

# 2019-2020 Program Review



## CAN Program Review (Instructional) - Spanish (Odd Year)

### Program Review Narratives

2019-2020

#### **Instructional Program Review (IPR)**

**Lead Contact Person:** Monica Malamud

**Writing Team:** Monica Malamud

#### **Executive Summary**

**0. Executive Summary:** The curriculum in the Spanish Department is up to date and has been reviewed as required by the 5-year cycle established by the Curriculum Committee. All Spanish courses that are eligible for C-ID have already been approved. Students can complete a Spanish ADT as well as our college's AA. Spanish is one of the departments that participates in the LALS program. SLOs are regularly assessed. The Spanish program at Cañada is the most comprehensive one among our three colleges, since it offers courses at all levels, as it includes courses at the beginner and intermediate levels, as well as courses specially designed for Spanish Speakers and Latino Literature. However, given the smaller student population, the department experiences course cancellations due to low enrollment, and this has affected our students' ability to complete degree and certificate requirements. The department has a hard-working faculty who work well with each other as well as inter-disciplinarily. However, it is very difficult for the department to do all that it is required to do with the current staffing: only one full-time professor of Spanish who also has non-teaching responsibilities at the college and district levels, has recently been on Professional Development leave, banked-units leave and taught with our District's Study Abroad Program; although adjunct faculty are willing to take additional responsibilities when needed, lack of funding has not allowed the department to resort to this option.

#### **Program Context**

**1. Mission:** From Cañada College catalog:

"The foreign language department offers Spanish classes at a variety of levels, from beginner to literature. There are classes for students of Spanish as a foreign language, as well as classes specifically designed for native Spanish speakers. In addition to improving students' linguistic abilities, all courses include discussion of aspects of the culture of Spanish speakers."

According to this description found in the college catalog, the program strives to serve all of Cañada's students, whether they are studying Spanish as a foreign language or they are heritage speakers of Spanish. This is an important goal of the Spanish program, since Spanish is the only world language available at Cañada. All courses have a twofold purpose: increasing students' linguistic abilities as well as their knowledge and awareness of cultural aspects of the Spanish speaking peoples. All courses are transferable to UC/CSU. The Spanish program is aligned with the College's mission, as it serves "students from diverse backgrounds" and it "provides an opportunity to achieve their educational goals," whether they be to transfer (world language requirement for IGETC), improve their skills for the workforce or engage in lifelong learning.

**2. Articulation:** We are not aware of any new articulation needs based on changes in curriculum and degree requirements at the high school level. In terms of articulation with 4-year institutions, we have submitted and received C-ID approval for the following courses:

C-ID Cañada

100 110

100 111+112

110 120

110 121+122

200 130

200 131+132

210 132+140

220 150

230 152

Our Spanish Associate Degree for Transfer (ADT) has also been approved.

**3. Community & Labor Needs:** Working knowledge of Spanish continues to be an asset for anyone who deals with residents of our community, due to the large percentage of Spanish-speakers in our area. Furthermore, industry is increasingly giving preference to potential employees who are bilingual at a minimum. Therefore, our courses are valuable not only to students who have a transfer goal or need to meet an educational requirement, but also to community members and employees in many occupations. We do not have data showing how many jobs require Spanish or the salary improvements that are offered for those who know other languages. But we constantly hear from our students that employers value and seek employees who know languages other than English. Demographic information in our service area shows that a large segment of the population is Spanish-speaking.

### **Looking Back**

**4. Curricular Changes:** All of our first-year courses (SPAN 110/111/112 and SPAN 120/121/122) are offered as hybrid courses. When we moved from two daytime sections of SPAN 110 to only one, it became impossible to have enough enrollment for a daytime section of SPAN 120. Although we offer only one evening section of SPAN 110, it has been possible to maintain an evening section of SPAN 120 thanks to offering SPAN 110 in the evening in the summer. Since we offer SPAN 120 only in the evening, we have students feeding into our intermediate courses (SPAN 131/132/140) in the evening, but we have not offered intermediate courses in the daytime for several years.

If we offer both SPAN 150 and 152 (Spanish for Heritage Speakers) in the same semester, we schedule one during the day and one in the evening. Enrollment varies from semester to semester, and in semesters where one of the courses got cancelled, students in the cancelled course did not enroll in the other one. This leads us to conclude that our evening students can only take evening courses, and our daytime students can take classes only during the day.

Latino Literature (SPAN 161 and 162) courses have had low enrollment over time, so much so that SPAN 162 has not been offered for several years, the Dean said it was not necessary to update the curriculum during the regular curriculum cycle and the course was banked. This led to the banking of the Certificate of Bilingualism and Biliteracy in English/Spanish. Curricular changes are needed in order to bring back the certificate. This was not done. The only full-timer was off-campus for the past 3 semesters and CurricUNET is not accessible from most countries outside of the U.S; there were no other faculty who were able to complete this task.

**5A. Progress Report - IPC Feedback:** The last Program Review rated the Spanish Program as "Highly Effective".

There were only two recommendations:

- a. "Connect the disconnect between the strong need for bilingual employees and the low enrollment." and
- b. "What improvements can be made working with the online and hybrid options for students?"

Regarding recommendation (a), unfortunately, one full-time faculty member with a regular teaching load plus all other departmental duties does not have the capacity to research the reasons why there is low enrollment in our courses despite the need for bilingual employees in our area, nor do we have the capacity to promote our program in the community or among employers in order to try to increase enrollment in our courses. The procedure for getting support from marketing is confusing and time-consuming, so it has been a deterrent to requesting their support.

Recommendation (b) was made because of the success and retention differences between our face to face courses and our hybrid courses. By moving courses from completely face to face to hybrid, students have fewer opportunities to engage in oral interactions, which are critical in the acquisition of a new language. This can certainly be a contributing factor to the gap between the success and retention in hybrid vs. face to face courses and it was addressed in detail in the last program review, section 8-b, with multiple references to guidelines that are widely accepted in the US in the field of world languages. However, the success and retention differences are not necessarily due only to the delivery mode. They are also related to the courses that are taught as hybrid. We moved to hybrid delivery our SPAN 110 and SPAN 120 courses not because it was pedagogically desirable, but due to the intense pressure to conform with the Distance Education trend. In beginner courses, it has been the case historically that success and retention are lower. This is due to the fact that students often approach the learning of a new language with unrealistic expectations - they believe that language courses are "the opposite" of science courses, particularly Math, and more similar to other courses in the humanities. However, learning a new language is more similar to learning Math, where each concept necessarily builds upon prior knowledge, and intensive practice is required (beyond understanding concepts at a theoretical level). Teaching the courses in hybrid modality, combined with the requirement that courses exceed 20 students simply goes against the standards for the teaching of languages, which require that class time be devoted largely to real-time student-student and student-teacher interactions. The nature of language learning, together with our District's minimum enrollment requirements and the pressure to offer online/hybrid courses, compounded with the heavier unit load of beginning Spanish courses, make it more difficult for students to be successful and to remain in SPAN 110 and 120, when compared to our higher level Spanish courses or to other courses in the Humanities. We explain this to our students at the very beginning of the semester, but sometimes they do not take this seriously until they start having difficulties. And by the time they experience difficulties, it may be hard or even impossible for them to catch up, resulting in a failing grade or dropping the course. Our beginner courses are 5 units each (as they are in other US colleges and universities); in contrast, our intermediate courses are 3

units and our heritage speaker courses are 4 units. In general, success, retention and persistence in our Spanish courses is comparable than that at other colleges. The Math department, given its size, is able to offer a variety of support services to students, such as MESA, embedded tutoring, and Math Jam to name a few. A small department like Spanish is unable to offer such support services.

**5B. Progress Report - Prior Action Plans:** In the last program review there were no specific action plans. There was an analysis of the state of the Spanish program, and an open question about the college's commitment to the only language other than English that is offered, and the situation of over 40% of our students, who do not even have a "foreign" language option.

Update on plans from earlier program reviews:

- Recruitment efforts, promotion of individual courses, certificates and degrees: the department does not have the capacity to expand promotion efforts. It was reported by counselors that many of the students who need a language other than English for transfer purposes have already met this requirement in high school. Certificate of Bilingualism and Biliteracy has been banked and needs curricular changes to be brought back.

- Exploring opportunities for students to study abroad in Spanish speaking countries: participation in the District's semester-long study abroad program is highly competitive. Spanish can be offered only when the study abroad program happens in a Spanish-speaking country; with the current rotation, this is only once every four semesters. Spanish faculty was selected to teach Spanish in the Fall 2019 in Barcelona, Spain. Additionally, one of the outcomes of a professional development leave was the design of a new short-term Study Abroad Program - Spanish Language and Culture Immersion. It has been proposed and approved, and it is scheduled for Summer 2020. It should be noted, however, that it is extremely difficult and time-consuming to promote study-abroad programs, and each individual program is not allotted a budget that can be decided by the lead faculty. To make matters worse, the number of print materials is limited, and study abroad faculty have no access to student mass emails. Finally, our own District's study abroad programs have to compete with external study abroad opportunities that are promoted by district employees to our students.

**6A. Impact of Resource Applications:** N/A

**6B. Impact of Staffing Changes:** There have not been any significant staffing levels, so the answer here may be "Not applicable".

However, it should be noted that the challenges of a department with only one full-timer remain the same. The department has had only one full-time faculty since 2001. When the full-time faculty was not on campus (due to medical leave, professional development leave, unit banking leave or teaching abroad), the full-time faculty was still required to perform many departmental duties, such as submission of courses for C-ID, curriculum changes, communication with counselors, assessment and placement of students into Spanish courses, orientation and mentoring of newly-hired adjunct faculty, etc. Sometimes, certain required duties were not completed. For example, curriculum revisions are not possible without the assistance of someone on-campus, because CurricUNET is not accessible outside the US (with rare exceptions). Undertaking the time-consuming task of doing a program review, which recently changed from Spring to Fall and a new platform, was not possible either while the full-timer was not on campus, with a teaching assignment abroad, unable to access resources and support due to the unavailability of these services during weekends and nighttime hours, etc. It was impossible to complete this task ahead of schedule as well, since the necessary data was not available. By the Program Review deadline, the following statement was submitted:

"I, Monica Malamud, am the only faculty who teaches full-time in the Spanish department. This semester, Fall 2019, I am on an off-campus assignment, teaching with the District's Study Abroad Program in Barcelona. This program has time constraints and demands on faculty time that go well above and beyond the teaching workload, as faculty are expected to participate in a myriad of extra-curricular activities, and provide more support to students, who take classes off-campus and in a foreign country, and therefore do not have access to services provided locally by our college and district. Given the time commitment that teaching abroad requires, faculty are not expected to participate on on-campus activities in California.

I was expected to set aside an hour or two to submit this program review. I was encouraged to reach out to my full-time colleagues for assistance. I did both. My colleagues confirmed my belief that it is not possible to do a program review, no matter how basic, in one or two hours. I have worked on every program review for the Spanish department since I was hired approximately 20 years ago, and it takes considerably more than a couple of hours to complete a program review. Nevertheless, I did put it over two hours of work. In that time, I was only able to begin to familiarize myself with the new platform for program review, and I also reviewed the last program review I submitted, and verified that the Spanish program has stayed on track and made progress in the time that has lapsed since then.

Lastly, I would like to note that the schedule for submitting program reviews changed just last semester, and the data was not available for me to complete this task before the study abroad program began. I also would not have been able to have the extensive direct assistance that my colleagues report to have received on campus."

## **Current State of the Program**

**7. Enrollment Trends:** Enrollment and headcount have gone down, as the number of sections went down considerably with the elimination of the sections offered for dual enrollment at high school sites.

The fill rate as reported does not represent how "full" our courses really are. For example, in 18-19, there were 190 enrollments and 17 sections. This yields a fill rate of 33.9%, or an average of 11.17 students per section. However, we did not have 17 stand-alone sections and we did not have only 11 students per class on average! For many of our courses, the sections are concurrently scheduled. The following patterns of scheduling are always followed:

- SPAN 110 concurrently scheduled with SPAN 111 or SPAN 112 (and if we offer two sections of SPAN 110, one section is scheduled concurrently with SPAN 111 and the other one with SPAN 112).
- SPAN 120 concurrently scheduled with SPAN 121 or SPAN 122.
- SPAN 131, SPAN 132 and SPAN 140 are concurrently scheduled.

When examining the data available for the last five years, we see that there is considerable variation among those years depending on whether any off-campus classes have been offered for the dual enrollment of high school students. After many problems with the courses taught on-site at high schools for dual enrollment students, off-site courses were discontinued. The discontinuation of these offerings has had an impact on all measures - headcount, enrollments, age, educational goals, enrollment status, ethnicity, time when courses are scheduled. Another factor which may have impacted much of the data is the absence of full-time faculty members in the program. Since the last program review, the only Spanish full-time faculty was not on campus for three semesters, and a full-time faculty who normally teaches a course or two in the Spanish department did not do so due to being reassigned to other duties. In other words, there have been significant factors which have affected the data, and therefore, it seems meaningless to discuss fluctuations of these measures over the last few years in this program review.

Assistance for marketing our courses may be beneficial. However, in the Spanish program, it is impossible to recruit students for a given class. Students should take the class that is most appropriate for their Spanish skills. Given the small size of the program, we currently offer one section of each course, with the exception of SPAN 110. As enrollments patterns show in larger colleges and universities, it is practically impossible to sustain a program when only one or two sections of the beginning level are offered. The fact that we have such a comprehensive program and do offer courses at all levels, with the goal of meeting the needs of students who are native speakers of Spanish as well as those who are learning Spanish as a foreign language, is remarkable, even if enrollments at each level do not meet the expectations of the college administration (note: recommendations for class size in world language courses is much lower than our district's 20-student minimum). Delivering first-year courses in hybrid modality seems to be attractive to students; the flip-side is that success, retention and persistence are impacted, as explained in the next section.

**8-A. Access & Completion:** Gender:

There is a higher percentage of females in Spanish courses (65%), when compared to the college average (60%). The reason for this is the much larger number of women than men in Spanish for Heritage Speakers (SPAN 150 and SPAN 152). In these courses, we tend to have an older student population consisting of women who work in fields where knowledge of Spanish is highly valued, because they interact with Spanish-speakers in their job, such as preschool teachers, hospital workers and social services employees.

Ethnicity:

About 39% of the students in Spanish courses are Hispanic; this is the same as the college average. The next group of students in Spanish courses by ethnicity is White-Non Hispanic, with 32%, compared to 24% across the college. Asians comprise 12% of Spanish students, but 15% of students college-wide. There is lower representation from minority groups in Spanish courses. The variation in percentage when compared to the college average is most likely based on the small size of the Spanish program. For example, there are 137 Filipino students in our college, who represent 1.3% of the total student population. In 2018-2019, there were 162 unduplicated students in Spanish courses. To conform with the college average, there should have been 2.1 students in Spanish courses. Is this significant?

Ethnicity by gender:

Again, differences with college averages may be due to the small size of the Spanish program. For example, the largest gap is for Asian males. To close that gap, the Spanish program should have had less than one Asian male in each course in 2018-2019. How relevant is this observation?

First generation:

There is a difference in the percentage for Spanish program vs. college average. Is it "bad" to have this difference? Is the college trying to serve more first generation students or more non-first generation students? Without this information, it does not make any sense to explain the differences.

Veterans:

If we were to have the same representations of veterans than in the college as a whole, the Spanish program "fell short" by 5 veterans for 2018-2019.

Age:

Spanish has fewer students in the 18-22 age range than the college-- this could be due to the fact that students in this age range are recent high school graduates who have taken another language while in high school. There are more younger students in Spanish courses -- we typically enroll Middle College students and concurrent students who need to meet the LOTE requirement for high school graduation. And there are more older students in Spanish courses. Once again, without knowing if the college averages are actually desirable goals for every discipline, it is difficult to even question whether differences are good or bad. And without knowing this, we do not know if it is important or not to close these gaps.

Disability:

The Spanish program enrolls a higher percentage (9.5%) of disabled students than the college (5.1%).

Low income:

The difference in percentage of low income students enrolled in the Spanish program and in the college is less than 1%.

Foster Youth:

In 2018-2019 there were no foster youth in Spanish courses. According to the college average, there should have been 1 student. Do we need to address this difference?

Observation: Although this section seems to focus on a negative concept (i.e. equity gaps), with the goal of promoting improvement, we feel it is just as important to highlight success. In terms of equity for Hispanic students, it should be noted that they do well in our program: 2018-2019 data show that their success rate in Spanish courses (74.4%) is higher than college-wide (67.8%). For a population that is typically under-prepared and under-served, this should be a good indicator, both for students (given that language plays a major role in one's identity and self-worth) and for our college (as a Hispanic Serving Institution).

Additionally, this observation makes obvious the fact that comparing with a college average may not be the best approach to judge a program's effectiveness. If there were no equity gaps (as measured by comparing program data vs. college data), program data and college data should be equal. Who's to say that college averages are the goal that every program should aspire to? And if one group of students performs worse than another group of students, why is it not important in this analysis to highlight situations when one group performs better than the other one?

**8-B. Completion - Success Online:** There has been a push at our college to offer more hybrid and online courses. Although we did not agree that this move would be beneficial to students in our Spanish courses, we had to follow this directive in order to address both students' preferences and to prevent further cancellations of Spanish courses. Several years ago, we started offering SPAN 120 as a hybrid course. Around 2014, we also started teaching a hybrid SPAN 110 with 60% of their instructional time being face-to-face. But we do not believe that we can effectively teach a language class without the face-to-face component, and the reduction of class time has had an impact on success. The possibility of fully online courses has not been considered, because we do not believe that language can be learned effectively in a fully online manner at this time. Both professional and educational organizations have policy and standards that support our position.

In case you're interested, here's why language learning requires (or is more successful) with real-time human interaction: The main function of language is communication. According to the California Content Standards for World Languages (California State Board of Education, <http://www.cde.ca.gov/be/st/ss/>), communication takes three forms: interpretive (listening, reading), presentational (speaking, signing, writing) and interpersonal (a culturally appropriate shared activity among language users). In online courses, interpersonal communication is very difficult to achieve, thus depriving students of the acquisition of skills they need in order to communicate effectively. The Proficiency Standards from ACTFL (American Council on the Teaching of Foreign Languages, the professional organization for teachers of foreign languages in the U.S.) also take into account interpersonal communication in the descriptors of each of their standards at every level. For example, at the intermediate high level, their speaking standard states that "Intermediate High speakers are able to CONVERSE with ease and confidence when dealing with the routine tasks and SOCIAL SITUATIONS of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence [...]" (<http://www.actfl.org/publications/guidelines--and--manuals/actfl--proficiency--guidelines--2012/english/speaking#intermediate>). The capitalized words/phrases in the citation presuppose the existence of an interlocutor in real time.

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



**9A. SLO Assessment - Compliance:** As evidenced by the attached TracDat report % of SPAN Courses with SLOs assessed.pdf, the entire department measures course SLOs regularly. There is at least one SLO measured in all classes every semester, with the exception of one class. In classes where SLOs are regularly assessed, frequently multiple SLOs, and often all of them, are assessed by all faculty. The lone exception is Spanish 161/162 - Latino Literature; SLO assessment results were reported only once in this course within the last several years. There needs to be improvement in this area.

Faculty assess their SLOs and then enter their data in a department Google Form; in this way, multiple sections can assess multiple SLOs, and thereby capture as much data as possible. The TracDat lead (Sarah) then enters all data, documentation, and commentary into TracDat, verbatim SLOs per course 2010-2018.pdf. The department then discuss results and make adjustments as necessary.

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

**9B. SLO Assessment - Impact:** In general, the stated success criterion for each SLO has been met.

Sometimes, whether the success criterion for a SPAN SLO has been met or not is "inconclusive". In SPAN courses, this is due to the fact that very few students were enrolled in the class, so the results cannot be considered significant or representative, and it would not be appropriate to make modifications based on the assessment of a handful of students. SPAN offers several courses that are concurrently scheduled with others, and for this reason it is often the case that there are just a few students in a given course.

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

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

This is just one example of how we improve our teaching. We have others. As a general rule, program improvements do not stem from SLO assessments. And whether we report SLOs or not according to a prescribed schedule, we assess all of them in all courses every semester.

**10. PLO Assessment:** All SLOs are measured indirectly, and lead to indirect results for the assessments of the PLOs. Since Spanish 140 (for foreign language learners) and 152 (for heritage speakers) is the last course in each series in terms of language skills required for the Associate Degree in Spanish, we have aligned the SLOs in these two courses for measuring the PLOs.

#### Spanish Program SLOs

##### 1. Production and comprehension

Spanish 140, SLO 4: Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

Spanish 152, SLO 1: Compose paragraphs with good sentence structure that are appropriate in terms of spelling, grammar usage, vocabulary and punctuation.

PLO 1: Students will be able to produce and understand oral and written communication at an Advanced High level, as defined by the ACTFL.

##### 2. Self-awareness of errors for improved accuracy

Spanish 140, SLO 3: Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.

Spanish 152, SLO 1: Compose paragraphs with good sentence structure that are appropriate in terms of spelling, grammar usage, vocabulary and punctuation.

PLO 2: Students will recognize their own errors and self-correction in order to improve accuracy in Spanish grammar and

spelling.

3. Spanish-speaking cultures

Spanish 140, SLO 5: Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

Spanish 152, SLO 3: Describe, compare and contrast the social, political, economic and linguistic aspects of Spanish-speaking countries, Latinos in the United States, and American culture, based on a variety of sources, including personal experiences.

SLO 4: Examine the influence of prominent figures in Central American and Caribbean Spanish-speaking countries on United States culture and society.

PLO 3: Students will describe cultural aspects of Spanish-speaking countries, including art, music, history, socio-economic and political realities. Students will compare and contrast among various cultural elements of Spanish-speaking countries.

4. Comparison of Spanish-speaking culture and American culture

Spanish 140, SLO 6: Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

Spanish 152, SLO 2: Give examples of different concepts related to literary analysis when reading literature by Central American and Caribbean Spanish speaking authors.

PLO 4: Students will compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

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

### **Looking Ahead**

**11. Program Planning:** For a small department, Spanish serves a wider range of students with different educational goals. This is no small feat for such a small department, and it may in part account for the difficulties in obtaining high enrollments in our courses, the majority of which have only one section per semester. Instead of having a high concentration of 18-23 year-olds, we tend to have more younger as well as older students. These student demographics and goals seem to support a larger evening program, as so many of our students are either taking high school classes or working during the daytime. However, our daytime students are most likely not being properly served by a program that only offers one course during the day.

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

Students who are quite fluent in Spanish but have not had any formal instruction in the language normally enroll in Spanish for Heritage Speakers. For students who are fluent and literate in Spanish, there is only one option: Latino Literature, but this course has suffered repeated cancellations.

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

Although one may be tempted to cancel those courses that do not have very healthy enrollments, the problem with doing so is that this affects the whole program for many semesters into the future: as Spanish courses are sequential, the cancellation of one course in the sequence jeopardizes the continuity of the program as a whole. Furthermore, in a discipline like Spanish, it is impossible to recruit for "course X"; we can promote our program and encourage students to take Spanish courses, but which course they enroll in depends on their level of Spanish. Therefore, we believe that if we want our college to remain a viable option for transfer students and if we want our students to be able to obtain an Associate Degree in Spanish or in Latin American and Latino/a Studies, or a Certificate of Bilingualism and Biliteracy in English/Spanish, there must be a commitment from the college to keep Spanish courses open even when low-enrolled.

Otherwise, our students will not be able to obtain their degrees/certificates or fulfill their IGETC requirement in area 6.

Cañada is an Hispanic Serving Institution. Over 40% of our students are Hispanic. And if we don't support the linguistic development of our Spanish-speaking students and we do not provide the opportunity to learn another language, can we feel proud of being designated as a Hispanic Serving Institution?

**Program Review Narrative Status:** Complete

# CAN Program Review (Instructional) - Spanish (Odd Year)

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## Objective: Obtain marketing assistance to promote Spanish course offerings

Increase visibility of Spanish program in order to increase enrollments

**Objective Status:** 1 - New (PR)

**Objective Year:** 2020-2021

**Estimated Start Date:** 04/27/2020

**Estimated Completion Date:** 11/30/2021

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

## Objective: Explore a different type of instruction delivery

Evaluate the effectiveness of language immersion (Summer Study Abroad program)

**Objective Status:** 1 - New (PR)

**Objective Year:** 2020-2021

**Estimated Start Date:** 06/15/2020

**Estimated Completion Date:** 12/11/2020

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success