 but take time to acquire and feel natural. Students at this level feel much more confident about their ability to communicate, even as they become aware of the more complicated grammar they are expected to use. It is a great level to teach.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>
<p>Department - Spanish (SPAN) - SPAN 4 - INTERMEDIATE SPANISH I - SLO 1 - Narrate cultural and historical events - Narrate events related to culture as well as historical events in the past, using the correct verb tenses, in the indicative and subjunctive mood. (Created By Department - Spanish (SPAN))</p> <p>Start Date:</p>	<p>Assessment Method: Research projects to be delivered as oral presentations and written assignments.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>10/13/2014 - the students use structures they are comfortable with and avoid the subjunctive mood structures sometimes. (even if they have previously practice them.)</p>	<p>10/13/2014 - The students should work in small groups and explain the reading. The reading about cultural and historical events should be given for homework.</p>
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

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<p>04/04/2011 End Date: 06/24/2011 Course-Level SLO Status: Active</p>		<p>GE/IL-SLO Reflection: The students need to give a summary of all the readings in small group until they can use all the verb tenses.</p>	
<p>Department - Spanish (SPAN) - SPAN 4 - INTERMEDIATE SPANISH I - SLO 2 - oral and written summary - Identify the topic and main ideas of short authentic texts in order to summarize them both orally and in writing, and answer questions about them. (Created By Department - Spanish (SPAN))</p> <p>Start Date: 04/04/2011 End Date: 06/24/2011 Course-Level SLO Status: Active</p>	<p>Assessment Method: Group discussions about specific topics related to the readings and ask comprehension check questions. The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors. Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students who finish the class with a C or better will reach the SLO.</p>	<p>10/10/2014 - Students perform better when they feel they belong to the group. They speak with more fluency when they are comfortable. They perform better in small group activities.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Institutional Learning Outcome(s): 1. Communication</p>	<p>10/10/2014 - Self and peer correction will be encouraged. The students need to correct their papers in class once a week.</p> <p>The students will do oral and written reports of the news in class after reading the newspaper.</p>

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		<p>GE/IL-SLO Reflection: Institutional Learning Outcome(s): 1. Communication</p>	
<p>Department - Spanish (SPAN) - SPAN 5 - INTERMEDIATE SPANISH II - SLO 1 - Written compositions with multiple verb tenses - Write two-page compositions with the appropriate forms of all verb tenses with a greater level of grammatical accuracy.</p> <p>(Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>10/13/2014 - All the students perform better with at home assignments than in class tests. The students were able to do the written assignments successfully when given enough time to correct.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: We should have shorter tests or take home tests.</p>	<p>10/13/2014 - The students should have more time for self corrections.</p>
<p>Department - Spanish (SPAN) - SPAN 5 - INTERMEDIATE SPANISH II - SLO 2 - Varied written responses - Respond in writing to a wide range of genres of variable length and difficulty level.</p> <p>(Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>10/13/2014 - The students were able to respond questions on a series of readings on a broad range of topics related with the Hispanic world. The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling and second language learners have more problems with verb conjugation and vocabulary.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: We should read more news articles selected</p>	<p>10/13/2014 - The students should be given the opportunity to select some of the news articles that they need to read.</p>

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		by the students.	
Department - Spanish (SPAN) - SPAN 6 - INTERMEDIATE SPANISH III - SLO 1 - Complex grammatical structure - Express and justify ideas and points of view using extended language with complex grammatical structures. (Created By Department - Spanish (SPAN)) Course-Level SLO Status: Active	<p>Assessment Method: Exam with grammar exercises and passages to edit and correct.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Our target is that students will use complex grammatical structures with fewer errors at the end of the class, and that they will be able to apply self-correction.</p>	<p>10/13/2014 - The students at this level had been studying grammar for almost two years and as a result their understanding was very high. All students passed the exams. The kinds of mistakes they made ranged widely, although they were small.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Their communication skills improved since they were able to explained their ideas with fewer errors.</p>	<p>10/13/2014 - Students should have more practice with complex grammatical structures. They do not need to practice with the present and past indicative.</p>
	<p>Assessment Method: Exam with grammar exercises and passages to edit and correct.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Our target is that students will use complex grammatical structures with fewer errors at the end of the class, and that they will be able to apply self-correction.</p>	<p>10/15/2014 - Students who do all the grammar exercises do better in the grammar tests. Not necessarily in the composition part of the test. All the students perform better with at home assignments than in class tests. The students were able to do the written assignments successfully when given enough time to correct. We need to do a better selection of the parts that the students need to do.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: We should do a better selection of the grammar exercises the students need to do. Self-correction has to be encouraged. The students need to correct their papers. We should have shorter tests or take home tests.</p>	<p>10/15/2014 - Make a list of web sites where the students can do grammar exercises at their level. Identify the students grammar needs and practice those grammatical structures in context.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Spanish (SPAN) - SPAN 6 - INTERMEDIATE SPANISH III - SLO 2 - Extended texts - Write, criticize and edit extended texts on a wide range of subjects and genres. (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: We requested from students 3-4 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: The students with a C or better should reached the SLO.</p> <p>Students will incorporate new vocabulary (gained from their readings) into their responses, and will expand their cultural knowledge of the Spanish-speaking world.</p>	<p>10/13/2014 - The students learn from each other since they read and correct each others writings. Their motivation is high and so the target is easily met. Their writings at this level are easily understood.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: The students can do all the tasks in the target language thus improving their communication skills.</p>	<p>10/13/2014 - Students should do self and peer correction every class.</p> <hr/>

Unit Assessment Report - Four Column

Foothill College Program (LA-SPAN) - Spanish AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (LA-SPAN) - Spanish AA - 1 - The student will be able to communicate with native speakers of Spanish, using the appropriate language for any given situation.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility</p> <p>Start Date: 09/26/2011</p> <p>End Date: 06/28/2012</p> <p>SLO Status: Active</p>	<p>Assessment Method: The students will be assigned oral presentations throughout the quarter.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: All students will be able to communicate without errors that interfere with their message.</p>	<p>10/02/2014 - Students who graduate from the program have been doing presentations throughout their intermediate classes. They are well versed on a range of cultural topics from the Spanish-speaking world. Presentations are edited and revised at home, but this does not mean that students cannot answer or ask questions spontaneously using sophisticated vocabulary.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
	<p>Assessment Method: All students will be given a final oral interview.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: All students will understand the questions and be able to answer accurately. All students will speak with fluency and will use a pronunciation that is understandable to native speakers not used to interacting with foreigners.</p>	<p>10/02/2014 - At this level students are aware about conversation fillers, periphrasis, and pronunciation pitfalls to avoid. This does not mean that they use them all the time, but their speech is accurate and understandable. They have confidence that they can be exposed to different accents and different topics, and they will be able to carry a conversation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Program (LA-SPAN) - Spanish AA - 2 - The student will, by presenting research, demonstrate knowledge of Hispanic society, culture, and politics.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility</p>	<p>Assessment Method: The students will present their research during cultural presentations in class. The assessment will take place during the Spring quarter in Spanish 6 / 14A / 14 B. We have a rubric with which we assess the students.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: All students reach the target. We have a</p>	<p>10/02/2014 - Students who have gone through the intermediate and advanced classes have been exposed to a wide range of cultural topics. At the early intermediate classes they may present on a topic they are familiar with, but as they progress through the levels, their research gains in depth and breath. All students who graduate are highly curious and motivated, but not uncritical. In our advanced classes students are exposed to history, geography, literature, politics, human rights...,</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Start Date: 09/26/2011</p> <p>End Date: 06/28/2012</p> <p>SLO Status: Active</p>	<p>rubric with which we assess the students. Reaching the target does not necessarily mean expert proficiency in Spanish but it does mean that, even with certain errors that are to be expected, students have an advanced level of Spanish and a deep cultural, global understanding of the Spanish-speaking world.</p> <p>Assessment Method: The student will write at-home essays and short cultural analysis during exams (pertaining to literature, the arts, contemporary issues, etc). The assessment will take place during the Spring quarter in Spanish 6 / 14A / 14 B.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: All students will reach the target. We have a rubric with which we assess the students. Reaching the target does not necessarily mean expert proficiency in Spanish but it does mean that, even with certain errors that are to be expected, students have an advanced level of Spanish and a deep cultural, global understanding of the Spanish-speaking world.</p>	<p>while advancing their communication skills in Spanish.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>10/02/2014 - Students met the target. Students who reach this level are highly motivated. Their research demonstrates cultural sensitivity and an advanced command of Spanish. By peer editing they learn about cultural aspects that may be outside their immediate interest.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	