



COMPREHENSIVE PROGRAM REVIEW

Spanish

Spring 2012

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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 comprehensive self-study, conducted in 2006, listed the following program goals:

- 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.

Since the last comprehensive self-study and up until Fall 2011, the program met all of the stated goals, by offering beginning, intermediate and Literature courses, as well as courses specifically designed to meet the needs of Cañada's Spanish-speaking students. Students could take these courses to obtain an AA in Spanish, prepare for transfer in this discipline, fulfill GE/IGETC requirements, or improve their language skills for a variety of reasons. Additionally, in order to respond to the need for Spanish in health-related fields, a two course sequence of Spanish for Medical Professionals was also developed. Finally, all Spanish courses provide instruction in the cultures of Spanish-speakers.

However, starting in Spring 2012, the college administration decided to no longer offer intermediate levels Spanish courses, which, in order to meet minimum enrollment, must be scheduled concurrently. This decision was made in spite of overwhelming evidence in support of the Spanish program and its structure (including internal and external data) presented by discipline faculty [this issue was discussed at length in the last Annual Program Review and Plan, and a portion of that document is inserted into this one, in blue, based on feedback received on the 2011 APR&P; see also Appendices 1 and 2]. Currently, while students can still take some courses in Spanish, given the absence of intermediate level courses, students who learn Spanish as a foreign language can no longer obtain an AA in Spanish or in Latin America Studies at Cañada College, nor can they take the courses they may need in order to transfer, nor can they continue their studies of Spanish, should they be at an intermediate level.

A program that took over a decade to develop and grow is no longer available to our students. In fact, our students do not have a program available to them, according to our district's definition of "program": "A program is defined as an organized sequence of courses leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education" (Board Policy 6.13, article 4).

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 description published in the College Catalog addresses the goals and focus of the Spanish Program:

"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 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. Spanish majors may go on to become bilingual teachers or teachers of Spanish, translators or interpreters. 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."

In the district's mission, goal #2 ("Provide lower division programs to enable students to transfer to baccalaureate institutions") was the one to which the Spanish Program was most directly related. Unfortunately, with the absence of intermediate

level Spanish courses in the schedule, the Spanish no longer contributes to this district goal.

The mission of the district includes “career development” (goal #3). A skill that many employers currently look for is the employee’s ability to speak Spanish and the Spanish program contributes towards this goal. Through all Spanish courses students may improve Spanish language skills so as to use them in the workplace. This includes both traditional courses for language learning, as well as courses targeted for specific workforce needs (for example, our courses in Spanish for Medical Professionals).

All Spanish classes have a cultural component, which is aligned with the district’s mission, (goal #8), in that it helps “celebrate the community’s rich cultural diversity”. In particular, SPAN 150 and SPAN 152 (Spanish for Heritage Speakers I and II) and SPAN 161 and SPAN 162 (Latino Literature I and II) also meet the Ethnic Studies requirement for the Associate Degree.

In terms of alignment with the College’s mission, the Spanish Program used to equip students wishing to major in Spanish with a solid preparation, as well as the opportunity to earn an Associate Degree in Spanish. Unfortunately, foreign language learners cannot obtain an AA in Spanish at Cañada now or take all the lower division Spanish courses that they need in order to transfer and pursue a major in Spanish, since intermediate level courses are absent from the schedule. Spanish courses that are currently offered are, with very few exceptions, degree applicable for an Associate Degree, transferable to UC and CSU; courses can also be used to meet GE and IGETC requirements, as well as the Ethnic Studies requirement. Individual Spanish also courses contribute to the college’s mission by “cultivat[ing] in its students the ability to think critically and creatively, communicate effectively, [...] and understand and appreciate different points of view within a diverse community.”

For the future, the Spanish Department has the following goals:

- 1) Reinstate intermediate level courses, so that the department can once again offer courses at all levels, from beginner to advanced (Literature), and students can obtain an AA in Spanish and Latin American Spanish
- 2) Guarantee the same opportunities in terms of Spanish course offerings, degree completion and transfer preparation to both day and evening students
- 3) Expand course offerings at the high intermediate level, so that students can solidify their language skills, in order to be better prepared to pursue a Spanish major upon transfer, and/or a career as a legal or medical interpreter
- 4) Advocate for the addition of another language at Cañada—Spanish is the only language other than English left, after the cancellation of German, French and Italian around 2000.

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

- The age distribution of Spanish students is currently very similar to that of the college as a whole. In the past, Spanish students tended to be older in average. For

example, in 2006, 50% of the students were 30-59 years old, while 18-20 year olds accounted for only 15% of the total in Spanish classes. (In comparison, in 2006, in English courses the age distribution was reversed: 51% of the students are 18-20 years old, and only 18% are in the 30-59 range.) In 2010-2011, only 19% of Spanish students were over 40 years old, compared to 31% in 2005-2006. This change is probably due to the elimination of evening conversation courses, which used to attract non-transfer older students, as well as to the enrollment priorities that have been instituted in recent years.

- Cañada has a very significant student population at night, comparable to the daytime student population. It was a stated goal when the last comprehensive program review was completed to address the needs of evening students, by offering similar opportunities to those afforded to daytime students. This goal was accomplished, and evening students can now take Latino Literature and Spanish for Heritage Speakers. Intermediate courses were also offered in the evening, after years of only offering them in the daytime. Unfortunately, all intermediate courses are gone now.

- The vast majority of our students at Cañada have other responsibilities in their life (work, family). Spanish faculty make every effort to consider the needs of part-time students when proposing a schedule for Spanish courses.

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. With this format, we are able to fit 5-unit Spanish courses into a block schedule that was designed with 3-unit courses in mind. Needless to say, 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.

Since there is only one section for most Spanish courses, it is of utmost importance that close attention be paid to scheduling issues, so as to maximize the chances that a student will be able to enroll in the Spanish class s/he needs. It has been repeatedly noted to deans that an 8 or 8:10 a.m. start is not popular among students, and many of them simply have constraints that do not allow them to sign up for such an early class (for example, if they rely on public transportation, or if they need to drop off children at school). In spite of this, Spanish courses continue to be scheduled at 8 a.m. Furthermore, for Fall 2012, a Spanish course is scheduled on Tuesdays and Thursdays 8:10-10:35, thereby using two of the regular blocks, and starting unnecessarily early (since the following block does not start until 11:10); this scheduling format jeopardizes chances of meeting minimum enrollment, which in turn makes the section likely to be canceled, which would adversely impact those students who may sign up for it in Fall 2012, and enrollments in the following class in the sequence the next semester. Discipline faculty were not consulted for input about this new scheduling format, and only learned about it when the schedule was published.

- Over the last decade, there has been a dramatic increase in the number of heritage speakers of Spanish enrolled at Cañada College, from less than 20% in 2000,

to around 40% today. 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 and are regularly offered: 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”. In spring 2012, both day and evening sections are being offered.
- 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.
- the name of Literature courses in Spanish was changed from “Readings in Spanish Literature: to “Latino Literature”.
- first year courses of Spanish as a foreign language include more discussion of Latinos in the US and their linguistic variants.
- An AA in Latin American Studies was developed, in collaboration with several other departments. A Spanish course which demonstrates language proficiency at the intermediate level is required in order to obtain this degree.
- The Bilingual/Biliterate Certificate was created in collaboration with ESL and English faculty. Students earning this certificate must complete a set of courses in which they demonstrate that they have the minimum level of proficiency in both Spanish and English that is expected of a college graduate.

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 department, we have classes at all levels:

- beginner (SPAN 110, SPAN 111, SPAN 112, SPAN 120, SPAN 121, SPAN 122)
- intermediate (SPAN 131, SPAN 132, SPAN 140) -- these are no longer offered
- advanced/literature (SPAN 161, SPAN 162)
- for heritage speakers of Spanish (SPAN 150, SPAN 152)

Recently, classes in Spanish for special purposes were added:

- Spanish for Medical Professionals I and II (SPAN 680)

Associate degree:

- Spanish courses may be taken to satisfy the General Education Area C (Humanities) requirement for the AA/AS Degree. In addition, SPAN 150 and 152 (Spanish for Heritage Speakers I and II) and SPAN 161 and SPAN 162 (Latino Literature I and II) fulfill the General Education Area E (Ethnic Studies) requirement for the AA/AS Degree.

- We have in our catalog an Associate of 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

Now that intermediate level courses (SPAN 131, 132, 140) are not offered, foreign language students can no longer obtain an AA in Spanish.

- A new Associate of Arts in Latin American Studies was recently developed and approved. Spanish is one of the disciplines that contribute to this interdisciplinary degree, and students must demonstrate proficiency in Spanish at the intermediate level in order to obtain this degree. However, non-native Spanish speakers cannot obtain this degree, since a required course is not offered (SPAN 140).

Bilingual/Biliterate English/Spanish Certificate:

Sarah and Monica in collaboration with ESL and English faculty created a new certificate. This certificate may be awarded to students to complete coursework that shows that they have literacy and oral skills at the collegiate level in both Spanish and English.

This certificate intends to accomplish what the Seal of Biliteracy, recently approved by the California legislature, accomplishes for high school students: it is a recognition of high level of proficiency in two languages, certified by an educational institution and noted in the student's transcript.

One of the courses required for this certificate is Introduction to Linguistics. Although our college does not have a Linguistics Department, both English and Spanish faculty believe that this is an important class for any language student. The class was recently revised by Monica and Sarah, both of whom have a Ph.D. in Linguistics and are qualified to teach it. The course is not only a required for the Bilingual/Biliterate English/Spanish Certificate, but also a selective for Associate Degrees in Spanish, English and Anthropology.

Transferability:

- All Spanish courses (except SPAN 680s) 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.

Schedule:

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. Our key findings and recommendations are:

- We have done some experimentation, including offering courses in the afternoon so that they would not conflict with others; in the past, this did not prove to be a successful strategy, and, in addition, it precluded Middle College students from taking these courses.
- Courses with an 8 (or 8:10) a.m. start have not been very successful in general.
- 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.
- Discipline faculty do not believe that a new scheduling format, Tuesday/Thursday 8:10-10:35 serves students well, since it starts unnecessarily early (the following block does not start until 11:10) and it overlaps two regular blocks. It is advisable that all disciplines, including Spanish, stay within the block format adopted by the college, which was very well received by our students.
- Over time, we have succeeded in expanding the evening offerings, such that evening students have the same opportunities as daytime students.

Honors:

Many Spanish courses now may be taken for honors credit. They have been revised in order to provide students with opportunities for honors level coursework.

Spanish for the job market:

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:

- 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.
- In response to the need for those working in health-related fields to use Spanish with their patients, a two course sequence, Spanish for Medical Professionals I and II, was recently developed.

2. State how the program has remained current in the discipline(s).

- 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 by:
 - increasing the level of Spanish language proficiency,
 - including a meaningful path for heritage speakers , and
 - replacing selective courses that did not directly relate to this degree with more relevant ones.

- Given the large number of Spanish speaking students at Cañada, Spanish for Heritage Speakers courses are offered every semester during the day. Cañada was one of the first colleges in the state to offer these courses. In Spring 2012, an evening section was added, and both day and evening sections are well-enrolled. In order to continue to meet the needs of evening students, we recommend that the practice be continued.

- 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. Examples of effective uses of technology include:

- use of websites to model natural Spanish language;
- use of WebAccess materials developed by Sarah to supplement classroom instruction, provide additional opportunities for practice and complete assignments;
- research projects in which students use internet and other technological sources;
- use of ancillary materials provided by the textbook publishers in order to enhance the learning experience.

- 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 TMC 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. However, if intermediate level courses (SPAN 131, 132, 140) are not offered, Cañada cannot have an AA-T in Spanish.

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.

All Spanish courses offered since the last comprehensive program review were revised within the last three years.

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 SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

- Spanish courses within the SMCCCD have common numbers.
- Spanish courses have been articulated with CSU and UC, and articulation can be verified via Assist.

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

***** TOP PRIORITY***** Bring back the Spanish program

First and foremost, intermediate level courses (SPAN 131, 132, 140) need to be reinstated. Without them, Cañada students who are not native speakers of Spanish as well as some heritage speakers cannot obtain an AA in Spanish. In effect, there is no Spanish program currently. [This issue will be fully addressed at the end of this section, after looking at each aspect of the Spanish program separately.]

Beginning sequence (SPAN 110, 111, 112, 120, 121, 122):

Due to budget cuts, the evening offerings in SPAN 111 were reduced from two sections to one in fall 2010. This has impacted enrollments in the courses that follow.

SPAN 121 and 122 have been offered concurrently for several semesters in the evening, as the only alternative to offer them at all, since their enrollments do not

support independent sections. However, it is very difficult to teach these two levels combined, and the instructor normally taught SPAN 121 during the first half of the class meeting, and SPAN 122 during the second half.

The only course for which we offer more than one section in the same shift is SPAN 110 (we offer two sections during the day). This is well below the number of sections that are necessary to sustain a program over two years, according to data from other community colleges.

In order to support a Spanish program that has courses at the beginner, intermediate and advanced levels, Cañada needs to offer a reasonable Spanish beginning sequence. A "reasonable Spanish beginning sequence" is one that mirrors every other California community college that we have examined in terms of foreign language offerings: the number of sections in the first course in the sequence needs to be significantly higher than the number of sections to be sustained two years later. Section counts of first and second year courses at community colleges consistently show that in order to be able to offer one section of a second semester/second year course, it is necessary to offer up to 18 sections of the first semester/first year course. Colleges which offer few sections equivalent to our SPAN 110, need to combine sections at the intermediate level, just like we used to do at Cañada (see Appendix 1 for data from many California Community Colleges and a listing of those which offer intermediate courses concurrently scheduled).

However, all this may be a moot point now that the college administration decided that Spanish courses cannot be offered concurrently, despite overwhelming data in support for this scheduling modality, both from within our college, our district and the rest of the state.

Intermediate sequence (SPAN 131 + 132 +140):

We started to offer this sequence in the evening, after several years of teaching this sequence only during the day, due to student demand. It was offered for several semesters, with very good enrollments (mid20s to 40). Department faculty recommend that these courses continue to be offered both in the day and in the evening, and that enough beginner level courses be offered in order to support enrollment at the intermediate level.

Spanish for Heritage Speakers I and II (SPAN 150 and 152) and Latino Literature I and II (SPAN 161 and 162):

We have been offering Latino Literature in the evening for three years now. Enrollments have been consistently high. We should explore the possibility of a day section of Latino Literature as well.

Spanish for Heritage Speakers was offered only in the day for many semesters. However, we monitored student interest and demand for Spanish for Heritage Speakers in the evening, and responded by offering an evening section in spring 2012, in addition to the day section that was regularly scheduled. We recommend that this pattern be continued.

Spanish for Medical Professionals (SPAN 680):

Spanish for Medical Professionals I and II were scheduled for the first time Spring 2012. Initial enrollment for the first course was 17 students. However, many students dropped the class on the first day because it did not suit their needs (they were Spanish-speaking, and the course was designed for students with no prior knowledge of Spanish).

The second course, Spanish for Medical Professionals II, was cancelled due to non-existent enrollments. This was caused by the fact that the District currently rolls grades only at the end of the semester, so no students had “met the pre-requisite” (i.e., passed Spanish for Medical Professions I, according to the registration system), even though Monica had already reported their final grades in Websmart. If the district is interested in expanding the number of short course offerings and increasing flexibility in scheduling, it is imperative that its systems be updated to adequately handle situations such as this one.

Strengthen language skills of intermediate students: New course on Film in Spanish:

An aspect of the Spanish program that needs attention is the situation of intermediate level students: they have been studying the language for about two to three years in college (or longer if they started in high school), but many students have not acquired the confidence and fluency in the language that they need in order to move onto Literature courses, despite the fact that their knowledge of the language would in theory allow them to enroll in such courses. Simply put, they need more exposure to the language and more opportunities to produce language, both orally and in writing. Some heritage speakers of Spanish also may benefit from an additional “bridge” course, which would give them more opportunities to be exposed to Spanish in an academic setting, as well as to further develop their writing skills.

A commonly offered type of course that meets these linguistic needs is a course that focuses on film in Spanish: students watch films, which helps them increase their comprehension skills, and then discuss them in class so as to improve their conversational skills, as well as write papers analyzing or reflecting on the films, which allows them to improve their writing skills.

There are two additional benefits of film-based courses:

1. Critical thinking is an important component of courses that focus on film analysis
2. Through film, students can learn about a variety of cultural aspects of the Spanish-speaking world.

Film courses are normally offered in foreign language programs, including within the UC and CSU systems. A course based on Spanish language films would be an excellent addition to Cañada’s programs in Spanish and Latin American Studies, and it may also be considered as a selective for other programs such as associate degrees in Anthropology and Interdisciplinary Studies with an Emphasis on Arts and Humanities.

Add at least one more foreign language:

This is the Spanish Program Review, so why are we bringing up other languages? Because if the Spanish Department doesn’t, nobody probably will, and we believe that the college should seriously consider adding more languages. Cañada used to offer several foreign languages. All but Spanish have disappeared, victims of rounds of budget cuts.

Why should we offer more foreign languages?

For a college that wants to place itself as a destination of choice for foreign students, it is simply ridiculous that we offer only one foreign language. How are we going to attract foreign students when as a college we do not demonstrate a commitment to fostering understanding of people around the world? Why would prospective foreign students take us seriously about our desire to provide a global education, when we don't offer our own students the opportunity to study other languages? Language courses don't teach just language; they also help students appreciate other cultures and gain a deeper understanding of their own culture.

A quick comparison with neighboring community colleges immediately puts Cañada at a disadvantage:

- . San José City College offers Chinese, Spanish and ASL.
- . Mission College offers Arabic, Chinese, French, Italian, Japanese, Portuguese, Spanish and Vietnamese.
- . Foothill offers Mandarin, Japanese and Spanish.
- . CSM offers American Sign Language, Chinese, Italian, Japanese and Spanish.
- . Skyline offers Arabic, Chinese, Filipino and Spanish.
- . CCSF offers American Sign Language, Chinese, French, German, Italian, Japanese, Russian and Spanish.

What foreign languages should we offer?

There are two that stand out as good options for Cañada: a) Portuguese for Spanish Speakers and b) Mandarin.

a) Portuguese for Spanish Speakers:

Spanish-speakers at Cañada have no foreign language options. So offering Portuguese for Spanish Speakers is not giving Spanish speakers an additional option, but simply an attempt to make up for what they lack.

Why are we suggesting Portuguese for Spanish Speakers and not simply Portuguese? In order to complete the first year of a college level foreign language program, students normally need to take 10 units of coursework. However, given that Spanish and Portuguese are very closely related languages, Spanish-speakers have an advantage when learning Portuguese, and they can learn it much faster than speakers of other languages. At colleges and universities where this option is offered, students need to take only three units (instead of the usual ten) in order to be at the intermediate level. Portuguese would give our Spanish-speakers the opportunity to communicate with all peoples of the Americas (with very few exceptions), providing them an important advantage over other bilinguals in English and Spanish.

b) Mandarin:

Now that Cañada is embarked on implementing a program to recruit Chinese students to come to our campus, it would be very important to give our own students the opportunity to learn Mandarin. If our students took classes in Mandarin, they would be able to learn the language and the culture of our international students, which would foster better communication among local and Chinese students. It would also send our

future Chinese students the message that we care about them, and that, just as we appreciate their interest in our culture, we, as a college, value their language and culture as well.

***** TOP PRIORITY***** Bring back the Spanish program

[What follows in blue is taken from the 2010-2011 Annual Program Review and Plan, as suggested in the feedback received for such document. After the blue text, the current situation is outlined]

As shown in this document [2011 Program Review], and supported by the data, the Spanish department has been moving in the right direction, with steady improvements not only in terms of numbers, but also in terms of serving different student groups (daytime and evening students, foreign language learners and Spanish speakers, students who prefer a slower or faster pace, etc). However, we recently received a directive from VP of Instruction, Sarah Perkins, to change our program configuration quite dramatically, affecting scheduling of courses, flexibility of offerings, and the ability of our program to continue to serve all the students currently enrolled in our courses. What follows are notes of a meeting that was held on March 2nd, 2011, written by Monica hours after it took place, in order to document what transpired at such meeting. These notes are inserted into this document in italics.

March 2nd, 2011

Meeting called by Sarah Perkins to discuss concurrent SPAN 121/122 sections in the evening.

In attendance: Alicia Aguirre, David Johnson, Monica Malamud, Sarah Perkins

Sarah received a request from a Spanish instructor to approve a student's request to receive credit for both SPAN 121 and SPAN 122, which are taught concurrently in the evening. She stated that offering these classes concurrently, such that students in each class actually receive approximately only half the "seat time", is not Title V compliant.

Monica explained why we had this arrangement at Cañada: this is a small college, and we don't have enough students to support stand-alone classes for SPAN 121 and SPAN 122 in the evening. Since it is not pedagogically advisable to mix students at these two levels (it is extremely difficult to teach a class with mixed SPAN 121 + SPAN 122 levels), the instructor has been teaching a SPAN 121 class for the first half of the evening, and SPAN 122 for the second half of the evening. Since we do not have enough students at these levels, then the two options are either to combine them, or to teach neither one. Past administrators have opted for the first option. Monica pointed out that although it has been stated over the years in Program Plans that this option is not pedagogically advisable, it has been accepted as "better than nothing" (i.e., not offering SPAN 121 and SPAN 122 at all).

Monica shared data from other CA Community Colleges about enrollment numbers in Spanish programs, as reflected in the number of sections offered for each level.

A) Large colleges show clearly how much attrition there is in foreign language programs. In the following examples, courses numbers in parentheses show the Cañada equivalents and “#” indicates the number of sections offered in a given semester:

Course	American River College		Sacramento City College	
	# Fall '10	# Spring '10	# Fall '10	# Spring '10
401 (110)	19	18	13	13
402 (120)	9	11	6	6
411 (130)	3	4	3	2
412 (140)	1	1	1	1

B) Smaller colleges, such as Foothill and San José City College in our area, have more difficulty offering all levels of a language program. In order to be able to offer all levels, second year courses are normally combined into a single section:

Foothill (1 year = 3 qts)		SJCC		Cañada (a.m. only)	
Course	# Winter '11	Course	# Spring '11	Course	# Spring '11
1	5	1A (110)	3	110	2
2	3	1B (120)	2	120	1
3	2				
4+5+6	1	2A+2B (130+140)	1	131+132+140	
1					

At Foothill, SSJC and Cañada, all second year courses are combined into one section. Cañada has the smallest program of the three, based on the number of sections of 1st year courses.

Monica explained that the combination of second year courses (SPAN 131/132/140) into one section, unlike that of first year courses (such as SPAN 121/122), is pedagogically sound. Furthermore, it is normally used in smaller community colleges as the only way to be able to offer second year courses, since there would not be enough enrollments for stand-alone courses otherwise.

Sarah's directive:

The Spanish program should offer only the non-split courses: SPAN 110/120/130/140, both for daytime and evening sequences.

Implications for morning courses:

The students who will be eligible to take SPAN 130 are those who are currently ready for SPAN 131. Historically, we have not had enough students in SPAN 131 to

support a stand-alone section. With SPAN 140 offered as a stand-alone class, using historical and current enrollment data for SPAN 140, the reasonable prediction is that there will not be enough students in the future to support a stand-alone section of SPAN 140 either.

Implications for evening courses:

This will necessitate that 5 unit courses be scheduled for two evenings. Monica argued that potential enrollment in SPAN 120, for example, could be estimated by looking at current and historical enrollments in SPAN 121—those are exactly the same students that will be eligible to take SPAN 120. Historically, we have not had enough students to support a section of SPAN 121. Furthermore, this estimate may be a high estimate, since it is possible that fewer students will be available or willing to commit to take a class on two evenings (for SPAN 120) as opposed to one (for SPAN 121).

Evening courses at the intermediate level will be affected in the same manner as those in the daytime, that is, we will not have enough enrollments to support a section of SPAN 130 and a section of 140.

Based on the data we have for past semesters [Appendix 2], it does not seem like offering only SPAN 110/120/130/140, for both daytime and evening sequences, will yield a viable Spanish program. Furthermore, this program configuration does not have the flexibility that our current program has, in terms of variety of courses offered, units, and scheduling options for our students. If, in spite of the data we have about our student enrollments in Spanish and in spite of the fact that this new model would not serve our students as well in as the current Spanish program, the college decides to pilot this model, the administration would have to make a commitment that sections will not be closed due to low enrollments. Sarah asked Dean David Johnson to work with Spanish faculty in order to implement her directive.

Based on the information we have, Spanish faculty do not see any benefit in changing drastically the configuration of the successful program we currently offer. If the college decided to move forward with changes to the Spanish program as directed by the VP of Instruction, and it turned out that the pilot failed (i.e., enrollments are not enough to sustain offering courses at all levels), the Spanish program should not be deemed unsuccessful. We currently have a Spanish program that serves students well, we have been making steady progress at meeting the needs of our foreign language learners as well as our Spanish-speakers, and we have strived to serve equally well our daytime and evening students. In the event that the pilot failed, Spanish faculty request a commitment from the administration that the Spanish program will revert back to its current configuration.

For Spring 2012, Dean Johnson/VPI Perkins scheduled SPAN 130 in the morning and SPAN 132 in the evening. As predicted by Spanish faculty, based on historical enrollment data (see Appendix 2), neither course had enough enrollment and they were both cancelled. So, in Spring 2012, all of a sudden Cañada offered NO intermediate level Spanish courses.

Cañada's administration insists that different levels of Spanish courses cannot be scheduled concurrently, but did not explain the reason why Spanish (in contrast to other disciplines) is not allowed to use this scheduling pattern. There was only an allegation that offering different levels of a discipline concurrently was in violation of Title 5, and, we were told, no discipline would be allowed to continue this practice in the future. However:

- There is no Title V violation in the concurrent scheduling of courses. This was confirmed by David Morse, Chair of the Curriculum Committee of the Academic Senate for the California Community Colleges. Besides, if this practice were in violation of Title 5, why would so many colleges, including Cañada, continue to use it?
- Spanish courses are scheduled concurrently, the way Cañada's used to be, in over 20 of the California Community Colleges, including in our closest neighbors to the north (CSM) and to the south (Foothill).
- Cañada College continues to offer different levels of concurrently scheduled courses in many disciplines, such as Art, Business, Computer Business Office Technology, Dance, Drama, Fitness, Music, Individual and Team Sports.

On October 27, 2011, Cañada's Academic Senate Governing Council voted unanimously in favor of the following resolution:

"ASGC supports continuing concurrent scheduling of Spanish courses and restoring the spring schedule as originally proposed by the department coordinator as the only means of preserving the viability of the program."

After October 2011 there was no more communication on this issue from the administration, in spite of an email promising to "get back together with the faculty involved".

PART C: Student Outcomes

1. Please attach all Annual Program Plans from the past six years.

The last Comprehensive Program Review was completed in 2006. Back then, we had Bi-Annual Program Reviews in between two comprehensive ones. The first one was due in 2008, but it was not done at the advise of the dean, pending approval of Annual Program Review document, which was not adopted until Spring 2009.

2009:

<http://sharepoint.smccd.edu/SiteDirectory/canio/ipc/default.aspx?RootFolder=%2fSiteDirectory%2fcanio%2fipc%2fAnnual%20Program%20Plans%20and%20Comprehensive%20Program%20Review%2fIndividual%20Divisions%20COMPLETED%20Plans%20and%20Reviews%2fHumanities%20and%20Social%20Sciences%2fHumanities%202009%20Bi%2dAnnual&FolderCTID=&View=%7b61272B4B%2dA962%2d4632%2d9BF6%2d4E8ACFC19EFC%7d>, click on SPAN 2009 Bi-annual program review

2010:

<http://sharepoint.smccd.edu/SiteDirectory/canio/ipc/Annual%20Program%20Plans%20and%20Comprehensive%20Program%20Review/Individual%20Divisions%20COMPLET ED%20Plans%20and%20Reviews/Humanities%20and%20Social%20Sciences/Humanities%202010/SPAN%202010.pdf>

2011:

<http://sharepoint.smccd.edu/SiteDirectory/canio/ipc/Annual%20Program%20Plans%20and%20Comprehensive%20Program%20Review/Individual%20Divisions%20COMPLET ED%20Plans%20and%20Reviews/Humanities%20and%20Social%20Sciences/Humanities%202011/Spanish%202011.pdf>

There has not been much feedback to past program reviews. In the last Annual Program Plan and Review, the feedback was “complete information, analysis, plan” for all sections. For the Three-year Action Plan, it was recommended that the information be inserted into the comprehensive program review, since it was “almost too much information” for an annual program plan. Such information is inserted in this document.

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

All Spanish courses which have been offered since SLOs were introduced have their course level SLOs. They are all listed below.

Course level SLOs:

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 improve performance.

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 improve performance.
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 improve performance.

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 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. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.

4. 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).

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

6. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

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. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.

4. 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).

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

6. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

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. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.

4. 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).

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

6. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

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. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.
4. Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
5. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
6. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

SPAN 150—Spanish for Heritage Speakers I

1. Describe, compare and contrast cultural aspects (history, art, music) of Spanish speaking countries and Spanish speaking groups in the United States with American culture.
2. Examine the influence of prominent figures in the Spanish speaking world on United States culture and society.
3. Discuss the social, political and economic problems facing the Latino community based on their history as an immigrant minority ethnic group that is still struggling in the United States.
4. Analyze readings on cultural topics from various sources and compare and contrast with other readings and personal experience in order to learn more about the student's heritage and culture.
5. Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation.
6. Give examples of different concepts related to literary analysis when reading literature by Spanish speaking authors.

7. Increase their awareness and accuracy in Spanish grammar and spelling.
8. Contribute orally to activities and discussions on specific themes or topics suggested by the textbook and/or the instructor.
9. Expand and augment their vocabulary. Identify unfamiliar vocabulary and guess meaning from the context.
10. Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing.

SPAN 152—Spanish for Heritage Speakers II

1. Describe, compare and contrast cultural aspects (history, art, music) of Spanish speaking South American countries and Spanish speaking groups in the United States with American culture.
2. Examine the influence of prominent figures in the Spanish speaking South American countries on United States culture and society.
3. Discuss the social, political and economic problems facing the Latino community with roots of South America based on their history as an immigrant minority ethnic group that is still struggling in the United States.
4. Analyze readings on cultural topics from various sources and compare and contrast with other readings and personal experience in order to learn more about the student's heritage and culture.
5. Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation.
6. Give examples of different concepts related to literary analysis when reading literature by Spanish speaking authors.
7. Increase their awareness and accuracy in Spanish grammar and spelling.
8. Contribute orally to activities and discussions on specific themes or topics suggested by the textbook and/or the instructor.
9. Expand and augment their vocabulary. Identify unfamiliar vocabulary and guess meaning from the context.
10. Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing.

SPAN 161—Latino Literature I

1. Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing.
2. Comment on readings from various sources and compare and contrast with other readings and personal experience.
3. Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation.
4. Describe, compare, and contrast cultural aspects of Spanish speaking countries and Spanish speaking groups in the United States such as their history, present, art, and prominent figures.

SPAN 162—Latino Literature II

1. Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing.
2. Comment on readings from Latin American literature of the 20th century from various sources and compare and contrast with other readings and personal experience.
3. Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation.
4. Describe, compare, and contrast cultural aspects of Spanish speaking countries and Spanish speaking groups in the United States such as their history, present, art, and prominent figures.

SPAN 680A – Spanish for Medical Professionals

1. Identify 50 parts of the body and internal organs with 90% accuracy.
2. Use basic Spanish to take a medical history, understand common symptoms, state a diagnosis and give simple instructions.
3. Examine the major cultural differences among Latino patients that may affect the provider-patient relationship and patients' understanding of health and healing in the U.S

Course level SLOs: Summary of assessment results

Beginner Courses:

Instructors have been reporting results of assessments for beginner courses. In these courses, in general the criteria for students demonstrating that they have attained their SLOs have been met.

However, Spanish is a small program with only one section of most courses each semester, and, in some cases, the sample size is so small that it is not appropriate to make any conclusions. This is always the case of some SPAN 111 and SPAN 112 sections which were taught concurrently with SPAN 110 (as its first and second half), or the same situation with SPAN 121, SPAN 122 and SPAN 120.

Intermediate Courses:

Instructors have been reporting results of assessments for intermediate courses. In these courses, in general the criteria for students demonstrating that they have attained their SLOs have been met.

At the intermediate level, it is sometimes not appropriate to draw any conclusions from the data for a different reason: often there is a considerable number of heritage speakers in these courses, and their language abilities at the start of the class are very different from those of foreign language learners. Additionally, for heritage speakers the learning process in a foreign language class cannot be adequately measured, since they are being put in a mold that does not necessarily fit their language learning needs.

Advanced Courses:

There have been no assessments reported at all in SPAN 150 and SPAN 152 (Spanish for Heritage Speakers I and II), SPAN 161 and SPAN 162 (Latino Literature I and II).

Spanish for Special Purposes:

Spanish for Medical Professionals (SPAN 680) was taught for the first time this semester. An analysis of SLOAC data reveals that all students were very successful in this course and criteria were met for all SLOs.

- SLO1: Identify 50 parts of the body and internal organs with 90% accuracy.

Assessment Method: Students label body parts and organs on a diagram of the human body.

Success Criterion: 70% of students will complete the assignment with a 90% or better

Results: 75% got more than 90% correct, and 25% got 86%. Criterion met.

- SLO2: Use basic Spanish to take a medical history, understand common symptoms, state a diagnosis and give simple instructions.

Assessment Method: Students role-play patient-provider interactions in which they demonstrate their use of Spanish in order to perform the following functions: introduce self and greet others; take medical history; describe/ elicit symptoms; ask questions for clarification; give instructions.

Success Criterion: 70% of students will complete the assignment with a "C" or better

Results: 100% of the students who completed the assignment obtained at least a C (A: 25%, B: 25%, C: 50%). Criterion met.

- SLO 3: Examine the major cultural differences among Latino patients that may affect the provider-patient relationship and patients' understanding of health and healing in the U.S

Assessment Method: Students write an essay in which they compare and contrast aspects of Latino culture which may affect the provider-patient relationship and Latino patients' attitudes towards health care in the U.S.

Success Criterion: 70% of students will complete the assignment with a "C" or better

Results: 100% of students who completed this assignment got C or better (63% got an A, 37% got a B). Criterion met.

A TracDat report, which includes assessment results from past semesters, is attached as a separate document (file name: SPAN Course Assessment Report 3_9_12).

Program level SLOs:

PSLOs are aligned with the AA in Spanish. Since there are two paths for this degree, PSLOs are aligned with SLOs in courses in both paths. Assessment tools are the same ones that are used for the course level SLOs, and, in order to maintain consistency and integrity of documentation in light of potential changes, assessments are not embedded in the listing of Spanish Program SLOs.

In the table below, the four PSLOs are listed in the third column. The first column lists the corresponding SPAN 140 SLO, and the second column lists the corresponding SPAN 152 SLOs.

Spanish Program SLOs

<u>1. Production and comprehension</u>		
Spanish 140, SLO 4: Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	Spanish 152, SLO 5: Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation. Spanish 152, SLO 8: Contribute orally to activities and discussion on specific themes or topics suggested by the textbook and/or the instructor.	<u>Program SLO 1:</u> Produce and understand oral and written communication at an Advanced High level, as defined by the ACTFL.

	Spanish 152, SLO 9: Expand and augment their vocabulary. Identify unfamiliar vocabulary and guess meaning from the context.	
Assessment for Program SLO: see corresponding course level SLOs.		

<u>2. Self-awareness of errors for improved accuracy</u>		
Spanish 140, SLO 3: Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.	Spanish 152, SLO 7: Increase their awareness and accuracy in Spanish grammar and spelling.	<u>Program SLO 2:</u> Recognize own errors and use self-correction in order to improve accuracy in Spanish grammar and spelling.
Assessment for Program SLO: see corresponding course level SLOs.		

<u>3. Spanish-speaking cultures</u>		
Spanish 140, SLO 5: Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.	Spanish 152, SLO 1: Describe, compare and contrast cultural aspects (history, art, music) of Spanish speaking South American countries and Spanish speaking groups in the United States with American culture. Spanish 152, SLO 2: Examine the influence of prominent figures in the Spanish speaking South American countries on United States culture and society. Spanish 152, SLO 3: Discuss the social, political and economic problems facing the Latino community with roots of South America based on their history as an immigrant minority ethnic group that is still struggling in the United States.	<u>Program SLO 3:</u> Describe cultural aspects of Spanish-speaking countries, including art, music, history, socio-economic and political realities and compare and contrast these cultural aspects for different Spanish-speaking countries.

Assessment for Program SLO: see corresponding course level SLOs.

4. Comparison of Spanish-speaking culture and American culture		
<p>Spanish 140, SLO 6: Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.</p>	<p>Spanish 152, SLO 4: Analyze readings on cultural topics from various sources and compare and contrast with other readings and personal experience in order to learn more about the student's heritage and culture.</p>	<p>Program SLO 4: Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.</p>
<p>Assessment for Program SLO: see corresponding course level SLOs.</p>		

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.

- Alicia Aguirre.
- Joseph Amable: B.A. and M.A. in Spanish (San José State U.). At Cañada since 1989.
- Tomás Blandino: M.A. in Spanish (San José State U.).
- Sarah Harmon: Ph. D. in Romance Linguistics (Univ. of Texas); M.A. in Linguistics (UC Davis); B.A. in Spanish (UC Davis). Teaching Spanish since 1999, and at Cañada since 2006. Special interests: historical Romance linguistics; language change theories; grammatical gender; technology use in the foreign language classroom.
- 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). Teaching Spanish since 1993, at Cañada since 2000. Special interests: first, second and bilingual language acquisition, advocacy for high quality language programs and multilingualism.

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.

Sarah:

- attends workshops on online instruction design; she has developed a great variety of online materials on WebAccess which supplement classroom instruction
- is the TracDat lead for Spanish, and she has participated in trainings for such position
- AP exam reader for Educational Testing Services (ETS), with participation in 2011 and 2012
- attends California Community College Language Council meetings
- active in MLA

Monica

- attended a two-day workshop on Instructional Design for Distance Learning
- continues to learn other languages (currently working on #9) in order to constantly experience first-hand what it feels like to be a language student, as well as to pick up new language teaching techniques from actual instructors teaching actual classes
- frequently invited to give parent education talks on topics related to second language acquisition and bilingualism
- AP exam reader for Educational Testing Services (ETS)

In general, the increase of non-instructional demands on professors, and the newer college trend of scheduling a program of activities with quasi-mandatory attendance and participation during flex days, has meant that flex days are no longer available for faculty to pursue professional development activities of their choice. We would welcome the opportunity to once again have the flexibility to choose our own professional activities and to attend on a flexible schedule, not to mention how enriching those activities can be, and that they are more in line with the true meaning of flex days (i.e., flexible days in terms of content and scheduling).

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:

There have been no full-time hires since the only professor who teaches full-time in Spanish was hired.

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 ensure consistency across sections and courses.

Tutors:

Orientation for Spanish tutors needs improvement. In general, 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 for foreign language learners. 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. Some of the new furniture purchased by the college in the last few years is not easy to reconfigure and does not lend itself to anything other than “lecturing”, which is not the focus of language courses. The limitations imposed by the furniture are detrimental to student interaction and thus to language learning. 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 an environment more accepting of different teaching and learning styles.

Textbook and notebook are frequently used by the students, so table space must be adequately large.

Equipment:

Smart classrooms are the norm, but, with rare exceptions, a professor needs to take her/his own laptop to the classroom. So we recommend making more laptops available to part-time faculty.

Materials:

Please keep the placement test. After requesting a placement test for many years, the college obtained a license for one. As with all placement tests, it will take several semesters to calibrate it so that it consistently places students at the right level. Once it places students more accurately, it will be very useful and avoid the guesswork on the part of students who often place themselves in the wrong class. Since the Spanish department offers only one section of most courses, it is very hard for students to rearrange their schedule if they find out they enrolled for the wrong level once the semester is underway. Without a placement test, students who sign up for the wrong class either drop it and do not switch to the correct Spanish class, or stay in the wrong class and fail.

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

We continue to use technology to enhance learning, both in the classroom and outside the classroom. Effective uses of technology include:

- authentic language samples for listening comprehension practice
- video clips, movie segments
- cultural information from Internet sources
- online language practice
- online verb “conjugators” and dictionaries
- newspapers from Latin American countries
- music
- video tutorials on language topics

Sarah has designed a number of online resources for our students. In order to make PowerPoint presentations more attractive and effective, she includes sound and videos. The purchase of Camtasia software would greatly enhance these presentations, by allowing for animation in PowerPoint videos. The cost is approximately \$300, and an educational discount may be available.

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?

Although two full-time faculty members have been teaching Spanish courses, Monica has had release time of .4 FTE for other duties, and Alicia normally teaches about half her load in ESL. So typically, only 1 FTE is taught by full-time faculty. In the Fall 2012, Monica will be teaching abroad; starting Fall 2012 and for several semesters, Alicia will be using banked units and teaching a reduced load, exclusively in ESL. Therefore, in the Fall 2012, there will be 0 FTE taught by full-timers. The remainder of the courses in the department are taught by part-timers (anywhere from 3 to 5 per semester). One adjunct (Sarah) regularly performs a variety of departmental duties, such as TracDat, curriculum development and program planning, uncompensated. Another full-time faculty position is needed so that the department does not go without any full-timers at all again, and, even with full-timers teaching, so that majority of the courses are not taught by adjuncts. With an additional full-time faculty, non-teaching responsibilities would be more equitably distributed, to be in line with the workload that full-time faculty have in other disciplines.

2. What staff positions will be needed in the next six years in order to maintain or build the department?

None.

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

None.

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

Adequate furniture. See E.1 above.

APPENDIX 1

Number of sections per course in some of the California Community Colleges – Spring 2011

Equivalent to our:	110	120	130	140	
Allan Hancock	8	4	0	1	
American River	18	11	4	1	
Antelope Valley	9	2	1	0	
Bakersfield	10	3	1	1	
Butte	10	3	2	2	
Cabrillo	13	7	3	2	
C. of the Canyons	8	3	0	1	
Cañada	3*	1.5*	.6**	.3**	(* including 111+112, 121+122; ** combined)
Cerritos	11	2	1	1	
Chabot	6	2	1	1	
Chaffey	17	7	2	1	
Citrus	12	3	0	0	
CCSF	11*	5*	3	0	(* including 111+112, 121+122)
Coastline	7	5	0	0	
Contra Costa	2	1	1	1	
Copper Mountain	3	1	0	1	
Cosumnes	9	3	1	1	
Crafton	5	3	1	1	
Cuesta	11	6	1	1	
Cuyamaca	8	6	2	1	
Sacramento City	13	6	2	1	
San Jose City	3	2	.5*	.5*	(* combined)

California Community Colleges which offer intermediate level Spanish as concurrently scheduled sections

C. of San Mateo	Los Medanos
C. of the Siskiyou	Mt. San Antonio (Mt. SAC)
Contra Costa	Pierce
DeAnza	Porterville
East Los Angeles	San Diego Miramar
El Camino	San Joaquín Delta
Foothill	San José City
Las Positas	Santiago Valley
Los Angeles Mission	Taft
Los Angeles South West	Yuba
Los Angeles Valley	

APPENDIX 2

SPAN 131, 132, 140 Enrollment History

Spring 2006

SPAN 131	AX	39324	35	5	30	5	Malamud, Monica P.
SPAN 132	AX	39325	35	1	34	1	Malamud, Monica P. FC
SPAN140	AX	39326	35	8	27	8	Malamud, Monica P.
Total:		14 students					

Fall 2006

SPAN 131	AX	81548	35	8	27	8	Harmon, Sarah E.HH
SPAN 132	AX	89532	35	4	31	4	Harmon, Sarah E.HH
SPAN 140	AX	89533	35	2	33	2	Harmon, Sarah E.HH
Total:		14 students					

Spring 2007

SPAN 131	AX	39324	35	7	28	7	Harmon, Sarah E.HH
SPAN 132	AX	39325	35	4	31	4	Harmon, Sarah E.HH
SPAN 140	AX	39326	35	2	33	2	Harmon, Sarah E.HH
Total:		13 students					

Fall 2007

SPAN 131	AX	81548	35	10	25	10	20 Harmon, Sarah E.HH
SPAN 132	AX	89532	35	2	33	2	20 Harmon, Sarah E.HH
SPAN 140	AX	89533	35	10	25	10	20 Harmon, Sarah E.HH
Total:		22 students					

Spring 2008

SPAN 131	DX	39324	35	10	25	10	0.20	1.400	42	N Harmon, Sarah E. HH
SPAN 132	DX	39325	35	4	31	4	0.00	0.560	17	N Harmon, Sarah E. HH
SPAN 140	DX	39326	35	11	24	11	0.00	1.540	46	N Harmon, Sarah E. HH
Total:		25 students								

Fall 2008

SPAN 131	DX	81548	35	8	27	8	20	0	0.20	1.120	34	N Harmon, Sarah E. HH
SPAN 132	DX	89532	35	3	32	3	20	0	0.00	0.420	13	N Harmon, Sarah E. HH
SPAN 140	DX	89533	35	8	27	8	20	0	0.00	1.120	34	N Harmon, Sarah E. HH
Total:		19 students										

SPAN 131	MX	91606	35	14	21	14	20	0	0.20	2.193	66	N Harmon, Sarah E. HH
SPAN 132	MX	91607	35	3	32	3	20	0	0.00	0.470	14	N Harmon, Sarah E. HH
SPAN 140	MX	91608	35	8	27	8	20	0	0.00	1.253	38	N Harmon, Sarah E. HH
Total:		25 students										

Spring 2009

SPAN 131 DX 39324 35 **9 26 9 5 0** 0.20 1.260 38 N Harmon, Sarah E. HH
 SPAN 132 DX 39325 35 **4 31 4 5 0** 0.00 0.560 17 N Harmon, Sarah E. HH
 SPAN 140 DX 39326 35 **7 28 7 5 0** 0.00 0.980 29 N Harmon, Sarah E. HH
 Total: 20 students

Fall 2009

SPAN 131 DX 81548 35 **15 20 15 5 0** 0.20 2.100 63 N Harmon, Sarah E. HH
 SPAN 132 DX 89532 35 **5 30 5 5 0** 0.00 0.700 21 N Harmon, Sarah E. HH
 SPAN 140 DX 89533 35 **6 29 6 5 0** 0.00 0.840 25 N Harmon, Sarah E. HH
 Total: 26 students

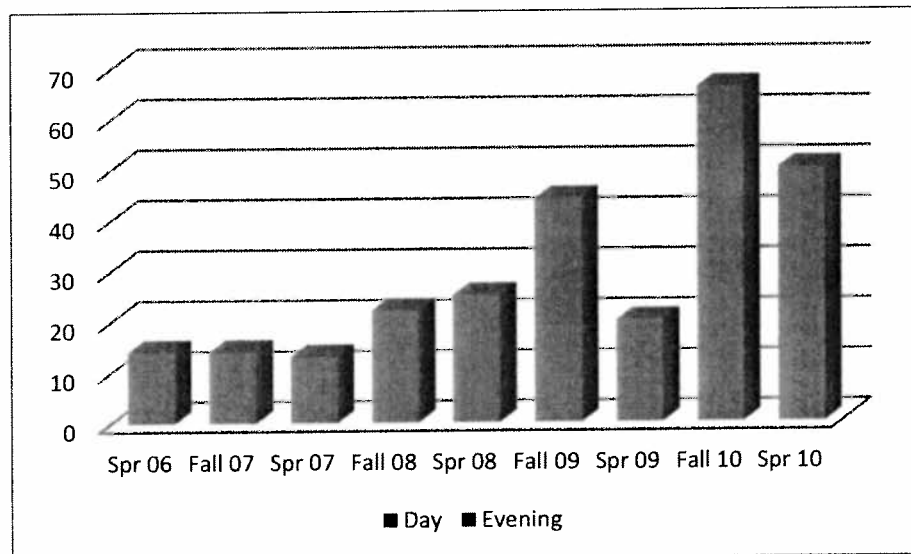
SPAN 131 MX 91606 35 **14 21 15 5 0** 0.20 2.350 71 N Harmon, Sarah E. HH
 SPAN 132 MX 91607 35 **11 24 11 5 0** 0.00 1.723 52 N Harmon, Sarah E. HH
 SPAN 140 MX 91608 35 **15 20 15 5 0** 0.00 2.350 71 N Harmon, Sarah E. HH
 Total: 40 students

Spring 2010

SPAN 131 DX 39324 35 **12 23 12 5 0** 0.20 1.680 50 N Harmon, Sarah E. HH
 SPAN 132 DX 39325 35 **8 27 8 5 0** 0.00 1.120 34 N Harmon, Sarah E. HH
 SPAN 140 DX 39326 35 **4 31 4 5 0** 0.00 0.560 17 N Harmon, Sarah E. HH
 Total: 24 students

SPAN 131 LX 42652 35 **9 26 9 5 0** 0.20 1.350 41 N Harmon, Sarah E. HH
 SPAN 132 LX 42653 35 **5 30 5 5 0** 0.00 0.750 23 N Harmon, Sarah E. HH
 SPAN 140 LX 42654 35 **12 23 12 5 0** 0.00 1.800 54 N Harmon, Sarah E. HH
 Total: 26 students

(combined SPAN 131+132+140 was offered for three more semesters day and evening, with similar enrollments, but data was not available in time for this report)



**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:
43

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

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

Were the questions relevant? If not, please explain and offer specific suggestions.
They were relevant to the Program Review process. They were not necessary for me, since having spent the time to put this document together does not have any effect on the work I do in Spanish.

Did you find the Program Review process to have value? If not, please explain and offer suggestions.
So far and for myself, no. If it has an impact on readers, those attending the presentation, and those in decision-making positions, such that this process somehow benefits the program, then the process will have been a valuable one. But I cannot assess this right now.

Was the data you received from administration complete and presented in a clear format? Would you like additional data?
Yes

Please offer any comments that could improve and/or streamline Program Review!

Is there a way to make it less burdensome? A comprehensive program review this long, in addition to annual program reviews, takes a lot of time to complete. As I said before, I didn't find the process useful for my own purposes, but I hope that all this work will be used for the benefit of the program—starting with its reinstatement.

SPANISH
CAÑADA COLLEGE
COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY
(2 page maximum)

Short Summary of Findings

Type your summary here:

For a college the size of Cañada, the Spanish Department has managed to offer a remarkably comprehensive program. The program grew steadily and strategically for about a decade since the hiring of a full-time faculty, from just beginner level courses and a couple of Literature courses, to a program that offered all language levels. Students could take exactly the class they needed, or many courses in sequence, whether in preparation for transfer, to improve their language skills for use on the job, or to obtain an Associate Degree in Spanish or Latin American Studies. Now that intermediate courses are not offered, foreign language learners will not be able to accomplish these goals.

When the last comprehensive program review was completed, there were significant differences between the variety of courses offered during the day and in the evening. Today, evening students can take the same courses which are available to daytime students. In response to the increasing number of Spanish-speakers at Cañada, courses specifically designed to address their language needs are now regularly offered, and Associate Degrees have been modified to include meaningful paths for these students.

Three Strengths of the Program

1. It strives to meet the needs of all students who want to learn Spanish and it responds to changing student demographics: there are courses for foreign language learners and for heritage speakers, for day and evening students, for those interested in taking a class or two to improve their language skills, for those pursuing an Associate Degree and preparing for transfer, for those who need Spanish at work (Spanish for Medical Professionals courses).
2. Curriculum is up-to-date, reflecting current practices in the field and in alignment with national guidelines. Individual courses have been revised within the last three years, Associate of Arts in Spanish provides students with a strong preparation for transfer in the discipline, Spanish courses are also part of the recently-developed interdisciplinary AA in Latin American Studies, and a new Certificate of Bilingualism/Biliteracy in English/Spanish was just approved.
3. Excellent faculty and a robust program attract students from well beyond our service area. Really.

Three Suggestions for Improvement

1. Reinstate intermediate level courses. Allow students to obtain an AA in Spanish and in Latin American Studies.
2. A department with 0-1 FTE taught by full-time faculty cannot sustain the desired level of excellence. More full-time faculty.
3. Since most courses have only one section, schedule courses in a manner that maximizes student enrollment, taking into account input from students and discipline faculty.

CAÑADA COLLEGE
Comprehensive Program Review Checklist

- Comprehensive Program Review Self-Study Document
- All Annual Program Plan since last Program Review
- Executive Summary
- Completed Evaluation of the Comprehensive Program Review Process Form
- Additional data as necessary

Date: 4/25/12

Program Name: SPANISH

Review Committee Chair: Monica Malamud

Review Committee Members: Sarah Harmon (proof-reading and technical assistance)

CAÑADA COLLEGE

PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: SPANISH

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the College Planning Council.

#1. Division Dean _____
Signature

Comments:
Curriculum Committee suggested the following at the 4/27 meeting: Spanish Department should expand outreach efforts to local high schools to increase enrollment. The Spanish Department might also consider creating hybrid course offerings.

#2. Curriculum Committee Chair _____
Signature

Comments:

#3. College Vice President _____
Signature

Comments:
specific program goals for next cycle need to be articulated including a plan for addressing program growth.

SPAN Course Assessment Report 3_9_12

San Mateo CCCD CAN Dept - Spanish

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 110 - Elementary Spanish</p> <p>- Course Communication - Communicate in Spanish in every day situations such as</p> <ul style="list-style-type: none"> ? 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 (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: Successful completion of assignments</p>	<p>06/30/2011 - In section A: pretest = 17%, posttest = 85%</p> <p>In section B: pretest = 6%, posttest = 88%</p> <p>These results show that students achieved this SLO, as their success rate is over 80% on average, and at the start of the course each section average was only 6% and 17% (section A and B respectively)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
<p>CAN Dept - Spanish - CAN SPAN 110 - Elementary Spanish</p> <p>- ACTFL - 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). (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: Successful completion of assignments</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 110 - Elementary Spanish</p> <ul style="list-style-type: none"> - Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: the different culinary and gastronomic elements in the Spanish speaking world).</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: Successful completion of assignments</p>	<p>06/30/2011 - Average score for this SLO: 61% Students demonstrate significant progress towards achievement of SLO2, and some clearly achieved it, but, on average for all students, the result is not satisfactory. More emphasis will be placed on cultural aspects of the course in future semesters, and students will be reminded that this is also a course component (in addition to language learning). Additional activities will be used to facilitate grasping of cultural knowledge.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2010 - 2011</p>	
<p>CAN Dept - Spanish - CAN SPAN 110 - Elementary Spanish</p> <ul style="list-style-type: none"> - Cultural self-eval - 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. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: Successful completion of assignments</p>		
<p>CAN Dept - Spanish - CAN SPAN 111 - Elementary Spanish I</p> <ul style="list-style-type: none"> - Course Communication - 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 (Created By CAN Dept - Spanish) <p>Start Date:</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: Successful completion of assignments</p>	<p>01/03/2012 - Based on the data, the students showed significant improvement over the semester in CRN 93078, from a 59% (not passing) to an 86.78% (well in Novice High level).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SPAN 111 Fall 2011 Attachment 1.xlsx</p> <p>06/30/2011 - Too few students participated in</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>08/18/2010</p> <p>Course Outcome Status: Active</p>		<p>these courses to make any reporting significant (3 students in one section, 1 student in another section-- these sections of SPAN 111 are concurrent with the first part of SPAN 110 and enrollment is always very low)</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2010 - 2011</p>	
<p>CAN Dept - Spanish - CAN SPAN 111 - Elementary Spanish I</p> <p>- ACTFL - 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). (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: Successful completion of assignments</p>		
<p>CAN Dept - Spanish - CAN SPAN 111 - Elementary Spanish I</p> <p>- Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: in many Spanish speaking countries, last names are often formed by taking the family name of both the father and the mother; this is not necessarily the case in all Spanish speaking countries.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: Successful completion of assignments</p>	<p>01/03/2012 - All 9 students in CRN 93078 completed this assignment over the course of the semester, and specifically in their cultural presentations at the end of the semester.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SPAN 111 Fall 2011 Attachment 1.xlsx</p> <p>06/30/2011 - Too few students participated in these courses to make any reporting significant (3 students in one section, 1 student in another section-- these sections of SPAN 111 are concurrent with the first part of SPAN 110 and enrollment is always very low)</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 111 - Elementary Spanish I</p> <p>- Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: Successful completion of assignments</p>	<p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2010 - 2011</p> <p>01/03/2012 - Of the 9 students in CRN 93078, 7 of them did at least half of the assignments throughout the course of the semester. For this class, the criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SPAN 111 Fall 2011 Attachment 1.xlsx</p>	
<p>CAN Dept - Spanish - CAN SPAN 112 - Elementary Spanish II</p> <p>- Course Communication - 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 (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p> <p>CAN Dept - Spanish - CAN SPAN 112 - Elementary Spanish II</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p> <p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>06/30/2011 - Too few students participated in these courses to make any reporting significant (1 student in one section, 3 students in another section-- these sections of SPAN 112 are concurrent with the first part of SPAN 110 and enrollment is always very low)</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2010 - 2011</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>- ACTFL - 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) (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 112 - Elementary Spanish II</p> <p>- Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: the different culinary and gastronomic elements in the Spanish speaking world).</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>01/10/2012 - 93% of students completed the course with a "C" or better.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
		<p>06/30/2011 - Too few students participated in these courses to make any reporting significant (1 student in one section, 3 students in another section-- these sections of SPAN 112 are concurrent with the first part of SPAN 110 and enrollment is always very low)</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2010 - 2011</p>	
<p>CAN Dept - Spanish - CAN SPAN 112 - Elementary Spanish II</p> <p>- Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>04/11/2011 - Ten out of twelve students successfully completed the self-evaluation of socio-cultural topics presented.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish</p> <p>- Course Communication - Communicate in Spanish on a variety of topics such as:</p> <ul style="list-style-type: none"> ? 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 (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>07/01/2011 - Harmon, Spring semester: Overall, students showed great improvement in a course that is full of abstract and complex grammar and vocabulary. Therefore, the criterion was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 120 Spring 2011 Attachment 1.xlsx</p>	
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish</p> <p>- Past Tense - Narrate stories in the past in Spanish, including background information, description and sequence of events using a variety of verb tenses. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>07/01/2011 - Overall, students find this topic difficult, but progress over the semester, and this is the case. On the exam, the 17 students averaged 77.05% on the exam, which is considered statistically average. They also did well on the final exam section on this.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 120 Spring 2011 Attachment 1.xlsx</p>	
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish</p> <p>- Present Subjunctive - Express emotion, opinion, advice, doubt, requests, uncertainty, contingency, purpose and non-existence in</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion:</p>	<p>07/01/2011 - Overall, students tend to not do well at first with this grammatical topic, but show progression over the semester; this is the case with this group of students. The 15 students who took the first exam on this subject averaged</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>Spanish using the subjunctive mood. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>70% of students will complete the course with a "C" or better</p>	<p>62.78%, but then progressed to 83.64%. This is due to further exploration of the topic at an intensive rate, and the students work on this topic for half of the semester. On the final exam, they also showed continued improvement.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 120 Spring 2011 Attachment 1.xlsx</u></p>	
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish</p> <ul style="list-style-type: none"> - Hypotheticals - Talk about likely, unlikely and impossible hypothetical situations in Spanish. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>07/01/2011 - Overall, there is positive data for this section. It is the very last grammatical element for the semester, and the most abstract and advanced in nature. The 15 students who took the exam scored an average of 58.41%, and showed progress in the final exam free-writing section.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish</p> <ul style="list-style-type: none"> - Self-correction - Recognize his/her own errors in writing and use self-correction as a strategy to improve performance. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Self-revision and/or peer review of compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>07/01/2011 - Harmon, Spring semester: 12 of the 15 students completed at least half of the assignments successfully, with another 2 students completing only a third of the assignments successfully. Only one student did not complete any assignment; this student did not perform online assignments. Therefore, it can be concluded that the criterion was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 120 Spring 2011 Attachment 1.xlsx</u></p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish - ACTFL - 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). (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish - Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: the various governments of the Spanish speaking world and how they relate to one another).</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>07/01/2011 - Harmon, Spring semester: all 15 students successfully fulfilled the SLO. Therefore, the criterion was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 120 Spring 2011 Attachment 1.xlsx</p>	
<p>CAN Dept - Spanish - CAN SPAN 120 - Advanced Elementary Spanish - Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>07/01/2011 - Harmon, Spring semester: 9 of the 15 students completed at least half of the assignments successfully, with another 5 students successfully completing one assignment. Only one student did none of the assignments; this student tended not to complete online assignments. Therefore, it can be said that the criterion was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 120 Spring 2011 Attachment</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
1.xlsx			
CAN Dept - Spanish - CAN SPAN 121 - Adv. Elementary Spanish I - Course Communication - 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 (Created By CAN Dept - Spanish)	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better	04/18/2011 - Only one student out of two performed the tasks which were associated with this SLO. Therefore, at this time there are not sufficient data to conclusively evaluate the SLO. Result Type: Inconclusive Reporting Cycle: 2010 - 2011	
Start Date: 08/18/2010 Course Outcome Status: Active	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better	04/18/2011 - Only one student out of two attempted the assignments associated with the SLO. Although the student did successfully demonstrate mastery of this SLO, there is not enough data to make any conclusions. Result Type: Inconclusive Reporting Cycle: 2010 - 2011	
Start Date: 08/18/2010 Course Outcome Status: Active	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better	04/18/2011 - Only one student out of two completed the assignments associated with this SLO. Although the student did so successfully, it is not enough data to fully assess the SLO. Result Type: Inconclusive Reporting Cycle: 2010 - 2011	
Start Date: 08/18/2010 Course Outcome Status: Active	Assessment Method: Self-revision and/or peer review of	04/18/2011 - Only one student out of two completed the assignments which are associated	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>- Self-correction - Recognize his/her own errors in writing and use self-correction as a strategy to improve performance. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>with this SLO. Therefore, there are not sufficient data to make conclusions.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2010 - 2011</p>	
<p>CAN Dept - Spanish - CAN SPAN 121 - Adv. Elementary Spanish I</p> <p>- ACTFL - 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). (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 121 - Adv. Elementary Spanish I</p> <p>- Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: differences in approaches to medical care, such as the role of the pharmacist and herbal remedies).</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>01/10/2012 - 91% of students completed the course with a grade of "C" or better.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
<p>CAN Dept - Spanish - CAN SPAN 121 - Adv. Elementary Spanish I</p> <p>- Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>	<p>07/01/2011 - Harmon, Spring semester: With only one student having completed the semester, there is not enough data to be conclusive.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2010 - 2011</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Start Date: 08/18/2010 Course Outcome Status: Inactive	CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II - Course Communication - 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 (Created By CAN Dept - Spanish)	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better	
Start Date: 08/18/2010 Course Outcome Status: Active	CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II - Past Tense - Narrate stories in the past in Spanish using a variety of verb tenses. (Created By CAN Dept - Spanish)	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better	
Start Date: 08/18/2010 Course Outcome Status: Active	CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II - Present Subjunctive - Express contingency, purpose and non-existence in Spanish using the subjunctive mood. (Created By CAN Dept - Spanish)	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II - Hypotheticals - Talk about likely, unlikely and impossible hypothetical situations in Spanish. (Created By CAN Dept - Spanish) Start Date: 08/18/2010	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better		
Course Outcome Status: Inactive			
CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II - Self-correction - Recognize his/her own errors in writing and use self-correction as a strategy to improve performance. (Created By CAN Dept - Spanish) Start Date: 08/18/2010	Assessment Method: Self-revision and/or peer review of compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better		
Course Outcome Status: Inactive			
CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II - ACTFL - 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). (Created By CAN Dept - Spanish) Start Date: 08/18/2010	Assessment Method: Tests, oral presentations and compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a "C" or better		
Course Outcome Status: Inactive			
CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II - Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish) Start Date:	Assessment Method: Cultural presentations and/or a section on an exam written in English (example: the various governments of the Spanish speaking world and how they relate to one another). Assessment Method Category: Other Success Criterion:	01/10/2012 - 100% of students completed the course with a "C" or better. Result Type: Criterion met Reporting Cycle: 2011 - 2012	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>70% of students will complete the course with a "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 122 - Advanced Elementary Spanish II</p> <p>- Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 131 - Intermediate Spanish I</p> <p>- Course Communication - 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 (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - In CRN 81548, 4 of the 5 students earned a grade of C or better. All 8 students of CRN 91606 earned at least a C. Therefore, the criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
<p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>		<p>07/01/2011 - Spring semester: Due to the large percentage of students in both sections who were high-level heritage speakers, the data for them are teased out from that of the language learners. What is seen is that the heritage speakers in one section maintained a mid-80% level throughout the semester, therefore showing neither improvement or decline; in the other section the heritage speakers ceased attending the course in the middle of the semester without dropping the course. The language learners, conversely, showed solid improvement, from low-at average scores to mid-high 80% level. Therefore, it can be said that the criterion was met.</p> <p>Result Type: Criterion met</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 131 - Intermediate Spanish I</p> <ul style="list-style-type: none"> - Grammar - Use comfortably, usually accurately and in the appropriate context, the following communicative functions: <ul style="list-style-type: none"> ? 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 <p>(Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 131 Spring 2011 Attachment 1.xlsx</p> <p>01/03/2012 - In both CRNs 81548 and 91606, not only did 12 of 13 students pass the course with at least a C, but they showed progress over the semester. This is true for both Heritage speakers and language learners.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SPAN 131 Fall 2011 Attachment 1.xlsx</p> <p>07/01/2011 - Spring semester: Due to the large percentage of students in both sections who were high-level heritage speakers, the data for them are teased out from that of the language learners. What is seen is that the heritage speakers in one section maintained a mid-80% level throughout the semester, therefore showing neither improvement or decline; in the other section the heritage speakers ceased attending the course in the middle of the semester without dropping the course. The language learners, conversely, showed solid improvement, from low-at average scores to mid-high 80% level. Therefore, it can be said that the criterion was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 131 Spring 2011 Attachment 1.xlsx</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 131 - Intermediate Spanish I</p> <p>- Self-correction - Recognize his/her own errors in writing and use self-correction as a strategy to improve performance. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Self-revision and/or peer review of compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - Of the 13 total students in CRNs 81548 and 91606, 12 of them did at least half of the assignments as required. In addition, 12 of the 13 students passed the course with at least a C. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SPAN 131 Fall 2011 Attachment 1.xlsx</p>	<p>07/01/2011 - Spring semester: 11 of the 16 students in the two sections successfully completed at least half of the assignments. There were 5 students who did not complete the assignment, most of whom gave no reason. It can be concluded that the criterion was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 131 Spring 2011 Attachment 1.xlsx</p>
<p>CAN Dept - Spanish - CAN SPAN 131 - Intermediate Spanish I</p> <p>- ACTFL - 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) (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - 12 of the 13 students in CRNs 81548 and 91606 passed with at least a C. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 131 - Intermediate Spanish I</p> <p>- Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: various efforts to correct or combat civil injustices in the Spanish speaking world).</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - 11 of the 13 students in CRNs 81548 and 91606 completed the assignment as listed in the cultural presentation. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 131 Fall 2011 Attachment 1.xlsx</u></p>	
<p>CAN Dept - Spanish - CAN SPAN 131 - Intermediate Spanish I</p> <p>- Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>12/27/2010 - All students in both sections satisfied the SLO in part or in whole.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 131 Spring 2011 Attachment 1.xlsx</u></p>	
<p>CAN Dept - Spanish - CAN SPAN 131 - Intermediate Spanish I</p> <p>- Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - 9 of the 13 students completed at least half of the assignments. Criterion has been met marginally.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 131 Fall 2011 Attachment 1.xlsx</u></p> <p>12/27/2010 - 15 of 19 students between the two sections did at least 2 of the 4 exercises. Two students did none of the exercises.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 131 Fall 2010 Intermediate</u></p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 132 - Intermediate Spanish II</p> <ul style="list-style-type: none"> - Course Communication - Participate in conversations about topics such as: <ul style="list-style-type: none"> ? diversity and discrimination ? personal relationships ? show business ? food and nutrition (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>Spanish I Attachment 1.xlsx SPAN 131 Spring 2011 Attachment 1.xlsx</p>	
<p>01/03/2012 - There were only 3 students between the two CRNs (89532; 91607), and all of them passed. Although this should suggest that the criterion has been met, because the data are few it is necessary to mark this as inconclusive.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/01/2011 - Spring semester: There seemed to be a consistent improvement throughout the semester, with consistent 80% level performance on these topics. It should be noted that there was only one student in one section, and 6 in the other section, and because of this the data for one section are not numerous enough to make a conclusion for that section. However, taken as an aggregate, there are enough data. Therefore, it can be said that the criterion were met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 132 Spring 2011 Attachment 1.xlsx</p>		
<p>CAN Dept - Spanish - CAN SPAN 132 - Intermediate Spanish II</p> <ul style="list-style-type: none"> - Grammar - Use comfortably, usually accurately and in the appropriate context, the following communicative functions: <ul style="list-style-type: none"> ? speculating about the future and hypothetical situations ? giving directions and instructions 	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - There were only 3 students between the two CRNs (89532; 91607), and all of them showed progress and passed. Although this should suggest that the criterion has been met, because the data are few it is necessary to mark this as inconclusive.</p> <p>Result Type: Inconclusive</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>? expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>		<p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 132 Fall 2011 Attachment 1.xlsx</u></p> <p>07/01/2011 - Spring semester: There seemed to be a consistent improvement throughout the semester, with consistent 80% level performance on these topics. It should be noted that there was only one student in one section, and 6 in the other section, and because of this the data for one section are not numerous enough to make a conclusion for that section. However, taken as an aggregate, there are enough data. Therefore, it can be said that the criterion were met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 132 Spring 2011 Attachment 1.xlsx</u></p>	
<p>CAN Dept - Spanish - CAN SPAN 132 - Intermediate Spanish II</p> <p>- Self-correction - Recognize his/her own errors in writing and use self-correction as a strategy to improve performance. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Self-revision and/or peer review of compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - There were only 3 students between the two CRNs (89532; 91607), and all of them did at least half of the assignments. Although this should suggest that the criterion has been met, because the data are few it is necessary to mark this as inconclusive.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 132 Fall 2011 Attachment 1.xlsx</u></p> <p>07/01/2011 - Spring semester: In the two sections, 5 of the 7 students did at least half of the assignments, with one student completing one</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 132 - Intermediate Spanish II</p> <p>- ACTFL - 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). (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - There were only 3 students between the two CRNs (89532; 91607), and all of them showed progress and passed. Although this should suggest that the criterion has been met, because the data are few it is necessary to mark this as inconclusive.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>assignment, all in a satisfactory manner. Only one student did none of the assignments; this student also neglected to do many homework assignments throughout the semester. Therefore, it can be concluded that the criterion were met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 132 Spring 2011 Attachment</u> 1.xlsx</p>
<p>CAN Dept - Spanish - CAN SPAN 132 - Intermediate Spanish II</p> <p>- Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: social structures and how people in Spanish speaking countries form and maintain relationships).</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - There were only 3 students between the two CRNs (89532; 91607), and all of them did all of the assignments through the semester, including on the cultural presentation. Although this should suggest that the criterion has been met, because the data are few it is necessary to mark this as inconclusive.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 132 Fall 2011 Attachment</u> 1.xlsx</p>	<p>assignment, all in a satisfactory manner. Only one student did none of the assignments; this student also neglected to do many homework assignments throughout the semester. Therefore, it can be concluded that the criterion were met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 132 Spring 2011 Attachment</u> 1.xlsx</p>

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 132 - Intermediate Spanish II</p> <p>- Cultural self-eval - 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. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>12/27/2010 - All but one student fulfilled the SLO in part or in whole--7 of 11 did so in full.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 132 Spring 2011 Attachment 1.xlsx</u></p>	
<p>01/03/2012 - There were only 3 students between the two CRNs (89532; 91607), and all of them did all of the assignments throughout the semester. Although this should suggest that the criterion has been met, because the data are few it is necessary to mark this as inconclusive.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 132 Fall 2011 Attachment 1.xlsx</u></p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>12/27/2010 - Fall semester: between the two sections, 7 of 11 students did at least 2 of the 4 exercises. 2 students did only one of the exercises, and 2 others did none of them. Since more than half did at least half of the exercises, I feel the criterion has been met.</p> <p>Spring semester: Of the 7 students in the two courses, all but one did at least half of the assignments in a satisfactory manner. The one other student completed one of the assignments. Therefore, the criterion were met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 140 - Advanced Intermediate Spanish</p> <p>- Course Communication - Participate in conversations about topics such as:</p> <ul style="list-style-type: none"> ? 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 <p>(Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>Related Documents: SPAN 132 Fall 2010 Intermediate Spanish I Attachment 1.xlsx SPAN 132 Spring 2011 Attachment 1.xlsx</p> <p>01/03/2012 - All 7 students of the two CRNs (89533; 91608) showed improvement throughout the semester, especially on the final exam. All students passed with at least a C. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: SPAN 140 Fall 2011 Attachment 1.xlsx</p> <p>07/01/2011 - For the spring semester, there was a large percentage of high-level heritage speakers in both sections. Therefore, the data have been separated for both groups. The language learners showed improvement over the semester, performing consistently at an 80% level. As compared to them, the high-level heritage speakers also showed a solid 80% level, but there was no improvement. This is not atypical for many native speakers in this course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: SPAN 140 Spring 2011 Attachment 1.xlsx</p>	
<p>CAN Dept - Spanish - CAN SPAN 140 - Advanced Intermediate Spanish</p> <p>- Grammar - Use the following</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p>	<p>01/03/2012 - All 7 students of the two CRNs (89533; 91608) showed improvement throughout the semester, and all of them passed with at least</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>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 (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Other Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>a C. Criterion has been met. Result Type: Criterion met Reporting Cycle: 2011 - 2012 Related Documents: <u>SPAN 140 Fall 2011 Attachment 1.xlsx</u></p> <p>07/01/2011 - For the spring semester, there was a large percentage of high-level heritage speakers in both sections. Therefore, the data have been separated for both groups. The language learners showed improvement over the semester, performing consistently at an 80% level. As compared to them, the high-level heritage speakers also showed a solid 80% level, but there was no improvement. This is not atypical for many native speakers in this course. Result Type: Criterion met Reporting Cycle: 2010 - 2011 Related Documents: <u>SPAN 140 Spring 2011 Attachment 1.xlsx</u></p>	
<p>CAN Dept - Spanish - CAN SPAN 140 - Advanced Intermediate Spanish - Self-correction - Recognize his/her own errors in writing and use self-correction as a strategy to improve performance. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Self-revision and/or peer review of compositions Assessment Method Category: Other Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - All 7 students of both CRNs (89533; 91608) did all of the assignments throughout the semester. Criterion has been met. Result Type: Criterion met Reporting Cycle: 2011 - 2012 Related Documents: <u>SPAN 140 Fall 2011 Attachment 1.xlsx</u></p> <p>07/01/2011 - For the spring semester, 16 of the 20 students in the two sections completed at least half of the self-correction assignments, with</p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 140 - Advanced Intermediate Spanish - ACTFL - 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). (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Inactive</p>	<p>Assessment Method: Tests, oral presentations and compositions</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - All 7 students of both CRNs (89533; 91608) passed the course with at least a C. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 140 Spring 2011 Attachment 1.xlsx</u></p>	<p>another 2 who did only one assignment. There were 2 who did none of them.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 140 Spring 2011 Attachment 1.xlsx</u></p>
<p>CAN Dept - Spanish - CAN SPAN 140 - Advanced Intermediate Spanish - Compare cultures - Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Cultural presentations and/or a section on an exam written in English (example: leisure activities in various countries, including sports, holidays and celebrations).</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - All 7 students of both CRNs (89533; 91608) did all of the assignments throughout the semester, including on the cultural presentation. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 140 Fall 2011 Attachment 1.xlsx</u></p>	<p>01/03/2012 - All 7 students of both CRNs (89533; 91608) did all of the assignments throughout the semester, including on the cultural presentation. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 140 Spring 2011 Attachment 1.xlsx</u></p>

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 140 - Advanced Intermediate Spanish</p> <p>- Cultural self-eval - 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 (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Self-assessment survey which asks closed questions on socio-cultural topics.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>	<p>01/03/2012 - All 7 students of both CRNs (89533; 91608) did at least half of the assignments throughout the semester, and all passed the course with at least a C. Criterion has been met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: <u>SPAN 140 Fall 2011 Attachment 1.xlsx</u></p>	
		<p>12/27/2010 - Between the two sections in the fall semester, 8 of 12 students did at least half of the exercises. Of the 4 who did none of the exercises, one stopped attending the class early in the semester and did not drop the class; another had external issues and could not do the exercises online.</p> <p>Regarding the spring semester, 18 of 20 students in the two sections completed at least half of the assignments successfully. There was one student who only completed one assignment, and one who completed none of them; the latter student was one who ceased attending classes from the middle of the semester and who neglected to drop the class.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <p>Related Documents: <u>SPAN 140 Fall 2010 Intermediate Spanish I Attachment 1.xlsx</u> <u>SPAN 140 Spring 2011 Attachment 1.xlsx</u></p>	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I</p> <ul style="list-style-type: none"> - Compare cultures - Describe, compare and contrast cultural aspects (history, art, music) of Spanish speaking countries and Spanish speaking groups in the United States with American culture. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will take examinations and/or perform oral presentations and/or write compositions encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I</p> <ul style="list-style-type: none"> - Prominent Figures - Examine the influence of prominent figures in the Spanish speaking world on United States culture and society. Examine the influence of prominent figures in the Spanish speaking world on United States culture and society. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will perform cultural presentations and/or group discussions encompassing these topics.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I</p> <ul style="list-style-type: none"> - PolSoc Problems - Discuss the social, political and economic problems facing the Latino community based on their history as an immigrant minority ethnic group that is still struggling in the United States. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will perform cultural presentations and/or group discussions encompassing these topics.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 150 -</p> <p>Start Date: 03/09/2012 1:10 AM</p>			

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>Spanish fr Heritage Speakers I - Cultural Readings - Analyze readings on cultural topics from various sources and compare and contrast with other readings and personal experience in order to learn more about the student's heritage and culture. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p>	<p>Assessment Method: Students will participate in group discussions and/or write compositions comparing and contrasting these topics.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>Course Outcome Status: Active</p> <p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I - Paragraph Comp - Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p>	<p>Assessment Method: Students will take write compositions and/or written exercises encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>Course Outcome Status: Active</p> <p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I - Lit Analysis - Give examples of different concepts related to literary analysis when reading literature by Spanish speaking authors. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p>	<p>Assessment Method: Students will take examinations and/or discuss in group work and/or perform written exercises encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>Course Outcome Status: Active</p> <p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I - Grammar - Increase their awareness and accuracy in Spanish grammar and spelling. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p>	<p>Assessment Method: Students will produce written compositions and/or complete written exercises encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: Active</p>	<p>with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I - Participation - Contribute orally to activities and discussions on specific themes or topics suggested by the textbook and/or the instructor. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will perform cultural presentations and/or group discussions encompassing these topics.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I - Expand Vocab - Expand and augment their vocabulary. Identify unfamiliar vocabulary and guess meaning from the context. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will take examinations and/or participate in group discussions and/or write compositions encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 150 - Spanish fr Heritage Speakers I - Dialects - Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will take examinations and/or participate in group discussions and/or write compositions encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II - Compare cultures - Describe, compare and contrast cultural aspects (history, art, music) of Spanish speaking South American</p>	<p>Assessment Method: Students will take examinations and/or perform oral presentations and/or write compositions encompassing these skills.</p> <p>Assessment Method Category:</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>countries and Spanish speaking groups in the United States with American culture. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II</p> <p>- Prominent Figures - Examine the influence of prominent figures in the Spanish speaking South American countries on United States culture and society (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will take examinations and/or perform oral presentations and/or write compositions encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II</p> <p>- PolSoc Problems - Discuss the social, political and economic problems facing the Latino community with roots of South America based on their history as an immigrant minority ethnic group that is still struggling in the United States. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will perform cultural presentations and/or group discussions encompassing these topics.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II</p> <p>- Cultural Readings - Analyze readings on cultural topics from various sources and compare and contrast with other readings and personal experience in order to learn more about the student's heritage and culture (Created By CAN Dept - Spanish)</p> <p>Start Date:</p>	<p>Assessment Method: Students will participate in group discussions and/or write compositions comparing and contrasting these topics.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
08/18/2010 Course Outcome Status: Active	CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II - Paragraph Comp - Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation. (Created By CAN Dept - Spanish) Start Date: 08/18/2010	Assessment Method: Students will take write compositions and/or written exercises encompassing these skills. Assessment Method Category: Other Success Criterion: 70% of the students will complete the course with a grade of "C" or better	
Course Outcome Status: Active	CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II - Lit Analysis - Give examples of different concepts related to literary analysis when reading literature by Spanish speaking authors (Created By CAN Dept - Spanish) Start Date: 08/18/2010	Assessment Method: Students will take examinations and/or discuss in group work and/or perform written exercises encompassing these skills. Assessment Method Category: Other Success Criterion: 70% of the students will complete the course with a grade of "C" or better	
Course Outcome Status: Active	CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II - Grammar - Increase their awareness and accuracy in Spanish grammar and spelling. (Created By CAN Dept - Spanish) Start Date: 08/18/2010	Assessment Method: Students will produce written compositions and/or complete written exercises encompassing these skills. Assessment Method Category: Other Success Criterion: 70% of the students will complete the course with a grade of "C" or better	
Course Outcome Status: Active	CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II - Participation - Contribute orally to activities and discussions on specific themes or topics	Assessment Method: Students will perform cultural presentations and/or group discussions encompassing these topics.	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>suggested by the textbook and/or the instructor. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II</p> <p>- Expand Vocab - Expand and augment their vocabulary. Identify unfamiliar vocabulary and guess meaning from the context. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will take examinations and/or participate in group discussions and/or write compositions encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 152 - Spanish fr Heritage Speaker II</p> <p>- Dialects - Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will take examinations and/or participate in group discussions and/or write compositions encompassing these skills.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 161 - Readings in Spanish Lit. I</p> <p>- Dialects - Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students write paragraphs or short essays in which they compare and contrast information presented in class or in their readings. Students participate in activities that expose them to various Spanish dialects, and allow them to evaluate and reflect on the language use and insights gained.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion:</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 161 - Readings in Spanish Lit. I</p> <p>- Lit Analysis - Comment on readings from Latin American literature of the 19th century from various sources and compare and contrast with other readings and personal experience. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>70% of the students will complete the course with a grade of "C" or better</p>		
<p>Assessment Method: Students will prepare written and oral assignments which discuss the readings and their viewpoints.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>			
<p>CAN Dept - Spanish - CAN SPAN 161 - Readings in Spanish Lit. I</p> <p>- Paragraph Comp - Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students write paragraphs or short essays in which they compare and contrast information presented in class or in their readings using proper spelling conventions (including placement of the written accent).</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 161 - Readings in Spanish Lit. I</p> <p>- Compare cultures - Describe, compare, and contrast cultural aspects of Spanish speaking countries and Spanish speaking groups in the United States such as their history, present, art, and prominent figures. (Created By CAN Dept - Spanish)</p> <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will reflect in groups on aspects of the cultures presented in the readings, and compare them with their knowledge of other Spanish-speaking cultures, as well as with their own experiences.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
CAN Dept - Spanish - CAN SPAN 162 - Readings in Spanish Lit. II - Dialects - Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing. (Created By CAN Dept - Spanish)	Assessment Method: Students write paragraphs or short essays in which they compare and contrast information presented in class or in their readings. Students participate in activities that expose them to various Spanish dialects, and allow them to evaluate and reflect on the language use and insights gained. Assessment Method Category: Other Success Criterion: 70% of the students will complete the course with a grade of "C" or better		
Start Date: 08/18/2010 Course Outcome Status: Active			
CAN Dept - Spanish - CAN SPAN 162 - Readings in Spanish Lit. II - Lit Analysis - Comment on readings from Latin American literature of the 20th century from various sources and compare and contrast with other readings and personal experience. (Created By CAN Dept - Spanish)	Assessment Method: Students will prepare written and oral assignments which discuss the readings and their viewpoints. Assessment Method Category: Other Success Criterion: 70% of the students will complete the course with a grade of "C" or better		
Start Date: 08/18/2010 Course Outcome Status: Active			
CAN Dept - Spanish - CAN SPAN 162 - Readings in Spanish Lit. II - Paragraph Comp - Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation. (Created By CAN Dept - Spanish)	Assessment Method: Students write paragraphs or short essays in which they compare and contrast information presented in class or in their readings using proper spelling conventions (including placement of the written accent). Assessment Method Category: Essay Success Criterion: 70% of the students will complete the course with a grade of "C" or better		
Start Date: 08/18/2010 Course Outcome Status: Active			

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 162 - Readings in Spanish Lit. II</p> <ul style="list-style-type: none"> - Compare cultures - Describe, compare, and contrast cultural aspects of Spanish speaking countries and Spanish speaking groups in the United States such as their history, present, art, and prominent figures. (Created By CAN Dept - Spanish) <p>Start Date: 08/18/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will reflect in groups on aspects of the cultures presented in the readings, and compare them with their knowledge of other Spanish-speaking cultures, as well as with their own experiences.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of the students will complete the course with a grade of "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 680A - Spanish for Medical Professionals I - Body Parts - Identify 50 parts of the body and internal organs with 90% accuracy. (Created By CAN Dept - Spanish)</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 01/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students label body parts and organs on a diagram of the human body.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students will complete the assignment with a 90% or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 680A - Spanish for Medical Professionals I - Medical Vocabulary - Use basic Spanish to take a medical history, understand common symptoms, state a diagnosis and give simple instructions. (Created By CAN Dept - Spanish)</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 01/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students role-play patient-provider interactions in which they demonstrate their use of Spanish in order to perform the following functions: introduce self and greet others; take medical history; describe/ elicit symptoms; ask questions for clarification; give instructions.</p> <p>Assessment Method Category: Project</p> <p>Success Criterion: 70% of students will complete the assignment with a "C" or better</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 680A - Spanish for Medical Professionals I - Cultural differences - Examine the major cultural differences among Latino patients that may affect the provider-patient relationship and patients' understanding of health and healing in the U.S (Created By CAN Dept - Spanish)</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 01/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students write a paragraph or essay in which they compare and contrast aspects of Latino culture which may affect the provider-patient relationship and Latino patients' attitudes towards health care in the U.S.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the assignment with a "C" or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 680B - Spanish for Medical Professionals II - Body Parts - Identify 100 parts of the body and internal organs with 90% accuracy. (Created By CAN Dept - Spanish)</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 01/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students label body parts and organs on a diagram of the human body.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students will complete the assignment with a 90% or better</p>		
<p>CAN Dept - Spanish - CAN SPAN 680B - Spanish for Medical Professionals II - Medical Vocabulary - Use basic Spanish to take a medical history, understand symptoms for a variety of conditions, state a diagnosis and give instructions to a patient. (Created By CAN Dept - Spanish)</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 01/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students role-play patient-provider interactions in which they demonstrate their use of Spanish in order to perform the following functions: introduce self and greet others; take medical history; describe/ elicit symptoms; ask questions for clarification; give instructions.</p> <p>Assessment Method Category: Project</p> <p>Success Criterion: 70% of students will complete the assignment with a "C" or better</p>		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN Dept - Spanish - CAN SPAN 680B - Spanish for Medical Professionals II - Cultural differences - Examine major cultural differences among Latino patients that may affect the provider-patient relationship and patients' understanding of health and healing in the U.S., including those related to certain medical conditions. (Created By CAN Dept - Spanish)</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 01/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students write a paragraph or essay in which they compare and contrast aspects of Latino culture which may affect the provider-patient relationship and Latino patients' attitudes towards health care in the U.S.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the assignment with a "C" or better</p>		